# CFVI Q & A Event 4th May 2022

**Tara Chattaway:** So welcome everybody, my name is Tara Chattaway way and I am Head of Education at Thomas Pocklington Trust and it's my pleasure to host today's question and answer event so thank you very much, everybody for coming to join us and giving up your lunch breaks. We will be running today until 1:30 and so, for those of you, just to check your at the right, the right conference. We launched the curriculum framework for children and young people with vision impairment so the CFVI, is what you'll be hearing it referred to today, on the 15th of March and we know that many of you have been busy downloading the framework and looking at the tools and resources that accompany it. And we hope that during this time, since the launch you've begun to familiarise yourself with it, and you may now have a number of questions about the framework and what it means to you and your work.

So just to recap the framework presents outcomes within 11 teaching areas, and it provides a shared vocabulary for professionals, young people and children and their parents and carers. So I'm really delighted today to be joined by a panel of people who are going to be here today to take your questions so i'm just going to start to introduce them individually.

So, first of all welcome to Professor Graham Douglas who is Professor of Disability and Special Educational Needs and Co-director of the Vision Impairment Centre for Teaching and Research (VICTAR) at the University of Birmingham

**Graeme Douglas:** Hello, nice to see everyone.

**Tara Chattaway:** Thank you and I’d also like to welcome Dr Rachel Hewett, who is a Birmingham Fellow based in the Vision Impairment Centre for Teaching and Research (VICTAR) at the University of Birmingham.

**Rachel Hewett:** Thanks Tara and good morning or good afternoon.

**Tara Chattaway:** Thank you, and next I’d like to introduce Caireen Sutherland who is a Qualified Teacher of Vision Impairment (QTVI) and MSI and she is Head of Education at the Royal National Institute of blind people (RNIB).

**Caireen Sutherland:** Hello everyone nice to see everyone joining. Thanks Tara.

**Tara Chattaway:** And I’d also like to introduce Jane sharp who is a QTVI and Chair of VIEW - The Professional Association for the Vision Impairment Education Workforce.

**Jane Sharp**: It is lovely to be here today.

**Tara Chattaway:** Thanks Jane. We're also going to be joined shortly by Dr Jessica Hayton who is Programme Leader for the Graduate Diploma in Habilitation and Disabilities of Sight at IOE, UCL's Faculty of Education and Society and Dr Hayton will be joining us shortly so welcome everybody to the panel and thank you so much for joining us.

And before we get to the questions which you will be able to submit using the Q and A function, so please do use it to ask questions as you go along, please don't wait until towards the end. And we also have some questions that have been pr- submitted as well, so thank you very much for those. So before we actually get to the Q and A session, we thought it would be really useful to hear from those that are already working in the field and using the framework and how they've been using it. We’ll hear from professionals but will also hear from parents and from young people as well. So these are talking head videos which have been pre-recorded and they are about three minutes each and I really hope that you will find them really useful in providing some rich background about how this framework can be really used and embedded in everyday work.

So our first video is from an MQ, which is a mandatory qualification perspective and it's presented by Anna Pilson who is a lecturer in Education of Children, Young People with Vision Impairment in the Department of Disability, Inclusion and Special Needs which is part of the School of Education at the University of Birmingham. She is also Program Co-ordinator for the Mandatory Qualification for Teachers of Children with Vision Impairment (MQVI), so I’ll hand over to Anna…

**Anna Pilson [Recording]:** Hello, my name is Anna Pilson and I am the program lead for the mandatory qualification for teachers of children and young people with vision impairment or MQVI at the University of Birmingham, and we are the largest provider of this qualification in the UK. My colleagues in the vision impairment Centre for teaching and research or VICTAR here at the university were actually involved in the research and writing of the curriculum framework vision impairment.

So as a team we're very committed to centring the CFVI in our work, training qualified teachers of vision impairment, or QTVIs. We’re actually at a really interesting juncture for the qualification, because the department for education will soon publish updated mandatory qualification standards for all sensory impairment teacher training programs. And as such providers like ourselves need to respond to these updated standards by adapting our programs and here at Birmingham, we intend to do so by including the CFVI as central to our program because not only is the research that has gone into creating the CFVI identified, what matters to stakeholders in the vision impairment education sector, but it's also identified what works. The CFVI is important because it provides a shared vocabulary for the education system to ensure a more equitable experience for visually impaired, children and young people, regardless of their geographical location.

By including the CFVI within the MQVI program I believe we will be equipping the next generation of QTVI’s not just with the shared vocabulary, but also with a shared approach towards becoming an effective QTVI.

We've already begun to include it within our course delivery. In many of our modules we have reflective tasks and we've asked students to use the language of the CFVI and refer back to it as a resource to evidence, how they might use it to frame their offers of advice, support and teaching in their real-life roles. And we also had a keynote and plenary tasks are recent study weekend on the CFVI, and so as to ensure that students are already beginning to engage with it at such an early stage, and also to make sure they're sharing back with their colleagues.

And finally, I believe that if we see our role as training providers as supporting the QTVI to develop a toolkit which will support their development as reflective and proactive practitioners beyond the MQVI course and into their careers, then the CFVI will be a vital tool which will help them to support visually impaired young people holistically, which of course is a central aim of our course as well, thank you.

**[End of Recording]**

**Tara Chattaway:** So that was really useful to hear and it's a great to hear that, then the framework is already been embedded into the teaching and setting forward a future of new QTVIs and others to ensure that they're following that framework, and also about thinking about how it can be an embedded into the standards as well, so that's really exciting to hear.

And next we're going to hear from Joanne who is a parent who's going to talk us through what the framework actually means for her and for her child.

**Joanne [Recording- Audio only]**: Hi my name is Joanne and I’m a parent of a visually impaired teenage son. After a cold harsh diagnosis of my son's visual impairment, I was left feeling anxious about what the future would hold for him. I gave up work to navigate my son through this difficult unknown and sometimes lonely time.

Education- like many parents in my situation find this chapter of life, the most challenging area to navigate and equally the most cause of worry and apprehension. This framework enables us as parents to have a shared vocabulary, not only for us to understand more clearly, but also our children to be able to gain the confidence to advocate for themselves with a more person-centred approach and for them in return to have better outcomes.

For me, the role of the teaching staff has been a valuable one. Not only do they support my son to access his learning, but, most importantly, to learn to access this knowledge is key for my son to transition, not only through his school years but also in later years, so he can have a more independent life. Education is not only made up of literacy skills and mathematics, but education is also the teaching of life skills to enable him to have a brighter future. I would like to see more teaching of the equipment, not only for my son, but for all staff involved so everyone has a clearer understanding of my son's needs.

This framework eases that worry and anxiety and gives a clearer appropriate and equitable access to education. Education has also been associated with major obstacles for children and young people to develop fundamental skills, now we can be safe in the knowledge, our children can function competently in society.

For me, this framework helps my son achieve a meaningful purposeful and fulfilling life and, quite simply, the wings, so he can fly. Thank you for listening.

**[End of Recording]**

**Tara Chattaway:** And thank you, I hope you all found that a powerful account of what this framework actually means for parents and for young people and again using that term about having a shared vocabulary and aspirations for our young people and supporting with technology and other things that are important to them. Joanne didn't want to be videoed so there wasn't a camera on her, but I do believe that was a really powerful account.

Moving on to the next perspective we're going to hear from Ramneek Ahluwalia, who is a second-year electrical engineering student at a London university. She's registered severely sight impaired and she's been through mainstream primary, secondary and further education and she's going to share with us why this is so important to her.

**Ramneek Ahluwalia [Recording]:** Hi my name is Ramneek Ahluwalia and I’m a second-year electrical engineering student at a London university.

I'm registered severely sight impaired and have been since the age of around four and a half, so for me this after reading the CFVI, I think I can really relate to it and how it could have supported me in primary education and until now in higher education and how it can also support people, young people and children today, you know, throughout their lives. So, one of the key areas and that's area one in the CFVI, which I think is really really important is the idea of facilitating an inclusive world. And as somebody who's always been in mainstream education throughout my life, and it still is. This is something that I think is very rare, unfortunately, and I think it's something that really needs to be pushed in you know it doesn't matter if the young person is in a special school or not there needs to be in inclusivity and the idea of, you know, creating an accessible social environment that's for both through the use of peers and also staff - it is so important, and unfortunately I haven't seen this and I'm still facing, you know, challenges with my peers who don't really understand vision impairment and still have those stereotypes.

And I think what comes with this is that staff aren’t enforcing it either, and it worries me, because you know I’m in my second year of uni and I have you know, a year or two left and then I’ll be stepping into the world of work and, unfortunately, if my peers aren't you know, accepting on empathising with the idea of inclusivity, you know, where does that leave us. And I think that's really important, and the idea of having knowledgeable and empowered educators, I think, is really, really important.

So, coming on to the next section I think that's something very relatable to me, which is area five and that's orientation and mobility. And one of the key bits I picked up was you know walking safely indoors and outdoors and I think that is really important, and really early on, when I was in in in primary school, I remember that I used to fall over loads. And it wasn't because, you know, I wanted to, it was because I couldn't see and as a result, I was you know in and out of the medical room quite a lot. I think it's so important that mobility, again it was in a mainstream schools so there was no support, and definitely I definitely saw that, I thought it was bad at primary school, but then that stepped up in secondary school where there were stairs where there was, you know, inaccessible routes, there was a lot more potholes and all of these things that weren't at all factored.

I think the next area, which also, I think, is really, really important, and I think it's important for everybody and that’s literacy and that's area four of the CFVI. I think the idea of having accessible literacy, whether it's textbooks, you know, and things is so important it's great to see that we have RNIB Bookshare but it's not the same as having an accessible textbook right there in front of you just like your peers have. And I don't think I’ve had one accessible textbook throughout my education from primary to sat preparation, we have all these companies such as you know, CGP and Edexcel and all of these, Pearson, but we don't see them coming out with accessible prints so that we can also have a textbook and I think that's so important, again, you know creating this idea of an inclusive environment for learning and thriving in.

So, the next bit, which is probably my favourite is actually area eight and that's technology and that's probably because, well, the tech industry is something I want to go in to, but also it has helped me a lot, and when I say a lot it's probably the reason I’ve got to where I am today in terms of my education.

You know technology is so many different things, but for me it's… it's just you know relieved some of that stress. And one of the big things that you know it's from, like the everyday so technology for LIFE I think it's so important that visually impaired people are made aware of what tech is out there. And you know they can use mainstream tech and then modify that to fit their accessibility needs and it's just you know, having that option.

Now, for me, I kind of went the other way I didn't I haven't seen assistive technology until I stepped into higher education, and I think that's been a real shame if that had been introduced a lot earlier, through the DSA that would have been you know quite helpful but I’m only learning about it now, and I think that's quite late.

And I think things like other things so things that aren't necessarily mainstream or you know assistive technology things that touch typing you know. To this day, I’m still practicing touch typing, even though it was supposedly taught at primary school, it definitely wasn't fully covered and unfortunately that's something that I’m still having to develop as a skill because I need it and I’m not doing anything that's sort of, a lot of essay writing but I’m still doing coding and other things which require quite a lot of typing.

I think the next bit that's also really, really relatable is the idea of self-advocacy in area nine. About you know, emotional and mental and physical wellbeing it's about this whole process I’ve you know really have had many challenges with education and that's due to the lack support and unfortunately, I’ve had to advocate for myself because of that, and I think it's so important that young people, you know with all disabilities are given that support in becoming their advocates but also forming a network around them that advocate for them.

And you know I’m very grateful to have found Thomas Pocklington Trust, who have really you know helped me through my higher education challenges still to this day, but you know that required me doing research finding them, you know finding the right people to talk to. And, knowing that I’m not alone and that's so important for everybody, and you know, even with challenges and without challenges just having a disability, you know, has its own stresses.

the last thing is definitely which I’m in now, which is area 11 which is preparing for adulthood and it's about higher education, and I think it's, yeah, it's all about supporting young people taking personal responsibility and recognizing their rights and responsibilities. I think that is so important, and I think that comes down to the self-advocacy you know, at the end of the day, there are legal things behind, you know, your rights and things like that, and I think, as you step into this, you know adulthood, is so important that you know that, so that you know that you're receiving the right support the right time.

I hope this provides you with a good insight into what I think about CFVI. So, thank you.

**[End of Recording]**

**Tara Chattaway:** Thank you Ramneek for preparing that for us, I hope people got a lot from that and it was great to be spoken through it from a young person, a young adults point of view, in terms of how the framework would have helped them through their education going forward. Next, we're going to hear from a QTVI perspective, about how this has been embedded into their work so we're going to hear from Christina Matawa, a Qualified Teacher for Children and Young People with Vision Impairments, a QTVI, at the Bi-Borough Inclusion Service, which includes Kensington and Chelsea and Westminster.

**Christina Matawa [Recording]** My name is Christina Matawa and I’m a peripatetic QTVI in the London borough of Kensington, Chelsea and Westminster. There are three of us in the team, and we all perry's but one of us also runs a primary VI unit within Westminster.

So, we've had to think about how we are planning to make use of the curriculum framework it's obviously a really exciting development because it helps us in our efforts to make sure that our children and young people are prepared for adulthood as best as they possibly can, and that they are getting more independent over time but, like many Paris services I’m sure we're quite a busy team as well. So, it was trying to we're trying to look at how to make this realistic and practical, easy to use and easy to share while obviously making it not too time consuming, so we have come up with individual checklists I’m just going to share my screen. A checklist such as this, which, as you can see it's a type of curriculum framework VI checklist that we have the name of the child and then the dates when we're filling it in.

Then we've got the 11 areas of the curriculum framework but also, we've given the key words taken from the framework itself. So that we don't have to look at it, each time and read it all, but here the key words to kind of prompt us.

And the first line following each area would be my thoughts on the child and where the child is at, at the moment. And the second line for each area would be where the child thinks they are at or the young person so it's recording their voice as well, and having that conversation with them, asking them these questions to see where they're at with it. We will be working through our case list from Category eight children, you know from the NatSIP eligibility criteria, down to the children with you know, finally, the monitoring ones, the annual ones that sort of thing. And then, this checklist will then bring up some areas of concern or areas of further development. So that leads us to the vision access plan, which again it's a document we are already using for all of our children. And it's meant to be a one side of A4 quick summary of the child's visual needs and then what their needs are specifically you know, in terms of distance/ near. And the strategies that that stopped me to employ to make sure that the child or young person can access the learning.

And here, at the end, we used to have the NatSIP learner outcome, followed by the EHCP outcome and now we've replaced the NatSIP learner outcome of the CFVI outcome or outcomes. Which are the gaps that we would have identified as having filled in the individual checklists by ourselves and with the children themselves.

So I think for us as a service it's about looking at what's already in place and then recording that using the language of the framework, and I think we could probably see progress and the benefits of this new process quite quickly. That's it.

**[End of Recording]**

**Tara Chattaway:** That's great, so good to have an example, as well as how it's been embedded into a services work and actually about thinking about how it can fit around people's work load so pulling together the checklist and having these keywords as prompts to talk to the young person sharing the professional’s point of view, but also very importantly, here in the young person's voice as well, so we're going to move now to our last talking head, which is Sue Mort so she's going to give us a point of view, from a Habitation Specialist and Sue Mort is a Practical Skills Tutor for Habilitation at IOE, which is the UCL’s Faculty of Education and Society.

**Sue Mort [Recording]**: Hello, my name is Sue Mort I’m a practical skills tutor on the Habilitation and disabilities of sight at IOE, UCL’s Faculty of Education and Society. I would like to start by thanking everyone who's been involved in this mammoth project, the project partners, the focus groups, the reference groups, the families and the young people it's been a huge effort. I’ve been fortunate enough to be involved with the development of the framework, since the reference group was initiated.

The framework very obviously gives the opportunity to develop consistency across the UK. Families and especially children, young people have a right to expect quality and consistent services and to ashamedly quote my colleague Fiona broadly, currently it's a postcode lottery. We asked a young person, what good Hab should look like here is what she said “What's good Hab support for me? So, I was one of the fortunate ones that had really good support around me going through the education system. Learning cane skills, independent travel, skills for in the kitchen are all really important but, equally, if not more important I’d say is the role that Hab Specialists play in helping the young person really figure themselves out and thrive in a social environment. Have an inclusive opportunities, whether that be through sport physical or social activities, been able to try, all of this with all the visually impaired young people is really going to help to shape and grow the young person's confidence and skill set. My two words for Hab Specialists would be ‘consistent’ and ‘persistence’. Consistent in the support that's available and persistence, well, I was one of those young people that was really stubborn they didn't want to accept the help didn't think I needed it or would ever need it. If the support around me didn't persist, I would have grown up to definitely regret that. They could foresee it I couldn't don't give up on us”.

So, bearing that in mind- how will we use the framework at UCL? We will work with our colleagues and partners to ensure roles are more fully defined and learning needs meet that new definition. For example, it's clear paths five and six of the framework are the responsibility of a qualified hab specialist but in other areas, we need to move forward with the framework partners and other training providers that work is not duplicated, and families know where responsibilities lie. We will build the framework into the heart of what we teach promoting it with students and with our colleagues. But we use the framework, alongside the also newly released Yorkshire and Humber Tracker and the updated Hab Quality Standards to support habilitation students with the monitoring of children's progress.

Coming from a Hab perspective, I think we're moving into a really good place. The framework will help highlight the areas outlined by the student we heard, we heard earlier. Consistency and persistency being keywords the framework will support services, including our own in developing and monitoring performance reviews. This in turn will help with the fight from our practitioners across the UK to help reduce the postcode lottery.

All the team at UCL will continue to work with HabVIUK to ensure the initial bedding in of the framework goes as smoothly as possible.

Finally, a big thank you to all the practitioners out there who are embracing the project has, together, we can be stronger in helping young people paddle in streams, climb mountains and follow their dreams. Thank you.

**[End of Recording]**

**Tara Chattaway:** Well, that was great to hear from Sue in terms of again how the framework is being embedded into the teaching, but also about the importance of drawing from that professional support when needed and ensuring that these roles and those skill sets are used, but also about the importance of partnership work as well.

I hope you found all of those talking heads really useful in terms of giving some ideas and a better perspective, about how we can use this curriculum framework. Because I know for everybody that's been involved, this is really important that it is useful and that we embed it into our everyday work and use it to enhance the work that we're already doing.

So it now, for the moment where we're going to call back to the panellists and ask them the questions that are coming through the chat and the Q & A but also ones that have been and submitted to us in advance so I’ll and invite the panellists to come back and we're going to start with the first question, and is for Graeme from VICTAR, so Graeme, could you tell us **is the curriculum and framework designed to have relevance beyond the UK?**

**Graeme Douglas**: Thank thanks that's a positive question and I think that potentially I think the framework contains some, what we’d describe as kind of universal values and areas of education that I think are valuable everywhere. I suppose it's important, though, that it was designed specifically in the UK we consulted people in the UK. Across all four nations, so I suppose the resulting framework itself does include language which is probably UK specific, so we refer to national policies particular professional groups, I guess, which have particular language, in fact, we have a variety of languages about it across the UK so so even within the UK, we have to navigate things like national curriculums in some countries and not in others, so…

But nevertheless, there is a language which I think is particularly relevant here, but, as I say, I think there are some universal things. I think the areas, area one which is socially focused areas two to eleven which are about individual skills development, I think, are universally valuable. The one thing I suppose I would highlight is that issue of language, if you wanted to use another country and, of course, different countries have slightly different economic situations so technology appears particularly high in the UK framework and that might be something to bear in mind. So yeah, I think that's a really positive, if people are asking that question, I think that's a positive question it suggests they might be interested in using it, so yeah.

**Tara Chattaway**: That's brilliant, thank you very much we're actually meeting with some students are traveling down from Utah and this week so it'll be interesting to learn from them their experiences and to talk to them about it, so thank you so much, Graeme and so Caireen could you tell us **what the next steps are in terms of getting permission of the CFVI to be made statutory and how will the curriculum be used to inform Statutory plan and will local authority offices be given training to understand and accept the curriculum and the last part of that question is, how will the framework be evaluated and how often would it be updated?**

**Caireen Sutherland:** That is definitely three questions for the price of one there, I will do my best to work through those Tara, Thank you. So, I think this is a multi layered question so let's start with how the curriculum framework will be made statutory. So, in an ideal world it's absolutely the vision of the group that pulled together, the management committee, and I believe the need of the sector and young people and families that this curriculum framework is statutory or has status as a government official piece of guidance, of course, those of you working in the field will know that that does not happen overnight and it's not a straightforward process and it will vary from country to country. One of the fantastic elements of this curriculum framework is that it's UK wide and we would want it to have that status across the whole of the UK within each of the nations. So, the process for getting that established in each country is different.

We are working as management committee and key partners across the sector with the governments in all of those nations with campaigns and policy teams across our organizations and the sector to look at how we can feed that into the government policies and practices and look to get that as recognized as best practice and as some kind of statutory status or guidance status, as we say. So that that's in its very early stages we've only just launched the official document, as you all know, in March. But, for example, the timing of it is optimum and England, because we have the SEND review currently and we plan to very much focus the curriculum framework as a as an option for many of the issues that are raised in the SEND review, we've got an opportunity to present it at an ‘All parties’ group in Scotland and we'll be talking to raising the curriculum framework there. It's been presented at Northern Ireland Assembly already and we are rolling out all of these things as we go so it's the start of a long process. You asked also about statutory plans, local authority officers and people being aware of it well, that is the next phase of the work that needs to be done we've got this fantastic framework that I think everybody in the sector agrees is what's needed and states, the best practice.

We need to get that to the people now who make the decisions, and who don't have the specialist knowledge it's all very well for people in the sector to understand its importance, but we need the people who make the decisions and hold the resources to also know about it, and we are going to be having a detailed plan and rollout of how to make those people aware and to use that in their in their everyday work and provision. A question that came up in the chat I see around making head teachers and individual schools aware we'll be looking to engage with SENCO’s in schools, who oversee SEND provision. Excuse me. So that's part of the rollout. I feel I’ve been talking a long time, but there's just the third section to that question, which was about the evaluation of the framework.

We absolutely will evaluate it; we have some very robust plans to do that. We are very much planning to annually review and evaluate numbers of use, some very basic statistics around who is using the framework how it's being used. how it's being implemented within some of those statutory things that I’ve just talked about, but we also have plans for more longitudinal research and evaluation project around the long-term impact of the curriculum framework. We're in the position that we didn't have a cohesive UK wide document, so we know what the status for children outcomes was before that we now have this fantastic document so we're in a prime position to start to evaluate the impact of that and take a holistic view of the children's education and look at those outcomes over a period of years and that's what one of our research projects aims to do, I hope I answered those thoroughly, but if there are follow up questions, please do put them in the Q & A and I will pick those up in due course. Thanks Tara.

**Tara Chattaway:** Excellent, thank you very much, oh I think there's a bit of ECHO so apologies, me and Caireen are both in the same room despite looking like we have different backgrounds so there's just a bit of an echo, so thank you so much, and thank you for taking these questions, I know, that was a lot to unpack there and just to let everybody know we will also be having some written submissions as well to all of the questions I'm going to be asked if you don't get through all the questions, please don't worry.

Please keep those questions coming. So, the next question is for Jane and could you tell us **how the progress of children, young people will be tracked against the new framework?**

**Jane Sharp:** Well, as I said, the curriculum framework formalises what most of us are doing already. The way it's been written with the themes being overarching rather than being very prescriptive down to a fine level of detail. It endorses our current important our aims, but it leaves us with the flexibility to continue working in the ways that we've always found to be efficient and effective in our own particular situations and locations.

So that would include using the same tracking tools for progress, so instead of needing to embark on a big project to develop new tools, we hopefully should be able to adapt what we're already using. So, I’ll give an example, so I worked with a braillist in maths so it's a very focused intervention. As the course progresses, I’ll teach new methods and new elements of the Braille maths code, just as the topics come up in the mainstream lessons, so a lot of the tracking is informal through me observing. But there is of course formal tracking and that would be through contributions to school reports and providing information for meetings where is EHCP outcomes are reviewed.

So, I welcome now to being able to reference the curriculum framework as I feel this will add weight to my reports and in this particular example, I can reference area one facilitating an inclusive world, I can say that he has the technology and equipment that he needs. The teacher provides the plan in a timely fashion and is provided with the resources in an accessible format, so he can access the learning with a high level of independence. I can reference area seven accessing information. I can detail which elements of the Braille maths code he has learned recently and anything he has learned that is specific to do with maths use in non-sighted methods. I can also reference area eight technology and that might include saying that he's learned to do calculations for trig, for example, using his calculator or he’s getting more confident opening the resources which are provided as attachments to emails. So, the advantage of having the framework now as a formal document is that when the assessments come in from all the other professionals working around a student. And with mine as well, we can map them onto it and it will be immediately clear to everybody, whether or not all the relevant areas have been covered.

And that will inform future planning so Ramneek’s experience earlier that she shared with us showed what a big impact that could have had on her education. If something like that have been in place when she was in compulsory education, it would have been obvious to everybody, which areas weren’t being addressed and that would motivate people to put something in.

So, I’m aware that some services and using tracking tools, based on the NatSIP learner outcomes framework and I don't think these would need to be completely overhauled, it would just be a matter of referring to the areas of the curriculum framework, rather than the categories of the outcomes framework. I’m aware that some services have already made a start on doing this mapping and very handily Christina shared with us earlier, the work that her team are doing towards this.

**Tara Chattaway:** That's great. Thank you Jane and I think that tracking and monitoring is important, and I think this shared language will really help with everybody's understanding what we're what we're talking about and so Jessica, welcome to the to the panel and I just have a question for you is… we've touched upon it, in terms of some of the talking heads that we had, but could you tell us **to what extent the curriculum framework sits well alongside existing habilitation outcome frameworks and tools?**

**Jessica Hayton:** I’ll do my best. So, I think the new framework actually complements a lot of the resources that we have designed and have come out over the years. So, reading through the framework, alongside the Yorkshire and Humber tracker, which is currently under consultation, it sits very nicely and complimenting the profession, so the Yorkshire and Humber tracker breaks down different dimensions of independent living skills from birth to 25 and also builds on the technology and physical and mental health aspects of the framework too. So, what we can see from the new framework and what we can see in existing materials such as the tracker, kind of gives a joined-up approach to provision which is great.

But it also kind of unpicks and unpacks who takes responsibility for whose doing what so in doing that we're kind of reducing overlapping provision and not placing too many demands on families. So not asking all the same questions for hab specialists for QTVIs, for rehab workers were actually kind of working together in this multidisciplinary joined approach, but we are making sure that the children and people are benefiting from this so we're not doing too…. can't get my words out today… where we're not placing any extra demands and also, I think the new framework builds on the existing quality standards for habitation and also the soon to be released updated quality standards which accommodates this shift in provision as well, so we're, taking into account the learning to access and access to learning. we're, taking into account the developmental trajectory of children and young people, which the framework does, and the quality standards does as well, so yeah I think the process is more transparent. To support is an underlying tool to understand provision. And in terms of habilitation it kind of gives habilitation specialists that space at the table, but also recognizes the crucial and fundamental work, that all professionals and parents and families and the children themselves have in provisional arrangements hope that answered the question. But please tell me if I didn't.

**Tara Chattaway:** That was brilliant. Thank you so much, thank you and I think it's just about touching the point isn't there that this is that the framework really complements a lot of the work that we're already doing says about marrying the things together, and having that shared language rather than creating more work, so thank you so much, and just to go back to Jane we have a question… it's following on actually from something you touched upon so **would we expect to see the CFVI the framework referenced in an education and health care plan?**

**Jane Sharp:** Yes, I’m working in England, so you know I’ll be speaking about what to expect to see in England, but you would hope that the same principles would apply in the other nations. What I will be doing in my reports and what I would expect my colleagues to be doing as well, is to be referencing the CFVI throughout my QTVI report and then the QTVI report, of course, goes forward with other paperwork to feed into the education, health care plan (EHCP) and the meetings, and I will be asking for the CFVI to be referenced when we're picking the outcomes, so I would want it to be stated explicitly as part of the outcome which part of the curriculum framework that outcome applies to and, and I think if everybody does that, then we can get schools used to the fact that it exists we're flagging it up and then we're just spreading the message aren't we, and of course everybody has access to the document so everybody can see that, together, parents and staff in schools, local authority special educational needs teams.

**Tara Chattaway:** That's brilliant Thank you so much, and Jane. And the next question that we have is fit for you Rachel. Could you provide…sorry, we've got so many questions coming in, which is brilliant, please do keep them from coming in, so why is numeracy not explicitly referred to as part of the curriculum framework when literacy is? Sorry, that was to Rachel are you there Rachel? No okay all right, so why while we wait for Rachel… when you do a webinar there always has to be slight technical difficulties.

Rachel Hewett: Sorry we were thrown out.

Tara Chattaway: Okay, oh I’m so sorry, would you like me to repeat the question for you. No worries no worries. **Could you just tell us why is it that numeracy is not explicitly referred to as part of the curriculum framework when literacy is?**

**Rachel Hewett**: So I think that's a really good important question and I guess in developing the framework through consulting with so many experts across the field, obviously we had different ideas about what should be included, and it was very much about balancing responses and going with the majority view on that say, and this was a question that was posed by panel members, and so we did have some people who were saying that they thought that numeracy should be more explicitly mentioned, and as a result of that, that was something that we looked into it further and within the consultation we specifically went to the panel and we asked them ‘what do you think, do you think that we should be, I guess, drawing numeracy out more explicitly within the framework and if you did think that, how do you feel is the best way we can do that? So we received responses back from a number of people who felt that they were confident in answering that question and the majority of people felt that it was already represented sufficiently within the framework and we did get some further comments in terms of developing what was recorded into the ‘accessing information’ area to really emphasize the importance of specialist skills in numeracy but the majority consensus was that we didn't need to do anything more than that. However, I would say that obviously we're going to be continuing as Caireen was saying, evaluating and looking at the implementation of the overall framework and this is something that we've really got in mind to be monitoring and guess that we would really value your feedback from people on whether it is something that does need to adjusting because obviously this is a first iteration of the framework and there's potential for obviously future developments around them.

**Tara Chattaway:** That's great Thank you Rachel and thank you for that insight in terms of how this was a collaborative piece of work and lots of discussions going on as the framework was produced and it's good to hear that they will be these viewpoints as well, to ensure that it is working, the way that everybody wants and intending it to work, so thank you so much. We've had a question come in regarding DSA which is disabled students allowance, and the question is: **Will the CFVI be shared with student finance England and DSA assessor companies, so it will hopefully support positive decisions around DSA?** and I will take that one and.

I think that's a really a really good point and I think now is definitely the right time to be having these discussions and Thomas Pocklington trust we are engaged with student loans company and with the changes that are happening with the disabled students allowance and in terms of ensuring that the assessors are going to be skilled up, I think, sharing the outcome framework is a really good way to do that so the short answer is yes and I’m really happy to have discussions with anybody offline about disabled students allowance and any of the changes and how that's going to work, but I think that's a really good idea about how we can use the framework beyond how, perhaps we would have thought, but also just to say, because the framework does cover 0 to 25, it is about that whole education journey, so I think it's a good way and actually addresses some of the points that Ramneek raised in her talking heads so thank you very much for that that question and, as I said, please do keep your questions coming in, if we don't have the chance to answer them now, we will provide in written responses as well, and so I’m just looking at the all of the questions that we have coming through

So, I’m so sorry for you again Jane: **Could you tell us** **how the new framework will link to the send Green Paper this commonly being consulted on in England?**

**Jane Sharp:** I can so I’m speaking with my VIEW hat on here all the organizations in the sector, including view will be arguing for the framework to have statutory or very least guidance status in all four countries. As Caireen mentioned earlier and I realized this will be different in each country to fit the local policies. The framework underlines that it's essential for children, young people with vision impairments, have the opportunity to develop the skills outlined in the framework in order to access the mainstream curriculum and thrive, so not manage or get by but thrive. The framework also emphasizes that the teaching of these skills must be led by specialist qualified practitioners QTVIS and registered qualified habilitation specialists.

So, by looking at the framework it's clear to non-specialist what needs teaching and by whom. And this demonstrates that mainstream schools need specialist services to work with them in order to offer an inclusive education for children and young people with vision impairment making a strong case for specialist services to be adequately resourced. So, VIEW and the other VI organizations will be asking for explicit reference to the importance of the role of specialist VI services to be included in the SEND Review and support provided for adequate resourcing. Now the Green Paper only applies to England but if we're successful in getting the CFVI recognized, then that would send a very strong message which can be echoed by VI organizations in the other UK countries and equally if the the CFVI is adopted in legislation or guidance in any of the devolved nations, for example, if it was included are referenced in the ALN code in Wales, this will send a very strong message to officials and legislators in England and the rest of the UK.

**Tara Chattaway**: That's brilliant, thank you so much Jane. Well, it's great that we have the SEND Green paper to link in with the timing of the launch so that we can actually influence policy changes as well. It feels like we're approaching it in all directions so that's brilliant. Thank you so much. The next question is going back to Caireen, so **could you tell us why early intervention is not explicitly referred to as part of the curriculum framework?**

**Caireen Sutherland:** Thank you Tara. There are some really good questions coming in. I’m enjoying seeing what people are pulling out and wanting answered and just to reassure you, we will cover all of those.

Early intervention isn't explicitly mentioned within the framework that's true, but it is implicit in the areas that we've recognized across those 11 learning skill areas and it's about recognizing within each of those areas, the stages of development and targeting the outcomes to build for the future, so that's about that process of early development right through.

We have, there are several mentions of ‘early’, but the explicit term ‘early intervention’ it doesn't exist in the in the framework as it stands, but as Rachel has rightly said. This is the version one and we're not averse to that being reviewed as we work with it, if that's felt to support the work that we do.

We are looking at, as part of the implementation phase, a focus on early intervention so looking at those 11 skill areas that are identified in the curriculum framework and then pulling out those early, very early, skills and interventions that we all know, and that are evidenced so well with previous research about the improved outcomes so some of those are across hab and the tracker that was mentioned in Sue's video is a really good example of some of those so we're looking at whether we can focus some of the implementation work specifically around early intervention and slight digression, if I can shoehorn this in Tara is that this feels ever more important when we're considering the entire population that we're working with so we're not just working with Children with vision impairment in mainstream, but this curriculum framework will also have relevance to children with complex needs and to children who may be deaf blind who have other additional disabilities and those early intervention skills will cross that over that really well so we're looking forward to developing that work with key people in the sector to make sure we get that right, and is the most supportive that it can be for everybody.

**Tara Chattaway:** Thank you so much for that answer and for explaining the curriculum and framework will be under review and it's really good to think about those who the other disabilities as well, and not just with vision impairment so that's great. Thank you so much, and the next question, if I could go back to you jess and **could you tell us whether the training providers have started working together to embed the frameworks**? I think this goes back to that partnership working….

**Jessica Hayton**: Yeah absolutely, so I think it's important to kind of ring fence, this is it's still early days so we're not far from the launch in terms of how the training providers are working together. But from the UCL perspective, the framework is already on the reading list for next year I can't speak on behalf of Birmingham but I’m pretty positive, it will be on their reading lists as well and in terms of trying to embed the framework into what we already offer, I think again it's important to kind of qualify that the framework doesn't necessarily introduce anything new in terms of provision it actually very, very helpfully breaks the VI provision down into these key salient and themes or strategies that we can then link up our resources, our materials our lectures, we can say this this session appeals to and section five of the framework - mobility orientation habitation skills.

So, it kind of works in parallel with what we already have, but quite thankfully, and this has been something that we've called for quite a long time. We do have this document that we can refer back to and say okay for the habilitation sections mobility, orientation, independent living skills, self-advocacy kind of the things that take place in home education and school, we can kind of, say, well hab support fits in here, but for Braille or literacy, we want to speak into a QTVIs about that we want to get them involved. So I know Fiona broadly is done a lot of amazing talks about the framework to but yeah so when we do have a joined up approach, we will be probably working more closely together as time progresses and but yeah it is going to be a core part of what comes next in the course and I’m sure Birmingham I’m not sure Birmingham, but will be a safe bet that Birmingham will be on board with that as well and fluffing up my words today Tara sorry.

**Tara Chattaway:** No, not at all, not at all and I’m sure that Birmingham will also be embedding it so it's really great to see how the frameworks being embraced so thank you so much for that. Jane if I could come back to you and, and I think some of the questions have touched upon resources and sort of time constraints and the next question is about **whether specialist and non-specialist staff will require training in delivering the framework and, if so, what VIEWs ongoing role in relation to the framework training is?**

**Jane Sharp:** So, we've thought about this VIEW quite deeply and we know that providing training is an important part of the strategy for putting the CFVI at the very heart of education of children, young people with VI in the UK and embedding it into best practice.

We realized that not all professionals would be expected to use the CFVI in the same way, so ideally a range of training packages will be developed. For example, training, to provide an overview of the CSI and raise awareness of the importance, especially skills development might be suitable for initial teacher training mainstream teachers SENCO's and mainstream teachers and staff in non-VI special schools. Having an understanding of the curriculum framework and the outcome areas would enable staff to identify their role in promoting the acquisition and development of specialist skills that would also be able to see that they play a vital part in facilitating the gradual move towards increased independence as described by the access to learn in learning to access model. So, to think of an example, a SENCO who had received training would be equipped, then, to use the CFVI to inform planning resource allocation and to feed into outcomes on education, health care plans. A TA might tailor their feedback to fit in without come areas and be more aware of opportunities to promote learning to access over access to learning. QTVIs both in training and in post and specialist teams might want more practical training so, for instance for delivering specific outcome areas, maybe ones that they feel aren’t there specialism or areas that perhaps just haven't had to address for a while and might also want guidance on how to integrate use of the framework throughout all the various aspects of their roles, or they might be wanting to adapt tracking tools. So, with that in mind, developing appropriate training will be a key part of the implementation phase. And as one of the key providers of specialist training for education professionals, VIEW will be amongst the organization's putting forward proposals to develop online training resources to meet that need.

**Tara Chattaway:** That's brilliant. Thank you Jane that's really helpful and I can see that in the chat there's been some other questions coming in and discussions around training so that seems like that's quite important for people and filling the confidence in using the framework and moving that forward, thank you very much, and as I said, please do keep your questions coming and Caireen the next question is for you and it's a slightly different take on it, which I think is really interesting, which is: **Is RNIB planning on engaging with additional partners to develop a plan for sport and activity?**

**Caireen Sutherland:** This question is a really good question and focuses in on one particular area of the framework we've touched on some of that already so moving forward, as you know, following the launch of the framework we're going to be moving into the implementation phase, and RNIB are just one of many key partners in this framework project and we will be looking to work with key organizations across the sector across the UK bringing in the specialists that are key in each of those areas so we've got representation here from habitation, for example, from UCL and IOE so we will be looking to work with sector leaders and specialists in all of those 11 skill areas across that implementation phase, so that we're really embedding getting to know the best practice that's already out there and that we can then integrate that into the framework and ultimately share that with practitioners families young people across the sector so that all of those good practices and the opportunity for those shared learning and the work that's been done in one place can be shared across everywhere.

Really, to improve that I think this curriculum framework really has that potential, so absolutely RNIB will be one of many key partners in coordinating that specialism within our sector, so people on this call you can expect to hear from us, we will be looking for your expertise and skills and knowledge and we've had some questions come up in the chat about whether people can contribute to the resource hub. Absolutely, yes please we want this resource hub to hold things that are current and are used in the sector and we want to share those and to really benefit from some of the great practice that's already going on. Christina's talking head video had lots of interest in that document already, so we really want to take that forward as part of the implementation phase.

**Tara Chattaway:** That's brilliant Thank you so much. And we've just got a few more minutes left for questions so if you do have any last any questions, please, please do put them through, So this questions come through Rachel and I think we've already touched upon it, but it might be good, just to confirm it in a bit more detail so because we've got each of these eleven areas and we know we've had a question about numeracy **could you tell us a little bit about how each of those specialisms involved in the VI education were represented in the consultation process so we're just really clear about how we got to where we are now?**

**Rachel Hewett**: Yeah, so I’ll give an overview of fastens if anyone wants more detailed overview, and I suggest referring back to the launch video where we gave quite a detailed overview of the method that we use for this consultation. But just as a recap of that and for those see weren't able to attend, we applied a method, called the Delphi method which basically involves recruiting a panel of experts who were consulted about the complex topic over a number of stages and the idea was that over time you work with that panel to reach a consensus on the topic, which obviously in this case was ‘what should be included in the curriculum framework?’ and so with Delphi, the maximum number of people on this, it recommends including in the panel is 50, and so we did have 50 representatives, and so there was a question of well who should these people be, who should we be including in this panel, and so, how we approach this we started off as a project team in drawing up suggested roles to be represented on the panel, and then we took this list to our management group which was made up of the organization's represented today, so VIEW, RNIB, Thomas Pocklington Trust and VICTAR and then we also took it to our reference group which was made up of various different organizations across the sector and we worked together to develop a really comprehensive list.

And I think one key thing to emphasize is we identified particular roles and specialisms that we wanted to be represented on the panel, also taking into accounts things like the settings in which the people were working so, if they were more mainstream specialist, urban areas, rural areas, reflecting the different countries as well, so we looked for people to fill particular roles and based on this list that we generated, and so we had this core list of people that we wanted to recruit and we also slightly tweaked this that once we started the consultation as well because panel members identified particular specialisms that they thought should be represented on the panel, and so the final panel of 50 included a broad range of specialist professionals and also young people, parents and providers of professional training. And so, hopefully that's a nice quite quick overview, but, as I say, if people want more detail if you refer back to the original recording.

**Tara Chattaway:** Thank you Rachel thanks for putting that really succinctly, I know a lot of work went into producing and making sure that this was a piece of work that that was represented across the sector so thank you so much. We just have time for one final question before we go to some of our closing comments and then it's actually come through into our chat, we spoke a lot about. How we ensure it's all bedded into professionals in terms of the curriculum framework, so one of the questions that have come through is about **what that actually means for the students so would a young person be guided, through the CFVI framework in in terms of helping them to understand** that so I’m going to hand that over to you, Caireen so thank you.

**Caireen Sutherland:** I’m just going to answer that for a starter, so this is a really important question and one of the key aims of the framework is that it provides a cohesive language for everybody, and that, fundamentally, and most importantly, includes the young people so I’m really pleased we've had this question and I’m aware that we have said this a lot, but the what we want to do during the implementation phase is really work with in part it will be with professionals and in part families, but also we really want to work with young people and look at the framework and see how they can use that to where appropriate self-advocate for what they need, and what they want we're hoping as Joanne said in her voice memo at the beginning. That this provides a language to enable young people to talk to the decision makers to talk to the people and say, well, actually, this is what I need, and this is why and this is what how it says it and then, with the support of the QTVI and their family they're also all saying and using the same terms for that consistent approach, so we will be looking to work directly with young people at about how we can make the framework adaptable and usable for the young people because clearly at the moment it's quite a professional, sort of adult focused document, not to say that that's not accessible for children and young people, but we really want to look at an addition to that that supports young people to use it, I don't know whether any of my other colleagues want to come in on that, but that certainly from our perspective, a very key fundamental part of making this curriculum framework success is that the young people themselves have some ideas of how they use that and they'll be best at telling us how to do that.

**Jessica Hayton:** I just wanted to add on to that because you know in debilitation and generally across, the mission of this work is to maximise independence so having the shared language having the children and young people and families on board really helps to encourage that as well, so again we're all singing from the same hymn sheet, so to speak, so giving the children, young people the opportunity to make their decisions, but to make informed decisions based on the framework that clearly outlines, although recognizes it's not an exhaustive list it recognizes the importance and the values of development. I'm Sorry, I just wanted to add that, on.

**Tara Chattaway:** Now that's brilliant Thank you so much and for all of the questions and until all of the panellists there's a lot to unpick there. It's great to see so much energy and so much thought going into the questions and people really wanting to explore the framework and that's brilliant. And I suppose one of the next questions is so what next?**...** so, we've launched it, we've asked some questions, we’ve answered some questions, so I’d like to hand over now team Linda James, who is a QTVI, and she is going to discuss these next steps, **so now we have the framework what next?** Thank you, Linda. Oh, I think she's just coming.

**Linda James:** Hi Guys, I've just had to cross the corridors to get to another laptop because I had technical issues so I’m appearing here as Rachel, but it is Linda James and unfortunately, as I speak to you i'll be looking across the side, because of course my notes are on another laptop so apologies to all and sundry.

So, really, before I start, I just want to put into context, the fact that launched with the 15th of March so seven weeks ago. Five weeks, if you take out the spring term break, 25 working days, and of course you've all had day jobs in between so some of you will be as far in advance in your thinking as say someone like Christina in the talking head video or someone like Jane from VIEW but many of you may not be, but many of the questions today really do belie that so maybe you are quite ahead in your thinking. But post that original launch as part of the evaluation, what we did was we asked what you thought the next steps would be and not surprisingly, the majority were around downloading the document, reading the documents, exploring Bookshare and sharing with immediate colleagues.

As I say, the questions with seems just you've got away beyond that. So, I was asked really to talk about next steps in 10 minutes, some of them would have been covered by Jane some of them would have been covered by Christina. But obviously next steps in 10 minutes is a bit of an ask um so, all I can do is talk about if I was still managing a VI service, what would my next steps have been as a practitioner. And really taking a step back from the sorts of things that Jane was saying, or Christina was saying I’m going back to yes, we would have to share it with immediate colleagues and those with a background in the field, I think, as a team as a practitioner, I would have spent quite a bit of time familiarizing myself with the language of the framework and actually doing a lot of that thrashing about that teachers do when they look at new documentation relating to SEN so actually thinking, but do we have a shared understanding of the framework? Is it written sufficiently clearly that we can actually gain that shared understanding quite quickly um and I think that time spent on understanding the language is actually pretty vital. And not just understanding the language and sharing the language and beginning to embed the language but actually using it quite accurately because, as people said before one of the strengths of this document is that for first time it gives the field on a shared vocabulary to express what we do across the four nations of the UK, and I think that it's a central point for us to remember. So, I can imagine team meetings, working with colleagues spending a lot of time on those sorts of areas.

I think the sort of next steps that I might then want to take with a team of professionals is to actually take samples of our cohort, so all of the pupils that we teach the full range in terms of differences in vision impairments/ levels of vision impairment, difference in levels of ability, cognition, those with and without additional learning needs and actually seeing if we could physically map the work that we've undertaken them either historically or currently against that framework. I think for those of you attended the VIEW conference, there was some very useful sort of case study formats that you could use in order to do that.

But what I actually did, and you know I fess up here, this was last night, I put myself in a real-life situation i.e. I’m going to go to a team meeting we're going to look at a case and I took a case and did some mapping of the framework against it so Juliette who is doing some of the backroom work for us, could you just pop my document up for me because I’m technologically compromised today, it looks like. Okay, so if you could go to the first page of that too so just scroll up a wee bit, so this, this is the sort of student that many of us who are in the field would know about this it's fiction, , by the way I took 15 minutes on it last night, which is probably what some of us would have to realistically prepare for such a team meeting, so this this student is aged 11, referred to a peri team at the age 3, distance visual acuity of 6/18 and a print size of 14 and this sort of quite vague diagnosis, in some ways of idiopathic nystagmus. So, preschool as a service, we would have practiced working on area one facilitating an inclusive world particularly around the understanding and empowerment of parents about the impact of that visual impairment and how we can mitigate against it might also be working area one around parents transitioning to school setting- inclusive environments. We would have been doing some work on area two, sensory developments assessing visual scanning abilities, for example, doing some input strategies to improve that and in a well-staffed sort of service, you would have access to register qualified habilitation specialists who would have been doing an assessment of that student at that time. If we scroll down that document. sort of going forward now, how does that look at the end of primary school, so this is the sort of student, we would have had a number of them at a service. Looking at NatSIP quite a low scoring maybe coming out twice yearly so a C2 visiting level and that scoring of 15 would have come from that transition work from a school where the staff needed a bit of continuing support some quite low-level tech support and maybe a low level of impact on personal, social emotional wellbeing. So, thinking back again what areas were we actually working on there so again area one, facilitating an inclusive world, looking to transition, looking at the environment in which the students were moving into. Area four Literacy, print size needs, again some involvement from hab, areas seven we would have perhaps been doing work on accessing information, particularly perhaps that extra use of time and exams. Area eight, I think we maybe would have been concentration or things like keystrokes and enlarging documents on screen and in terms of the students health. So, health, social emotional mental physical wellbeing it would have been around delf advocacy. By this age, you would hope they have relatively good self-advocacy skills, but they would be transitioning and how they transfer those skills into secondary setting so, I could map it last night, I could take a case and do that sort of mapping. I would be perhaps in terms of next steps, be looking at that, as I said, across a cohort of students. I'm just going to my other screen, apologies. And I think that's sort of mapping exercise and Jane talked about it as well also came up actually post launch in some of the next steps that you identified as practitioners.

One comment was our team will use the framework to evaluate our practice and another one was that we would identify areas and resources we already have and fill those gaps and that's sort of a mapping exercise on a sample across a cohort would do that for you. What I might then move on with a team to do is look at some of those outcomes Jane spoke about getting outcomes and the language within EHCPs, for example, so if Juliette, would you mind just popping my documents up again. Thank you so, then I had to go at thinking about what an outcome might look like, how I would link it and identify for others, reading the outcome that it was linked to a specialist curriculum So it was quite simple to do there would be other ways of doing it, but identifying the area, perhaps, taking the intervention within an area, in this case keyboard shortcuts and then writing the target that follows. You know nothing rocket science, but that's how I visited it might look and the sort of next steps a team might work towards, and I think that those sorts of steps of mapping it looking at your cohort can you actually write an outcome that makes sense. It's all about developing that confidence within a team of professionals around the use of the framework and I would tend to do that confidence building before I rolled it out, and so, if we reach that stage in terms of our next steps, I would then begin to use that language in the documentation, so the sort of documentation that Christina shared things about writing outcomes, as part of EHCP using the language would arise for me, as the next step om from that. I think what would also be quite important, is when you've got that confidence level, for me it would be at that point that I would start perhaps sharing it more widely with schools with parents and with the local authority so in those initial documents that I would share with others (reports, visit notes, access plans), I might put a link in to the document for that wider audience, to look at and so they're aware of its existence.

Local authorities - people that manage us, our line managers need to know about this document we're not autonomous other people make decisions for us, and in fact somebody in the field beat me to that thinking. And after the launch as the launch was happening as this document was released, they said I sent the information to those who manages and make decisions about the VI team. And that's very important that people above us who we often have to explain what we do, why we do, why we exist as a field become ofay with that document, and I think that's going to be an enormous benefit I’m probably going over but I’ve going to talk very, very quickly, the frameworks one side of the coin, the resource hub is the other arm.

The resource hub, in a sense, is almost like the program of study in a way, the work that fills those interventions and the resource hub, and the sharing of resources is absolutely vital, it puts the meat on the bones of the framework is equivalent of programs of study, in the sense in some ways. So that hub can only be as successful as we make it so the sharing of resources is very important if you go into the Bookshare hub somebody ask, can you share resources, yes there's information there.

If you do a very, very basic Google search CFVI, Bookshare hub, RNIB you go straight there, and it'll give you an email that you can share resources with us. And when you do those sorts of mapping exercises about here's the kid, these are the areas of the frame we're working on if you're working on an area that is something like visual scanning skills, sensory development (area two) what are you actually using them? What are you using to deliver that intervention, because if you're using something that's what you need to be sharing with us. So, I’m rounding off now absolutely truly um, but I think what's quite important for you to share in terms of next steps, is what you would like us to do in terms of next steps within this project so to share that information, what do you need from us? what do you need from us in terms of training? What would you like this framework to be and how you want it to develop? It's quite important that you share that communication with us.

**Tara Chattaway:** Now that's brilliant thank so much, and thank you, everybody for joining as over your lunch break and finding out more about their curriculum framework, thank you for everybody who’s busy embedding it, reading it, learning about it, discussing it, sharing it that's exactly what we want to see a big thank you to all the panellists. Thank you so much, and, of course, all of the talking heads as well, which I think really helped to make this event. The last thing for me to say is, please do if you have any other questions, queries or anything, please email cypf@rnib.org.uk and if you can put that it's in relation to the curriculum framework in the title that would be really helpful and please do visit the website, which is [www.rnib.org.uk/cfvi](http://www.rnib.org.uk/cfvi) which has all of the information about the framework and also has a link to the resource hub as well. So thank you again for everybody, I will let you all go and thank you so much for your time, and please do keep your interest up in it, keep talking about it, keep sharing it, and please do ask us any questions thank you so much.

[END]