



Policy for the Resource Provision for Vision Impairment at Great Binfields Primary School

'Learning Together, Achieving Forever'

At Great Binfields Primary School, we believe that every child has the right to belong, participate, achieve and thrive within their school community.

Our Vision Impairment Resource Provision provides specialist support within an inclusive mainstream environment where children with vision impairment are valued as full members of the school community. We are committed to removing barriers to learning, participation and independence, enabling each child to develop the knowledge, skills, confidence and aspirations needed for lifelong success.

Our approach is underpinned by the principles of the SEND Code of Practice (2015), the United Nations Convention on the Rights of Persons with Disabilities, and the Curriculum Framework for Children and Young People with Vision Impairment (CFVI). We recognise that children learn best when they experience positive relationships, feel a sense of belonging, and are supported to become active participants in their own education.

Admission Criteria: Children who attend Great Binfields Primary School, as part of the VI resource provision must have an Education, Health and Care Plan (EHCP), with vision impairment as their primary need.

The majority of children with a vision impairment attend their local mainstream school where their learning needs are met with appropriate support, equipment and adaptations. It is expected that children being considered for admission to resourced provision will:

- meet the County Council's criteria for statutory assessment of children with a vision impairment, *and*
- have vision impairment as their primary special educational need, with its associated difficulties accessing the curriculum, *and*
- require extensive modification of the curriculum and of materials through which the curriculum is accessed, *and*

- requires specialist equipment or tactile media to access the majority of the curriculum, and
- require alternative forms of recording for a significant amount of the curriculum, and
- demonstrate the potential to integrate into the mainstream classroom and access the school curriculum including the national curriculum, with modification as appropriate.

For full admission criteria, see page 4 of the 'Resourced provision for children with a vision impairment Admissions criteria and procedures Spring 2018'

<https://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

Improving Outcomes for Children and Young People with Vision Impairment

At Great Binfields Primary School, we maintain high aspirations for all pupils. We recognise that vision impairment should never limit a child's opportunity to learn, achieve, develop meaningful relationships, contribute to their community or prepare successfully for adulthood.

We are committed to providing an inclusive and equitable educational experience where barriers are anticipated and removed wherever possible. Through personalised support, appropriate adaptations and specialist teaching, we ensure that pupils with vision impairment can access the full breadth of school life alongside their peers.

Children with vision impairment have access to specialist teaching and bespoke learning programmes aligned to their individual EHCP outcomes and the relevant areas of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI).

How We Implement the Curriculum Framework for Children and Young People with Vision Impairment (CFVI)

At Great Binfields Primary School, the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) underpins our approach to planning, assessment and provision. We recognise that children with vision impairment require opportunities to develop specialist skills alongside access to the mainstream curriculum.

We work collaboratively with pupils, families and specialist professionals to

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ensure that the eleven areas of the CFVI are embedded throughout school life.

Facilitating an Inclusive World

We promote a culture of belonging, participation and respect, ensuring that pupils with vision impairment are active members of the school community. Through awareness raising, curriculum opportunities and inclusive practice, we foster understanding of diversity and remove barriers to participation.

Sensory Development

We support pupils to maximise the effective use of their vision and other senses through carefully planned environments, specialist strategies, appropriate resources and personalised interventions.

Communication

We develop effective communication skills by recognising and responding to individual communication needs. Pupils are supported to access information, express themselves confidently and build meaningful relationships with others.

Literacy

We provide specialist support to develop literacy skills through accessible formats including modified print, tactile resources, Braille and assistive technologies. We ensure pupils can access the full literacy curriculum and develop as confident readers and writers.

Habilitation: Orientation and Mobility

Working alongside Qualified Habilitation Specialists, pupils develop safe and confident movement skills, environmental awareness and independent travel skills appropriate to their age and stage of development.

Habilitation: Independent Living Skills

We provide opportunities for pupils to develop practical life skills that promote independence, self-confidence and participation both within school and at home.

Accessing Information

We ensure information is presented in accessible formats and teach pupils strategies to independently access, interpret and use information across all areas of learning.

Technology

Assistive technology is embedded throughout learning. Pupils are supported to develop the skills and confidence needed to use technology effectively as a tool for learning, communication, independence and future employment.

Health, Social, Emotional, Mental and Physical Wellbeing

Through a relational and person-centred approach, we support emotional wellbeing, resilience, self-esteem and positive mental health. Pupils are encouraged to understand their own needs, celebrate their strengths and develop positive self-identity.

Social, Sport and Leisure

We actively promote participation in friendships, sporting activities, clubs, enrichment opportunities and wider school life. We believe that social inclusion is fundamental to wellbeing, achievement and future success.

Preparing for Adulthood

We support pupils to develop independence, self-advocacy, decision-making and problem-solving skills from an early age. These skills are carefully planned and developed throughout their time at Great Binfields to prepare them for successful transitions and adult life.

Our Inclusive and Relational Approach

At Great Binfields Primary School, inclusion is not viewed as a place but as a culture. We strive to create a school community in which every child feels welcomed, valued, respected and able to contribute.

We recognise that relationships are central to learning. Positive relationships between pupils, families and staff form the foundation of our provision. Through a relational approach, we seek to understand each child's strengths, interests, aspirations and needs, ensuring that support is personalised and meaningful.

We are committed to:

- Promoting dignity, independence and self-determination.
 - Listening to and acting upon pupil voice.
 - Working in partnership with parents and carers.
 - Celebrating diversity and fostering understanding.
 - Developing resilience, confidence and emotional wellbeing.
 - Creating environments that are accessible and inclusive by design.
 - Ensuring children with vision impairment participate fully in all aspects of school life.
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Provision At Great Binfields Primary School:

- We have a culture where diversity is celebrated and where children with vision impairment are recognised for their strengths, talents, interests and potential.
- We maintain high expectations for all pupils and support every child to achieve ambitious outcomes both academically and socially.
- We provide a nurturing environment in which the emotional, social and practical impact of vision impairment is recognised and understood.
- We proactively identify and remove barriers to learning, participation and independence through reasonable adjustments, specialist teaching and adaptive approaches.
- Pupil with vision impairment have access to specialist teaching and bespoke learning programmes aligned to their individual EHCP outcomes and the relevant areas of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI).
- Specialist interventions are designed to complement classroom learning and, wherever possible, skills are taught and practised within naturally occurring learning opportunities.
- Withdrawal from class is carefully planned and only used when specialist teaching cannot be delivered effectively within the classroom environment.
- Pupils receive support with literacy development, including Braille, tactile literacy, specialist technology and alternative methods of communication where appropriate.
- Ongoing assessment, review and person-centred planning ensure that provision evolves in response to changing needs, strengths and aspirations.
- We actively develop pupils' independence, self-advocacy and confidence, enabling them to increasingly take ownership of their learning and support needs.
- A Registered Qualified Habilitation Specialist (RQHS) provides regular opportunities for pupils to develop mobility, orientation and independent living skills that promote participation both within and beyond school.
- We recognise the importance of wellbeing and ensure children have opportunities to discuss their experiences, reflect on challenges and celebrate successes.
- We work closely with families and multidisciplinary professionals to secure the best possible outcomes for each child.
- Pupils with vision impairment are supported to access the full range of extracurricular activities, educational visits, residential experiences and enrichment opportunities available to their peers.
- Staff receive ongoing professional development to ensure a shared understanding of effective inclusive practice and current developments in vision impairment education.

- Through assemblies, curriculum activities, peer awareness sessions and inclusive sports opportunities such as Goalball, we promote understanding, empathy and respect throughout the school community.
 - Supported by specialist staff, pupils with vision impairment meet weekly as a group and are encouraged to invite a peer from their class. These sessions support the development of communication, social interaction, self-advocacy, emotional wellbeing, independence and participation, reflecting multiple areas of the CFVI whilst strengthening belonging within the wider school community.
 - Families are invited to termly outreach and Inreach opportunities that strengthen partnerships, encourage peer support and foster a wider community of belonging.
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Transition

We recognise that periods of transition can be significant for children and families. Transitions are carefully planned and personalised to ensure that each child feels safe, confident and prepared for change. Pupils are actively involved in the planning process and are given opportunities to develop familiarity with new environments, staff and routines.

When a child moves to another school or educational setting, we work collaboratively with the child, family, receiving school and relevant professionals to ensure information is shared effectively and support arrangements are established in a timely manner.

Our goal is to support smooth transitions that promote continuity, confidence and successful participation in the next stage of education.

Pupil Voice

At Great Binfields Primary School, pupils are active partners in their educational journey. We seek and value the views, aspirations and experiences of children with vision impairment and use these to inform planning, provision and target setting.

Whilst pupils are supported to access learning, our long-term goal is to develop independence, self-advocacy and confidence so that they increasingly take ownership of their learning and access the curriculum with greater autonomy. We work collaboratively with parents, carers and professionals to develop person-centred approaches that recognise the strengths, interests and ambitions of each child. Through this partnership, we aim to ensure that pupils develop the

confidence to understand their needs, advocate for themselves and contribute meaningfully to decisions that affect their lives.

Great Binfields Primary School is committed to continually reflecting upon and developing its provision for children and young people with vision impairment.

Through collaboration with pupils, families, specialist services and the wider vision impairment community, we strive to ensure our provision reflects current research, best practice and the principles of the Curriculum Framework for Children and Young People with Vision Impairment.

We are committed to fostering a community where every child is known, valued, included and empowered to achieve their potential.

External Agencies:

We work very closely with the Specialist Teacher Advisory Service and have regular contact with our Qualified Habilitation Specialist. Additionally, we have links to Open Sight and Guide Dogs.

<https://www.opensight.org.uk/>

<https://www.guidedogs.org.uk/>

Further Information:

Great Binfields Primary School VI Resource Provision Prospectus

<https://www.greatbinfields.co.uk/vision-impaired-vi-resource-provision/>

Specialist Teacher Advisory Service, Hampshire

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory/visual-impairment>

Hampshire's Local Offer <https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

Hampshire County Council SEN Criteria documents

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sencriteria>

SEND Code of Practice: 0-25 years, DfE 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

CFVI <https://www.nib.org.uk/professionals/education-professionals/cfvi/>

Reviewed Autumn 2026

Next review Autumn 2028