# CFVI Update Event Transcript (November 2022)

**Caireen Sutherland:** So, welcome everyone, thank you very much for joining. It’s a really popular event, I’m so pleased that so many of you are keen to come and hear more about the curriculum framework. We decided that there was a need to meet and speak to you all about where the work is at with the curriculum framework, so I am going to start and bring you up to November 2022 – where we are and where we are going with the curriculum framework and how you are a crucial part, in fact you are the main part of this. So, it’s really an overview of how we got to where we are, where we are going and how you fit into that…its not really fit, but how you are integral to that.

So, I have just for ease, a short presentation, so if the presentation is found to be useful, I am very happy to share the slides at a later date but there isn’t anything too radical in there I don’t think. I am speaking on behalf of the Management committee of the curriculum framework project group, and that is a project group which is made up of 4 main partners from Thomas Pocklington Trust, the University of Birmingham - VICTAR the vision impairment centre for teaching and research, VIEW, the education and workforce for Vision Impairment and RNIB. So they are they are the 4 main partners for the Management Committee for the curriculum framework and I’ve been asked to present today on behalf of them all. If you have any thoughts or questions or contributions and that will make sense by at the end of this hour towards the curriculum framework. We ask that you email cypf@rnib.org.uk with the subject heading CFVI and that will reach the project team safely and we can deal with your enquiries as quickly as possible.

So, this afternoon, I am going to just briefly tell you about the curriculum framework, what has happened to date, where we are now, and whats coming next – we’re calling it, this next phase, very excitingly and originally phase 2. We’ve had phase 1 and we are going into phase 2 and then we are going to hear from a range of specialists and professionals from around the UK who are going to tell us a little bit about the curriculum framework and what it means for them and what they are doing with the curriculum framework. Again, we will introduce that in due course. So that’s the plan for this evening. If you have any questions during the course of the hour, pop them in the chat and we will answer them either live on air this afternoon or we will collate them and send them round afterwards. Or the other option is the CYPF mailbox, which was on the front slide, which I will pop up in due course.

So, for those of you that may not be aware, I am certain there is nobody here, the curriculum framework launched in March 22, after 18 months of consultation across the UK and across the sector. That consultation process was carried out by VICTAR at the University of Birmingham and was a very robust process following the Delphi consultation method which through liaison and consultation with key stakeholders from professionals to parents and crucially young people themselves, the framework was established and written up as you have seen it. We launched in March 2022, on a very large zoom event, I’m sure many of you came. We then followed up in May 2022 with a Q and A session to start to look at some of the common questions we were getting around the curriculum framework and to share where our work was at with those. So just as a bit of a get us in the mood, remind us of the curriculum framework, just in case it is not by your bedside, and you haven’t memorised it totally. The aims of the curriculum framework are not anything that we aren’t already embracing and doing in practice day to day in our roles. They are there to clarify and define the elements of that specialist skill development that are considered to be essential for Children and young people with vision impairment. SO, we are really wanting to pin down those skills that a child with vision impairment needs to develop on top of everything else that a sighted child needs to get through education, and we want that to have a cohesive, consistent language and approach so that everybody no matter where in the country you work we could talk about those specialist skills and we would all know what they were. That isn’t news, that isn’t a surprise to any of us, I thin we all know the types of things we talk about and mean but I think we do use different language and this framework is trying to pull that language into a cohesive language so that we can all use the same and everybody knows what we are talking about. The framework is there to assist the specialist practitioners to teach and practice and develop those specialist skills in children and young people with the ultimate those children and young people being as independent as possible and bearing in mind the framework was developed for children and young people from 0-25, with vision impairment and additional disabilities, that independence is relative and individual. And I think that is so important to scale that independence and set appropriate outcomes and targets for children to challenge them and push them for that independence relative to where they’re at and where they want to be.

The framework final aim that we pulled out is that these skills should be taught by a suitably qualified specialist and reinforced by a non-specialist in an ongoing way and that is very much how we work anyway, we can’t unfortunately be there all the time and do the teaching introduction, development and reinforcement. That isn’t our role unfortunately. Somebody in the early days of the framework asked, well wont this just get …. can you just make sure you’re on mute please… somebody asked will this not just negate the need for specialists, we won’t need qualified hab specialists, we won’t need QTVIs if we have a curriculum framework because we everybody could just pick it up and just do that.

But actually, the framework really highlights the need for that specialist input, where it needs to come from, what that specialist has in terms of qualifications and background and skillset in order to support the mainstream providers and non-specialists.

And you’ll all be familiar with the model of access to learning and learning to access and that is a key, fundamental part of the Curriculum Framework so that is what we are working to, that children and young people with vision impairment ultimately are learning to access education but much, much more – life, the world, transition to employment and a happy fulfilled life of their choosing. It is that model that underpins the theories at work in the curriculum framework. But again, that isn’t anything new to us. That’s how we all work. Those of you that have been through the Birmingham course relatively recently will have had this drilled into you and had the compulsory tattoo I expect, so, around access to learning and learning to access it’s a fundamental part of that framework. And furthermore the framework provides young people themselves with that clear understanding of outcomes, what they can expect, what they might be looking for because I think it’s not just professionals that find, and families that find, the field a bit of a maze but for young people themselves, knowing what’s available, what skills they might want to develop, might want to call on in future and this framework helps to do that.

Again, for those of you that haven’t quite gazed at it or printed it on your wall or made a wallpaper screensaver of it, these are the 11 areas of the curriculum framework. Again, no surprises, perhaps what they’re called might be slightly different to how you refer to them in your services or schools or settings but overall, the topics are familiar to us all and of course at any one point a child might be accessing numerous ones of those, numerous areas and interacting with different ones. They don’t stand in isolation; they overlap and being able to work in one area developing skills will also probably bring in skills and development from another area at the same time. And that’s something I think that as you become more familiar with how the framework is phrased and pulled together, you’ll get used to bringing into your day-to-day work. I’m certain you’re already doing it but it’s just using the language and the areas as outlined in the framework.

So, that is where we are at. We have developed the framework, launched and provided FAQs about the basic framework. It’s available on the RNIB website and on that page where the framework is available as a download – with an appendix as a download – there are also recordings of the launch and the Q &A and it’s also via the RNIB Bookshare that you can find the resource Hub and where we are currently sharing resources connected to the framework but more about that in a moment. So that’s where we are up to now. That brought us, two years of the project, the launch and that brought us up to September 2022 at which point we all recognised the massive piece of work that we’d done and the importance of it but also then felt, actually that in a way isn’t really the work. The work is that this is embedded in practice and that it is really and truly owned by children and young people and owned by everybody in the sector. And when I say sector, I mean professionals, families and young people and that they have ownership of that framework and are able to use it in their day to day work or in their day to day lives so that it becomes an integral part of that so we felt that there was more work needed to support all of those areas – families, young people and professionals – to embed and use the framework, take it and own it and develop it within practices that you’re already doing. So we launched, in a minor way, nothing like the framework launch, we launched phase 2 of the curriculum framework development. As I say we nattily called it phase 2 and the implementation phase. You can see what we’re doing there can’t you?

So, this is phase 2 and it’s what we plan to do from now over the next three years. Now when I say we, this is the management committee leading on some key fundamental strands of work that we feel will support everybody to really take the framework and think about how it works for them and embed it into practice. Really the real hands-on front-line work and interaction with the framework is going to be happening with you – with you working with children and families day in and day out. That is where the real work is going to be happening but behind the scenes to support that, to add to the framework, the management committee are also providing some structured support and we want to share with you now, today, what that looks like and what you can expect from us. So that you know that you can come to us for support in those areas but also you know what will be coming and will support your work going forward. So, there are four key outcome areas for phase 2. I am just going to talk you through these very briefly this afternoon.

So, outcome 1 is the specialist training strand and this is being led by VIEW and RNIB with some specialist consultancy input and in this first year it’s going to focus on developing and producing a professional toolkit. So that will comprise of a suite of quick reference PowerPoints and supporting guidance probably in the form of some kind of training manual which will focus ion the 11 key areas of the curriculum and that is there to provide a focus of information and advice to VI professionals for using the framework and to support its use in practice and enable it to be embedded in the sector.

As I’ve said the framework isn’t anything new, but it is a different way of packaging up what we already do, so these PowerPoints, this suite of PowerPoints will support you in doing that. Those PowerPoints suites. Suites of PowerPoints, sorry I keep getting my words in the wrong order, will be presented to you via some CPD sessions much like this online as well as some additional ways of getting hold of them but we plan to launch each suite of PowerPoints via a CPD webinar thing like this, so you will be introduced to those overtime and we anticipate those to start later this academic year but obviously we have put this in today to update you so you know what is coming. The resources and training packages that are going to be developed aren’t being developed in isolation and there is a stakeholder group of people across the sector including hab specialists, QTVIS, specialist teaching assistants from across the sector to support that development to make sure we are getting those as representative of the work that’s going on. Now that’s not to say you have to use those and you can only use those, when working with the curriculum framework but they are there to support your work and we hope that they will give you a nice core set of resources to use and adapt or presentations to other VI specialists but also to mainstream providers who perhaps aren’t familiar with it.

Outcome 2 is around our policy and influencing strand of work and this is much more nebulous to pin down, not least when there are not active governments in place, but this is around the policy and procedures and practice guidance and networks across all 4 UK nations. The key pieces of work that you can expect in this area immediately are some policy positions statements on the use of and importance of the curriculum framework and a UK wide campaign plan about getting it embedded into practice, into best practice. The dream would obviously be that it is embedded into statutory status across the nations but that is a big ask and with current fluctuations and changes in government in 2 of our nations in particular that’s a really tall ask so we are conscious of that and looking what we can do in the interim and to build up to that to really get it embedded and look at ways of feeding that in through PM questions and raising it with MPs and taking it to all party parliamentary groups, presenting to Scottish Government, there are lots of different ways we are looking at doing that and pulling together a cohesive plan for that policy and influencing work. It wont happen overnight , its going to need 3 years and much much more and the more that happens in the other strands, and the more that you tell us you are doing around the framework, the more that will support policy and influencing because we know that it will make a difference but we don’t yet have that evidence so we need to gather that evidence which talks to it and that justify and speak to why this needs to be formalised in policy and practice.

Outcome 3 for the, for phase 2 is around the evaluation and review or revision of curriculum framework so this strand is going to be led by the University of Birmingham, the VICTAR department. They are going to be doing a UK wide, I’m going to call it a survey and case study analysis of service providers including local authorities, specialist schools, specialist settings to track the implementation of the curriculum framework and monitor the outcomes and changes in those over time. That evidence gathered will then be used to evidence and talk to the impact of the curriculum framework but also to inform training needs, policy asks and to identify whether there is any need for amendments or revisions to the framework. We don’t anticipate a huge rewrite but equally if there is something in it that is jarring and not working as it should or could be fined tuned, we hope that it will come out over this evaluation process over the 3 years and will resolve over the end of the three years in that revision of the framework. As part of that we are also going to be developing a version of the framework that is designed and used by children and young people themselves so there will be a group of young people who will be looking at the framework and how what it means to them and they would like that to look. So were anticipating all sorts of exciting propositions from our group of young people. But that is part of that revision of the curriculum framework in outcome 3.

And finally, outcome 4, that is being led by RNIB and VIEW and this is going to continue to build on the resources that are available to support the curriculum framework and at the moment those are housed in Bookshare. There is a possibility that those will be housed in a different bespoke hub over time and that is something we are looking at – what would be best fit and what would work well and serve the status of the curriculum framework. And we are looking to supplement and improve the resources so that there is a wider range out there and we know that that will come over time as people become familiar and comfortable using the framework. As part of that resource sharing and development, we are also developing a parent guide for the curriculum framework so that is being pulled together with a group of parents with RNIB leading on that, so that will eb there to support parents to use the framework and advocate for their child/ young person’s needs using that and that’s a really key development we feel and we will be launching that with an event and support to families and parents/ carers to promote that, so you can expect to here from us over time as that work develops. So those are the 4 key outcome areas that we are planning to address in phase 2 but as I say that’s the sort of structure behind it and we know that this really gets embedded by what you do day to day and in practice and so I am going to just hand over to Jane, who’s going to come in and take over for me.

**Jane Sharp:** Thank you Caireen, so now the curriculum framework has been launched and its making its way out into the world, we are really interested to know how people have started to use it or plan to use it. So as Caireen has already mentioned, being a framework, it is very flexible so it has the potential to fit quite seamlessly with the good practice that’s already happening. Going forward it has the potential to provide support and guidance when reviewing and improving current practice. Amanda Bayley-Sumter, who I noticed is here today, hello Amanda, and I hope you don’t mind me quoting you here, the Service Manager in Doncaster, described it to me once as an ‘Empty house ready to move into and just waiting for you to do the interior design to your own specification’. I really like that analogy because it recommends the importance of having a solid robust structure to work with but acknowledges the details need to be personalised. So, to illustrate this we are going to hear some examples of how the framework is being used and I would just like to say a really big thank you to our contributors for offering to share their good practice with us today. Caireen is going to play in some of the clips from people who have provided pre recorded clips and some people are going to be speaking live.

So first up we have got Kirsty….

**Kirsty Rimmington:** I'm Kirsty Rimmington. I'm a senior specialist learning support officer working in a mainstream school with severely sight impaired children. I would say that the CFVI formalises what I was already doing for the children that I support. It hasn't necessarily changed what support is offered to the children but it gives me a more formal basis and a concise way of justifying why I'm doing what I'm doing, to non-VI specialists.

It also acts as a useful checklist to ensure that I've covered all relevant areas of the framework which means that no additional area of the curriculum is missed.

Well, that’s brilliant, thank you very much Kirsty for that. Next, we are going to go to Karen Newell, and she has offered to speak live to us today. Hi Karen.

**Karen Newell:** Hi, are you alright? Do you want my camera on or off?

**Jane Sharp**: Well if you don’t mind putting it on that would be really nice….yeah, yeah great, so I don’t know if you… we had a little chat didn’t we, on Friday and it was really interesting to hear how you are using the curriculum framework and your plans for it so I don’t know if you mind sharing that with everybody today, I think they would be really interested to hear.

**Karen Newell:** Yes well, I’ve got my sons, educational health care plan meeting coming up next month so what I’m trying to do is use the curriculum framework to help structure the meeting so what I’ve found is it does actually give you structure and pathways to follow when negotiating your sons or your child’s support. The most interesting area for me is facilitating an inclusive world because when I learned about the social model which was a while ago it was a real light bulb moment and really it helps give a narrative of what you are trying to achieve on and EHCP, no longer are you trying to focus on fitting your child to the school, your realising and the curriculum framework gives you that empowerment to actually say no, the school can adapt to my son’s needs, so I think the most important thing is getting everybody onboard, with areas 1, the inclusive world and as soon as you have got that then I think where the curriculum framework has helped me, then is to follow the 10 pathways to help structure the meeting and give you some focus. That’s how I plan to use it.

**Jane Sharp:** That’s brilliant Karen, thanks ever so much for that and it’s great that you are finding the document is useful to help you have those conversations because it is all about that shared communication. Thanks ever so much Karen. We’re going to hear next from Lisa Kelly who is an experienced QTVI in Scotland as well as the Chair of SAVIE, and for anyone who doesn’t know, that is the Scottish Association for Vision Impairment Education.

**Lisa Kelly:** Working as a QTVI means that you develop very strong relationships with your students. You're usually working with them on a daily basis, at close range, in a 1:1 context. You use your intuition to decide exactly what it is they need to develop their wider skills. However good your intuition is, as teachers we still engage in that report writing process to complete the learning and teaching cycle. I have found the CFVI has been a great resource to reference when I am creating my individual educational plans and it also gives me some shared language to use with my students so that they're involved in setting the targets as well. I really look forward to using it more in my role and I can't wait to see what comes out of it next.

**Jane Sharp**: Thanks very much Lisa, that’s great. So were hearing there again that its being used as a planning too and to facilitate communication.

Habilitation training is a key component of the curriculum framework and we’ve got Lisa now who is going to tell us how the curriculum framework is support her in her role as a habilitation specialist.

**Lisa Priestley:** Hi I'm Lisa Priestley, Registered and Qualified Hab Specialist for WISENDSS Wakefield. In terms of my practice, I refer to elements of the CFVI within EHCP reports and use it to help identify outcomes when preparing pupil programmes. For instance, Area 5: using senses to navigate the environment would be referred in the outcome to identify three common school sounds. For me, the CFVI helps define both the hab specialist's and QTVI role and our shared responsibilities. It supports conversations around how professionals and families work together to provide an equitable experience of education for children and young people with vision impairment.

**Jane Sharp:** Thanks very much Lisa, really good example there showing how the areas, they are not discreet, they are presented as discreet in the curriculum framework document but there is a lot of overlap, and she mentions area 5 which overlaps with the hab areas.

So next, were going to hear from me I’m afraid because Karen Barton isn’t able to be with us today, but she was very generous and said she would allow me to let you all know what she is doing with the framework with her team. So, if you don’t know Karen, Karen wears many hats as I have found at as a QTVI, Teacher in Charge, Hab Officer and Low Vision Assessor in the Northwest of England and her team see the framework as a powerful tool to enable effective collaboration between children young people, families, mainstream staff and specialist staff. So, their focus at the moment is on raising awareness and the first step they are taking is to update their services webpage to incorporate the curriculum framework as well as referring to it explicitly in a letter that goes out to all stakeholders when they are introduced to the service. So, I think that is a reminder that embedding the framework in everyday practice isn’t going to happen overnight, so that’s the first step, but also that the framework is a collaborative document and that specialist VI teams are going to instrumental in raising awareness outside the specialist workforce.

And last but definitely not least, we are going to go live to Sarah Hughes. Sarah is an experienced QTVI, Head of a VI service in Wales as well as the chair of WAVIE, Welsh Association of Vision Impairment Educators. Hi Sarah, thanks ever so much for coming today.

**Sarah Hughes:** Hi, Sorry I didn’t get round to recording this. I will try to keep it brief. There were three things, as Jane said, I am the Chair of WAVIE, and we prepared a letter which goes to DECLOs, in Wales we have DECLOs which are Designated Education Clinical Lead Officers and they are found in the Health Boards and it is their responsibility to collaborate and work hand in hand with education so we thought it was important that they should know of the CFVI and the relevance to IDPs, Individual Development Plans, as we have in Wales, instead of EHCPs. So, we prepared a letter that said what the CFVI was all about, and I sent that to our DECLO in our region and then I shared that letter with all of the Heads of Services across Wales for them to bombard their DECLO with. That’s had limited success because people are very busy, but I think its just important that the message keeps getting out there. The other avenue is that I attend the Low Vision Service Wales meetings and at those meetings there are lots of third sector organisations who have very strong links with Welsh Government, Health professionals as well are at that meeting and so I make sure that I bring up the CFVI and its relevance and then I’m hoping that there will be some spin offs into Education Groups that specifically focus around Vision Impairment and such – so finding another route into Welsh government that way.

On a personal level, I am the Head of Service in Southeast Wales, so 5 local authorities of Southeast Wales – were a regional service. Prior to the CFVI even existing we were using the Learner Outcomes Framework; I did talk about it in 2019 at the VIEW conference if anyone wants to look at my presentation but the CFVI will map very nicely the learner outcomes framework that we’ve done. The flow diagram, templates, the way of referring to learner outcomes framework is entirely mappable across to the CFVI and over the next, over the coming months, that’s what me and my team are intending to do, so that instead of referring to the learner outcome framework we now just map that across to the CFVI. So, all the targets we set with pupils, that we share with schools, that will help to inform their IDPs and one-page profiles, will be mapped across to the CFVI in future.

**Jane Sharp:** Thanks very much Sarah, that’s great. So, its really encouraging to hear that people are taking the curriculum framework and that they are finding that it does map on to, which was the intention, it does map onto what they are already doing. Certainly, like there, I carry the framework round with me and any opportunity to mention it, I bring it up no matter what group you’re in because raising awareness, that’s how its going to get through isn’t it. If we keep telling people about it and just keep mentioning it, people will see how important it is. So, thank you very much, we’ve seen lots of ways to use the curriculum framework there and a big thank you to all our contributors. So, it is early days and as we’ve heard people are running with it so its already at this very early stages its already supporting our learners through supporting their families and the professional who work with them. As time goes on, this will trickle through to the children and young people themselves and they will find their own ways of using it and as we’ve heard already, there’s going to be a guide coming out, that is aimed at and written by young people to support that. We also expect that over time awareness amongst mainstream staff will gradually increase and increase and this will act as a catalyst for greater recognition for the importance of specialist skills development. So, it will be really interesting in future information sessions to hear from children and young people and from mainstream staff and then how they are using the framework.

I am going to pass back over to Caireen now, thank you very much.

**Caireen Sutherland:** Thank you very much Jane and all the contributions. I think that’s really great, small, insight and snapshots into some of the work that’s already happening out there. Its just a few people and I know there are loads more examples of things like that happening out there.

That is the end of our formal update on the Curriculum framework, if anybody has any questions, if you want to pop those in the chat that would be great, or as I’ve said in the chat function, if you prefer, please do email cypf@rnib.org.uk. As Jane and the others have said, it really is about now looking at how the framework fits into the work that you are already doing and how you then start to use it, were really keen to hear about the good, the bad and the bits that don’t go quite so well with embracing the framework and taking into practice. Because there will be with something new, there will be, definitely points that go really well and that work in certain systems, certain settings, certain parts of the UK and not in others but were keen to hear all of that so please do keep in touch with us.

We’d love to get more resources, that would support the framework and as I said in the intro PowerPoint around that outcome strand, outcome 4, we are looking at the resources being housed somewhere else, so watch this space. As soon as we have a firm update, we will let you know whether they will be somewhere else.

There has been a good deal of talk around whether the curriculum framework is being used to track progress and how that is being done and the impact of service delivery. We’re always asked as services to evidences our impact and talk about outcome and the difference were making and I think that people hoped that the framework would provide that. Sarah Hughes who was just talking has done some work around mapping that across to the outcome tool, the Learner Outcomes, but the framework wasn’t ever designed to be a tracking tool and our stance here on the management committee and project group is very much that we imagine that it could be but that isn’t down to us to sort of say how that would work because its very individual and links very closely to systems and settings that are already there and that’s incredible individual. That said, we recognised that there is a need, so we are interested in following this thread of conversation around tracking progress and impact of service delivery. We’re working very closely with colleagues in the deaf sector, bear with me this is relevant, who also are launching a framework around supporting children who are deaf. Their additional specialist skills and they are also looking at this, so this is something that we are talking about across sensory impairment which I think would be great. Because what we talk about in terms of children with Vision impairment is also relevant for those who are deaf and those who have multisensory impairment and as you know part of the challenge, evidencing our impact and tracking progress is that we are such as low incidence small group of young people, so working together is something that will benefit everybody.

There is a really good question around whether anybody has worked on the curriculum framework in functional vision assessment reports. We will follow that up and see what we can come up with. Very much I would like that sort of thing incorporated into the resource hub. Eventually. The Bookshare technology, limits us a bit as to how we can upload and what kind of documents which is why we are looking at a different hub. So, there are lots of messages coming up in the chat now, around how people are using that. If you are using it in an active way and are happy and keen to share that we would love to hear from you. Please email us at cypf@rnib.org.uk with CFVI, far too many letters isn’t it, in the subject and we will collate what people are doing with your permission. If you give permission, then perhaps we can include your email addresses and people can get in touch to see what that work looks like. We, as a management committee and project group will share that, but it wont, be, but we can’t do that every day, you know, we will put on events like this and collate things and share around that. So if you are happy to share and for people to contact you, either email, cypf@rnib.org.uk somebody will put that in the chat for you or, I know many of you have the direct email and that will work, although I’m not giving that out at the moment, as there are 250 of you and my inbox is plenty full enough so it will get quicker dealt with at CYPF.

Thank you all very much for coming. I hope that has been a useful update. If you have any questions, I am really happy to take those, otherwise, please do keep in touch and let us know how you are going – what works and what you are finding is supporting young people and families and professional with the framework, we’d love to hear that. The next curriculum framework webinars activity will be after Christmas and that will be the launch of those suite of PowerPoints so you can look forward to that in the new year/ next part of the academic year. Meanwhile our CPD calendar continues to run, and we’ve got more events this month and into the new year, so please do have a look at our webpages if you are interested in coming along, but for now, thank you all very much for coming and I hope its been useful and we will look forward to hearing from you. Please take the framework, run with it, tell us how its going. Thanks ever so much everyone.