Enquiry into attainment of pupils with VI

Qualifications and training

- Pupils with VI are taught by QTVIs or teachers working towards the qualification
- QTVI have time and support to maintain their wide range of highly specialised skills and keep these up to date
- Support assistants receive specific training and develop specialist skills in working with pupils with VI, including appropriate braille skills, mobility skills and fostering independence skills
- All LAs have dedicated trained staff who can braille.

Support provided to VI pupil

- Detailed specialist VI assessments of progress in relation to visual functioning are carried out by QTVI and the results used to inform planning and teaching
- Class teachers receive specialist support, advice and training from QTVI to ensure pupils with VI make progress
- Class teachers cooperate with QTVI teachers in providing work to be adapted in a timely manner
- The environment of the school promotes the inclusion and achievement of pupils with VI and this is reflected in the school's policies and plans
- Staff aware of the potential impact of visual impairment on a pupil's confidence, self-esteem and mental health, and implement teaching and pastoral support strategies to address this, in partnership with QTVI
- Pupils with VI are identified as individuals, and appropriately challenging targets are set for them in suitable formats
- The curriculum is differentiated to meet individual needs of pupils with VI
- QTVI's and teachers collaborate to discuss and plan the needs of pupils with VI and their learning style
- There are effective transition arrangements in place for pupils with VI moving between establishments and QTVI's support this move
- Pupils with VI are supported to enable them to participate in all extended school activities and feel socially included. This should include arranging additional transport, enabling pupils to attend activities in the holidays or after school clubs with siblings should they wish to
• Pupils with VI are given the opportunities to meet peers with visual impairment on a regular basis, particularly where the numbers attending any one school are low

Technology

• Availability of highly specialised technology to support the pupils with VI in class and VI staff that have been trained to use it
• Appropriate equipment to produce and adapt tactile/auditory/modified large print resources are in place
• There are staff with appropriate expertise to effectively produce these resources, according to individual needs
• Local authorities have the responsibility for the funding, purchase, maintenance and up-grading of specialist resources and equipment
• Internet access: problems with firewalls etc. which prevents access to internet from braillenote
• Technology to allow portable devices to connect to teacher’s PCs in real time to allow pupil to view materials locally e.g. Powerpoint presentations. Training and support required to help set up such systems.
• The portable devices such as iPads used by pupils with VI should be given access to school WiFi systems.

Support in the latter years

• The appropriate concessions are in place for pupils with VI sitting exams to ensure they reach their maximum potential
• Support is provided for study skills
• Pupils with VI have meaningful work experience

• Pupils with VI have access to specialist resources and equipment to promote independence in learning and living and support development of their social and communication skills

Pupils with visual impairment leave school with the required educational attainment, as well as independent living and learning skills

• Pupils with VI and their parents are fully informed at the appropriate time of post-school options, the support, services and schemes available to enable VI pupils to attend further education colleges and universities or access work

• There are effective transition arrangements for pupils with VI planning to leave school: access to appropriate careers advice and support; assessment of the pupil's need for support to help overcome potential barriers; transition visits and liaison with the future education establishment or employer