

## Decision making guidance for statutory assessment

### Visual Impairment -

	school/EY action	school/EY action plus	school action plus - Band A	Band B+ statement
area(s) of difficulty	VI	VI	VI	VI + 1 of BESD ASD, PD,VI,MLD etc
test evidence	slightly reduced visual acuities in 1 or both eyes - could affect learning	corrected distance vision 6/18 or worse that does affect learning Nystygmus or visual field defect which may affect learning		-entitled to be registered blind or partially sighted -progressive eye condition functional vision worse than recorded acuities indicate nystygmus or visual field defects sign if affect learning OR at >1st centile and at least one other SEN
attainment NC levels -see sheet with more detailed guidance	At end of: Rec - FSP score >78 Y2 - 1b Y4 - 2b Y6 - 3c Y9 - 3 - w4	At end of: Rec - FSP score - >58 Y2 - 1c Y4 - 1a Y6 - 2a Y9 - 3W-4	At end of: Rec - FSP score > 52 Y2 - P8 Y4 - 1c Y6 - 2c Y9 - 2a	At end of: REC - FSP score>35 Y2 - p7 Y4 - p8 Y6 - 1b Y9 - 2c
progress	Visual impairment does not impede learning  progress made with good quality teaching and wave 2 support	specialist advice for differentiation ensures visual impairment does not impede learning Progress made only with good quality teaching and wave 2 and 3 intervention support.	specialist advice for differentiation ensures visual impairment does not impede learning Progress made only with good quality teaching and wave 2 and 3 intervention support including up to £5616 band A funding.	- progress not made despite good quality teaching and support interventions including up to £5616 of band A devolved funding used specifically for individual programmes.
description of support given	differentiated teaching - wave 1 and 2 support	differentiated teaching - wave 1,2 and 3 support targetted programme of support through IEP -regular adult support -specialist teacher support - SENs /VI teacher - support for speed of working	differentiated teaching - wave 1, 2 and 3 support -regular adult support -specialist SENs /VI consultant advice input to IEP's - termly visits - support for speed of working	requires some daily targetted adult support and/ or specialist teacher/ VI consultant or braille teacher - support for speed of working. - multi disciplinary involvement r

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physical/environmental resources	<ul style="list-style-type: none"> <li>• may use writing/reading slope</li> <li>• special seating arrangements</li> <li>• may need arrangements for mobility</li> <li>• suitable lighting</li> </ul>	<ul style="list-style-type: none"> <li>• specialist equipment - eg writing/reading slope</li> <li>• suitable writing materials and large print materials</li> <li>• low vision aid</li> <li>• suitable lighting</li> <li>• may need support for mobility</li> </ul>	<ul style="list-style-type: none"> <li>• specialist equipment eg writing/reading slope</li> <li>• suitable writing materials and large print materials</li> <li>• low vision aids</li> <li>• suitable lighting</li> <li>• may need support for mobility</li> </ul>	<ul style="list-style-type: none"> <li>• specialist equipment eg word processors, visual aids and text modifications</li> <li>• daily support for movement around setting</li> </ul>			
additional resources needed from panel	use devolved funding	use devolved funding	- use band A funding already devolved to school budget of between £3369 - £5616 of additional support needed inc specialist equipment/ teaching -	- between £6364 - £9358 of additional support needed ( )	- between £10,107 - £13,101 of additional support needed	- between £13850 - £16096 of additional support needed	- above £16096 of additional support needed
other info	£ specialist equipment needed	£ specialist equipment needed	£ specialist equipment needed				
provision	mainstream	mainstream school + external specialist advice to be acted upon in school	mainstream school + external specialist advice to be acted upon in school	mainstream school + external specialist advice dual placement or outreach may be needed special school			