Sensory and Physical Support Service

Curriculum Framework for Vision Impairment (CFVI)

'Facilitating an inclusive world' checklist 2024-25

The CFVI has three key aims:

1. To set out the key skills that children and young people (CYP) with vision impairment (VI) need.

2. To let all families and professionals know that CYP with VI need to be taught special skills so they can access education and become as independent as possible.

3. To make it easier for everyone to plan together how and when these skills should be taught and who should teach them.

Area 1 of the CFVI, Facilitating an Inclusive World, focuses on what can be done to make the environment, resources and learning activities accessible for the CYP, while areas 2 – 11 are based on specialist skills that the CYP can be taught.

This checklist is designed to encourage settings to consider the ways in which you can ensure the environment, resources and learning activities are accessible for CYP with a VI.

Please note, all CYP on the SAPSS VI team's caseload will have a current vision profile which should be shared with all relevant staff in its entirety.

Key questions to consider	Yes	Partly	To action	Comments
Accessible environments				
Classroom space				
Are classrooms kept as clutter free and orderly as possible with furniture kept in the same place and clear pathways?				
Are the guidelines on a child or young person's (CYP's) vision profile followed in relation to aspects such as seating position, lighting, vision breaks etc?				
When a CYP's work is displayed on a display board, is it displayed at a suitable height for them to visually access e.g. at their eye level?				
Are resources kept in consistent places for ease of access?				
If changes are made to the classroom or school environment, does a member of staff take the time to ensure the CYP becomes familiar with them?				
Are blinds or curtains available for use on all windows?				
Are the labels used in the classroom accessible e.g. do the CYP's tray and peg have labels of a suitable font size or in braille?				
Communal areas				

Key questions to consider	Yes	Partly	To action	Comments
Are corridors kept as clear and orderly as possible with clear pathways?				
Are steps and edges around school highlighted?				
Are playground markings clear?				
Does outdoor play equipment, for use at breaktime, include accessible or high visibility options e.g. bell ball or a high contrast ball?				
Is there a shaded area available outdoors during break and lunchtimes?				
Is the signage used around the setting accessible to all e.g. high contrast?				
Have you considered the accessibility of communal areas e.g. lighting?				
Do you ensure that locker doors are kept closed to reduce hazards?				
Do you ensure that coats and bags are hung up and not on the floor? Is this message reinforced?				
Are lunchtime menus available in required font sizes or braille?				
Can the CYP have prior access to lunch menus?				
Do you ensure that the dining room floor is kept clear of bags and trays and are any spills quickly cleaned up?				
If you use a cashless pay system, is the system for CYP to check how much money they have in their account visually accessible?				
Accessible resources and learning activities				
Training				
Has the setting accessed any training around VI from the SAPSS?				
Has a peer awareness session been delivered to the CYP's peers if appropriate?				
Are staff from the setting aware of the SAPSS web page (https://oldhamconnect.uk/Services/6336) and do they use it to access further support/advice?				
Staff liaison				
Are all staff aware of who their allocated QTVI is for the school/setting?				
Do staff know how to contact their QTVI?				
Are QTVIs routinely invited to annual reviews or PCRs?				
Is attainment data shared with QTVIs so that support can be provided with any areas of concern?				
Is information about a child or young person's vision impairment shared with all appropriate staff so that the CYP's vision needs are being met at all times. For example, are lunchtime assistants, supply teachers and visiting sports coaches aware?				
Are strategies that have found to be effective shared on transition from one class to another?				

Key questions to consider	Yes	Partly	To action	Comments
Is key information shared on transition to a new setting including the fact that the CYP is known to the SAPSS?				
Learning tools e.g. assistive technology, laptops and tablets, large print protractors, talking scales				
Are recommended classroom resources readily available? e.g. 4B or 2B pencils, felt tips, black or dark blue pens for the board, raised boards.				
Is appropriate technology in place to ensure equal access in line with reasonable adjustments e.g. is an iPad available to facilitate screen sharing?				
Does the setting have a free RNIB Bookshare account set up for ease of access to printed materials?				
Is subject specific equipment available if needed e.g. large print protractor or talking scales?				
Do you know where to access or purchase specialist equipment from e.g. talking scales?				
Health: Social, Emotional, Mental and Physical Wellbeing				
Do staff support non-verbal gestures with verbal instructions and use CYP's names in the classroom to cue them in?				
Are peers encouraged to introduce themselves at the start of any groupwork sessions or in the case of any seating plan changes?				
Are buddy benches used in the playground or is there an appropriate safe space available at breaks and lunchtimes?				
Is the CYP aware of counselling/mentoring/wellbeing support available in school? Is information regarding this shared in an accessible format?				
Does the CYP with VI know that they can speak to staff to share any concerns? Do they know where to go and who to speak to?				
Are materials for delivering wellbeing and relationships education sessions accessible?				
Reading/library materials				
Has the setting joined RNIB Bookshare? https://www.rnibbookshare.org/cms/get-started/sign				
Are you aware of CustomEyes? https://www.guidedogs.org.uk/getting-support/help-for-children-and-families/living-independently/customeyes-books/schools-and-services-membership-form/				
Do CYP have access to books from RNIB Bookshare or CustomEyes during library sessions?				
Do you have library materials which are accessible to all children and young people e.g. a selection of large print or braille books?				
Do you provide access to audio books?				
Do you have library books available for all children and young people which raise awareness of vision impairment?				

Key questions to consider	Yes	Partly	To action	Comments
Curriculum areas and extra-curricular opportunities				
Have you considered seating position and access to any screens during assemblies?				
Are extra-curricular opportunities accessible to all?				
Does the CYP know what clubs and activities are available? Are advertising materials in school, e.g. posters, accessible?				
Are audio description options selected when needed?				
Are you aware that CYP who use modified large print exam papers would only be expected to measure to the nearest 5mm or 5 degrees?				
Ahead of any swimming sessions, have you considered carrying out pre-visits to the swimming pool with the CYP with a VI? Have you sought advice from their QTVI?				
Is there a space available for vision breaks if needed?				
Careers advice/Preparation for adulthood				
Do you have access to careers advice which is tailored to the needs of the CYP?				
Are key staff signposted to organisations which will support CYP with access to positive role models e.g. Look UK?				
Are VI needs taken into account when planning work experience placements? Is information shared with the placement and are risk assessments put in place if needed?				
Exam access				
Are modified large print papers or braille papers available for all internal and external assessments?				
Are the use of extra time and/or rest breaks used, if needed, for all internal and external assessments?				
Do staff know where to access copies of previous exam papers in modified large print or braille formats?				
Additional health and safety considerations				
Is a PEEP in place for the CYP if needed?				
Are sunglasses, hats and suncream kept in school and are CYP supported to apply the cream if needed?				
Is there a named member of staff monitoring the CYP at break and lunchtimes if needed?				
Are school risk assessments, e.g. for trips, adapted to cover the needs of any CYP with VI?				
Are CYP encouraged to keep their glasses clean?				