# CFVI Launch Event 15th March 2022

**[Caireen Sutherland]:** Welcome everyone just going to hand over to our official host.

Welcome, in a moment just let looking and letting people in letting attendee numbers go out be with kind of moment David.

Welcome everyone just seeing how long it takes to allow hundreds of people into a zoom webinar please bear with us, just as we let everybody join.

Okay, David Clarke, thank you very much, over to you.

**[David Clarke]:** Well, thank you Caireen and welcome to everybody this lunchtime to what is a really exciting day.

My name is David Clarke I’m Chief Operating Officer at RNIB and, as a visually impaired person myself, this is a really special day with the launch of the curriculum framework for children and young people with a visual impairment.

We're hosting over 950 of you today, which I think shows incredible interest in something that's really, really important and dear to us all and i'm really thrilled that are RNIB has been part of this cross UK cross sector collaborative approach to creating the first curriculum framework.

The framework has come about through excellent collaborative working as I say, with VICTAR, at the University of Birmingham, TPT. RNIB, VIEW and many other organizations who've been involved in various things through the consultation and reference groups.

We're incredibly lucky also today to have a rather more professional representor than myself, Peter white joining us - BBC correspondent known to us all. And, really, really pleased Peter you're able to join us here today for this really important session, if you have any questions during the webinar, you can use the chat function.

And we will be noting all of those questions down but also we're going to be having a further session on May, the fourth and that will give you the opportunity to ask, as many questions, if you like us to the contributors in a more relaxed setting, I guess, and so do look out for information about that that's going to be on the 4th May between 12 – 1.30pm but more on that in the future.

And one small matter, but an important matter this session is going to be recorded. Obviously, there are people who weren't able to join us today, so we really want to keep a record of what we said so that people can dial in and get the information you're hearing today, so I just wanted to let you all know that, in terms of privacy.

But, finally, and without further ado it's my absolute pleasure to hand over to Peter white to take you through today's webinar.

**[Peter White]:** Thank you very much indeed and I’m excited by this because I’ve always cared a lot about education, partly because, I think, although, things have changed very much over the years, I actually was lucky enough to get quite a good one with a lot of specialists, and that is the key, I think or one of the keys to today's framework.

I just wanted to say a few words, before I bring in other people not too many from me, because we are full of professionals who know more about this framework, which has been appears to have been sort of a closely guarded secret and more will be revealed over the next hour and a half, also I’m not going to say too much, so I hope that someone will give me the same warning that all speakers have been given, which is not to go on for too long.

I think what I wanted to say just at the beginning, is that I think I’ve been an incredibly lucky person and it always seems to surprise sighted people when, as someone blind from birth, you say that they find it really hard to believe, I don't know why, but I have been I think lucky because they're just… i'd like to give you a bit of perspective from someone whose job has meant that I’ve talked to a lot of visually impaired people about a lot of things over the years.

And so lucky in a variety of senses, which I think may come out as this hour and a half goes on, first in something that we can't actually influence but absolutely vitally important, I was very lucky to have two great parents and parents who seemed to understand instinctively...

Some someone's just starting to rabbiting in my ear, so I hope they'll stop doing that in a minute. I'm not sure why that's actually happening.

**[Caireen Sutherland]:** Yes, that's the chat apologies Peter.

**[Peter White]:** Is it, so I can I, I can actually hear that I tell you what I’ll do I’ll take off my headphones for a bit and do without them.

I have parents who seem to understand instinctively the need for a combination of protection and freedom and we were allowed the latter while getting the format and I said we because another fantastic piece of luck for me, is, I had a blind elder brother. Incalculable valuable that my parents had a chance to practice on him before they got to me.

And you'd be amazed how valuable that was. He acted as a kind of challenge if he could do something, whether it be riding a bike, going to the shops and accompanied, hitting the boy across the road who put stick deliberately under the front wheel of my bike, well if he could do those things so could I, and then there was schooling. I was very lucky in taking to Braille like a duck to water, and it has actually been the key thing I think that's enabled me to do the career that I’ve done. A terrific advantage. And I’m a huge advocate for it, and one of the reasons I was very well taught, and I think I really worry about the number of visually impaired children now who are not very well taught and not early enough. It isn't the answer for everyone, as you're here today, but for some and absolutely liberated into the world of knowledge and literature.

And although the first school was a bit primitive, and I've written about it, and tough, but certainly, a good enough to give me a basic education to get to the second school, which was also pretty tough but had high expectations of you again something I hope you'll hear about today. I often hear now when people are talking generally about disability that the problem is low expectations but that wasn't the case with us in fact you were made to feel you failed if you if you didn't make it to university.

I'm not suggesting for one moment that that's a good thing, but it gives you an idea of how high the expectations were, and they also had expectations about your independence.

Although precious little teaching of independent skills in those days and another thing which will connect today, I think, is the important that we're not just talking about formal education but skills of getting around on your own and of being/ looking reasonably smart of doing makeup for whoever wants to do makeup all those things. And quite a lot of freedom and then stubbornness and an outgoing personality kind of did the rest. The point is the reason I’m telling you all this about luck, is that I want all visually impaired children to have the opportunities that I feel I had plus a perhaps rather more modern approach.

I wouldn't have a combination of special teaching by people who fully understand our abilities and our limitations, because we have to be realistic, there are limitations that's why we need to be taught things plus the expectation of full inclusion in society, both are important, and again I sometimes hear other visually impaired people say I just want to be treated like everyone else.

No, you don't! Being treated like everyone else means people forgetting to tell you that there's a downward flight of stairs coming up in a few moments. It means accepting that when you ask for a reasonable accommodation in the workplace, to use the language of the law, you accept it when you can't have it that's what being treated like everyone else means. Being treated like everyone else, is not the same as equality it's trying to compete with other people with inadequate tools and perhaps the most adequate of those tools to cope in fitting in and to compete is teaching from people who know what they're dealing with a qualified and have experience. Not always available to visually impaired children at the moment.

I'll put my headphones back on in case anyone's wants to tell me to shut up just want to say a couple more things when I, and blind producer Lee Kumutat did our documentary which some of you know about, because some of you took part in it, too many helping hands, we wanted to suggest that the right help had to be matched with the freedom to develop your skills and they build mistake but doing that program I mean we were also very clear that the right help meant teaching by professionals who really knew their business and they had had the right training. In that documentary we found plenty of examples of children who were keeping but often against the odds, not having the right equipment or having it too late, inadequate help before and during lessons to make them accessible and what we also found when we asked why that was happening was that attitude: “Well, we wanted to treat them like everyone else”… Well, no, we want to be treated better than everyone else, and my sense is that this framework which is being presented today has the same expectations as we put in that Program, which is why I’m delighted to be asked and, hopefully, helping to introduce it to you today.

So, a mixture of protection them freedom that's the message, quite a challenge, but one that we must meet. So let me now go to our first item here and sorry to take so long about it I’m going to ask first of all how all this began this talk of the framework and let's start by looking into the background to the project and some of the research.

We have here at Rory cobb, who was one of the people they took part in our documentary, and Sue Keil, representing VIEW, the professional association for the vision impairment education workforce, and will you discuss it and Rory and Sue, over to you.

**[Rory Cobb]:** Thank you, Peter and hello everybody it's brilliant to see so many people here today for the launch of the new framework.

For Sue and me the seeds of this project was sown over the years that we worked at RNIB and travelled together everywhere by train. We discussed many aspects of our work on those journeys and one thing that we kept coming back to was the specialist VI curriculum. By this we mean all the skills and understanding that are specific to growing up with a vision impairment and preparing for adult life.

In other words, those things that children with vision impairment need to learn, but sighted children either don't need to learn at all or pick up more easily through incidental learning.

So, it includes a wide range of technical skills such as Braille living skills and mobility, alongside softer attributes like social skills, independence and confidence.

Now there's nothing very new about the different elements of this specialist curriculum they've been known about and taught in some form for years. However, it seemed to us that, historically, the specialist curriculum has been seen as too distinct from academic learning.

The main focus has often been finding enough time to deliver it within the constraints of the school day rather than considering the deeper relationship between it and the academic curriculum and the fundamental role both play and underpinning educational progress.

Sue and I were aware that there's never been a concerted effort in the UK to capture all the elements of the specialist curriculum or to develop an overarching rationale that set out its role in the wider development of children and young people with vision impairments, so this is what we set out to help create.

At the heart of the project is a belief that the academic and the specialists curriculum are not really separate at all and that there's a fundamental and symbiotic relationship between them.

Many of the specific skills that children with vision impairment need to access and engage with their learning form part of the specialist curriculum, just as there are endless opportunities to practice and refine these skills within the academic curriculum. We also know that independence and personal agency are ultimately just as important for success in adult life as academic attainment.

So really the two curricular are interdependent and mutually reinforcing not discrete entities existing in their own right. We thought that this relationship needed to be set out properly and not overlooked or taken for granted. It's interesting to know that we've never had our own name for these specialist skills in the UK, until now, the expanded core curriculum is probably the most common name used the presence, but this comes from the USA, where many education policies and practices are different from our own.

The fact that this whole area of essential VI skills doesn't have a recognized name in the UK reflects its relative lack of status and was another of the things that Sue, and I felt needed to change. Our understanding of the importance of the specialist curriculum has also been reinforced in recent years by the ‘access to learning’/ ‘learning to access’ model developed by colleagues at Birmingham University which provides a conceptual framework, for the specialist provision that children and young people receive.

Many people will be familiar with this model, which demonstrates the central importance of the specialist curriculum in promoting independent learning and shows how the balance on focus and support should change over time to enable children to develop more agency in their lives. This concept of progressive mutual accommodation is fundamental to the design and delivery of the specialist curriculum, and we felt it was important to embed it within the new framework.

A final factor in our decision to initiate the project at this time with the increasing pressure on specialist services arising from funding cuts and changes in educational policy over recent years. A quick glance at our and RNIB’s annual freedom of information (FOI) surveys will show you that the situation here is not getting any easier.

In the face of these pressures, so when I felt there was an urgent need to strengthen the specialist curriculum both to protect children's entitlement to it, but also to demonstrate the importance of a specialist workforce to deliver it.

i'll hand over to Sue now to provide more background about the project and to explain how we worked through VIEW and others to get it off the ground.

**[Sue Keil]:** Thanks Rory, well as Rory has already explained, there is an understanding on teaching and meditation professionals in the UK, about the importance of teaching certain skills to children and young people with vision impairments, to support the development and learning in both educational and social settings. Question arises, what does this all mean for children and young people themselves and to answer that question I’m going to briefly talk about two projects.

I was involved in when I worked for RNIB as Children's Research Officer. One project, which was carried out on behalf of the National Sensory Impairment Partnership NatSIP, explored ways of consulting with children and young people so that they could have more of a say in how they're being supported at school.

The second was Birmingham University’s longitudinal research project into the transition of young people with vision impairments from school into further and higher education and employment, and that was a 10-year research study, led by Rachel Hewett (VICTAR) which ended in 2021.

The longitudinal transitions research gave us an important insight into what happens to young people with vision impairment when they leave school and that research, as well as other studies in the USA, and more recently in Australia, shows that young people who have good independent learning, everyday living, mobility, social interaction and self-advocacy skills are much more likely than those who don't have those skills to make a successful transition to independence.

And while the concept of independence will obviously mean different things different people, depending upon, for example, whether or not a young person has additional needs. The nature and severity of those needs - the underlying principle remains the same for all, because this is about individual agency.

When they were asked to reflect on the support they've received at school, young people from both projects, told us that it is important for them to acquire these independent learning living and mobility skills from an early age, which means the skills, can become embedded and that results in easier access to and fewer competing demands with the academic curriculum at secondary level.

Unfortunately, the demands of the mainstream academic curriculum often take priority and in the past few years, particular combination of funding and national education policy factors have tended to result in an overemphasis on ‘access to learning’ at the expense of ‘learning to access’. And that's not been helped by the fact that there's a whole range of outcomes and frameworks for learners with vision impairments in the UK, some of which are more widely recognized and others but no consensus on us, and none of them has statutory status, and all this has led to a lack of consistency and coherence and a lack of the shared vocabulary and that's important because it's made it much harder for VI education specialists to get the message across the mainstream and other non-VI specialist teachers as well as to local and national government officials and even to health professions about why it's so important to have a specialist curriculum for learners with vision impairments: what needs to be taught; how it should be, who does what; what is specialist and what isn’t; what's the responsibility of the QTVI and the habitation specialist; what's the responsibility of the class teacher and the teaching assistant.

So reflecting on all of these factors Rory and I, with lots of input from Mike McLinden, and Graeme Douglas, wrote a discussion paper that put forward the proposal that we need a new model for specialist intervention in the UK, which provides a single unifying framework. And they incorporate existing curriculum framework so, for example NatSIP Learner outcomes the habilitation and early years outcomes from the habilitation quality standards and the DJVI (the developmental journal for babies and young children with VI).

The paper that we wrote was published on the website in 2019 and the idea, received a really positive response from the VI education sector and that subsequently what led to the development of the project that we're launching today.

**[Peter White]:** Sue Keil and Rory Cobb, thank you very much indeed and that's fascinating to me because I don't remember anybody asking me when I was at school, what improvements could be made in the teaching and the other things that we learn and we knew because we talked about it all the time that we needed more social skills we needed to know, how to cook we needed to know how to kind of be tidy and working comfortably in the world, but that wasn't being done so it's good that it's being done here.

Leading on from the research, how did the project actually come about, who was involved and what were the objectives, well, we have Caireen Sutherland, Head of Education at the RNIB to talk us through some of that, Caireen...

**[Caireen Sutherland]:** Thank you, Peter and really good to have you all here today. So following the discussion paper which Sue and Rory have really thoroughly talked about a group of us got together from Thomas Pocklington Trust, VIEW,RNIB and VICTAR and, I exaggerate not one bit, we got together around a large table with plenty of tea, coffee and biscuits and started talking about how we could take the valuable information and research in the discussion paper and how we could make that happen- what would we need to turn those findings into a project and then into practice which reaches the sector. And it's thrilling and exciting to realize that from those initial conversations in a meeting room in Birmingham we're here today, launching the curriculum framework.

In those early meetings we identified two clear key objectives: one to establish a single UK wide specialist curriculum for children and young people with vision impairment that had a clear conceptual framework and agreed set of outcomes; and two, that we would create an online portal or similar that would categorize and list a range of resources for operationalizing the specialist VI curriculum framework but before any of that could happen, we needed to find some funding down to the nitty gritty we were luckily able to secure that through an education legacy fund within RNIB. From there we employed some key staff our project manager Juliette Taylor and our specialist QTVI Advisor, Linda James and the project began in September 2020 with those staff and the management committee consisting of the original group of organisations.

I'm not going to say anymore, because the rest of this session highlights and runs through how this came to be and the ultimate framework that we now have but I’m going to conclude my short section here with a really powerful video. We're all here because we work in VI education and know the examples where it works well and where it doesn't. And where it doesn't we know why this is so crucial, we know why we need a framework like this, to support the work with children, young people, whether you are professionals, parents, family, carers or young person yourself, this framework will help support and improve outcomes and the provision and I think that this video summarizes it all and is a great reminder to us, setting out the context for the rest of this afternoons session so I’m just going to share this little clip with you now from Sophie.

## Video of Sophie plays

**[Sophie]:** I am a student studying music and industry management and I’m also a member of the National Youth Theatre and I studied with Grey Eye Theatre Company and am Youth Trustee for the CVI society which is the vision impairment I have due to having a brain tumour as a baby.

Why I wanted to take part - partly because most people look from a purely ocular related vision disability whereas mine stems from my brain so can pose different difficulties and also as someone with multiple disabilities, I thought it was important to raise that potential factor.

I also had a hard time in school, I went to an SEN school, but received little to no additional vision or life skills support. I broke my elbow quite severely 14 and I was home schooled since then. I was having a really hard time to teach my injury and being bullied at school which led to me reaching out to Guide Dogs myself and then giving me training and support in life skills and such as how to use the long Cane which massively changed my life and that's what I hope for this framework - that it will help all young people that experience it. That young people don't have to call outside support because they can't cook a meal themselves or fold their clothes, or go outside their door, that it helps not just at school but in life as a whole.

**Video Ends**

**[Caireen Sutherland]:** I think that's an excellent summary from Sophie and I’m going to hand back to Peter, thank you, Peter.

**[Peter White]:** Thank you Caireen and indeed Sophie in about a minute and a half said what it often takes professionals (not the professionals here of course) a lot longer to say - it really encapsulates it.

So, how was the framework constructed what methodology was used we're going to hand over now to Dr Rachel Hewett, Professor Graham Douglas and Professor Mike McLinden from the Vision Impairment Center for Teaching and Research (VICTAR) as it's known at the University of Birmingham, to tell us more. I’m not sure which of you is starting, but I expect you do…

**[Rachel Hewett]:** Thanks Peter, and yes, I’m starting and thank you to everyone for joining us today it's so great to see so many people here with us.

I'll just start by giving a brief outline of the presentation. I'll begin by providing a bit of background detail of the research which underpins the framework.

Graham will then move on to the part which I expect most people are excited for, giving an overview of the resulting framework and then Mike will go on to conclude by discussing how the framework is intended to be used.

Okay, so firstly how did we go about developing the CFVI? Well, we undertook UK wide consultation, using a method known as a Delphi method.

For those of you who aren't familiar with Delphi, it's a process which basically involves recruiting a panel of experts and working with that panel over a series of time looking to form a consensus around a complex topic. So how this works is that you can sort with the same group of people, over a number of rounds, each time looking to refine this a solution and move closer to that consensus. And this is actually an approach which has been used before in vision impairment education for similar ideas of constructing a framework, so we thought it was an appropriate approach to take.

We drew upon a panel of 50 experts, which is the maximum number of recommends it for a Delphi consultation and this included professionals, representing a range of roles, young people, parents and also leaders of professional training courses. To identify possible panel Members, we worked with VIEW, RNIB and other organisations across the sector, with the objective of recruiting a representative panel which took into account a range of factors. So, for example in the case of professionals, we took into account details such as the country that they were based in; their role; the nature of their caseloads; the type of setting that they were working in; and the professional experience. We had a huge response so many people from the sector really engaged with this we had 150 registrations in total.

As I say, we took our 50 people to form our expert panel, and we also work with six people who formed part of our pilot Group.

We went on to start the consultation itself, which was conducted over three rounds. The first rounds focused more on idea generation so it's more of a qualitative round and this consisted of a number of focus groups. The focus groups looked to explore detail such as why specialist support is needed, what kind of specialist support is currently offered and, importantly, what support isn't being offered, but people thought should be.

And so we conducted those focus groups and then took the transcripts and analysed them by drawing upon relevant literature, always looking to be informed by the knowledge existing already in the sector in order to inform an initial outline of the curriculum framework.

We then move on to the second rounds in which we asked for feedback - more quantitative feedback, this time, via an online questionnaire. So what we did, we took the draft framework and asked panel members to rate its contents, including presenting the different areas proposed, the titles given for those, the descriptions offered and the examples that we take to illustrates each area.

And this process included asking the panel members to perform a kind of stress test on the draft framework, so we provided at sample case studies or asked them to offer that in case to this in order to test out the framework on sample children to see how well it encompassed all the elements that were important in their support.

So, we then took the responses to the second round and then use these to adapt the framework further including identifying details which needed to be included within the more wrap around documents which you'll see in the framework today so this included things such as explaining who the framework is for, how it's to be used and how the framework sits alongside the approach to inclusive education.

So, then, we had yet another draft of the framework and we again ask the panel members in the third rounds to conduct a further review, and this also involved going back to them and asking them to give suggestions on a suitable title, now that we had a clearer sense of what this framework would look like.

So we then took these responses, made some final changes and then that led to the version that we're pleased to be launching today. So hopefully this captures and some of the rigor of the process, which we followed when developing the framework and in the final rounds, we asked for some kind of overall feedback on the framework and basically how well the panel felt this had captured what was needed.

So, in terms of overall feedback 97% of respondents agreed or strongly agreed that the view that they had offered to us had been addressed through the revisions and things that we'd made to the framework and 93% of respondents or panel members were satisfied or very satisfied with the outcome overall.

And so, this leads us now on the framework itself and I’m pleased to pass you on to Graham Douglas who will provide an overview now of its contents. But just to say a final thank you again to all those people who sat on our panel and our pilot group - for the time that they gave for this work. Okay so thanks Graham.

**[Graeme Douglas]:** Thank you Rachel and Thank you everyone, and so the consultation and development process resulted in the curriculum framework for children, young people with vision impairment and on the screen now there's a there's a picture of the cover of the of the document itself, and you can find that document on our rnib.org.uk/cfvi or just search the title and I’m sure you can come across it that way.

Next slide please Rachel. My job is to give you an overview of the framework and describe the 11 areas and their structure and perhaps look a little more carefully at a couple of areas as examples to illustrate. Move on, please.

The language we use and language is important here is…we describe having this framework and within the framework we have 11 interconnected curriculum areas and each area is described and illustrated with examples of targeted outcomes so curriculum framework: 11 interconnected curriculum areas and each illustrated with examples of targeted outcomes. The 11 areas which I’ll list in a moment will sound familiar to you. I mean given we're drawing upon a rich history of vision impairment education it's going to, as described by Rory and Sue earlier. But nevertheless it's slightly modified language, because in many ways, of course, the project was really targeting reaching a consensus on a standardised language here and through the consultation we’ve thought carefully about what to call the framework, how to divide and define the areas, what to call the areas and examples offered under each area, so let me go on to the next slide, and I can just talk you through those areas.

So, the 11 areas of the framework on the schema that's presented on the screen now. They're arranged in a circle and, importantly, before I list them, at the centre of that circle is the ‘active child or young person’ and important because we recognize the child is the active learner here.

The curriculum framework serves them and their development.

So that that's the crucial component so turning my attention to the 11 areas, I’ll talk you through those now. So area one is facilitating an inclusive world; area two is sensory development; three communication; four literacy; five habilitation - orientation and mobility; six habilitation - independent living skills; seven accessing information; eight technology; nine Health – social, emotional, mental, and physical wellbeing; ten social, sports and leisure; eleven preparing for adulthood.

So let me just unpick that a little bit further, by considering the links within and between those areas of the framework well within each area there's a recognition of growth and development, so, the targeted outcomes range from early development milestones to more sophisticated areas of independence. Thinking about the relationship between the areas, all the areas are interconnected, they rely upon one another, so through different areas though different areas may of course have different emphases in terms of stage of life or development. So, for example, area 11 preparing for adulthood builds upon other areas, of course, such as communication and literacy being mobile, being able to use technology and so.

There is an important distinction, I want to make between some of the areas, however, a distinction between area one and areas two to eleven area one, facilitating an inclusive world has a socially focused emphasis so really focusing on upon developing an enabling environment and the removal of social and physical barriers. Sometimes this is called ‘access to learning’ or ‘universal practice’ or ‘inclusive education practice’.

Contrast that to areas two to eleven, they have a more skill development emphasis, so that involves developing the skills of individual young people themselves, and sometimes, these are called ‘learning to access’ or ‘specialist interventions’ or ‘areas of independence skills’ and, in many ways, I think this distinction reflects something that Peter was talking about the beginning, that kind of balance between supported structure versus targeted interventions and challenging in terms challenging setting high expectations and developing individuals themselves.

I think the inclusion of area one this ‘facilitating an inclusive world’, I think it's unique to the UK curriculum framework. Most other specialist frameworks only focus upon skill development but, I think the framework has been developed here through the consultation really recognizes the importance of this universal practice and inclusive environments, as well as the skill development of the individuals.

Just move on to the next one, please.

So just looking a little bit deeper of what area one entails so area one ‘facilitating inclusive world’, so this is the idea of recognizing the role of educators and parents and carers as facilitators and advocates for children, young people with vision impairment in education to society so as an example here, we might recognize as an incredibly important outcome we're targeting the creation of accessible physical environments, including classroom spaces and general school environments, for example, accessible signage, keeping corridors clear of trip hazards. We might also identify the creation of an accessible social environment there so peer training, ensuring that everyone in the school and in the in the social environment understands diversity and the context of here the particular needs of young people with vision impairment. We also might identify the availability of accessible and appropriate learning tools. These things need to be there for the young people to help to make use of them - assistive technology, tablet computers and computers, for example, and accessible networks, so they can link up.

Move on to the next, please Rachel. Let me contrast that with two other areas as an example, four and five which are more focused upon developing individual personal agency and skills. Area four ‘Literacy’, this if one were to take print as a route to literacy, this might include

* developing young people's use of low vision devices.
* developing their use of electronic equipment such as tablets and specialist magnification software

If Braille was a route to literacy, for example, we would expect targeting pre and early Braille the development of reading and writing of them contracting attractive Braille, the use of refreshing Braille technology and speech technology.

And in terms of writing the use of appropriate technology there, such as learning and developing the skills in touch typing.

As a contrast again we might look at area five Habilitation and orientation and mobility. Here we would identify the development of skills in the area of the use of mobility age, including from an early age, we would include a full range of potential mobility aids, including various canes, guide dog’s electronic devices such as mobile Apps on phones, the use of smart wheelchairs and switches and whatever is appropriate in that regard. We would also identify developing skills in the use of public transport, for example, so important, there is a contrast between that kind of inclusive environment, on one hand and the development of individual skills, on the other hand over to Mike now.

**[Mike McLinden]:** Thank you, Graeme so my name is Mike McLinden I’m part of the VICTAR team that helped develop a framework around with Rachel and as fascinating as Rachel said it's been a long process, but a very worthwhile one and it's great to be in answer to share the findings of that project. So very briefly what we’re going to do now is think about how the frameworks intended to be used and again Rachel’s controlling the slide, so I’ll give her cures every now and then to prompt her as well as when we need to move forward.

So, let's just remind ourselves of this bit about the context in which you're talking about the framework. So overall framework needs to capture what we might say the important aspects of an education system which increasingly of course includes children and young people with vision impairment and we've captured that more recently if I think about what matters to us as a field, those of us involved in vision impairment education will be very committed to making sure, for example, that children and young people are fully included in education and are able to access the core national curriculum and are provided with opportunities for individual skill development areas such as mobility, literacy, technology and as Peter so rightly highlighted at the beginning, there are high expectations as well, so they seem to be able to achieve.

So, what matters to us as a field we think is really important parts of what the framework is seeking to do. Alongside that, as well, we have this notion of what works and what we tried to make sure is that the framework captures approaches to education for which we have evidence-based practice and research of effectiveness. And in the references that we provide at the end, we make reference to what we think is probably the latest overview of evidence, which is a 2019 literature. That gives us a sort of flavour of the latest evidence in the field of vision impairment education. As Sue suggested in her session, the importance of shared vocabulary becomes sort of quite crucial really to how the framework is intended to be used. What the framework provides is the shared vocabulary for those aspects of the education system in a UK context to ensure that what matters to us as a field and what we know works can guide service design, delivery and evaluation.

So, what we’re going to do now is very briefly look at the importance of that shared vocabulary in relation to some key stakeholders. Let’s start by thinking about children and young people, about parents and we think about other professionals and then we'll end with a couple of composite work examples that we hope will provide the basis for more detailed case studies that will be developing in the next phase of the research.

So, the slide we have here asks, I think, a really fundamental questions, how can stakeholders use the curriculum framework vocabulary, so if you think about the shared vocabulary for children and young people with vision impairments. We can sort of remind ourselves that all children, young people deserve to know what education is trying to do for them.

The framework helps them engage in their education and have a voice to whatever extent as possible in prioritizing what is important to them. So it's making sure that that shared vocabulary resonates with their own education and their understanding of their education.

The second point is, they can recognize how different parts of their education fits together and how target outcomes can change over time, for example, they can learn how they can access information and use different types of technology. They can learn how to move about as independent as possible, they can learn how to interact confidently with others, so sort of making sure that children and young people themselves are much more aware of the education that they're receiving and have a voice in that, so it is not being done to them, but as far as possible, they are active participants in that.

Let's move to the next slide please. Again, it’s the same question on the top – How can stakeholders use the shared vocabulary but let's briefly think about parents. And so, the first point is quite an obvious one, absolutely crucial we think, in terms of what the framework is going to be allowing parents to do, which is an advocate for children in relation to education and recognize their own central role in the education process. This increased understanding of focus for a child’s learning should enable parents to feel more comfortable and confident when meeting professionals to discuss their child's progress. So as Graeme has highlighted, those areas, then become the focus of the conversation i.e. can you tell me more about the braille literacy development, can you tell me more about mobility and how that's being structured so it's given that shared vocabulary, but also giving a route to having those conversations with other professionals. We've got to I think a powerful quotes in the RNIB, the press release, and I hope the two parents who gave these guys don't mind me sharing them because I felt they were really impressive and I think they really captured the essence of what we're trying to do with the framework.

So the first one is a quote from Joanne and I don't know if you're with us today, Joanne and I hope you are there listening, but I’m going to read your quotes out verbatim, and this is in the press release which is going out later today and what Joanne said was she's a mother of a 13 year old boy, with a vison impairment: “This framework provides a clear structure language, which would be incredibly helpful for parents when advocating for their children and navigating the system and knowing what to expect or ask for”.

And then, our second quote from Laura, Laura is the mother of a 23-year-old girl at university and again I think a really powerful quote so both of these I’ll read again, so we have a really clear understanding of what the parents are saying and how the will be able to use this vocabulary. “The CFVI will bring each child or young person with vision impairment and their parent or carer into a common pool of knowledge and support, regardless of where they live, and what other challenges they face”.

So that give you a flavour of how parents can potentially draw on that share vocabulary. So, let's move to the next slide Rachel and they briefly we’ll think about professionals working in education for children, young people. And what we envisage is that the share vocabulary can help in designing more realistic services for the broad population of children and young people with vision impairment and as we're aware, and many of the 950 listening will be involved service delivery right across the age spectrum and so it’s important to acknowledge that services navigate the transitions between different stages of development and the framework and, therefore, helping identify key outcomes, the children, young people ages 0 through to 25 and of course, within and between different settings so again, hopefully these were some illustrations of how that framework and shared vocabulary is going to be useful for the different stakeholders.

So very briefly let's try and take this down to the child level now and what we've done is produced two worked examples, these are composite case studies and the first one is an opportunity to look a bit deeper of how the framework could be used for a particular activity for a child with vision impairment.

So, we have Anand, who's going on work experience and Anand is 15 years of age and what I’ve got is a table here and it is showing a number of descriptors negated the scripture we've indicated which of the areas have most relevance and how they can be drawn to help plan successful placement.

So, I’ll read the descriptor and then I’ll briefly make reference to the area of the framework that these relate to, but of course remembering as Graeme said they are interlinked we have just drawn out some that have particular relevance to these descriptors.

So, in descriptor one, Anand’s peers are engaged in work experience and Anand needs access to this part of his education too. So that will relate very closely to Area one, facilitating an inclusive world but also area eleven. Preparing for adulthood. The next description is in preparation Anand learns the route including how to use public transport. This relates to Area 5 – Habilitation – Orientation and Mobility.

Next descriptor is the work experience involves using a range of technology to organise data and communicate with people in other departments via email so that aligns very closely with area four, Literacy, area seven accessing information and area 8, technology.

 Our next descriptor states, in preparation Anand explains to his placement employer some of his particular needs involving equipment, office organisation, and how best he communicates. He also establishes what are the expectations in terms of how he should speak to managers and the dress code. That will align very nicely with area 11 which is preparing for adulthood. And then, finally, in terms of the work experience, following the work experience Anand feels very positive about his achievements, the feedback he has received, and how he has advocated for himself and that will align very well with area nine – health: social, emotional, mental and physical wellbeing.

So that gives us a flavour of how it could be drawn upon in terms of planning, monitoring, evaluating work experience placements for a child.

Let's move on to on next work example, and this is Rosie who has complex needs, Rosie’s younger, she's six years of age.

Again, we've got a table here to show number of descriptors and then we've got some alignment with the various areas to indicate how the framework will be used in terms of planning a trip and journey for Rosie. Rosie uses a wheelchair has health physical learning needs and the vision impairment. Professionals have undertaken sustained functional vision assessments to establish what Rosie can see to facilitate her learning. And that will align very closely with area one – facilitating an inclusive world. Making sure that world is as inclusive as possible for Rosie to navigate.

Our next descriptive states in time Rosie may be able to develop the ability to travel using motorised wheelchair, but at this stage focus is placed upon encouraging her to develop her fine motor skills and use her senses to engage with her immediate/ close environment and that will align with area number 2 - communication, as well as area five orientation and mobility.

On next to descriptor states that a range of approaches have been introduced to support Rosie’s communication – communication aids, the use of some objects of reference and a timetable. These are designed to ensure they are visually accessible. And again, that particular descriptor will align with area one, facilitating an inclusive world, area two which is sensory development and area three, communication. And then our final descriptor is reminding us of the importance of the accessible world for Rosie. Accessible environments are crucial to meet Rosie’s range of needs including toilets and changing areas, ramps, height of displays and space for Rosie’s equipment and aides when not in use. And what we have there is close alignment with area one which is facilitating an inclusive environment.

So that that gives a flavour of how we think the framework can be helpful and what we're hoping to do is develop and build on some case studies there'll be some presentations today talking through how people envisage they will be using it, but in time as part of the next phase of the project, what we would be seeking to do is work closely with the field to develop more in depth case study to show exactly how the framework can be used for planning, monitoring and evaluation of the curriculum. So Rachel I think that's the end of this slides as we've got them, but the final one is just listing a number of references that either we've talked about today, or that we think would be very useful for you so we'll be posting this presentation, as part of the resources that are going to be on the on the website to have an opportunity to come back and review references.

So that's all from me, thank you very much again everyone for your participation today and coming along I’m going to pass over to Peter now who's going to take us to the next session, thank you very much.

**[Peter White]:** Okay Mike McLinden, thank you very much, and we also heard, of course, from Rachel Hewett and Graham Douglas as well, you may have noticed that we're probably straying a little over our time, but that did seem to me that that was very closely structured, and so I forbore to interrupt.

And let's move on to one of the well, a couple really of the of the sections within the framework habilitation, which is a vital set of skills as we've heard for children and young people with vision impairment. And let's bring in Fiona Broadley who is an Habilitation specialist representing HabVIUK, the professional body in the UK, which supports this area and support specialists and assistants who work with children and young people and Fiona over to you.

**[Fiona Broadley]:** Thank you, Peter, I was delighted to be allowed to take part in this project, particularly when I heard how many people actually wanted to take part. We've had some very interesting things already so far today and I’m surprised that I’m going to pick up on a few of them again myself there's been a lot of talk about shared vocabulary. But I think first of all, from a hab perspective, we need to recognize that habitation is still a very new profession and there is a lack of awareness in some quarters about what the role actually is. This curriculum framework by the very use of the term habilitation in describing areas, five and six - orientation and mobility and independent living skills cements the role of debilitation specialist into the curriculum. It raises the profile of the profession and as a result, improves people's understanding of the role. The more this terminology is used, the greater the understanding of the role will be.

I also think that habitation specialists everywhere, breathed a big sigh of relief when the curriculum framework stated that much of the teaching of the habilitation, mobility and ILS areas should be delivered by or under the direction of registered qualified habilitation specialist.

This is not being protective of the role we all recognize and encourage the delivery of elements of the curriculum by others, particularly those who are with these young people, day in and day out. But the safety and quality assurance some areas really do need to be delivered by habilitation specialists who have trained for years for this role.

We are all hoping in the days coming, the people will stop saying ‘Oh, you are for a little walk then’ the start of the lesson. Can I just add that I’m also thrilled that the framework applies across the whole of the UK which means that there are similar expectations and requirements for all our members, regardless of where they are located.

The different legislation and procedures in each of the home nations can make it difficult for those working across borders so it's good to have another unifying document.

As already being said, there are a plethora of publications emanating from the states on which we have formed our practice, but of course systems and practice there are very different UK it's a very different role in a completely different setting.

There are very few publications that define and encapsulate what habitation is in this country. Of course, we have the quality standards, the delivery of habilitation training from 2011 and the update of this is imminent, so please keep checking back on the HabVIUK website.

But we have to recognize to the enormous impact of ‘Steps to independence’ in 2001 that actually brought the idea of overlapping mobility, training and independent skills to the fore, for the children and young people. This created the idea of this dual role, but these were never really aimed at the wider population.

The curriculum framework for children and young people with vision impairment specifically targets not only specialist practitioners, but all those supporting children, young people with visual impairments, whether they are parents and carers, class teachers, educational psychologist or in fact that children and young people themselves. It effectively create the benchmark for education services that should be delivered to children, young people with vision impairments, against which we can all be measured.

We have to remember this is an overview. There are other aspects that I know Hab VI specialists will cover that are not listed here and I’m sure it will be exactly the same for other specialist areas but when all said and done, it's a brilliant starting point to build upon.

I have had a sneaky look at the curriculum framework area of Bookshare and there are already some fantastic resources on there. This means that has habitation specialist we no longer have to keep reinventing the wheel. But can access resources that other people have created and have been generous enough to share with the rest of us. This idea of sharing ideas and resources will save us all so much time and can only improve on the quality and support for children and young people.

I do think people were perhaps hoping that the framework would offer a delineation between professional roles, so there was greater clarity about what fell within the remit to various specialists, but that's not the case. Whilst the areas of the framework we all agreed upon when working with children and young people, such separations are arbitrary because there is continual crossover from one area to another. So it would not be possible to allocate individual areas to specific professions. Habilitation training has always been delivered in a cross curricular way.

What it does do, is define areas that we should all be working on together in support of the child. It also gives parents an idea of the support that their child should be receiving in these specialist areas and if fully adopted across the country may reduce the postcode lottery that our young people currently experience. All in all, it's an exciting time to be working habitation. Thank you, Peter.

**[Peter White]:** Thank you very much, and you mentioned right at the end there, one point that I was going to pick out, which is that we will continue on in touch to go on about the sometimes lack of habitation officers, people teaching mobility throughout the country so.

**[Fiona Broadley**]: We’re a rare bread Peter.

**[Peter White]:** A rare and valuable breed but you shouldn't be as rare so we will make that point and we'll continue to make it. Now, this framework isn't just about education and those students as accessing standard exams it represents comprehensive list of what might be needed by any child with a visual impairment, so how does this framework consider the need for the entire population of children with a visual impairment and we have Rachel pilling who is a consultant paediatric Ophthalmologist to discuss this, Rachel.

**[Rachel Pilling]:** Thanks very much Peter and Thank you everyone for inviting me to contribute. For me, this framework could not be more timely.

Last year, the British childhood vision impairment study published its second round of findings and it confirmed what we as clinicians and i'm sure professionals are noticing that there are emerging changes in childhood visual impairment in this country. Is a growing recognition of the complexity of children with vision impairments and three quarters of children with visual impairment will have some other medical problem either neurodevelopmental or another issue going on.

So blind children aren't those who’ve got a problem with their eyes, many of them actually their eyes are normal, the problem is with their brain they have cerebral visual impairment.

This represents the success that we've had in the medical world of treating children who are born blind. Treating medical conditions and brain conditions and helping those children thrive into early and late childhood and into adulthood, but we need to be responsive to those changes with the way that we teach children.

This means children with visual impairment are diverse and often have a layering of problems. We've heard from Graham how the unique aspect of this framework is area one, facilitating an inclusive world and that, for me, if is the key.

If we can make the classroom environment for all children, one in which it's easy to learn visually then we're halfway there. How can we make it easier in any classroom for a child to access their visual learning?

How can we understand how and what the child sees, not just in terms of font of text, because that will inform that habitation, their emotional social development and the framework recognizes, all of this.

We know that there will be children with complex needs and those with cerebral visual impairment in every classroom mainstream and special schools and this is something that is going to touch every teacher.

The curriculum framework moves us forwards leaps and bounds and is a great platform on which we can build to support all children in all schools with visual impairments.

**[Peter White]:** Rachel, thank you very much indeed, and thank you for helping us to get slightly closer to our time scale. That helped a lot, and this is a UK wide framework of course so. Let us hear about the potential impact this could have across the UK nations, on behalf of Wales we've got Sarah she's Chair of WAVIE, the Welsh Association of Vision Impairment Educators so Sarah.

**[Sarah Hughes]:** Thank you, Peter, and firstly I’m as well as well as being the Chair of WAVIE, I’m also the head of SENCOM Vision Impairment service supporting five local authorities across South East Wales with just under 400 children in mainstream schools across the region, and when I first started this role and six years ago the first thing that came to light, for me, was explaining to schools what it is that a vision impairment service does to support that child.

Bearing in mind that the child belongs to the school, not to the service and that when we come in, you should therefore not be sent to another room to do our magic work and then send the child back into the classroom to continue with that so it's been very important for me and exciting to see the development of the CFVI, because for me it's a way of explaining to schools very easily what it is that we do, what it is that the child needs to gain in terms of skills and learning.

So that they are ready for adulthood, because even when a child is first born if they have a vision impairment, where as soon as the services involved, we're thinking about them as an adult and what they need to do on that journey from childhood to adulthood, to be ready for that. So, in Wales and firstly we've got the Additional Learning Needs Act that's been introduced.

As part of this schools and local authorities will be developing individual development plans, formerly known as statements and it will be important for us to refer to the CFVI to be able to explain to schools what our part is within making sure that the child has all the opportunities for ‘access to learning’ and ‘learning to access’. I love that phrase it absolutely summarizes very well what it is that we're there for and why we're helping. Services have lots of specialists and I think that it's really important to remember that they've specialists are not just QTVIs.

We have habilitation specialists within our teams as well, and we also have certainly within my within my own team, specialist teaching assistants who are very well skilled and trained to support the work of QTVIs and habitation specialists to make sure that there is this very much joined up approach, and that it is important to build the capacity within the school, but also to make sure that they're surrounded by all of the specialists that they need, and not only the QTVI. And we also have a new curriculum being introduced in Wales, this is the curriculum for Wales and part of that is that there are four purposes for this new curriculum. Bearing in mind this curriculum is for all children in Wales, not only those with additional learning needs and the terms used in those four purposes are: Ambitious; Enterprising; Healthy and Confident learners.

I see the opportunity to marry up the values of this national curriculum for Wales with the curriculum framework for vision impairment very easily - I think they could be entirely mapped across. And again, that's the way in for us with schools to be able to talk to schools about how this is important for all children, that the CFVI is particularly for those children with vision impairment and it can be enhancing of the curriculum for Wales.

Peter mentioned earlier that learning in schools is not the only thing that is of importance because nobody can get a job if they can't tie their own shoe laces, cant will catch a Bus to work yeah so there’s lots of other skills so for me it's important to look at other aspects of legislation in Wales and for us, we have the ‘Wellbeing of future generations Act’ and there are seven connected wellbeing goals, but the one that really springs out to me is the idea of a more ‘cohesive community’, and I think that's only possible if children and young people learn all these skills from the curriculum framework.

And lastly, the ‘Social services and wellbeing Act’ Wales. Wellbeing doesn't only mean being healthy and I think there's a lot of debate about the definition of wellbeing but within the definition of that wellbeing Act and it says wellbeing in your emotions, feeling safe where you live, having every chance to do well at school, having friends, being a good part of a strong community, being safe from violence and lots more but that's their where it's not mine.

Okay, so I think that the curriculum framework is going to be helpful to us in helping us explain to families, children and schools and our own staff, where our roles all fit together so that this child has the opportunity to have this wraparound support that will make them ready for adult life.

**[Peter White]:** Sarah, thank you very much indeed, and you talked about those skills let's never forget the parent - my mother spent most of one school holiday teaching me to tie my shoelaces. Just about mastered it and on behalf of Northern Ireland we have Wendy Martin, who is head of sensory service representative Educational Authority Northern Ireland Wendy.

**[Stephen Porter]:** I Peter sorry this is Stephen porter.

**[Peter White]:** Oh, Stephen.

**[Stephen Porter]:** So, I’m here as Wendy Martin wasn't available today. So basically, sort of I think today is an exciting day for us in Northern Ireland, seeing this curriculum coming into place. One of the important things we see is the fact that it is a UK wide, and they should have that it's going to be once joint language, all together, and the collaboration across the four nations was really, really exciting.

If I’m honest in some ways, I see this curriculum as something that i've longed for since I started working in the sector over 24 years ago. When I worked as a RNIB Education Officer and the four nations collaborated and worked together on lots of things and I really saw the value of that and it is so important, when you're sitting as one of the nations that you speak united together because together as for as a whole, four nations together, so we can take things forward for children with them vision impairment. As it relates to the Northern Ireland government our local government initiative, this really fits very much in of all the strategies and the Young People Strategy that we have in Northern Ireland of the goals to reach out and make things better for all young people in our society, and this curriculum, I feel really strongly will give us a basis for doing that for children with a visual impairment.

Also, in relation to our Northern Ireland curriculum, we have an emphasis very much on what we call cross curricular themes and learning skills and personal capabilities which is helping children beyond just the formal curriculum sort of how can they develop these skills for learning and skills for life, and this curriculum very much fits into that and the whole emphasis on ‘learning to access’ very much fits in with the NI curriculum that sees for all children that there needs to be an awareness of IT and understanding for every child, sort of thing, so the children with a visual impairment, they have that and this curriculum, will enable us to dovetail all of those issues into our Northern Ireland curriculum so it won't be sitting as something separate for the visually impaired child, it will come into the whole of the Northern Ireland curriculum.

The one thing I think it's going to be really good for all of us working in both the various public sectors, health and social services, education, working with voluntary organizations, working with them habilitation officers and guide dogs, is it provides us with a common language and it means that they can actually be able to support each other, and when we talk to professionals, we're talking in a language that everybody will understand, and hopefully this language will enable us to give a more sustained support to the children and young people's that when we communicate what we're talking about, people will know what's happening and people will understand. And ultimately, the goal is that there's equitable education for every child across Northern Ireland, that we're not working in a little silo and even across the four nations that we don't end up in a situation in Northern Ireland or even across the UK, where there's almost like a postcode lottery.

That some children are getting something somewhere and other children getting something somewhere else, but we've got something that has joined up and united and enabling the young people to develop and progress. The final thing is actually going to be the resources and the hub, where people will be able to get resources and materials that will help us to deliver the framework. That's really good on two parts: one we as professionals can contribute to that so we’re giving into that but also, we gain from it by getting the experience and knowledge and understanding from people. And this again, I think that these resources will enable all of us to become a stronger professional workforce that we are providing for the needs of the child, with a visual impairment to be able to develop. The overarching theme and model of the Education Department in Northern Ireland is to work to enable children and pupils and students to be the best that they can be and I fundamentally believe that this framework curriculum enables us, particularly in meeting the needs of children and young people with vision impairment to be the best that they can be by the high quality education that we will be able to enhance with the use of this framework curriculum.

**[Peter White]:** Stephen, thank you very much, and that sorry for the mistake at the beginning. I can introduce my next guest with some confidence because I think I’ve already heard him talking on the meeting, but on behalf of Scotland, let me bring in Professor john Ravenscroft who is Chair of Childhood Vision Impairment at the University of Edinburgh, John...

**[John Ravenscroft]:** Great, thank you very much, Peter, I am indeed here, and this is a wonderful opportunity and I’m really privileged here to speak for Scotland but to speak, I think, for all of us and welcome this new framework for us all, so I’m really here just to highlight a little bit to carry on with what Stephen I think what Sarah has said….to see how this new framework can interweave very closely with Our curriculum within Scotland. So, as you know, education has devolved, and this is why we have the nation's here speaking and in Scotland we have our ‘Curriculum for Excellence’ and the ‘Curriculum for Excellence’ places the learners at the heart of education.

That reminds me of something, it reminds me of the curriculum framework and as Mike has said, and Graeme has said, we see the active child right at the centre and I think it's this importance of placing the child at the centre becomes a key element in this curriculum framework.

For our Curriculum for Excellence, just as in Wales now we've had the four capacities as they're called here, and we and our capacities are that all we try and enable all young people to become successful learners; confident individuals; effective contributors and responsible citizens. So this is the core of our curriculum for excellence, but actually for me it's also the core of the curriculum framework for children, young people with vision impairment.

And so the interweaving the easy mapping of the curriculum framework for children with VI and the curriculum for excellence is so into woven and intwined that we do not have to see this as something separate that it’s something that we have to do, outside of what we do with our normal practice and that, for me, is really important.

The curriculum framework for children and young people is already part of the curriculum for excellence in Scotland.

I also want to tie it into what we have in in Scotland called GIRFEC, which is Getting It Right For Every Child and it's really important that within our curriculum for excellence, we aim to ensure that all children are healthy, they are achieving, they are nurtured, active, respected responsible and included and safe within our society and again, ‘Getting It Right For Every Child’ is part of that curriculum for excellence and it's also part of the curriculum framework for children and young people with VI. And so, all of the areas of the curriculum framework fit into GIRFEC and fit into curriculum for excellence in Scotland, so I see this easy interweaving and easy matching and mapping to be part of what the role of the VI service will do. The Scottish Government says the inclusion is the cornerstone of Scottish education and I absolutely adhere to that, that inclusion is the cornerstone of Scottish education and as we've seen from point one within the new curriculum framework that we're aiming to facilitate the inclusive world so I’m absolutely delighted today to be able to be part of this launch for the curriculum framework for children and congratulations to all, thank you very much, Peter.

**[Peter White]:** Thank you, Professor John Ravenscroft. My problem with introducing our next guest isn't that she's not here, but I might get the pronunciation wrong so I’m going to apologize, in advance, but for England we have Joao Roe.

**[Joao Roe]:** Thank you so much. Thank you so much for inviting me, my name is Joao Roe, I'm head of the Sensory Support Service based in Bristol.

And I think I totally agree with the other participants today it’s such an exciting day and we finally here with the framework being published, and it really gives a recognition of the importance of the specialist curriculum alongside the national curriculum I think that's really important, because we know that to ensure a positive long term outcomes for children and young people with VI they really need to develop these areas that might not be developed so easily unless they are actually given time and planned for appropriately.

And i'm also excited that is not just looking at sort of education as such but also giving it an important focus to independence, social skills and wellbeing that is absolutely crucial.

The framework focusses on preparing for adulthood from early stages, and this is in line with the code of practice for SEND and for the ‘Preparing for Adulthood’ outcomes as well which aim to develop a wide range of skills to give young people opportunities to have equal life chances as they move into adulthood.

So I think the fact that we have the framework is going to help professionals having these time and planning opportunities to include within whatever other pressures they might be facing in the time that they've got to support children and young people. The code of practice also recognizes that for the majority of children, young people with SEN, high quality education that is differentiated and personalized will ensure that the needs are met.

But it also states that for some children, young people, educational provision that is additional to, or different from is required, and this comes under the section 21 from the Children and Families Act. So actually, what the framework does, is by clearly identifying what the specialist curriculum for children and people with vision impairment is.

It will provide a guide around what areas this provision may cover and what it might look like. Of course, especially QTVI’s and Habilitation specialists will have a role in personalizing that to each individual child. Again, like some people said, it’s going to support the communication between specialists and our partners, whether that's parents carers, other professionals or young people themselves and that's really crucial.

And I’m really excited as well about the opportunities to share resources and practice between professionals through the resource hub, and I totally agree with Stephen on that so it's really fantastic news and we can't wait okay Thank you so much.

**[Peter White]:** Yeah, Thank you very much indeed. And you've mentioned the resource hub, because, as well as the framework, there is a resource hub, to support the delivery of it and we've got Linda James QTVI, Qualified Teacher of Vision Impairment to tell us about it.

**[Linda James]:** Thanks, thanks Peter so the resource hub is hosted by RNIB Bookshare, and it's been designed as a platform for the sharing of resources devised by those working in the field, but also to sign post on to external sources of information that support the framework. So it offers teaching and learning assessment resources, as well as the sort of signposting to general information.

I think it provides us in the field with the opportunity to centrally pool a great wealth of knowledge and experience that will support the delivery of the core outcomes identified within the framework and so that end it will be a great benefit children, young people, families and other professionals in terms of positive outcomes.

The content of the hub is organized to match the framework itself so when you go on to the hub, there are the 11 framework areas, plus actually a bonus area, if you like, an additional area for subject specific guidance.

And that content within each of the framework areas on the hub is sub categorized according to the targeted interventions outlined within that framework area, so, for example, if you were to go into area two, the area of sensory development, the materials within that would be organized according to the targeted interventions, so you might find a subheading, for example on ‘tactile haptic perception and tactile development’. As I think I alluded to earlier, the resources that are there and information has been very, very freely shared by all of you, QTVI’s, Habilitation specialists working in the sector and on behalf of the project team, I would really like to say a big thank you for that. And that, thank you for helping us to make a start on this aspect of the project.

I say a start, really, because what you have on our RNIB Bookshare is a pilot or a beta launch and what that means is there are opportunities now to receive feedback from you on what seems to be working on that site and what might be further developed and actually for you within the field to influence the design of the next iteration of that hub and it's that a wider engagement that filters through I guess the whole of the project and it's something the project team holds dear.

The more of you that become involved, the more there is a sense of ownership and all of that has to be positive. So I call it a start because resources can still continue to be submitted. Bookshare isn't frozen the part of the site dedicated to the curriculum framework will continue to develop it's an ongoing project.

And I guess what we offer, there is an infrastructure for sharing and we hope that will be able to further populate that, to revise, refine it as we move forward with your engagement.

So the success of this hub will depend not only on our response to input about the platform for you, but it will be dependent on you sharing resources for the benefit of all. Many people speaking of already have talked about those benefits they’re clear it's sharing a good practice and promoting positive outcomes, it's about, as I think Fiona said, not reinventing the wheel like you, I’ve have spent many an hour with colleagues, writing resources, devising resources - how much better if we can download them and use them as it were, ‘off the peg’ or modify them and tweak them for our own uses when working with children and young people. We are a field that's very used to sharing and want to share. You've just got to remind yourself really of the VI forum. People post up requests for resources and support and help there, and there are almost instant responses. In recent weeks there's been sharing of Braille policies, for example, or large print ordinance survey map symbols.

So there is a very willing, a very real willingness to share out there and how much better, it could be if, as well as sharing via VI forum and around those informal support groups that you have with colleagues, resources can almost always be shared with us also by emailing us for central storage and sharing. So if you want to share, we’d absolutely love to hear from you. There's a dedicated email that you can send resources to start that process. The information is on the Bookshare site, but i'll give it to you now also so the dedicated email is cypf@rnib.org.uk so that's cypf@rnib.org.uk and mark that email ‘Resources for CFVI’, if you submitted resources and they aren't up there on Bookshare now, they will be but if you've got concerns about where your resources are in that process just email me directly and I’ll be up to give you an update so that's Linda.James@rnib.org.uk.

I think this is an incredibly positive and exciting development for the field and we now all need to populate it. use it and give feedback on how it is. Okay, thank you.

**[Peter White]** And thank you Linda James, and that is exactly the point where we begin to end because we're drawing over our time, but we can put we can put the responsibility of this, on to the person who's done a lot of the organisation of this. So we've got the framework - what next? How will it be used? I’m going to call on Caireen Sutherland, Head of Education at the RNIB to update us on the next stages of the project – Caireen…

**[Caireen Sutherland]:** Thank you, Peter so just very quickly finally from me. I just want to say, hopefully from today you've got a flavour that this really is a true sector wide development so many people have been involved to get us to this point from the management committee through the consultation, the reference group, sector colleagues, all of you coming today. We've had loads of feedback small and big pieces of feedback, all of which have really contributed to getting us to this point and it would not have been possible so it's a huge thank you to you all but…it's not time to rest, the work starts now, and the success of this framework and the real impact that this can have sits with us all.

And to that end we're really pleased to announce that we've secured three years further funding for the implementation phase of this curriculum framework from Wilson + Olegario Philanthropy and we'll be working with you all across the sector, the management committee, reference group members across the nation's to really embed this into practice and ensure that it makes the difference that we here have heard about today.

So what do you need to do to start - where to start - download the framework it's available on the RNIB website. Start getting your questions together, we've got a live Q &A - we are scooping up all the questions from today.

Sorry, we haven't had time for those live today, but we knew we would be tight for time. We are going to have a focused event allow you time to go away, look at the framework, talk to work colleagues, talk to families and young people and come back to us. Send us your questions, ahead of the fourth of May, and we are going to start the implementation of this fantastic piece of work. Thank you to everybody who's been part of this project and got us to this very exciting point. Back to you, Peter, thank you.

**[Peter White]:** Thank you very much indeed, and to all for attending. A very good turnout, which is a good sign, and now of course it's up to everyone, I guess, to see this implemented.

The one thing we haven't talked much about today, but I bet you will be doing is resources and money and where that's going to come to you. I mean a lot of these things that we've talked about involve cooperation and sharing and that all helps but you can't do these things that resources so clearly that's a battle that will be going on. Thank you all for, I think, giving us what you would admit, is it has been a very revealing and encouraging session on the framework, so thank you and goodbye.

**[Caireen Sutherland]:** Thank you very much, Peter lovely to have you hosting this special event.

**[Peter White]:** Thank you.

**[Caireen Sutherland]:** Many thanks, everyone.