Quality standards

Resource provisions for children and young people with visual impairment in mainstream schools

RNIB supporting blind and partially sighted people

NatSIP National Sensory Impairment Partnership

Regional Heads of VI Services Yorkshire and the Humber

VIEW
“Our vision is of a world without barriers for every child with a visual impairment”
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Introduction and purpose of the Quality standards

This booklet sets out standards for the operation of resource provisions for children and young people with visual impairment in primary and secondary schools throughout England. The standards are intended for use as a self-assessment audit tool to support services and schools to contribute to the development, review and monitoring of resource provisions.

Its purpose is to contribute to improving outcomes for children and young people with visual impairment by providing a framework which:

- supports the development and review of service level agreements between the local authority and the school hosting the resource provision
- promotes effective practice and efficient use of resources.
Resource provisions for children and young people with visual impairment – a brief description and their purpose

Resource provisions for children and young people with visual impairment take a variety of forms throughout the UK and have many different names. For example, they can also be referred to as:

- additionally resourced mainstream schools for learners with visual impairment
- designated provisions or designated specialist provisions
- specialist facilities
- specialist units
- resource bases
- resource centres for children and young people with visual impairment
- additionally resourced centre (ARC).

A resource provision specifically caters for the needs of children and young people with visual impairment as an integral part of a mainstream school. It provides support from a range of specialist staff who ensure the needs of children and young people with visual impairment are fully met within the daily life of the school.

When assessing the quality of resource provisions it is important to be clear about their purpose. A resourced provision should provide specialist support for school staff and children and young people with visual impairment on the school’s roll and their parents, so that children and young people with visual impairment:

- make good educational progress and reduce or close any attainment gap that was existing between them and their peers on entry to school
- are happy at school, feel included and fully participate in the life of the school
- move successfully on to a new school, further education or work or training.

Teachers in resource provisions should have, or be in training towards, the mandatory qualification in visual impairment (QTVI). Teaching assistants will have received specific training and developed specialist skills in working with children and young people with visual impairment, including appropriate braille skills and knowledge. Other specialist practitioners, such as habilitation workers and technical officers, will be closely linked to the resource provision.
The school will be designated by the local authority (LA) as having specific expertise in relation to the education of children and young people with visual impairment. The majority of children with visual impairment in England do not have access to a specialist school for visual impairment and resource provision is a local alternative. It is therefore important that resource provisions have the same access to specialist teachers, specialist teaching assistants, equipment and resources as specialist schools for children and young people with visual impairment.

In some cases the resource provision may be extended to provide outreach services to children in other schools. Outreach work is already covered by the following standards. It is envisaged that the standards will complement each other.


Standards for SEN Support and Outreach Services July 2005

Resource provisions may be managed in a number of ways, for example:

• Funding for the provision is delegated to the school hosting the resource provision. A Service Level Agreement (SLA) is then agreed between the LA and the school, setting out the service to be provided. It is managed by the Headteacher and the staff are employed by the school. Responsibility for provision rests with the school’s Governing Body. The LA would monitor compliance with the SLA.

• Funding is held centrally by the LA and responsibility for provision rests with the LA, working in partnership with the management and Governing Body of the school. An SLA should ideally be in place.

• The development of Academies hosting resource provisions may lead to individual and local arrangements.

These quality standards are applicable to all resource provisions, irrespective of differences in settings and management.
Terminology

Achievement
An overall measure of a pupil’s success in their academic learning. This term combines attainment and progress (see definitions below) eg two pupils might enter secondary school with very different starting points, Pupil A being at a much lower level than Pupil B. However, by the end of three years, they may be attaining similar levels. Pupil A has made more rapid progress and achieved more.

Attainment
The standard of the pupil’s work shown by test and examination results, and in lessons. It is usually judged against national standards and in comparison with other pupils of the same ages.

Children and young people
“Child” is used to include all early years and children at primary age, and “young person” includes young people from secondary to young adults.

Habilitation worker
The qualified Habilitation Specialist (QHS) can demonstrate a high level of competence in habilitation work and is the lead specialist in the delivery of habilitation training for a child or young person. The qualified Habilitation Assistant can demonstrate a level of professional competence that allows them to work effectively under the direction of a QHS.* ref Quality Standards Delivery of habilitation training (Mobility and Independent Living Skills) for children and young People with Visual Impairment Jan 2011. In many Services, these workers are also called Mobility Officers.

Local Authorities
These have responsibility for education in England (often referred to as LA’s throughout this document.)

Parent
Also refers to the child’s carer with parental responsibility.

Percentile score
This represents the percentage of children or young people of a similar age who would be at a similar level on a test or assessment, eg if the child or young person’s score is on the sixteenth percentile, they have scored higher than 15 per cent of children or young people on that test, but lower than 84 per cent.
Pupil progress
The rate at which pupils are learning in lessons and over longer periods of time. It is usually defined by two elements:
• the amount of progress from when the child started a topic or entered a school or a class
• the rate of progress and, in particular, whether there are signs of acceleration.

QS
Used throughout to define quality standards.

QTVI
Used throughout to define a teacher who has achieved an additional mandatory qualification in the education of children with visual impairment.

Significant additional need
Defined as an additional difficulty or need which, when combined with visual impairment, presents a significant challenge to learning and accessing education.

Teaching assistant (TA)
An adult who helps a teacher in the classroom. They are also sometimes known as a learning support assistant (LSA) or a specialist support assistant VI (SSSVI). In this document a distinction is made between specialist teaching assistants who are trained and employed to work with children and young people with visual impairment, and general teaching assistants who may offer general classroom support.

VI
Used throughout to define visual impairment, which includes all aspects of blindness and partial sight.
The Quality standards – summary

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The Quality standards – requirements

1. Outcomes for children and young people with a visual impairment

**QS 1.1 An inclusive school environment**

The culture, ethos and environment of the school promotes the inclusion and achievement of children and young people with visual impairment and this is fully reflected in the school’s policies and plans, specifically the School Equality Scheme.

**Requirements**

- The whole school fosters a positive attitude to visual impairment.
- There are opportunities for children and young people with visual impairment to mix together and establish true and equal friendships.
- The achievements of children and young people with visual impairment are celebrated.
- The school has undertaken an environmental audit and made all appropriate adaptations to ensure an optimal safe and accessible learning environment.

**Supporting documentation:**

Exploring access in mainstream: how to audit your school environment, focusing on the needs of pupils who have visual impairment
RNIB, London

Exploring access: how to audit your school environment, focusing on the needs of children who have multiple disabilities and visual impairment
RNIB, London
QS 1.2 Educational progress, attainment and expectations

Expectations and aspirations in terms of achievement of children and young people with visual impairment are high, and there is a strong focus on raising attainment. The progress of children and young people with visual impairment should be at least in line with other pupils of similar ability and there should be evidence of any attainment gap narrowing.

Requirements
- The school rigorously monitors progress and has data showing that:
  a) the progress of children and young people with visual impairment is at least in line with fully sighted pupils of similar ability eg in England there is an expectation that most children and young people would achieve two national curriculum levels of progress between Key Stage 1 and Key Stage 2
  b) any attainment gap existing between children and young people with visual impairment and other pupils on entry to the school has been narrowed or closed
  c) children and young people with visual impairment can achieve age-related expectations.
- Detailed specialist assessments and analysis of attainment and progress are carried out in partnership with the QTVI and used to:
  a) set challenging but realistic targets for children and young people with visual impairment, and promote independent access to, and independence in, learning
  b) highlight and address any gaps in learning and anticipate new concepts required
  c) inform and evaluate the success of individual learning programmes.
- Regular reviews of the pupil’s individual support plans and subject targets indicate that expected progress is being achieved.
- Progress is evaluated using recognised benchmarks such as the pupil progress guidance or percentile scores.
- Children and young people with visual impairment are supported to learn personal, learning and thinking skills (PLTS) to ensure they are able to optimise all learning experiences.
- All children and young people with visual impairment are acknowledged and identified as individuals, and appropriately challenging targets are set for them. They are supported in line with school policy and national guidance, eg G&T, EAL. There are regular reviews of their progress.
• Small step assessments and/or P levels are used to monitor progress, particularly with pupils with significant additional needs. Expectations of such pupils are high and are informed by an understanding of how their other needs can impact on learning and progress.

**Note:** Some resource provisions will admit children with significant additional needs and so when evaluating the progress and attainment of children and young people with a visual impairment in these provisions, the complexity of their needs should be taken into consideration. However, it should also be remembered that some of these children can and should achieve the same attainment and progress as other pupils of their age.

• Data shows that the number of school days lost by children and young people with visual impairment through exclusion and poor attendance is in line with or better than that for all children and young people. (In some cases allowances may need to be made if the child or young person has high levels of healthcare needs.)

**QS 1.3 Teaching and learning**
The resource provision provides both direct teaching, and support to classroom and/or subject teachers to ensure that the curriculum:

- is accessible to children and young people with visual impairment across the full range of subjects and activities
- is differentiated to meet individual needs of children and young people with visual impairment.

**Requirements**

• Direct teaching within the resource provision will address the unique needs of the children and young people with visual impairment, and may include teaching specific skills, eg pre-concept teaching, braille skills.

• QTVI’s and mainstream teachers meet regularly to discuss and plan the needs of children and young people with visual impairment, their progress, their learning style and how the curriculum needs to be differentiated.

• The QTVI advises class and/or subject teachers on the different type and level of support the children and young people with visual impairment require to access different aspects of the curriculum so that the support is appropriate to the lesson being taught. This will include advice on extended school activities to support the curriculum.

• Children and young people with visual impairment find the curriculum relevant to their needs and appropriately challenging and motivating. They understand the
purpose of learning activities and what they have to do to achieve the objectives and have high expectations.

• There are shared recording and tracking systems in place between mainstream staff and resource provision staff.

**QS 1.4 Taking responsibility and making a positive contribution**

Children and young people with visual impairment take on responsibilities and make a positive contribution to the school and/or the wider community.

**Requirements**

• Every child and young person with visual impairment is treated as an individual and feels valued and part of the school community. They take on roles of responsibility within the school and have opportunities to contribute to decision making within the school.

• Children and young people with visual impairment participate in school clubs and activities. There is data to show their participation rates are in line with those of fully sighted children and young people.

• Children and young people with visual impairment feel confident about expressing their opinions and making decisions that will affect their lives within the school.

• Children and young people are taught to acquire the underpinning social, emotional, independence and communication skills that compensate for their visual impairment.

**QS 1.5 Keeping and feeling safe**

Children and young people with visual impairment develop good personal safety skills and independent living skills.

**Requirements**

• Children and young people with visual impairment develop the knowledge, skills and self esteem to be able to identify and manage risks and situations in which they are, or may become, vulnerable (including using the internet or the ability to resist peer pressure).

• The social, moral, spiritual and cultural (SMSC) curriculum and the teaching of personal safety skills is adapted to meet the needs of children and young people with visual impairment, and is fully accessible to them.
• Children and young people with visual impairment receive their entitlement to formal habilitation training, from a suitably qualified Habilitation Specialist.

• Children and young people with visual impairment feel there is a trusted adult they can talk to if they are experiencing difficulties and are given a choice of adults with whom they can talk to. The trusted adult understands and has knowledge of child protection policies and procedures.

• The school’s anti-bullying and discrimination policies and procedures ensure that children and young people with visual impairment are not bullied or teased about their visual impairment. Incidents are dealt with and recorded appropriately.

• Risk assessments are in place that carefully evaluate health and safety risks in relation to activities and environments both inside and outside school.

• The school’s designated teacher for child protection/safeguarding and the teacher in charge of the resource provision are aware that children and young people with visual impairment form part of the vulnerable group and are at greater risk.

• Resource provision staff work in partnership with mainstream staff to ensure that school safeguarding policies and protocols are followed.

**QS 1.6 Social and emotional well-being**

Children and young people with visual impairment develop social interaction and communication skills, have good levels of self esteem and confidence, and develop a positive self identity.

**Requirements**

• School staff are made aware of the potential impact of visual impairment on a child or young person’s confidence, self-esteem and mental health, and implement teaching and pastoral support strategies to address this, which are carried out in partnership with QTVI.

• Children and young people with visual impairment are given the opportunities to meet peers with visual impairment on a regular basis, particularly where the numbers attending the resource provision are low, eg if there is only one child with visual impairment in a year group.

• Children and young people with visual impairment are supported to enable them to participate in all extended school activities and feel socially included. This should include arranging additional transport, enabling children and young people with visual impairment to attend activities in the holidays or after school clubs with siblings.
• Children and young people with visual impairment have opportunities to meet a range of positive role models.

• PSHCE lessons are used to promote an awareness/understanding of the issues of living with a visual impairment, the practicalities of sight loss, and its emotional impact.

• Children and young people with visual impairment have an awareness of their visual impairment, appropriate to their age and ability, and can be an advocate for their own needs.

• Children and young people with visual impairment develop emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.

• School and specialist VI staff work in partnership to recognise the need to refer children and young people with visual impairment for a specialist counselling assessment.
Sue Keil, RNIB, provides this general overview of research which underpins the crucial importance of positive social and emotional well-being, and its impact on educational progress.

“[The study] uses unique UK survey data from the 2004 Survey of Mental Health of Children and Young People in Great Britain that contains assessments of each child’s mental state from three observers - parent, teacher and child - together with expert diagnoses...Findings revealed that maternal education and mental health, family income and major adverse life events, are all significant in explaining children’s mental health, and children’s mental health is found to have a large influence on educational progress. It is estimated that a 1-standard deviation reduction in latent child mental health leads to a 2-5 months loss in educational progress. There was also a strong tendency for observers to understate the problems of older children and young people compared to expert diagnosis.”


“A range of authors (Charlton and David, 1996; Cole, 1998; Konarska, 2003; Weare, 2000) have pointed to the key role played by self-esteem in determining life chances, academic success and mental and emotional health.”


The ABC Braille study in the US found that: “[blind] children’s level of achievement in acquiring literacy skills was found to be strongly correlated with the frequency and quality of their interactions with their sighted peers...”


Supporting documentation:
Bailey, G and RNIB Cymru (2009) “What can you see?”
“Think Right, Feel Good” Guide Dogs/Berkshire Sensory Consortium Service / RLSB/NatSIP
“Thumbs Up”
“Positive Steps”
Positive Eye www.positiveeye.co.uk
QS 1.7 Ensuring positive outcomes beyond school (Transitions)

Expectations and aspirations for post-school destinations for children and young people with visual impairment are similar to that of all students.

Requirements

• All school staff have aspirations that all children and young people with visual impairment will either find employment or access further education or higher education at school leaving age.

• Children and young people with visual impairment are positive and ambitious about what they can achieve after leaving school. Staff encourage them to think about careers, and support them to apply to courses that are most suited to developing their potential and independence.

• Children and young people with visual impairment and their parents are fully informed at the appropriate time of post-school options, the support, services and schemes available to enable visually impaired people to attend further education colleges and universities or join an apprenticeship scheme or access work (eg access to work or disabled students allowance).

• There are effective transition arrangements in place for children and young people with visual impairment aged 14+ years (with access to appropriate careers advice and support), including assessing the young person’s need for support to help overcome potential barriers, providing information on options, full student engagement, transition visits and liaison with the future education establishment or employer.

• Children and young people with visual impairment have meaningful work experience and enterprise opportunities that allow them to apply their core skills in real world contexts.

• Children and young people with visual impairment leave school with the required educational attainment, as well as independent living and learning skills to succeed in their post school destination.

• There is data on post-16 destinations of school leavers to show that the proportion of children and young people with visual impairment in full time education or in employment and training is in line with that of fully sighted students.
2. Leadership and management

**QS 2.1 Vision and planning**
The school has a clear and ambitious vision for the resource provision that creates an inclusive ethos, high expectations and aspirations, and a commitment to improve outcomes for children and young people with visual impairment.

**Requirements**
- The vision is supported by the whole school community and is reflected in policies, plans and practice. In particular, the vision is reflected in the quality of improvement plans for the resource provision and their implementation, and would link directly to the school improvement plan, including:
  - a) identifying key priorities for the resource provision with appropriate targets, actions, milestones and clear lines of accountability
  - b) a clear focus on improving outcomes for children and young people with visual impairment
  - c) regularly checking how well plans and policies relating to the quality of teaching and learning and other aspects of the resource provision’s work are implemented
  - d) reviewing and adjusting plans, actions and priorities in the light of changing circumstances.
- There are effective arrangements for monitoring the progress of children and young people with visual impairment and the impact of the resource provision on teaching and learning, including:
  - a) scrutiny of lesson planning and schemes of work to check on how the needs of children and young people with visual impairment are actively planned for in all mainstream lessons
  - b) lesson observation by senior management and other specialist staff to monitor the quality of teaching and learning for children and young people with visual impairment in mainstream lessons
  - c) observation of resource provision teaching by senior management and other specialist staff, and its focus on meeting the learning targets of children and young people with visual impairment
  - d) analysis of the effectiveness of different forms of support clearly linked to effective outcomes for children and young people with visual impairment
  - e) feedback from users of the resource provision (children and young people with visual impairment, parents, mainstream staff).
• The leader of the provision motivates, supports and recognises the culture of continuous improvement amongst staff, so that the quality of teaching and learning is good and there are good and/or improving outcomes for children and young people with visual impairment.

• Resource provision staff contribute to school development so that any issues, challenges and outcomes relating to children and young people with visual impairment are discussed at senior management level.

• The leader of the provision is represented on the school management team or the provision is represented by a nominated member of the senior management team.

Note: Leadership and management will differ within each provision. The SLA will identify roles and responsibilities of the school leadership and management team, VI service leadership and management team, including the QTVI delegated to lead the resource provision. The aim is to promote effective partnership working to maximize outcomes for children and young people with visual impairment.

QS 2.2 Financial management
Any resources allocated to the school for the resource provision are well managed and effectively targeted in supporting the progress of children and young people with visual impairment. The provision can demonstrate value for money.

Requirements
• The school can demonstrate how it uses, monitors and reviews the use of funding or resources allocated to it for the resource provision to improve outcomes for children and young people with visual impairment.

Note: Financial arrangements will differ within each provision, according to the LA/SLA/school financial management. A context for the individual arrangements for each resource provision should be provided.
QS 2.3 Specialist resources and equipment

Children and young people with visual impairment have access to specialist resources and equipment that promote their independence in learning and living, improve their ability to access the curriculum, the physical environment and support development of their social and communication skills.

Requirements
• SLA outlines the responsibility for the funding, purchase, maintenance and up-grading of specialist resources and equipment.

Resources; the provision can demonstrate that:
  a) appropriate equipment to produce and adapt tactile/auditory/modified large print resources are in place
  b) there are staff with appropriate expertise to effectively produce the above, according to individual needs
  c) curriculum support materials in appropriate formats are available, ie tactile globe, talking weighing scales and consumables, are available
  d) there is sufficient space and storage to effectively meet needs
  e) planning/time allocation for staff to prepare is planned, and monitored
  f) resources are available to teach the VI curriculum, ie mobility.

Equipment
  a) assessments are carried out by specialist staff to identify appropriate specialist equipment, eg LVA’s, laptop, CCTV, Braillenote, etc
  b) induction and on-going training is provided by specialist staff
  c) children and young people with visual impairment are supported in maximising the use of equipment to increase their independence.

QS 2.4 Roles and responsibilities

The respective roles and responsibilities of the governing body, headteacher/senior school manager, special educational needs co-ordinator or additional support for learning co-ordinator and leader of the resource provision are clear and known to all staff in the school, parents and children and young people with visual impairment.

Requirements
• The roles and responsibilities of teachers, teaching assistants, and technicians are clear from their job descriptions, and these roles are communicated to all staff, pupils and parents.
• The annual objectives of staff reflect the needs of the children and young people currently catered for within the resource provision.

• Parents know who they need to contact to raise issues concerning their children.

• Responsibility for organising statutory annual reviews is clear.

• The school’s governing body takes an active interest in the work of the resource provision and receives reports on its impact on teaching and learning and improving outcomes for children and young people with visual impairment.

**QS 2.5 Staffing**

The staffing level, qualifications, specialist skills and knowledge, training and deployment of staff in the resource provision ensures that:

• mainstream staff receive the specialist support, advice and training they need to ensure children and young people with visual impairment make progress

• children and young people with visual impairment receive the support they require to fully participate in the life of the school and make good progress.

**Requirements**

**Levels of staffing**

• There are sufficient numbers of QTVI’s and appropriately trained teaching assistants to ensure children and young people with visual impairment receive the support and teaching they need.
RNIB position statement on specialist support for blind children

Visual impairment creates unique challenges to learning which can only be addressed by specialist knowledge and understanding.

RNIB maintains that blind children require high levels of specialist input to address crucial needs in their cognitive development, communication, social and independence skills. The nature of this input will vary according to the needs and skills of each individual child, the nature of their school or setting and many other factors.

Averaged over time, RNIB maintains that any child learning through non-sighted means will require specialist support that is unlikely to amount to less than 0.4 of a Qualified Teacher of [pupils with] Visual Impairment (QTVI) post. A child may need more specialist support when they first start in an educational setting, during periods of transition or where there are other factors such as additional disabilities or learning English as an additional language. They may need less support from a QTVI when they are settled in an educational setting with experienced staff and have well established communication and independence skills.

RNIB expects that anyone supporting a child learning braille who is not a QTVI must have a relevant qualification in braille and must be working under the close guidance of a QTVI*.

* Quality Standards in Education Support Services for Children and Young People with Visual Impairment (DfES 2002)

RNIB Children, Young People and Families Team, November 2010

• The Service Funding Body has contingency plans to provide cover if a key member of VI / resource staff should be absent from work over a prolonged period of time.

Qualifications and competencies of staff
• All teaching staff within the provision hold the mandatory QTVI qualification or are in training for it.
• Specialist teaching assistants in the resource provision should have, or be working towards accredited/national/local specialist qualifications

These should include:
• braille/MLP/LVA’s
• IT
• modification of resources
• effective support strategies
• awareness of visual impairment
• awareness of child development
• habilitation.
• Specialist teaching assistants should have received training relevant to the age group with which they are working.

• Where children and young people with visual impairment use braille to access the curriculum, teaching assistants should be proficient in braille, appropriate to needs, as monitored by a QTVI.

RNIB position statement on the role and training of teaching assistants

Visual impairment creates unique challenges to learning which can only be addressed by specialist knowledge and understanding.

RNIB maintains that teaching assistants working with blind and partially sighted children must be provided with appropriate training to ensure that the children they support can participate, enjoy and achieve in all aspects of their education on equal terms with their sighted peers. Teaching assistants must also work under the guidance of a Qualified Teacher of [pupils with] Visual Impairment (QTVI) who provides ongoing training and advice.

Teaching assistants require training in the following areas:

• Understanding visual impairment and its implications for the educational and social development of children and young people.

• Learning and applying a range of specialist skills which can be used regularly in support situations.

• Demonstrating a commitment to effective teamwork and to encouraging positive attitudes among staff and pupils.

• Developing positive working relationships with children and young people which promote their independence and engage them in planning and decision making.

Qualifications which reflect these requirements should be recognised by educational settings and local authorities as integral to the appointment and career development of teaching assistants working with children with visual impairment.

RNIB Children, Young People and Families Team, November 2010

Supporting documentation:

“Raising the Achievement of Pupils with a Visual Impairment – Effective working with Teaching Assistants in Schools.”

The National Sensory Impairment Partnership, 2012
• Staff delivering habilitation programmes need to hold a recognised qualification/ accreditation.

**Supporting documentation:**
Quality Standards – Delivery of Habilitation Training (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment.
January 2011

**Effective deployment of staff**
• Effective use is made of staff by ensuring their deployment is matched to the assessment of the needs of each child or young person with visual impairment, and the interventions and support required to enable them to access the curriculum and achieve their learning targets.

• Staff allocated to children and young people with visual impairment are not deployed to other duties unrelated to supporting their learning, unless there are exceptional circumstances.

• Mainstream staff are aware of the role, knowledge and skills of staff in the resource provision, and positive feedback is received from mainstream school staff on the support they receive from colleagues from the provision.

• Performance management (PM) /Appraisal and staff development

• PM/appraisal and feedback takes place on a planned regular basis and is documented.

• PM/appraisal for specialist staff should include input from someone specialised in the education of children and young people with visual impairment.

• There is a link between PM/appraisal and educational outcome and the development plan for the resource provision.

• There is a staff development programme that enables all staff at the resource provision to maintain high levels of specialist knowledge/appropriate advanced qualifications, keep up to date with current research and methodologies and key curriculum developments.
QS 2.6 Service Level Agreement (SLA)

There is a clear SLA between the commissioner of the resource provision (usually the local authority) and the school. This sets out:

- the roles and responsibilities of each party
- funding arrangements
- admissions criteria
- reference to quality standards
- monitoring and quality assurance arrangements.

Requirements

- Monitoring and performance data is provided to the commissioner/LA.

- There is at least one annual meeting between the school and the LA representatives to discuss service delivery, the progress of children and young people with visual impairment, any emerging issues and to review the service level agreement.

- Commissioning arrangements ensure there is a balance between flexibility and stability of funding at least in the medium term.

- The resource provision is embedded within the mainstream school. All resource provision staff attend appropriate in-service training and are fully engaged in whole school life.
3. Participation and partnership working

**QS 3.1 Partnership with parents of children and young people with visual impairment**
Parents are helped to support their child’s learning and development, and are involved in the planning and reviewing of provision at school.

**Requirements**
- Parents feel valued and there is evidence to show that their views have been considered and an appropriate response has been given by school staff and/or staff at the resource provision.

- Feedback from all parents has been sought and used to inform the development of policies and plans of the resource provision.

- Parents receive regular up to date and accessible information on their child’s:
  a) progress, the targets set and any measures being taken to address any difficulties the child or young person may be experiencing in making progress
  b) participation in the life of the school and their child’s development of social skills and friendships.

- There is evidence to show that all parents are involved in planning, informing and supporting their child’s individual learning programme or plan. Where parents are not involved, there is evidence to demonstrate that the provision has made every effort to facilitate the parents’ involvement.

- Well established, up to date and publicised procedures are in place for parents to contact the provision to discuss their child’s education.

- There are strong links with home, and parents are given advice and support to enable them to contribute to their child’s learning, and to build confidence in developing their child’s autonomy and independence.
QS 3.2 Involving children and young people with visual impairment
Children and young people with visual impairment are involved in the planning and review of their learning.

Requirements
• The views of children and young people with visual impairment have contributed to the policies and plans of the resource provision.
• Children and young people with visual impairment are fully involved in identifying and planning the support and access arrangements that they need on a long term and day to day basis.
• Children and young people with visual impairment have a full understanding of their targets and are fully involved with target setting and in the reviews of their statement, and co-ordinated support plan.
• Children and young people with visual impairment are involved in all aspects of learning in the class and beyond the classroom.
• Children and young people with visual impairment have the confidence and opportunity to let staff know if they cannot access any learning experience.

QS 3.3 Multi-agency working
The school’s SENCo and the leader of the resource provision work in partnership with other services to ensure that children and young people with visual impairment receive the holistic support required to meet their needs and help them progress.

Requirements
• There is clear information on, and a good understanding of, the thresholds and referral routes to other services.
• There is a shared understanding of desired outcomes for children and young people with visual impairment across agencies.
• At secondary level, the school makes an effective contribution to multi agency procedures aimed at ensuring a smooth transition to adult services.
• Roles and responsibilities within school and service are known and understood by appropriate professionals in other services.
• Systems are in place to ensure shared information between education, health, social care and family.
Self evaluation – evidence and data collection

The evidence and data required to support the Quality standards and to carry out a self evaluation may include:

Performance measures
Generally provided as numerical data which may reflect progress made by children and young people with visual impairment in the form of targets achieved, including those relating to:

- number of cases of bullying
- attendance and exclusion
- attainment and achievement data including measures such as national curriculum levels in England and Wales
- destination statistics.

Perception measures
This could include surveys of the views of children and young people with visual impairment, their parents and mainstream staff supported by the resource provision.

Feedback
External feedback from school improvement services, inspections, professionals in other agencies, specialist support services such as educational psychologists, as well as the annual review of the service level agreement with the LA. Internal feedback such as notes from ongoing internal monitoring by the school’s senior management.
Useful websites

**RNIB**
nrib.org.uk

**Action for Blind People**
www.actionforblindpeople.org.uk

**VIEW**
www.viewweb.org.uk

**National Blind Children’s Society (NBCS)**
www.nbcs.org.uk

**National Sensory Impairment Partnership (NATSiP)**
www.natsip.org.uk

**Positive Eye, Educational training and consultancy**
www.positiveeye.co.uk

**Department for Education**
www.education.gov.uk

**Ofsted**
www.ofsted.gov.uk

**Teachernet**
www.teachernet.gov.uk

**Scottish Sensory Centre**
www.ssc.education.ed.ac.uk
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