

Inclusive provision for children with SEND in the early years

Physical and sensory – Visual impairment (VI)

Identification	Expected arrangements to meet needs
<p>A Visual Impairment (VI) is an impairment of sight, which cannot be fully corrected, and is likely to have an impact on the child's development and means of access to learning.</p> <p>A child may wear glasses, but this will not fully correct their vision.</p> <p>VI refers to medical conditions that result in reduced vision through to blindness and can be temporary or permanent, occurring from birth or at any time.</p> <p>Patching or monocular vision is not deemed a visual impairment. If a child is patched, we recommend that you seek the advice of your EY specialist as a child's vision can be seriously reduced when patched, leading to health and safety considerations.</p> <p>The VI is significant when the child needs:</p> <ul style="list-style-type: none"> • Enlarged text on trays, displays, board work etc • A curriculum that is provided via touch • Constant supervision for health and safety • Direct 1:1 to support social skills • Additional opportunities to practise skills. 	<p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child's needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child's learning outcomes extending their current skills through a small steps approach) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child's everyday experience and takes into account the child's interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc) • Making consistent use of visual cues to support children's listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning • Supporting and differentiating play and learning both independently and with other children • Providing appropriate areas in the room to support speaking and listening skills, i.e. a quiet, distraction free area

A child with a VI may have difficulties with:

- Learning and physically developing at the same pace as their peers
- Making links between differing areas of learning
- Physical tiredness.
- Making and maintaining relationships
- Managing their equipment and physical safety
- Early literacy and pre-writing skills
- General self-confidence and self-esteem.

- Giving opportunities for practising skills and for making choices throughout the day/session
- Supporting involvement and active engagement from parents/carers
- Making consistent use of **rewards** and motivators for pupils appropriate to the child's interests and level of development
- Modelling, prompting and reinforcing children's **positive behaviour and interactions**, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional sensory needs through:

- Adapting the nursery environment to take account of sources of light, to avoid glare and visual clutter etc.
- Using relevant equipment, e.g. specialist IT equipment, patches, modified toys or books, in the setting, following advice received from Teacher of the Visually Impaired
- Providing consumable materials, e.g. braille paper, and other tactile resources e.g. collage items
- Build visual fatigue rest breaks into the day and a shaded outdoor area as appropriate.

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with a qualified Teacher of the Visually Impaired to support the child and practitioners to understand the impact of the child's vision loss on the child's communication, language, learning and support to the child to become independent in their use of any additional or modified equipment through training, regular checks and monitoring. Support offered to settings by the VI Teacher through training, planned group work and 1:1 support ranging from annual, termly, weekly and multiple weekly visits
- An assessment of child's learning and needs (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing
- Support to generalise speech and language skills taught as part of individual/small group programmes
- An accessible quiet space/ work station for 1:1 instruction
- Planning shared with Vision Support team so that resources to be obtained or modified are in time for the activities planned
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport