



**BARNLSLEY**  
Metropolitan Borough Council

## Threshold Descriptors

### VISUAL IMPAIRMENT

(to be used with FS2, KS1 - KS4 pupils only)

**S3-6**

To be reviewed 2017-18

**Please note:**

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.

All descriptions of visual functioning assume pupil is wearing glasses if these have been prescribed. Some conditions are not correctible with glasses. Some pupils may have reduced vision in 1 eye only. Some pupils may have variable vision in varying light conditions and therefore may require a higher level of involvement. Some pupils may have deteriorating vision.

Levels of QTVI input and eligibility criteria are only intended as guidelines. The degree of input will be influenced by individual pupil needs, school effectiveness and VI Team capacity factors.

Levels of Habilitation involvements are given as a guideline and programmes/ targets are planned around the individual needs of the CYP in relation to their age/stage of development. Support will be required for CYP both in the education setting, at home and in the local environment to support developing Habilitation skills.

## Range descriptors for Visual Impairment

Range	VI & Habilitation Descriptor (Apply 'best fit')	Assessment & Planning	Grouping for Teaching	Curriculum & Teaching Methods	Resources	Additional Resources	National Curriculum Level
1	<p><b>Mild visual impairment.</b> Children who require specialist advice due to medical recommendation or potential for changeable/ fluctuating condition, such children may be difficult to assess, in terms of definitive data in the short term. Such children may:</p> <ul style="list-style-type: none"> <li>• 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 pupil needs to be about 2 metres away to see what normally sighted pupils 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. School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Assessment of mobility, independence, orientation skills as appropriate following referral from QTVI by Habilitation Officer.</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>). Written advice when appropriate thereafter. On request from school or parents: E-mail/telephone advice from Visual Impairment Team.</p> <p>Involvement following referral from QTVI for advice/ strategies related to independence and mobility around home/school environment.</p> <p>Support to parents.</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>

To be reviewed 2017-18

<p><b>2</b></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 pupil needs to be about 1.5 metres away to see what normally sighted pupils 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>Targets in the IEP jointly formulated and monitored with a QTVI and Habilitation Officer</p> <p>Assessment of mobility, independence, orientation skills as appropriate following referral from QTVI by Habilitation Officer.</p> <p>Assessment of functional vision for the purpose of Habilitation.</p> <p>Environmental Audit of setting.</p> <p>Initiate a CAF if unmet needs are identified.</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>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. 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 : Monitor Level Visits from QTVI to work with the pupil and with school staff. Training and written advice. Support for parents.</p> <p>Transitional visits to settings. Awareness raising for parents/ staff</p> <p>CYP requires assessment and advice from Habilitation officer</p> <p>Short term programme delivered by Habilitation officer reinforced by TA 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 trips out of school due to health and safety implications.</p> <p>Family requires low level of support.</p>	<p>Potentially affected because of the visual impairment.</p>
<p><b>3</b></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 pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board without approaching to about 1 metre from it.</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>Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion and</p>	<p>Mainstream curriculum and teaching methods. Some modification of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of pupil with VI .</p>	<p>Eligibility Criteria: Support Level Visits from a QTVI to work with the pupil and with school staff. Training and written advice. Support for parents.</p> <p>On going/ Regular intervention/ assessment from Habilitation Officer to</p>	<p>Low vision aids, electronic magnification, laptop as appropriate to meet assessed needs. Large print materials as appropriate.</p> <p>Mobility aids</p>	<p>Potentially affected because of the visual impairment.</p>

<p>3</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> <li>•</li> </ul>	<p>Targets in the IEP jointly formulated and monitored with a QTVI and Habilitation Officer</p> <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.</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>	<p>independence</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>ensure age appropriate levels of independence including, dressing, eating and personal care.</p> <p>Moderate level of training required for staff and parents/ siblings.</p> <p>Home visits to support extra curricular skills</p> <p>Low vision training</p> <p>Transitional visits to settings.</p> <p>Awareness raising for parents/ staff</p> <p>SMSA to promote independent self care and foster positive relationships with peers due to implications of visual impairment and social interaction.</p>	<p>IEP targets related to Habilitation supported by TA</p> <p>Support for trips out of school due to health and safety implications.</p> <p>Family requires moderate level of support.</p>	
<p>4</p>	<p><b>Severe visual impairment.</b></p> <ul style="list-style-type: none"> <li>• Pupils 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 Difficulty identifying any distance information, people or objects. Unable to work from white board in classroom without human/technical support. Near vision: likely to have difficulty with print sizes smaller than 24 point or equivalent sized details in pictures. Pupils 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>• Pupils require mobility aid such as sighted</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>Targets in the IEP jointly formulated and monitored with a QTVI and Habilitation Officer</p>	<p>Mainstream class</p> <p>Some group and individual work to meet curriculum and safety needs and to facilitate inclusion and independence</p>	<p>Mainstream curriculum.</p> <p>Significant modification of learning materials and curriculum delivery to facilitate learning and 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,</p>	<p>Eligibility Criteria: Support Visits from a QTVI to work with the pupil and with school staff. Training and written advice. Support for parents.</p> <p>Support in class and around school as indicated by assessment to facilitate inclusive and independent learning and to ensure safety.</p> <p>SMSA to ensure safety and independence skills.</p> <p>Work with mobility officer;</p>	<p>Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs.</p> <p>Large print materials to meet assessed needs.</p> <p>Potential offer of Resourced provision place</p> <p>Mobility aids</p>	<p>Below potential without additional provision because of the visual impairment.</p>

4	<p>guide, long cane, symbol cane, guide cane to access environment safely.</p> <ul style="list-style-type: none"> <li>Require highly focused child centred strategies to meet levels of independence and self help skills.</li> <li>Extreme difficulty locating friendship group in environment.</li> </ul>	<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.</p> <p>Environmental Audit of setting.</p> <p>Access plans</p> <p>Risk assessment and Risk management strategies</p>		<p>practical lessons and environment.</p>	<p>frequency based on assessed need.</p> <p>CYP 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 support to parents/ siblings/ peers</p> <p>High level of training for staff to raise awareness of visual impairment.</p>	<p>Low vision training</p> <p>Support from a VI technician to produce maps</p> <p>High level of Habilitation involvement in the setting, home and local area including transport skills.</p>	
5	<p><b>Educationally blind</b></p> <ul style="list-style-type: none"> <li>Pupils registered blind and learning by non sighted means.</li> <li>Braille user</li> <li>Little or no useful vision.</li> <li>Very limited or no learning by sighted means.</li> <li>Visually impaired (including educationally blind) pupils with severe learning difficulties</li> </ul>	<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> <p>Assessment of mobility, independence, orientation skills as appropriate following referral from QTVI/ medical professionals by Habilitation Officer.</p> <p>Assessment of</p>	<p>Mainstream class or specialist school. Considerable individual and group work to meet curriculum and safety needs and to facilitate inclusion/ independence 1:1 sessions to model skills to relevant staff/ parents.</p>	<p>Accessible curriculum for an educationally blind pupil in an inclusive situation.</p> <p>Presentation of learning materials in tactile form including braille.</p> <p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis.</p> <p>A multi sensory approach enhancing independence skills to meet individual needs of pupil</p> <p>Skills as appropriate for an educationally blind child: cognitive, language, social, tactile, mobility, independence,</p>	<p>Eligibility Criteria: Support Plus Visits from a QTVI to work with the pupil and with school staff. Training and written advice. Support for parents.</p> <p>Full time support in class and around school including SMSA to facilitate inclusive and independent learning and to ensure safety.</p> <p>Access to technician to produce resources such as tactile maps.</p> <p>CYP requires long terms programme, delivered and maintained by Habilitation Officer.</p> <p>Frequency of Habilitation involvement derived around individual needs of CYP.</p>	<p>ICT for the pupil and for staff to produce Braille and other tactile resources. Braille and other tactile learning materials. Electronic brailier/note taker.</p> <p>Mobility and Low Vision Aids as appropriate</p>	<p>Below potential without more specialist/person alised I provision because of the visual impairment.</p>

5		<p>functional vision for the purpose of Habilitation to aid orientation skills.</p> <p>Environmental Audit of setting auditing to meet visual needs of CYP in school and home.</p> <p>Ongoing Functional Vision assessment in fluctuating light conditions, environments, time frames.</p> <p>Access plans</p> <p>Risk assessment and Risk management strategies in place</p>		careers.	<p>Skills taught in home, school 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 support to parents/ siblings/ peers</p> <p>High level of training for staff to raise awareness of visual impairment.</p> <p>Pupil may have developmental mobility issues linked to balance/ affecting independent mobility, liaison with OT and physiotherapist to work multidisciplinary.</p>		
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