# CFVI CPD Event (2) Transcript: 22nd November 2023

**Caireen Sutherland**

Afternoon, everyone. Welcome to this afternoon’s CPD event on the curriculum framework for children and young people with vision impairment. It is fantastic to have so many of you here this afternoon. We have done things slightly differently this afternoon and you will find that you are in webinar format in Teams.

You will be going into breakout rooms and have normal teams functionality, for want of a better expression, at that point, but for now you're in webinar so I'm afraid you have no interactivity apart from the Q and A and the react buttons should be working.

I'm really, really pleased that this is building on the launch of the training materials that we did in September and we're now spending the next three sessions over the course of the academic year looking at the curriculum framework in and embedding it into good practice.

And I'm really, really pleased to be able to hand over to Mike McLinden and Linda James, who are going to entertain, bamboozle and wow you for the next 90 minutes. No pressure, but I'm gonna hand straight over to Linda. Thank you very much both of you.

**Linda James**

Well, thanks for thanks for the build up, Coreen. That's brilliant. Welcome to you all. As Caireen says, this is the second CPD event of this academic year based on the curriculum framework with this focus of getting started and sharing our good practice and experiences.

The first CPD back in September, you may remember launched the 12 training PowerPoints and Training manual and to date we've had over 1800 downloads of those, so thank you so much for your engagement there. And if you haven't downloaded those as yet, pop to the CFVI website on the RNIB and we would urge you to do that download really as part of getting started. So if we can move on to the next slide.

So just a quick overview of the content of today's session and I guess it has two distinct parts. One which is about myself and Mike talking to you and the second part which is about you talking to each other. So we'll start with welcome and introductions.

We'll then move on to the objectives of the session today. We'll have a brief overview of the CFVI, why and how it was developed. It's very important that we embed those things in our brains in order to embed the CFVI in practice. How the CFVI can enhance inclusive practice also quite an important message there. We'll then move on to looking at a case study of a child's educational journey from about the age of 3 to 20 something looking at which areas of the CFVI maybe at the four or a priority at any given time. Then that'll be enough from us. You'll go into your breakout groups where you'll be discussing how you're implementing or planning to implement the CFVI and any challenges and solutions that you have there.

Towards the end of the session, you'll come back to us and we'll talk about next steps, both in terms of what myself and Mike will be doing and in terms of what you might be doing with the former training that we've given plus tonight's training.

So if we can move on to the next slide, so seems a little bit late now for welcome and introductions, but I'm Linda James. I'm the QTVI Advisor from the RNIB on the project and I also work at the University of Birmingham on the MQ course as a tutor. And Mike McLindon, you know, was the program lead for the MQVI course at Birmingham and continues to be part of VICTAR at the University of Birmingham.

And I guess, as Caireen said earlier, this event fits in with the CFVI project in terms of we're now in an embedding phase. So phase one was all about the writing of the CFVI and the launch of the CFVI and attendant materials there. And this second phase from 2022 to 25 is about embedding in practice and this training fits in with that hopefully nicely. OK. Can we move on to the next slide? I’m gonna pass on to Mike now who’s going to take you through these objectives and particularly focus on objectives one and two, there.

**Michael McLinden**

Thank you very much, Linda. Good afternoon, everyone. And it's so good to know we've got a very good turn out this afternoon, so I'm actually working remotely and I'm working from a different presentation to the main ones so you're going to hear a lot of me talking with Simon and Linda, as we try and make sure we're coordinated.

But what I want to do, first of all, just remind ourselves what we're trying to do here in terms of the objectives.

So it's very much about getting started and all of you would be a different points in that journey in terms of getting started, we understand that, but we always think it's helpful to start with a brief overview of the curriculum framework and remind ourselves why and how it was developed.

So that forms the first objective. So we'll give a very quick summary what it is, why it was put together and the ways in which it was developed.

Well then have a look at the ways in which use of the CFVI can enhance inclusive practice in the field of VI education, and one of the common features, that many of you be aware of is that a specialist curriculum can actually be seen as being viewed as being almost a sort of barrier to inclusion. We don't believe it is.

We believe the CFVI can actually help navigate some of those thorny issues when it comes to inclusive practice, so were going to spend a bit of time talking about that as well and present a model that we hope you'll find useful as a way of justifying and talking to colleagues about the inclusive practice that you're seeking to promote in your own roles.

As Linda says as well, we're then going to present sort of in-depth child young person study to illustrate how the CFVI can be drawn upon throughout a whole educational journey. First time, as far as we know, this has been done. So you have to bare with us because obviously it's only been launched for a year and a half, so we haven't had 25 years of its use, so a lot of this is just us imagining how it could potentially be used over the course of a given educational journey. So, we'll share that with you as an example, as an illustrative example that hopefully you'll be able to use in your own practice.

We want you to make today very much participatory as far as possible in a webinar, so we will have a breakout group session and that's where we'll ask you to go in small groups, share your experiences of using the CFVI, and then what we want to do is collate those and then feed them back to you for use by all of you later on.

So hopefully if that works well, we'll have a very valuable resource that we can all draw on going forward. I will use that information to create what we hope will be beginning with a good practice guidance for use in the field. So that's from our point of view. We have the next slide, please, Simon.

In terms of participants objectives, what we'd like to do is give you the option to share your experience of using the CFVI as we've said.

They’ll be an opportunity for to share aspects of good practice to date. If you haven't started, that's fine. You could just listen to others, but hopefully you'll be able to gather some elements of what people are doing in terms of their use of the CFVI, whatever the potential barriers that you're experiencing. And again, opportunity just to share those and if you've either found ways or you've thought about ways of reducing those well that would be a good option to share that as well. And then as we said, we want to capture those discussion points and present as feedback. So that's what we're seeking to do and I think we'll now make a start on our overview of the CFVI. So if we had the next slide, please, Simon.

So let's just remind ourselves about why the curriculum framework was developed. If we go back to when I started in vision impairment education, we're going back up over 30 years actually, there was no universally recognised specialist framework for children and young people. That would have been the case 20 years ago, 10 years ago - we had lots of different curricular frameworks not all of them were from the UK. What we didn't have was a unified one which specifically addressed the very distinctive needs of children and young people with vision impairment.

What we've always been arguing for was the need to create something that specifically targets and captures the distinctive skills required by children and young people, and many of you would be familiar with the expanded core curriculum and similar sorts of approaches where we would focus on the specialist skills that that children and young people need. But that was a USA focused curriculum and what we didn't have was something for the UK.

Another main purpose of developing it is to give us clarity about what should be taught and how we should refer to that specialist teaching and you'll all be familiar with the different terminology that are used, the different approaches that are used and the lack is sort of common vocabulary. So part of what we're trying to do in the CFVI is create a common language within a common framework that gives us a vocabulary, we can engage with other stakeholders about throughout a child's young person's educational journey. And ultimately to create a strong foundation for achieving, equitable entitlement for children and young people with vision impairment right across the United Kingdom. So that was the why and there be a lot more information about the why and the rationale, the background in the CFVI resources online. But let's go to the next slides, because the ‘how’ is also very interesting.

So how did we go about developing the CFVI? Well, many of you would be familiar with this. I'm not gonna go into detail now, other than to say, it was extensive consultation within the whole field in the United Kingdom is facilitated by colleagues at the University of Birmingham. We did have an underpinning model, so that sort of created a direction of travel and I'm sure many of you would be familiar by now with the ‘Access to Learning’, ‘Learning to Access’ model and that gave us a sort of foundation upon which to build the framework. It's almost like sort of provides a skeleton that we can then add the flesh to, to create something that's conceptually strong, but also very strong in terms of practice and potentially can feed into policy. So the full details of that consultation of the whole process has now been published and it's available as an online free to download article in the British Journal of Visual impairment and the full details are available in the reference list at the end. But what we would stress here is that if you are familiarizing yourself with the CFVI, don't just look at the resource on the RNIB website, also look at that journal article as well because that gives you a very good context. It explains the rationale, the developmental process and the outcomes in terms of what was produced, so that could be very helpful to you when you're thinking about how you sort of skill yourself up to feel confident and competent in terms of the CFVI.

If we have the next slide we presenting a screen shot here of the article itself and the title of the article is ‘Development of a new curriculum framework for children and young people with vision impairment: A United Kingdom consultation using the Delphi approach.’

So that's available online, free to download, and there are full references given in the reference list. So we strongly recommend as sort of one of your actions as a result of today you download that. Have a look at it and that we think will give you a really useful reference point when you're having conversations about use of the CFVI.

If we move to the next slide, please, Simon. Now what we're doing now is presenting to you a curriculum model which captures the essence of the main features of the CFVI. I suspect not many of you will have seen this particular model before. You may have seen variations, but it's not one that we've sort of promoted until this point. But what we want to do impress upon you is we think how useful it potentially can be for a wide range of purposes. So the model itself is adapted from work undertaken in VICTAR and the full reference is given in the reference list.

My colleague Graeme Douglas led on that particular work and if we could have the first part of this slide, Simon and bear in mind, I can't actually see what Simon's presenting, so what I'm hoping we're seeing on there is something, is a rectangle and in the rectangle it says ‘Key Principles’ and those key principles really form the foundation of the curriculum framework, and we can capture those as being about promoting equitable access to education and also about developing the personal agency of every child, young person with vision impairment in the United Kingdom. So they're the principles underpinning what we're trying to do.

So the model continues if we can have the next part of the model Simon. And if you're saying what I'm saying on mine, we then have two rectangles sitting underneath which are interconnected, so they're connected with the key principles rectangle. They also connected to each other and these are the ‘Access to learning’ and ‘Learning to access’ aspects of the model. If you're not familiar with those terms.

I can talk you through briefly what we mean by those in a minute, because the next part of the slide really allows us to unpick those in relation to the CFVI. So if we could have the last part of the slide, we've now got the complete model there.

So sitting under access to learning, we've placed area one of the CFVI because everyone is about promoting a world that's accessible, and we'd hope more than accessible is inclusive for the child/ young person. So area one actually has reference to facilitating an inclusive world and under that are examples of the sorts of activities that would fall within that area. So we'd have: inclusive practice that we would all be familiar with i.e. peer training; Undertaking environmental audits would have the common access strategies that would use in classroom situations, such as specific accommodations, the use of large print, use of models.

We'd have the identifying of targeted curriculum, interventions to meet the holistic needs and rights of the child young person, as well as the teaching support. So all those would be sort of examples of the work that we undertaken within Area 1 to promote ‘Access to learning’. And that's complemented with the intervention approaches in another box, sitting underneath the ‘Learning to access’ and these form the remaining areas of the CFVI. So areas 2 to 11 then - I'll read through them very quickly, just so weremind ourselves of the language: Area 2 - Sensory development; Area 3 – Communication; Area 4 – Literacy; Area 5 - Habilitation with a focus on orientation/ mobility; Area 6 - Habilitation with a focus on independent living skills; Area 7 - Accessing Information; Area 8 – Technology; Area 9 – Health, social, emotional, mental and physical wellbeing; Area 10 – Social, sports and leisure; and Area 11 - Preparing for adulthood.

So what we've got here we think is a very powerful way of capturing the key aspects, not just of the CFVI per say as a framework, but also of the direction of travel of us as potential service providers who are seeking to promote equitable access to education for children and young people and at an individual level develop personal agency.

So it could actually be very useful to you in terms of you starting out on your journey of using the CFVI. So some examples might be…If you are a head of service or team leader, you could use it as a broad model to show to key stakeholders how the CFVI aligns with your service delivery. So you can use it to show what you do, why you do it in terms of promoting this equal access developing personal agency, how you do it in terms of the various procedures, intervention procedure that could be drawing on and potentially who will be involved in delivering various areas. So you can talk about the role of different practitioners in relation to the delivery of those areas. So it could provide a high level model that you could draw on as a way of illustrating what your service provides and offers, and in a way that sort of captures the essence of not just the CFVI, but the direction of travel of what you are seeking to do as a service provider.

If you're an individual educator, you might want to draw it as a as a bespoke version to show stakeholders your planned outcomes and intervention procedures for particular child in a given time frame and Linda's gonna do that shortly as part of the case study, but you can imagine, we might think about area one… How can we facilitate an inclusive world for child A? And you could generate a conversation and then talk about who will be involved in that and the sort of activities that we need to be doing and then supplement that with the areas of focus in terms of the skills that we need to develop. So which areas will be focusing in the learning to access? So it provides you with a good opportunity then to situate the activities that you are planning to focus on in a given time frame, let's just say an academic year, and what your priority areas are going to be and Linda will be sort of on picking that in relation to a composite case study.

It could also potentially be useful for planning and monitoring, because it offers a helpful way of showing how the emphasis changes at different points in an educational journey. So we're seeking to promote equitable access to education and we might use this at the beginning to show what we're seeking to do and then we might use it at the end of a given timeframe. For example, at the end of primary school or secondary school as part of transition plan to show the areas that we've focused on in one particular setting and what we need to be now focusing on in the next one as we sort of replan for the next phase of education. What skills we have been working on and to what extent they've been achieved and what skills the child young person is going to be needing for their next phase of education. So it offers a useful way, we think, of and planning and monitoring the activities over a given timeframe. So that provides us, we think, and we hope with a useful sort of higher-level framework and what we're going to do now, if we could have the next slide Simon, we're going to put some of the ideas we've talked about into practice.

I'm sorry. Before we do that, what we're going to do is just very quickly think about inclusive practice. So, umm, one of the things which commonly has been said to me is that specialist practitioners can get in the way of inclusive practice… A Specialist curriculum can get in the way. I remember once I sort of senior member of an authority described the specialist practitioners as a potential thorn in the side of inclusion because they were only working with specific types of students with special educational needs.

Are we taught and our response to that I think is very robust now and I think we've got a very clear idea of how this CFVI can enhance inclusive practice, and it might just be worth us re hearing that because you may well, come up against this barrier in your own practice. So in terms of getting started, you might find someone sort of arguing back or pushing back and saying, well, why do we need another specialist curriculum?

What's particular about it?

Well, we've told you why it's developed. We've given some information about that, but a few points about inclusive practice and again which we think that framework and the model just shown can help. So the first thing is inclusion is not solely defined by educational placement per say or you believe that all children should get exactly the same educational experience. It also recognises each individual has diverse needs and these require a range of approaches and those diverse needs, as we know, with children, young people with vision impairment, not only are very distinctive, but there will be diverse even within the community of people who have vision impairments, so the needs would be very personalized, and very individual. What we're seeking to do is to promote strategies to facilitate an inclusive world which is captured under area one. So that's a very important point to be emphasising all the way, but that's complemented with the specialist approaches which are particular to children and young people with vision impairment. That's areas 2 to 11.

I suppose the key point from this is that these approaches are not at odds with inclusion and what we'd argue is the outcomes they target are actually vital components in seeking to achieve inclusion. And we're going all think of specific examples of that and that might be something that you could do with your team so that if you are involved in any sort of professional development, you've got ways of showing in what ways the work you're doing in terms of, the specialist curriculum, can then feedback into the core curriculum that people may feel the child is not benefiting from by being part of a sort of a specialist curriculum. So we've given you the context, the background, the rationale and hopefully helpful framework and I'm going to now pass on to Linda who's gonna take you through the educational journey of a child and show a high level mapping exercise of that journey in relation to the CFVI. OK, Linda, hope you're still there.

**Linda James (38.05)**

I'm still here. OK. So we're going to have a case study and it was one that was presented in a text book promoting equitable access (the full reference to that is given at the end) and what that textbook does is it takes a number of children and follows their educational journey. What the textbook didn't do because as you note by the publication date that coincided with the publication date of the CFVI. So what it didn't do was link a state a case study to the CFVI itself. It's a fictional child. It's a a composite of a child or young person that many of us will have worked with. In some ways, it's quite a straight forward a case and and through this educational journey but what's useful about it is that I'm going to suggest ways in which you can map different phases of education using either the diagram from the CFVI itself, which I I'm afraid I do call the scrambled egg diagram but you know which one I mean, I think it's about page 16. It's the child at the centre with the areas around the outside, but also using that dual access diagram that that Mike showed.

And I think as we map the journey, there's a couple of interesting things to draw out from it. One is that constancy of area one, that access to learning area. It's something that enables us to capture a lot of that very, very important and actually very, very labour intensive and time-consuming work we do around accessible physical and social environments. And actually, that upskilling of people around the child to be sort of knowledgeable and empowered about how to promote their inclusion. So area one is definitely a focus during this journey and one that we think about. A second thing perhaps to think about as we map this journey is it's high level nature and it's ability to actually promote discussion amongst you as a team, if you undertook a very similar mapping exercise.

So if you took a child or young person where you've had quite a longitudinal involvement to actually map the sort of errors that came into play at different phases in education and to actually debate a little bit around that, and to think about what resources you might have been using at any given time. I think a useful thing about this mapping exercise, which I'll come back to towards the end of it, is it's actually quite a nice way of showing to schools and settings and parents an idea or different aspects of the CFVI coming into place at different times.

And the third thing to bear in mind is you need to be kind to me, I was doing this on my own and it's the sort of activity I would have loved to have done as a team leader with a team to promote that professional interaction about what we're working on in any given time.

And also I'm very well aware if you get a group of specialists in a room, we could all disagree on the way that I've mapped this but I think there is quite a lot of commonality here that we would do agree on.

So three things to bear in mind. Area one, I think in its importance how you could use this with your own students or perhaps another case study from that text and how difficult it is to map, sometimes on your own, working with somebody else and talking through what you're doing is very, very important. So if we can move on to the next slide…

So Samir is our case study.

And as I say, it's very loosely based on a case study in that text, and he's developments very much in line with peers of his own age with a similar degree of VI. And we think he's going to be a print and braille user in the fullness of time. It's a deteriorating condition, hence that need for the two learning mediums there. He's about to start nursery or an early years setting. We've had a bit of an involvement with him.

He was referred early. We've done lots of home visits and we've established a relationship with parents. If we could move on to the next slide…

So I'm thinking at that transition stage going into early years.

I could say there's at least eight areas of the CFVI in play because this is a high level student child and at transition. I could probably sit here and argue with any one of you that we could make it 10. It's an example rather than something set in stone, but the sort of areas that are in play are, facilitating an inclusive world, sensory development and so on.

I want to just concentrate just at this stage on the importance of area one and you'll see it all the way through this educational journey, right the way up to entering the world of work. But at this stage what we would be doing is we would have been doing quite a lot of assessment. We'd be looking at the clinical assessment. We'd be doing the functional visual assessment, so we'd be identifying those holistic needs of the child. That's how it's expressed in area one. OK, keep going back to outcomes in Area 1 and interventions in area 2 to 11 to begin to embed that language. We're looking at the holistic needs of the child as part of for the facilitating an inclusive world.

We would very much be talking about to parents about the nursery placements - we may be taking them to some of those. And also talking to the parents about how he's functioning visually and in a wider sense as well. And again, that's all about that knowledgeable and empowered family around the child. That's the language that area one uses. Those assessments would form a basis for making modifications to the physical environment in the in the early years. It would identify appropriate learning tools and approaches. Again, that's the language in Area 1, and it would also inform us about what we're gonna be doing in areas 2 to 11. What sort of things? What areas would come into play? Where would we need to pop our focus? The other areas also, so we could talk about, take them in, take them out. But I think one that we would all agree on is that we would be doing work in the early years on sensory development, particularly sort of fine and gross motor skills. There's an intervention under sensory development using residual vision effectively, again sitting in sensory development and auditory skills. But what you can see here, lots of areas in play, because this is ahigh needs child in transition.

If we could move on to the next slide, Simon, and if you could show it in its full glory, you can reveal all on the next slide. So just keep clicking…

So we're going back on to that dual access diagram that Mike showed you earlier where we're very much about promoting equitable access in what we're doing with Samir and his personal agency. So for example, we might have taken him to the nursery setting. We'll have perhaps shown in some of the roots, some of the activities on offer and at that age, you know simple choice making. I want to play here or I want to play there, but increasing his personal agency and independence. Having his things labelled so he can find them, whether that be with print, Braille, real objects, something tactile, but promoting that independence and personal agency.

The two things I talked about earlier when we looked at the traditional diagram from the CFVI document - I've just reproduced here under the two areas. So ‘Access to learning’ very firmly area one in there as Mike said earlier, and the sort of things we would be doing and ‘Learning to access’ on the other side. And as I was working on this, I have a lot of different hats on, but I had my hat on as a former QTVI and VI manager and I could see something like this being an a pretty sort of effective piece of paperwork as almost like a front cover of what we're doing at a particular phase, how it's broken down. It's not the nitty gritty of what we do, but it's a high level plan of the sorts of work we might be doing in each of those areas.

Well, I guess it's a different way of sort of capturing our sort of headline input for want of a a better word. OK. Simon, if we could move on a little bit, brilliant.

So Samir finishes early years and he's off into the primary setting. And luckily, at the moment the visions remained stable. He's accessing print and Braille during those primary years and he's got various texts in place during the primary years to support both mediums. He's also working with a teaching assistant, who's also helping under the guidance of specialists – Habs/ QTVI to promote his independence. We can move to the next slide.

Slightly different way here of presenting where and how we might be involved. So the same, if not actually slightly more areas involved than in the early years. But the non alignment of that shading isn't about the lack of my technical skills, which, believe me do lack, but it's about how certain areas, perhaps that we're working in, assume less importance as Samir's independence skills, his technical skills, his self advocacy and so on improve. So facilitating an inclusive world is still firmly shaded that area 1 and it's that capturing of that wider work, the training that we do to staff so that they're knowledgeable and empowered, there's the wording in there.

But actually thinking about it more broadly than that, maybe the knowledge and understanding that we need in order to support through primary years to be knowledgeable and empowered similarly. It's about physical environments, they will change, they will change at least every year. By the time he's in year six, he may be using a variety of classrooms. We may have had to do a fair bit of work in particularly early on in promoting those social inclusion aspects of area one. So it still remains firmly shaded. I've got hab there, areas five and six. Still pretty firmly shaded, but the other areas I'm trying to indicate there in in my not very techie way, but perhaps we're doing less on the social, emotional, mental, physical wellbeing, perhaps as he moves through primary as he gets a little bit of support in working place as he gets a friendship group, we might be doing slightly less in area 8.

Again, in a room for the professionals, we can debate this, but the technology has he's very au fait with, he's very competent and confident in its use. So we might be just backing off a little at that point and that's probably what I'm trying to show there.

Area 11 is an interesting one and I'm gonna tell you a story against myself just now. When I first did these diagrams on my own with out people around me, I made the cardinal mistake of thinking I knew what parent for adulthood was in the CFVI. And I quite happily went through and shaded it from the age of three because I think it's practitioners, that’s how we feel - that very early work that we do is all slight stepping stones towards preparing for adulthood. And it was actually as late as this morning that I re-picked up the document and thought, no, actually the way it's expressed in the CFVI is very much about our secondary school and that preparation for adult, for Fe, for university, for assisted living and I took it out this morning. So I guess the message I'm giving here is that when you're conducting any sort of mapping exercise, any sort of thinking around the CFVI. Don't be the idiot that I was this morning. I thought I knew exactly what was in the CFVI I knew and know all the 11 areas, but actually you need to dive a little bit deeper and look at the interventions and make sure we're absolutely confident. In what they are in each area. So I took it out again, but we've still got a lot of areas in play and a lot of errors perhaps fading away.

OK. If we can move on a wee bit to the next slide, so secondary a bit of a change for Samir? Both because it's a change in venue for his education, as it were, but also by this point Braille has become his preferred learning medium. He is accessing some very large print, very small amounts of reading but to all intents and purposes, he's a tactile learner and a Braille user. OK. We pop on to the next slide.

So area one again remains a huge focus bigger environment, more classrooms, more types of classroom, more staff to upskill in his needs to make them knowledgeable and understanding and empowered around that.

Quite huge retention issues in secondary school, massive turnover of staff, it's a very, very big area for us all the way through. I think, we ourselves again upskilling ourselves, particularly if you in a peri role. You're not based in a secondary school. You're constantly upskilling yourselves about curriculum content, how it can be made accessible, what exams are in place, what the access arrangements are. We're constantly training ourselves throughout our careers, so it figures are quite big.

Accessing information might be more important or have more emphasis at this stage in that there is a greater variety of ways in which information is presented to us and a greater number of skills at secondary level in how to manage that information.

Almost, an information overload it's quite pressured, isn't it in secondary school: how you save?; how you retrieve that information?; how you bookmark; how you edit it - that might be quite a big part of our work there. Similarly, habilitation and it has probably quite a great emphasis. Finally, preparation for adulthood kicks in. I want it to kick in at the age of naughht, but it doesn't. In the CFVI, it kicks in our in secondary school talking about that move to adulthood, which is relatively imminent. He's pretty good in his technology by the end of secondary, that's fading out part shaded. He's accessing the sports and leisure things that he wants to access. So that's moving out. Health, social, emotional wellbeing, I've kept very much there because we all need to be mindful of that. I'm also mindful of time. Can we move on with the slides? Thank you.

He decides he going to go off to FE at the age of 14. He's been given lots of opportunities to look at workplaces, work experience and so on but FE is the place he's going. Could you move on please Simon?

And again, I've just nominally thought about the areas that he might be working in. We know during this period that he's thinking of going to university, so orientation mobility is great in a familiar environment and is great in the local area, but it might be focusing on more long distance travel now and there might be a focus on independent living skills so he can cook and care for himself when he's living independently. Preparation for adulthood- quite big. Accessing information is still pretty much in the OK if we could move on.

We would, probably, at that point most of us lose sight of him because he will go off to university and university will be in a different area. But what we have done throughout that journey, which I scooted through quite quickly there, is it through time all of the work we've done has developed this independence and developed his personal agency. So we would hope by the time he reaches this point he has a good understanding of his access to learning, the sort of social and physical environments that he needs and that he can advocate those to something like a student disability service within a university and then advocate for his needs in the workplace. And we would hope on the ‘Learning to access’ side that again we've been working towards a very high level of independence and personal agency and again can advocate for his own needs, use his own technology, raise the alarm when it's technology isn't working with the university systems and so on and so forth. So probably for most of us it ends there, but I'll quickly scoot on if we can. Simon moved to the next slide.

But the curriculum framework is still in playbecause remember, it goes from 0 to 25, but he will now be more in control of it than before. HE will have far more personal agency. We wont be involved, other people might be involved, like the student disability services but he hopefully is empowered enough now to actually think about commissioning his own orientation and mobility skills where he needs it, to shout when the technology is not working, to work with advisors at the university-

Careers advisers about that next step in preparation for adulthood and moving into the workplace. So, he in a way with different types of support possibly to our support, is beginning to orchestrate what he needs in order to be included. Right, if we could move on.

Again, in the workplace you can see I've highlighted nominally some areas that might be involved there. So still relevant for him, really up until the age of 25. So if we can move on again.

Those of us who want to summary in words of what areas came in and out, they're here and on the next slide, Simon also. But there's a different way of looking at that journey that you might find useful to show to settings as an illustrative example, or to parents. So Simon, if you can scoot through to the next slide. Right and then show the next few slides quite rapidly. So let's show the first slide and look at the areas that are changing. Early years. Next one. Primary. Next one. Secondary. Next one. FE I would think that one is? Yep, FE. Next one. I think that's university. Next one. And the world of work. And if you flick through those a little bit like those Victorian flick books that if you flicked through them quick enough would show you movement. If you flick through those quite quickly, you'll see, it's a nice way of illustrating change in focus and change of areas. OK. If we can move on.

So just to sum up very quickly what we seem to have seen, Area 1 is pretty constant. It's important we're au fait with it and we capture it and reflect it. Area 11 did seem a constant to me, but I think it's worth remembering it kicks in in terms of the CFVI in secondary. We can see the areas of input reduce over time, so those part shaded aspects of the diagram and that different areas have different focuses depending on the phase that we're in. I think this mapping of the journey at quite a high level is a useful thing to do actually, as a team and as a service.

*[47.35: At this point there was a break in the live session for small group discussion and completion of MS Forms questionnaire. For information, questions included:*

*1. What has worked well in using the CFVI in practice to date?*

*2. What particular barriers have you encountered when embedding the CFVI in practice?*

*3. If you have met and identified barriers in question 2 above how have you reduced them, or how are planning to reduce them?*

*4. What would you suggest as a future focus for training sessions on the CFVI scheduled for February and May 2024?*

*If you would like to share your views on any of the above, please email your feedback to* *cypf@rnib.org.uk**.*

*…recording re-joins at ‘Next steps’.]*

**Linda James**

I'm going to talk quickly about our next steps and when I talk about our, I'm talking about really Mike and I working with VIEW on the training aspect, so if you did manage to access the Microsoft form and fill it in, we're gonna be having a look at that feedback and seeing what we can glean from that about good practice to date, challenges, solutions where people are in using the CFVI, and we will correlate that into a document we're not quite clear what the document will look like at the moment, whether it's gonna be frequently asked questions or sort of mini case studies of how it's being used. We're not sure what it will look like until we get that feedback in, but we're gonna correlate it on behalf of the people attending and on behalf of the field and in the fullness of time, that will pop up onto the CFVI RNIB website.

We've got two further training sessions on the 7th of February and the 15th of May. Those would be advertised in the normal way. What's important is that you tell us what you feel you need from training, because we're guessing about what you might need and we're delivering to you, but it'd be really interesting to know what you would like so we can tailor those sessions to meet some of those needs.

I've put here to keep communicating with RNIB and VIEW, but I think RNIB really at the CYPF email, so email them if you have any further ideas about training that weren't captured in your discussion and all of that feedback will also feed into our training plans for next academic year. So the end of the phase two are section of the project.

So Mike's having some Internet difficulties, but I'm going to pass him over to you just now and he will talk through your next steps.

**Michael McLinden**

Thank you, Linda. So I'm gonna try and make a start. I seem to have some tech. I think to have some technical issues here, and if it doesn't work out as planned then Linda is going to be taking over.

So can I just check with Linda that you can hear me, OK? Let me have a go.

So what we thought it be useful to do is summarize your possible next steps, and there's a way of sort of capturing the key points that we were intended to get across in this session.

So we're on slide 36, Simon, and this is the title ‘Your possible next steps’ now, obviously you won't be doing all of these, but I think these are just be useful way of reminding and us and yourselves, how do I proceed from here so.

First point is about making sure you feel very familiar with the CFVI. So we're saying familiarize yourself and your team with the background rationale and the terminology, and as Linda very honestly talked about her own sort of gaining and understanding about one area which she discovered as she looked at it in greater detail. So read the CFVI familiarize yourself with the language, the terminology, and make sure you fully understand what each of those areas are.

The CFVI itself is going to be going through a number of iterations itself, as we will be will be gathering feedback on it, developing it further. There will be version 2 coming out, but that won't be for a couple of years time. So for now, we stay with what we've got and that's very important because we don't want to start tweaking or changing the terminology. Good starting points. As we've said many times, are the resources on the RNIB website, there are many up there now as well as the BJVI article that we talked about.

A second point is really thinking with an eye to the future. So as a team individually in your school and your service, consider ways in which future practice or indeed policy in your setting might be modified to ensure these are aligned with the CFVI and its underpinning approach. So we've talked about some ways that you could do that. We've shown you a diagram to give you some of the language, the vocabulary, and we thought that that could be a sort of unifying call to arms for the field where we are all working from the same page. We're using very similar approaches, but we've got sitting underneath a very solid foundation for how we're seeking to promote equitable access to education for all children and young people in the United Kingdom and develop each child young person's personal agency as we go along.

The next point is about visiting the staff training resources, so these are available on the RNIB website, but they're very much around staff training, so that's either you training other staff or teams coming together and skilling yourselves up. So they are designed for sort of multiple purposes, they can also be used just used to read through yourself and you'll be able to just develop your own sort of in-House expertise through reading through them, thinking about your knowledge or resources gaps and how you might plug them using those resources.

So if you haven't visited them already, look at the bespoke staff training resources and in particular the training manual that I think is probably the most downloaded of all those resources so far, because that provides, we hope a very helpful overview and a way of sort of getting started in terms of doing any training with colleagues.

Our next point on this slide is around making sure that you familiarize yourself and you draw on the dual access model because that underpins the whole conceptual framework of the CFVI and that would be very helpful to undertake a high level mapping of areas pertinent to range of individual children and young people. You can also use the diagram as Linda's done from the CFVI document to identify…

**Caireen Sutherland**

Linda, do you want to take over the gaps are getting bigger, Linda.

**Linda James**

Yeah.I I will so using that dual access model diagram is quite a useful thing, as I showed you earlier with Samir, as a way of capturing what you might be doing a particular phase. I think if we can move on to the next slide.

So I think it's about also starting to link your paperwork up to the CFVI. So in this instance, for example, if you did a functional visual assessment and you had recommendations to put into place as a result of that, to actually use those headings from the CFVI with your recommendations beneath them. It's a little bit like when new statutory paperwork comes in around SEN - it's about how we match our paperwork to it and I'll start to use the same language. So linking your paperwork to the areas, whether that be target setting or recommendations from an assessment would be a useful thing to going forward.

I talked to little bit about the gaps that we have in our knowledge and how that means that we're not totally knowledgeable and empowered sometimes to deliver on area one, but it's not just about area one. We will all have gaps if we're perfectly honest in our knowledge and understanding of all of the 10 areas, and particularly I suspect if you were in a peripatetic service, you're dealing 0 to 25, you're dealing with the whole cohort, you're dealing with a range of needs and a range of VI. There are going to be gaps in what we know. My gap when I prepared this was, what happens at university and in the workplace, because my practical experience, didn't pick up all those things. I had no practical experience there on which to draw from, so we all have knowledge gaps.

It's OK to admit it, but to use this CFVI perhaps as an audit tool to identify where those are, and maybe work on that as part of our own CPD or perhaps set it as an appraisal target to find out more.

I think it's not a bad idea in a team meeting to have an item on each agenda about how people are using the CFVI as individuals, within a team. What's worked well? What barriers and how we've addressed that? So those questions that we asked on the Microsoft form to be a quick 5, 10, 15-minute agenda item moving forward as a team.

So I think there are lots of ways in which you can upskill yourself. I don't think training is just about being told what to do. It's about being given the tools to actually do some of that for yourselves and move things forward. So if we can just scoot on to the next slides. I'm not going to spend a lot of time on these, but all of the materials that support the CFVI and the embedding of it can be found on the RNIB CFVI web page.

If you just Google RNIB CFVI, it will take you to all of these resources, so parental guides, our Bookshare hub, the curriculum framework itself, the CPD, Specialist resources that you can download are all found on that central page, and if we move on again.

Last two slides, so this one and the next one, Simon, are just the references from today, in case you wanted to look at any of those in a little bit more detail.

END