



## Sensory and Physical Needs Visual Impairment

<b>Range 1</b> <b>Quality First Teaching plus:</b> <b>Share of an additional adult in class</b> <b>SEND friendly classroom strategies</b> <b>Flexible grouping for teaching</b>	<b>Range 2</b> <b>As Range 1 plus:</b> <b>Access to small group support in class</b> <b>Wave 2 'Catch Up' Interventions</b>	<b>Range 3</b> <b>As Range 1 and 2 plus:</b> <b>My Support Plan (MSP)</b> <b>Some individual support to address outcomes in MSP</b> <b>Wave 3 targeted group support</b> <b>Outside agency involvement</b>
<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in the classroom.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with advice from SENCo.</li> </ul> <p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>Quality First Teaching.</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</li> </ul>	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in the classroom.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCo.</li> <li>Advice from 'Support Team for Visually Impaired Children'.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Quality First Teaching.</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</li> <li>School staff make basic adaptations to curriculum delivery and material to facilitate access for a visually impaired pupil. E.g. oral descriptions of visual materials.</li> </ul>	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>Based on current visual performance and prognosis of possible changes.</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate.</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class teacher with support from SENCo and advice from education and non-education professionals as appropriate.</li> <li>Working with 'Support Team for Visually Impaired Children'.</li> </ul> <p><b>Curriculum and teaching methods</b></p> <ul style="list-style-type: none"> <li>Quality First Teaching.</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</li> <li>Some modification/differentiation of learning materials and curriculum delivery to facilitate access. E.g. Attention to speed of lesson delivery and speed of working of a VI pupil.</li> </ul>