



## Range descriptors for Visual Impairment

Range	VI & Habilitation Descriptor (Apply 'best fit')	Assessment & Planning	Grouping for Teaching	Curriculum & Teaching Methods	Resources	Additional Resources	Attainment Level
1a	<p><b>Mild Visual Impairment.</b></p> <ul style="list-style-type: none"> <li>Learners who require Advice intervention due to medical recommendation or potential for changeable/ fluctuating condition, such learners may be difficult to assess, in terms of definitive data in the short term.</li> <li>Eligibility Criteria: Advice Level</li> </ul>						
1b	<p><b>Mild visual impairment.</b></p> <ul style="list-style-type: none"> <li>May find concentration difficult.</li> <li>May peer or screw up eyes.</li> <li>Short working distance</li> </ul> <p>Distance vision: approximately 6/18 Log Mar 0.5 (enlargement of x3 at 3 metres). This means that the needs to be about 2 metres away to see what normally sighted s can see from 6 metres. (3 times nearer for all distances) Can probably see from the front of a classroom details on a white board as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures. <b>This is 12 point.</b></p> <p>Habilitation involvement:</p> <ul style="list-style-type: none"> <li>May present unaware of visual cues/ landmarks in environment without prior awareness raising.</li> <li>May be unable to follow visual cues such as routes around a building, keep left of corridors.</li> </ul>	<p>Assessment of vision by classroom observation, information from medical personnel and with the use of vision assessment materials. College staff aware that may be experiencing visually related learning difficulties and monitor learner performance in this respect.</p> <p>Assessment of mobility, independence, orientation skills as appropriate</p> <p>Assessment of functional vision for the purpose of Habilitation.</p> <p>Environmental Audit of setting.</p>	<p>Mainstream class</p> <p>Intervention to provide support with independence skills related to VI</p>	<p>Mainstream curriculum and teaching methods.</p> <p>Attention to seating position in classroom.</p> <p>May require specific attention when approaching CYP to gain attention.</p>	<p>Eligibility Criteria: advice level Assessment and written report from Qualified Teacher of the Visually Impaired (<b>QTVI</b>).</p> <p>Involvement following referral for advice/ strategies related to independence and mobility around home/school environment.</p>	<p>Resources from school.</p> <p>Learning materials selected for their clarity.</p> <p>Intervention from TA to support IEP targets to enhance independence.</p>	<p>Potentially affected because of the visual impairment.</p>

<p>2</p>	<p><b>Moderate visual impairment.</b></p> <ul style="list-style-type: none"> <li>• May come close when looking at books or notice boards.</li> <li>• May make frequent “copying” mistakes.</li> </ul> <p>Distance vision: approximately 6/24 LogMar 0.6 (enlargement of x4 at 3 metres). This means that the needs to be about 1.5 metres away to see what normally sighted s can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</p> <p><b>This is 14 point.</b></p> <p>Habilitation Involvement:</p> <ul style="list-style-type: none"> <li>• May present unaware of visual cues/ landmarks in environment without prior awareness raising.</li> <li>• May be unable to follow visual cues such as routes around a building, keep left of corridors.</li> <li>• May collide with obstacles in their environment</li> <li>• Unable to identify facial expressions and body language</li> <li>• Depth perception may be impaired</li> <li>• Require verbal cue to gain attention</li> </ul>	<p>Assessment of vision by classroom observation, information from medical personnel and with the use of vision assessment materials. Planning based on current visual performance and prognosis of possible changes.</p> <p>Assessment of mobility, independence, orientation skills as appropriate</p> <p>Assessment of functional vision for the purpose of Habilitation.</p> <p>Environmental Audit of setting.</p> <p>Recommend initiating a CAF</p>	<p>Mainstream class. Some additional group work to facilitate learning and inclusion.</p> <p>May require specific attention when approaching CYP to gain attention.</p>	<p>Mainstream curriculum and teaching methods.</p> <p>Staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired . Eg: oral descriptions of visual materials.</p> <p>Attention to colour and contrast to ensure access to physical and practical lessons.</p> <p>Reinforcement of unfamiliar environment using prepositional language for landmarks and cues.</p>	<p>Eligibility Criteria : Training and written advice.</p> <p>Transitional visits to settings.</p> <p>Awareness raising for parents/ staff</p> <p>Young person requires assessment and advice from Habilitation officer</p> <p>Short term programme delivered by Habilitation officer reinforced by staff following agreed programme.</p>	<p>Equipment, including low vision aids, write angle, copyholder to meet needs. Large print materials as appropriate.</p> <p>IEP targets related to Habilitation supported by TA</p> <p>Support for external trips due to health and safety implications .May also require general mobility assistance</p>	<p>Potentially affected because of the visual impairment</p>
	<p><b>Moderate to severe visual impairment.</b></p> <ul style="list-style-type: none"> <li>• May have poor hand-eye coordination.</li> <li>• May have slow work rate</li> <li>• Visual Fatigue</li> </ul> <p>Distance vision: approximately 6/36 LogMar 0.8 (enlargement of X6 at 3 metres). This means that the needs to be about 1 metre away to see what normally sighted s can see from 6 metres. May not</p>	<p>Assessment of vision by classroom observation, information from medical personnel and with the use of vision assessment materials. Planning based on current visual performance and prognosis of possible changes.</p> <p>Targets in the IEP jointly formulated and monitored with a Habilitation Officer</p>	<p>Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and</p>	<p>Mainstream curriculum and teaching methods. Some modification of learning materials and curriculum delivery to facilitate access e.g. Attention to speed of lesson delivery and speed of working of learner</p>	<p>Training and written advice On going/ Regular intervention/ assessment from Habilitation Officer to ensure age appropriate levels of independence Moderate level of training required for</p>	<p>Low vision aids, electronic magnification, laptop as appropriate to meet assessed needs. Large print materials as appropriate.</p>	<p>Potentially affected because of the visual impairment.</p>

3	<p>be able to see details on a white board without approaching to about 1 metre from it.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.</p> <h2>This is 18 point</h2> <p>Habilitation:</p> <ul style="list-style-type: none"> <li>• May present unaware of visual cues/ landmarks in environment without prior awareness raising.</li> <li>• May be unable to follow visual cues such as routes around a building, keep left of corridors.</li> <li>• May collide with obstacles in their environment</li> <li>• Unable to identify facial expressions and body language</li> <li>• Depth perception may be impaired</li> <li>• Require verbal cue to gain attention.</li> <li>• Social interaction impaired due to vision</li> <li>• Environmental safety impaired, road safety.</li> <li>• Strategies required to improve independence skills</li> </ul>	<p>Assessment of mobility, independence, orientation skills as appropriate.</p> <p>Environmental Audit of setting.</p> <p>Access plans</p> <p>Risk assessment and Risk management strategies</p> <p>CAF to be implemented</p>	inclusion and independence.	<p>with VI.</p> <p>Attention to colour and contrast to ensure access to physical and practical lessons.</p> <p>Reinforcement of unfamiliar environment using prepositional language for landmarks and cues.</p>	<p>staff</p> <p>Low vision training</p> <p>Transitional visits to settings.</p> <p>Awareness raising for parents/ staff</p> <p>Staff to promote independent self-care and foster positive relationships with peers due to implications of visual impairment and social interaction.</p>	<p>Mobility aids</p> <p>Support for external trips due to health and safety implications. .May also require general mobility assistance</p>	
<p><b>Please note</b></p> <ul style="list-style-type: none"> <li>• <b>These behaviours are not specific to the ranges but are intended to be general indicators of a possible visual impairment which may be affecting learning.</b></li> </ul> <p><b>All descriptions of visual functioning assume learner is wearing glasses if these have been prescribed. Some conditions are not correctible with glasses. Some learners may have reduced vision in 1 eye only. Some learners may have variable vision in varying light conditions and therefore may require a higher level of involvement. Some learners may have deteriorating vision.</b></p>							
	<p><b>Severe visual impairment.</b></p> <ul style="list-style-type: none"> <li>• likely to be registered partially sighted or blind but still learning by sighted means.</li> <li>• Visual Fatigue</li> </ul> <p>Distance vision: 6/60 or worse Log Mar 1.0</p> <p>Difficulty identifying any distance information, people or objects.</p>	<p>Assessment of vision by classroom observation, information from medical personnel and with the use of vision assessment materials. Planning based on current visual performance and prognosis of possible changes.</p> <p>Targets in the IEP jointly</p>	<p>Mainstream class</p> <p>Some group and individual work to meet curriculum and safety needs and to facilitate inclusion and</p>	<p>Mainstream curriculum.</p> <p>Significant modification of learning materials and curriculum delivery to facilitate learning and</p>	<p>Eligibility Criteria: Support</p> <p>Visits from a QTVI to work with staff.</p> <p>Training and written advice.</p> <p>Support in class and</p>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print materials to meet assessed</p>	<p>Below potential without additional provision because of the visual impairment!</p>

4	<p>Unable to work from white board in classroom without human/technical support.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 24 point or equivalent sized details in pictures. s may find even larger print than 24 point inaccessible.</p> <h2>This is 24 point</h2> <p>Habilitation:</p> <ul style="list-style-type: none"> <li>require mobility aid such as sighted guide, long cane, symbol cane, guide cane to access environment safely.</li> <li>Require highly focused learner centred strategies to meet levels of independence and self help skills.</li> <li>Extreme difficulty locating friendship group in environment.</li> </ul>	<p>formulated and monitored with a Habilitation Officer</p> <p>Assessment of mobility, independence, orientation skills as appropriate following referral from QTVI/ medical professionals by Habilitation Officer.</p> <p>Environmental Audit of setting.</p> <p>Access plans</p> <p>Risk assessment and Risk management strategies</p>	independence.	<p>inclusion.</p> <p>ICT and low vision aid skills.</p> <p>Mobility and independence skills.</p> <p>Attention to colour and contrast to ensure access to physical, practical lessons and environment.</p>	<p>around school as indicated by assessment to facilitate inclusive and independent learning and to ensure safety.</p> <p>Staff to ensure safety and independence skills.</p> <p>Work with mobility officer; frequency based on assessed need.</p> <p>Young person requires long term programme delivered and maintained by Habilitation officer, frequency based on need.</p> <p>Reinforced transitional visits to new unfamiliar environments.</p> <p>High level of training for staff to raise awareness of visual impairment.</p>	<p>needs.</p> <p>Mobility aids</p> <p>Low vision training</p> <p>Support from a technician to produce maps</p>	
	<p><b>Educationally blind</b></p> <ul style="list-style-type: none"> <li>registered blind and learning by non sighted means.</li> <li>Braille user</li> </ul> <p>Little or no useful vision. Very limited or no learning by sighted means.</p> <p>Visually impaired (including educationally</p>	<p>Assessment by classroom observation, information from medical personnel and with the use of assessment materials. Planning based on current visual performance and prognosis of possible changes.</p> <p>Targets in the IEP jointly formulated and monitored with a QTVI and Habilitation Officer</p>	Mainstream class. Considerable individual and group work to meet curriculum and safety needs and to facilitate inclusion/ independence	Mainstream curriculum made accessible for an educationally blind in an inclusive situation. Presentation of learning materials in tactile form including braille.	<p>Eligibility Criteria: Support Plus</p> <p>Visits from a QTVI to work with staff.</p> <p>Training and written advice</p> <p>Full time support in class and around</p>	<p>ICT for the and for staff to produce Braille and other tactile resources. Braille and other tactile learning materials. Electronic braille/note taker.</p> <p>Mobility Aids</p>	Below potential without additional provision because of the visual impairment.

5	blind) s with severe learning difficulties as prime need.	<p>Assessment of mobility, independence, orientation skills as appropriate following referral from QTVI/ medical professionals by Habilitation Officer.</p> <p>Assessment of functional vision for the purpose of Habilitation to aid orientation skills.</p> <p>Environmental Audit of setting.</p> <p>Access plans</p> <p>Risk assessment and Risk management strategies</p> <p>Assessment of vision by classroom observation, information from medical personnel and with the use of vision assessment materials. Planning based on current visual performance and prognosis of possible changes.</p> <p>Ongoing Functional Vision assessment in fluctuating light conditions, environments, time frames.</p> <p>Environmental auditing of setting to meet visual needs of CYP in school and home.</p> <p>Risk assessment</p>	<p>Reduced class size</p> <p>1:1 sessions to model skills to relevant staff/ parents.</p>	<p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis.</p> <p>Skills as appropriate for an educationally blind child: cognitive, language, social, tactile, mobility, independence, careers.</p> <p>Special School, Individualised or specialist curriculum with multi-sensory approach enhancing independence skills to meet individual needs of CYP.</p>	<p>school including to facilitate inclusive and independent learning and to ensure safety.</p> <p>Access to technical support to produce resources such as tactile maps and braille</p> <p>Skills taught in home, education setting and local environment including independent living skills and public transport skills.</p> <p>Reinforced transitional visits to new unfamiliar environments.</p> <p>High level of training for staff to raise awareness of visual impairment.</p> <p>YP may have developmental mobility issues linked to balance/ affecting independent mobility, liaison with OT and physio to work multidisciplinary.</p> <p>Training/ modelling of skills to relevant staff/parents to reinforce with YP.</p>	<p>Low vision aids, electronic magnification as appropriate to meet assessed needs.</p> <p>Mobility Aids</p> <p>Adapted Mobility aids</p>	<p>Well below National expected levels for age ranges</p>
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