

Who else can help?

Schools have access to a range of professionals who advise on arrangements for supporting pupils with visual impairment.

These include:

- Support Service for Visual Impairment
- Educational Psychology Service
- Local Inclusion Officer Service

If your child has other difficulties as well as their visual impairment, all schools have access to County services which can offer support and advice for pupils with:

- hearing and/or physical difficulties
- learning difficulties
- behaviour difficulties
- autism spectrum difficulties

You or your child's teacher (with your permission) can ask a speech and language therapist to see your child.

Your GP can make a referral for physiotherapy and occupational therapy, and will advise on Child and Adolescent Mental Health Services and voluntary services such as Barnardos.

What other advice is available?

Derbyshire has published comprehensive files of advice and information on dyslexia, autism and speech and language difficulties.

Contact Details

Head of Support Service for Visual Impairment
County Support Services Centre
 Brookside Rd
 Breadsall DE21 5LF
 01332 835374

Head of Local Inclusion Officer Service
Derbyshire County Council
 Saltergate
 Chesterfield S40 1LF
 01629 537699

Derbyshire Parent Partnership
 c/o Register Office
 New Beetwell Street
 Chesterfield S40 1QJ
 01629 533660

The full version of the
SEN Descriptors is available in every
 school and on the Derbyshire County
 Council website:

www.derbyshire.gov.uk

If you require this and other
Local Inclusion Officer Service leaflets
 in large print or another format,
 please contact Head of LIO Service
 listed above

My Child Has A Visual Impairment



Guidance for
 Parents and
 Carers about
 Help in School

Schools have a responsibility to make provision for pupils with special educational needs (SEN).

The Local Authority (LA) provides funding through normal school budgets to help schools to support pupils with SEN.

Derbyshire Local Authority has produced

Descriptors of SEN Provision

The Descriptors offer guidance and advice to primary and secondary schools about the level and type of support they should provide for pupils with additional needs. They are used by the LA to monitor provision for pupils with SEN without a statement.

They outline how schools should:

- Assess, plan and review provision
- Arrange teaching groups
- Adjust the curriculum and teaching methods
- Provide resources, such as access to support, up to £6,000/9.5 Teaching Assistant hours.

Your child may:-

- Have poor visual acuity or ability to see fine detail, eg 6/12 to 6/18 or worse
- Have visual field loss, eg reduced sight around the edges of vision
- Have ocular motor difficulties, eg problems tracking a moving object smoothly
- Have involuntary eye movements - Nystagmus
- Have difficulties where patching the eye is significantly reducing their vision
- Have a degenerative condition where the present impairment is slight but likely to get worse
- Have visual perception difficulties eg the ability to give meaning and understanding to what has been seen
- Have difficulties in using school equipment and may therefore need access to some specialist equipment and training to use it
- Need to be encouraged to be part of friendship group within their school / year

What can school staff do?

- Discuss your child with the specialist teacher from the Support Service for Visual Impairment and use their advice to establish what your child can and can't do, and use this advice for planning
- Find out what teaching and learning style suits your child best
- Arrange for your child to have some additional support either individually or in smaller teaching groups with a Teaching Assistant
- Help your child by providing access to specialist equipment and teaching materials and allow time to learn how to use it
- Prepare modified materials to help your child learn and to help your child become independent
- Adapt the classroom and school environment if required. Consider your child's seating arrangement in class
- Provide small group situations to allow for mixing with other children and making friends
- Involve you and your child in planning and review of progress
- Discuss your child with any other relevant professionals who visit the school