# CFVI Q & A Event: Questions & Answers

Following the successful launch of the CFVI on 15th March 2022, a follow up event was held on 4th May to allow professionals, parents and young people to attend and ask any questions they may have around the embedding of the framework into practice, it’s development and next steps. Below is a summary of the questions and answers given on the day as well as some additional questions asked from the field, which we were unable to answer in the session.

If you have any further questions for the project team, please email [cypf@rnib.org.uk](mailto:cypf@rnib.org.uk) with CFVI noted in the “Subject”.

Event host:

* **Tara Chattaway**, Head of Education, Thomas Pocklington Trust (TPT).

Panellists:

* **Professor Graeme Douglas**, 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
* **Dr Rachel Hewett**, Birmingham Fellow based in the Vision Impairment Centre for Teaching and Research (VICTAR) at the University of Birmingham
* **Caireen Sutherland,** QTVI/MSI and Head of Education at the Royal National Institute of Blind People (RNIB)
* **Jane Sharp,** QTVI and Chair of VIEW - The Professional Association for the Vision Impairment Education Workforce
* **Dr. Jessica Hayton**, Programme Leader for the Graduate Diploma in Habilitation and Disabilities of Sight at IOE, UCL's Faculty of Education and Society
* **Linda Janes,** Specialist QTVI,at the Royal National Institute of Blind People (RNIB)

## Questions answered on 4th May.

### Can you provide an overview of how each of the specialisms involved in VI education was represented in the consultation process? (Dr Rachel Hewett, VICTAR)

At our launch event in March, I gave an overview of the research design used, but just to recap briefly for the benefit of anyone who wasn’t able to make that, we used the Delphi method which involves recruiting a panel of experts who are consulted over a number of stages, gradually over time reaching a consensus on a complex topic, which in this case was of course what should be included in the curriculum framework.

We had 50 representatives on our panel and spent a lot of time working with the vision impairment sector in identifying our representatives. We started with a list of suggested roles should be represented on the panel which was put together by the VICTAR project team. We then took this list to both our management group and the reference group for further input and adapted our list accordingly. This meant that when we came to identifying panel members we were looking to recruit people to fill specific roles. We also expanded our panel slightly in response to our initial consultation with our panel members. The final panel included a range of specialist professionals, young people, parents and providers of professional training. In putting together the panel we were very conscious of representing the broad range of specialists involved in VI education, and the broad range of settings in which they work, as well as ensuring that we had representation from across the UK.

### Is the CFVI designed to have relevance beyond the UK? (Professor Graeme Douglas, VICTAR)

The framework was specifically designed for the UK. We consulted people in the UK, from all the home nations. The resulting document includes nationally and cultural specific language and ideas, and references to national policies, services and professional groups. I suppose also there is language and assumptions about economics and availability of technology and even views of some of some of the core constructs (e.g. views of independence).

Nevertheless, we think there are some things which are of universal value… Many of the broad Areas, the distinction between Area 1 (socially focussed – idea of the inclusive world) and Areas 2-11 (individual skills focussed). So hopefully it adds to the broader literature – perhaps particularly in relation to countries with similar education systems. A bit like the Expanded Core Curriculum (ECC) from the USA – really powerful and useful… but we developed the CFVI because the ECC language wasn’t quite right for the UK…

### Why is numeracy not explicitly referred to as part of the CFVI when literacy is? (Dr Rachel Hewett, VICTAR)

This is a question which was posed by a small number of panel members who thought that numeracy should be more explicitly mentioned in the Framework, and so this was something which we then investigated further.

In the third stage of the Delphi consultation, we asked a specific question about this to panel members, asking whether they thought that more reference was needed to numeracy in the Framework, and if so, how we should approach this.

The majority of those who responded believed that numeracy was already sufficiently represented within the Framework, and in particular under ‘Accessing Information’. We did receive further guidance from the panel on ways in which to highlight the specialist skills needed to access numeracy, and so we did make some adjustments there.

However, as we move towards the evaluation and implementation phase the presentation of numeracy in the framework is something which we are particularly mindful of, and we are particularly keen to receive feedback around this.

### Why is early intervention not explicitly referred to as part of the CFVI? (Caireen Sutherland, RNIB)

Early intervention isn't explicitly mentioned within the framework, but it is implicit in the areas that we've recognised across all 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.

There are several mentions of ‘early’, but the explicit term ‘early intervention’ is not mentioned in the framework as it stands, but this is version one and there will be opportunities as the framework is evaluated in practice to review this, if it's felt to support the work that we do.

We are looking at, as part of the implementation phase, a focus on early intervention, looking at those 11 skill areas identified in the curriculum framework and then pulling out those very early skills and interventions that we all know, and that are evidenced so well within previous research and that ultimately contribute to improved outcomes. In addition, it feels ever more important to consider 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 or who have other additional disabilities and those early intervention skills will cross over that really well. We are looking forward to developing that work with key people in the sector to make sure we get that right.

### What are the next steps in terms of getting provision of the CFVI to be made statutory? How will the curriculum be used to inform statutory plans, and will local authority officers be given training to understand and accept the curriculum? (Caireen Sutherland, RNIB)

In an ideal world it's absolutely the vision of the project management committee and reference group 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. Unfortunately, this is not a quick process and how this is approached will vary from country to country. One of the core elements of this curriculum framework is that it is UK wide, and it is vital that statutory (or similar) status is achieved across the whole of the UK, and the process for getting that established in each country is different.

We are working as a management committee and with key partners across the sector to engage with governments in all of those nations. With campaigns and policy teams across our organisations and the sector we are looking at how we can feed that into the government policies and practices and look to get that as recognised as best practice and ideally with some kind of statutory or guidance status. This work is in it’s very early stages as we have 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 Green Paper. In Scotland we’ve got an opportunity to present it at an ‘All parties’ group and it’s been presented at Northern Ireland Assembly already.

Regarding statutory plans, local authority officers and people being aware of it the CFVI, is a crucial part of 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 clearly identifies 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. This will include those working at school frontline too.

### How will the framework be evaluated and how often will it be updated? (Caireen Sutherland, RNIB)

The framework will be evaluated; we have some very robust plans to do this. We are very much planning to annually review and evaluate the work, to include some very basic statistics around who is using the framework, how it's being used and implemented in practice and in terms of policy. We also have plans for more longitudinal research and an 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 prior to this project, so we know what the status for children with VI outcomes were before in terms of a benchmark, and now we have the CFVI we're in a prime position to start to evaluate the impact of this and take a holistic view of the children's education, looking at those outcomes over a period of years and that's what one of our research projects aims to do.

### Is the RNIB planning on engaging with any additional partners to develop a plan for sport and activity within schools? (Caireen Sutherland, RNIB)

This is a good question and focuses in on one particular area of the framework. RNIB is one of several key partners in this CFVI project. Following the launch of the CFVI we will be moving into the implementation phase, which RNIB will be coordinating. During this next phase, we will be looking to work with key organisations, sector leaders and specialists in all of those 11 skill areas so that we're really getting to know the best practice that's already out there and ensuring that we are embedding and integrating that into the framework. This will allow us to ultimately share this good practice with practitioners, families and young people across the sector and all four nations.

### Will students and young people be guided through the CFVI framework in in terms of helping them to ensure they understand the support that could be offered? (Caireen Sutherland, RNIB)

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. As part of the implementation phase we want to work closely with professionals, families, AND young people to look at the framework and see how they can use it to self-advocate for what they need, and what they want. The framework provides a language to enable young people to talk to the decision makers and professionals involved in their support allowing them to say this is what I need, and this is why, using the same consistent language. We will be looking to work directly with young people to see how we can make the framework adaptable and usable for them because at the moment the CFVI is a professional 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 the current document that makes its as useful as possible in supporting young people to self-advocate. This co-production with young people is fundamental in making this curriculum framework successful as they will have their own ideas of how they want to use it and sharing these with us.

### How can the progress of children and young people be tracked against the new framework? (Jane Sharp, VIEW)

As I see it, the curriculum framework formalises what most of us are doing already. The way it’s been written, with overarching themes rather than being prescriptive to a fine level of detail, endorses our input and our aims, whilst leaving us the flexibility to continue working in the ways that we’ve found to be efficient and effective in our own particular situations and locations; and that includes using the same tracking tools. Instead of needing to embark on a big project to develop new tools, we can just adapt what we’re already doing.

I’ll give an example. I work with a Braillist in maths. As the course progresses, I teach him new methods and new elements of the braille maths code as the different topics come up in the mainstream lessons. Much of the tracking is informal, through ongoing observation, but, of course, there’s formal tracking as well, through contributions to school reports and providing information for meetings where his EHCP outcomes are reviewed. I welcome being able to reference the curriculum framework now as I feel that this will add weight to my reports. For this example, I can reference: Area 1 (facilitating an inclusive world): he has the technology and equipment he needs, the teacher provides the planning in a timely fashion, and he is provided with the resources in an accessible format so he can access the learning with a high level of independence in class. Area 7 (accessing information): details of which elements of the braille maths code he’s learned and anything he’s learned which is specific to doing maths using non-sighted methods. Area 8 (technology): this might include learning to do calculations for trig on his calculator or becoming more confident opening his resources which are provided as attachments to emails. The advantage of having the curriculum framework as a formal document, is that when assessments from all the professionals involved with a student are mapped onto it, it will be immediately clear to everyone whether or not all the relevant areas are being covered, and that can inform future planning. I’m aware that some services use tracking tools based on the NATSIP Learner Outcomes framework. I don’t think these would need to be completely overhauled, just adapted to refer to the areas of the CFVI, rather than the categories of the Outcomes Framework; I believe some services have already made a start on mapping from one to the other.

### How does the new framework link to the SEND Green Paper that is currently being consulted on in England? (Jane Sharp, VIEW)

Speaking with my VIEW hat on here, all the organisations in the sector, including VIEW, will be arguing for the framework to have statutory, or at the very least, guidance, status in all 4 countries…and I realise this could be different in each country to fit the local policies. The framework underlines that it’s essential for CYPVI to have the opportunity to develop the skills outlined in the framework in order to access the mainstream curriculum and thrive, not ‘manage’ or ‘get by’, but thrive.

The framework also emphasises that the teaching of these skills must be led by specialist qualified practitioners (QTVIs, RQHSs). By looking at the curriculum framework document, it’s clear to non-specialists what needs teaching, and by whom. This demonstrates that mainstream schools need specialist services to work with them in order to offer an inclusive education for CYP with VI, making a strong case for specialist services to be adequately resourced. VIEW and other VI organisations 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. The Green Paper only applies to England but if we’re successful in getting the CFVI recognised then that would send a very strong message which can be echoed by VI organisations in the other UK countries. Equally, if the CFVI is adopted as part of legislation and guidance in any of the devolved nations, for example if it was included or referenced in the ALN Code in Wales, this would send a very strong message to officials and legislators in England and the rest of the UK.

### Will specialist and non-specialist staff require training in delivering the CFVI? If so, what is VIEW’s ongoing role in relation to CFVI– training etc? (Jane Sharp, VIEW)

Providing training is an important part of the strategy for putting the CFVI at the heart of education of CYP with VI in the UK and embedding it into best practice. Not all professionals would be expected to use the CFVI in the same way, so, ideally, a range of training packages would be developed. For example, training to provide an overview of the CFVI and raise awareness of the importance of specialist skills development might be suitable for ITT, mainstream teachers, SENDCos 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; they 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 Learning/Learning to Access model.

To give examples, a SENDCo who had received training would be equipped to use the CFVI to inform planning, resource allocation and to feed into outcomes on EHCPs; a TA might tailor their feedback to fit in with the outcome areas and be more aware of opportunities to promote learning to access over access to learning. QTVIs, both in training and already in post, and specialist TAs, might want more practical training, for instance, for delivering specific outcome areas, ones they feel aren’t their specialism or areas they haven’t needed to address for a while; they might want guidance on how to integrate use of the framework throughout the various aspects of their role; or they might be wanting to adapt tracking tools. Developing appropriate training will therefore be a key part of the implementation phase and, as one of the key providers of specialist training for education professionals working with CYP with VI, VIEW will be among the organisations putting forward proposals to develop online training resources to meet this need.

### Who will be responsible for delivering the curriculum to VI children and young people? (Jane Sharp, VIEW)

Just as the success of anything we do at the moment depends on people working together, successful delivery of the CFVI depends on everyone in the team around the CYP working together towards a common goal; this includes the learner themselves. So, responsibility lies with everyone to play their part. To give a typical example, the QTVI and the hab specialist would take the lead, detailing what needs putting in place at any given time; they would also provide any direct teaching of specialist skills, which may be reinforced by specialist TAs. School and service managers, along with the SENDCo, would be responsible for facilitating personalisation of the timetable, allocating resources and making provision for staff training. Class teachers and TAs would work with specialist staff to implement any recommended strategies in the school environment; they would also, along with parents and carers, work to embed the use of specialist skills in everyday life. Everyone, including the learner, would feed into monitoring and future planning. Successful outcomes rely on all those involved taking responsibility for their part in delivering the CFVI.

### Where does PE sit within the agenda for the CFVI document and how will it support CYPVI in accessing PE within the mainstream school environment, including supporting the PE workforce around inclusive practice? (Jane Sharp, VIEW)

Area 9 (health: social, emotional, mental and physical wellbeing) and Area 10 (social, sports and leisure) really highlight the importance of physical activity and its contribution to social inclusion and well-being. I think this is important because it’s not unusual for PE to be the first lesson people think of when they need to find time for pre or post teaching, catch-up for other lessons or to do specialist skills training. Having the expectation that CYP learn to access sports documented, whether for fitness, social inclusion or competition, prompts decision-makers to think carefully before removing PE from the curriculum offer. Areas 9 and 10 both explicitly reference adapted sports activities so again, this invites decision-makers to explore this option where it is felt that access to mainstream sports activities would be limited, before removing PE from the timetable. Many mainstream PE teachers will need training and support to make their lessons inclusive. The QTVI would be the first port of call for this; for CYP with additional needs, the QTVI might work with a health professional to provide training. Other sources of information include: The resource hub on RNIB Bookshare The VIEW website British Blind Sport Goalball UK Instructional videos on campabilities.org

### To what extent does the curriculum framework sit well alongside existing habilitation outcome frameworks/ tools? (Dr Jessica Hayton, UCL- IOE)

The new framework actually complements a lot of the resources that we have already designed and that are in use. Reading through the framework, alongside the Yorkshire and Humber tracker, which is currently under consultation, the CFVI sits very nicely in complimenting the profession. 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. What we can see from the new framework and what we can see in existing materials such as the tracker, gives us a joined-up approach to provision which is extremely useful. The CFVI also is helpful in indicating who takes responsibility for delivery of different elements and in doing that reduces the potential of overlapping provision. It also supports us in not placing too many demands on families and allowing all to work together in this multidisciplinary joint approach sharing the same language.

The new framework builds on the existing quality standards for habilitation and also the soon to be released updated quality standards which accommodates this shift in provision as well. These documents take into account the ‘learning to access’ and ‘access to learning’ model and the developmental trajectory of children and young people, as does the framework, making the process more transparent. In terms of habilitation the CFVI recognises the habilitation specialist role and gives it that ‘space at the table’, but also recognizes the crucial and fundamental work, that all professionals, parents, families and the children and young people themselves have in determining provisional arrangements.

### Have the training providers started working together to embed the Framework? (Dr Jessica Hayton, UCL- IOE)

Yes absolutely. It is important to ring fence this as 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 and is being built into the University of Birmingham MQ, as Anna Pilson has advised (and I am sure into others) ensuring that it is embedded in what we already offer. It's important to qualify that the framework doesn't necessarily introduce anything new in terms of provision it actually very helpfully breaks the VI provision down into these key salient areas that we can then link our existing resources, materials and lectures to.

### How will the framework be taught on the course/what is the benefit of introducing the new framework on the course? (Dr Jessica Hayton, UCL- IOE)

In terms of core content, we have linked up existing lecture and course materials and learning objectives with the Quality Standards/accreditation bodies and the new framework. As mentioned, the framework is not necessarily introducing anything new to any support children and young people with vision impairment, rather it is giving an overview and insight into the different types and forms of provision and how we can maximise the benefits for children and young people with vision impairment. This will reduce overlap and better delineate responsibilities supporting provision. Students will need to refer and relate to the framework in theory and practice and will be encouraged to join subsequent research that might contribute to appraisal of the document. By introducing the Framework to students from day one (and make this a consistent and visible core material for understanding provision), the benefit will be an aligned and consistent approach to understanding the dimensions of provision and how best to support children and young people with vision impairment and their families with standardised and dynamic best practice.

### Would we expect to see the CFVI the framework referenced in an education and health care plan? (Jane Sharp, VIEW)

The Education, Health and Care plan (EHCP) refers specifically to England, but we would hope that the same principles would apply in all UK nations. In any reports, we would expect professionals to be referencing the CFVI throughout, for example a QTVI report which would then go forward with other paperwork to feed into EHCP. During EHCP meetings, as QTVI, we would then ensure the CFVI is referenced when outcomes for the young person are being selected. In summary, we would want it to be stated explicitly which part of the curriculum framework that outcome applies to. If fellow QTVI’s across the UK are able to do this in their respective reports, using the language of the CFVI, we can raise awareness of the framework in schools and support them in getting on board and understanding the framework. All of the team around the child or young person has access to the EHCP document and by using a consistent language based around the framework, parents and staff in schools, local authority, special educational needs teams and the young people themselves can speak confidently and consistently around their needs.

### Will the CFVI be shared with student finance England and DSA assessor companies, so it will hopefully support positive decisions around DSA? (Tara Chattaway, TPT)

Thomas Pocklington Trust is engaged with the Student Loans Company over the imminent changes to the way that assessment centres are organised. As part of this we are looking at how we can work with new DSA contractors to ensure that they have the skill set and knowledge to support blind and partially sighted students. The CFVI will be an important tool to help them to understand the wider needs of blind and partially sighted students, and we will look at how we can embed it in their practice.

For further information on the DSA changes please visit [Policy Position: Disabled Students’ Allowance (DSA) reforms (pocklington-trust.org.uk)](https://protect-eu.mimecast.com/s/VYWfCkrwluknjOxC2UBAw?domain=pocklington-trust.org.uk/), or contact [studentsupport@pocklington-trust.org.uk](mailto:studentsupport@pocklington-trust.org.uk)

### Are there plans for a tracking/assessment tool that can show progress or is that something that you are hoping someone will create and upload to Bookshare? (Linda James, RNIB)

This is something that will be considered as part of the next phase of the project as evaluation of the CFVI in practice and pilot studies are conducted. In the interim, the focus would be on teams adapting and using existing tools as the starting point but beginning to embed the language of the CFVI within these (See Q& A Event recording from Christina Matawa who shares an example of how tools are being adapted within her service to incorporate the CFVI. This document sits within the RNIB Bookshare resource hub (Area 1) and on the CFVI page within the RNIB website: [www.rnib.org.uk/cfvi](http://www.rnib.org.uk/cfvi)

There is a perhaps a complexity in devising one generic tracking tool; possibly tracking and assessment tools are required, not just for each of the 11 areas, but also for those named interventions within them. For example, a tracking/assessment tool for progress in haptic skills development within Area 2: Sensory Development; or within Area 8: Technology there might need to for separate tracking/assessment tool for a range of different technologies. We would therefor encourage services/ settings across the sector to adapt and upload their tracking/assessment tools to Bookshare to support colleagues across the UK.

### As the CFVI seems central to VI children and young people's development I wonder if QTVIs will trained on this in their trainings to become QTVIs? Might they take responsibility for this with parents? (Anna Pilson, School of Education, University of Birmingham)

[Transcript from Anna Pilson, recording as part of Q & A Event:

Anna is a lecturer in Education of CYPVI in the Department for Disability, Inclusion and Special Needs, School of Education at the University of Birmingham and Programme Co-ordinator for the Mandatory Qualification for Teachers of Children with Vision Impairments (MQVI)]

“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”.

## Questions not addressed within the event:

### Would it not have been even more powerful for the use of the framework to formulate outcomes as well as intervention approaches for each area? (Professor Graeme Douglas, VICTAR)

This is a perceptive question and reflects difficult decisions we navigated in relation to the language we used in the Framework. We wanted to be ‘outcome’ orientated so that we didn’t get bogged down in evidence and debates of whether interventions work. In Area 1 “Facilitating an Inclusive World” we listed ‘outcomes’ (and I think it works there); while in Area 2-11 we listed ‘targeted intervention approaches’. So, the question is, ‘**why**?’ Areas 2 to 11 are skills-orientated – if we had gone purely to outcomes, then this would have given two problems:

(1) outcomes would have to be broken down into potentially tiny incremental stages (which is difficult and much debated); and

(2) this might lead to an impression that certain outcomes must be achieved before others, or indeed by a certain age…

[by the way, some literature presents such skill ‘breakdowns’ – e.g. some of the ‘Foundations’ books in the USA].

Alternatively, we could have gone for very high-level outcomes – e.g. be mobile, read braille. Which in turn would have been so broad it might have been unhelpful.

Our solution was to compromise and describe rather broad ‘targeted intervention approaches’ – which encourage the user of the framework to identify outcomes which are appropriate to a given child or young person, and which can be changed over time. For example, as children move from different stages of communication and literacy development.

### How is the Curriculum Framework going to be brought to the forefront of SEND practice in schools and will there be a roll-out to schools at a greater level than with the LA’s sensory service i.e. DfE to support with this? How will services know that they are reflecting good practice? Will there be examples of good practice to share i.e. reflected in service’s paperwork? (Caireen Sutherland, RNIB)

We envisage that the CFVI reinforces the importance of the extra areas that need teaching and supports the work of QTVIs in ensuring that time is made to cover them. Of course, the CFVI does not itself magic up resource and more time and as you rightly say, if it has some statutory status then this would help. We are working hard to get this across all 4 nations. We would at the very least hope to see it referenced in official documentation as a beacon of best practice which will then support your work in delivering/providing these areas.

There will be a programme of “roll out” and awareness raising in schools to support the work of the specialists, and this comes as part of the next phase of our work, together with the sector.

As part of the next phase, we hope to be working closely with a range of services and settings, offering training, case studies and examples of how the CFVI is being used to improve practice. We will be sharing this across the sector so that everyone can benefit from it.

### Are we going to get more detail about what is expected of the CYP at different levels of vision? The framework seems more suited to profound/severe how do you anticipate it being used for mild/moderate? (Professor Graeme Douglas, VICTAR)

The eleven curriculum areas intend to be relevant to young people with all levels of vision impairment. Inevitably there are some example targeted outcomes which are relevant to sub-groups but we have tried to balance these (for example, literacy includes braille, but it also includes print and various approaches to low vision and visual adjustment). This attempt to balance is not limited to types of vision of course, but also includes developmental level and the presence of other difficulties – so it is hard to ensure everything is covered in detail. Our process of development involved consulting widely and also, we prompted in relation to a range of needs including those with a range of vision impairments.  Nevertheless, in the next implementation phase of work we will have opportunity to revisit the examples and check the balance and range is covered.