Visual Impairment Service (Education) Handbook
Mr P Telfer

Staff Handbook
April 2019

Based at Uddingston Grammar School, South Lanarkshire
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Appendix:
Our Mission

Having ...
Accessing ...
Being ...

Pupils having... the right equipment, ICT, assistive technology, low vision aids, adapted learning resources and a voice about their support and the things that matter to them.

Pupils accessing ... the curriculum and learning, the school’s environment and the community of the school.

Pupils being ... at the centre of what we do, resilient, knowing the impact of their vision loss and enjoying their lives to the full.

Our aim

Is for pupils with vision impairment to have:

- the right support
- at the right time
- every time
Introduction & history of the service:

The South Lanarkshire Council (SLC) Visual Impairment Service (Education) was setup in 1982 and is based at Uddingston Grammar School (UGS). It works in close partnership with North Lanarkshire Council’s (NLC) Visual Impairment Service, which is based at Knowetop Primary School’s (KPS) Sensory Support Base in Motherwell. This is a reciprocal arrangement where:

- NLC and SLC support their own Early Years caseloads of babies and children who have a visual impairment.
- NLC and SLC support their own Primary ASN schools and bases for pupils who have a visual impairment.
- NLC supports, on a peripatetic basis, all Primary school age pupils who have a visual impairment in NLC & SLC.
- NLC supports all NLC & SLC Primary school age pupils who are on a Specialist Placement to KPS because of their visual impairment.
- SLC supports, on a peripatetic basis, all Secondary school age pupils who have a visual impairment in NLC & SLC.
- SLC supports all NLC & SLC Secondary School age pupils who are on a Specialist Placement to the VIT at UGS.
- the NLC & SLC Visual Impairment Services (Education) undertake a joint working in the transition planning for all Primary 6 and Primary 7 pupils in NLC and SLC

The SLC Visual Impairment Service (Education) comprises of three teams and these are:

- **The Early Years Team (Education)** - works in partnership with parents & carers, Nursery staff, Primary School staff, Education staff (NLC & SLC) and NHS professionals in the planning and provision of educational support for babies and children who have a visual impairment in SLC. This is effectively from birth to Primary School age.

The Early Years Team can often be the first contact that parents and carers have with Education. Its role includes:

- the assessment of children's vision.
- providing advice about supporting a child's vision at home and at Nursery/Primary School.
- linking families with other professionals.
- providing training to staff at educational establishments
- the future planning for the child's route through education and the key transition points that they will encounter.

Having ... Accessing ... Being ...
- **The Visual Impairment Team (VIT)** - is based in Uddingston Grammar School and it:

  ❖ supports Secondary school age pupils, who have a moderate to severe visual impairment, who are on Specialist Placement to the VIT at UGS. This takes a number of forms which includes in-class support, tutorials through Additional Learning Time, skills development and the provision of ICT and Assistive Technology training to assist the pupils in becoming more independent learners.

  ❖ undertakes a Key Adult (VIT) role for the pupils on Specialist Placement to UGS.

  ❖ supports wider school UGS staff by providing advice in relation to classroom strategies, teaching and learning approaches to facilitate the pupils’ access to learning and the curriculum and Additional Assessment Arrangements for SQA Exams.

  ❖ adapts learning resources and course materials for the wider school UGS staff who teach pupils who have a visual impairment. This is usually in the form of large print, Braille, audio & electronic format.

  ❖ works in partnership with the Braille Transcription Officer for the creation of Braille Transcribed learning resources and course materials.

  ❖ liaises with wider school staff through the VIT Departmental Link structure.

  ❖ undertakes joint working with staff in the school, and external partners, to support the planning for pupils at key transition stages.

This Visual Impairment Team has typically supported up to 20 pupils, who have a moderate to severe visual impairment, on Specialist Placement to Uddingston Grammar School. However, since August 2015 this number has increased and planning suggests that pupil numbers will be over 20 for the next few years.

Where there are limited Specialist Placements to the VIT at UGS available, cases are prioritised in order of pupils from SLC, then NLC and then any other Local Authority.

- **The Secondary Schools’ Team (for NLC and SLC Secondary Schools)** - provides:

  ❖ Peripatetic support to Secondary School age pupils in NLC and SLC who have a visual impairment, which includes providing advice and training to Link staff in NLC and SLC Secondary Schools and Reports for pupils approaching key transition stages.
Liaison and joint transition planning with the NLC Visual Impairment Service (Education) for pupils in Primary 6 and Primary 7 who have a visual impairment.

Peripatetic support to Secondary School age pupils in SLC ASN establishments and bases.

**Staffing complement:**

The full staffing complement of the SLC Visual Impairment Service (Education) comprises of:

- 11 (FTE) Teachers of the Visually Impaired
- 4.5 (FTE) School Support Assistants
- An Administration and Braille Services Officer.

Some staff within the SLC Visual Impairment Service (Education) have dual roles across the three teams.

**Role of the Service:**

Our role across the Service is to provide educational support to children and pupils who have a visual impairment, as well as the provision of advice, support and training to the education staff who support these pupils. This occurs peripatetically and directly for the pupils on Specialist Placement to the VIT at UGS.

Within Uddingston Grammar School our role is to:

- facilitate the full inclusion of pupils who are sight impaired or severely sight impaired into Uddingston Grammar School, so that they feel valued and welcome members of the school.
- ensure that the pupils we support have real opportunities to have their voice heard and to jointly plan with us the support that they require.
- to help visually impaired pupils realise their academic potential within the wider school setting by ensuring that they and their teachers have the appropriate support. This includes:
  - adapted materials in the pupil's preferred learning medium e.g. Braille, large print, tape, CD or digital format.
  - appropriate assistive technology along with the required training in its use.
  - teaching of Braille reading and writing where necessary.
  - providing in-class support where appropriate.
  - advising and teaching pupils how to make the full use of their vision and low vision aids.
liaising with school departments.

- offering in-service training to staff and awareness-raising classes for SI pupils in P.S.E. and P7 pupils in our associated Primary Schools to promote a general understanding of visual impairment.

In addition, pupils should be fully assisted to prepare for life after school by:

- helping them to understand their visual loss and to develop strategies to overcome barriers and promote independence.
- liaising with other professionals such as Psychologists, Medical Professionals, Social Workers, Mobility Officers, Careers Advisers and Third Sector partners such as the RNIB, Guide Dogs and Visibility.
- requesting/arranging mobility training.
- providing them with opportunities to develop Habilitation Skills and Skills for Life, Learning and Work.
- arranging early intervention by and frequent input from Careers Advisers.
- linking with Higher Education and Further Education establishments prior to pupils leaving school.
- providing training for Braille users in UEB.

How support from the Service is accessed:

Support from the SLC Visual Impairment Service (Education) is usually accessed by contacting the VIT based at Uddingston Grammar School and making a Request for Assistance. The only exceptions to this are:

- for Specialist Placements to the VIT for an NLC or SLC pupil, where the NLC Allocation process and the SLC Forum processes are followed.
- for Placing Requests which are completed using the SLC online Placing Request form. We would strongly encourage anyone considering this approach to contact the Head of the SLC Visual Impairment Service (Education), well in advance of this, so that they can be appropriately advised of the process.
- Out of Authority placements to the VIT, whereby Local Authorities should contact the Head of the SLC Visual Impairment Service (Education), well in advance of this, so that they can be appropriately advised of the process. Notification of a possible request should occur early in the Primary 6 year of pupil, with a formal request coming in the pupil’s Primary 7 year.
- where a pupil is already known to the Secondary Peripatetic Team following their transition from Primary school to Secondary school.
• where a request relates to an NLC pupil in an NLC ASN Secondary establishment or base, in which case we would provide the contact details of an appropriate NLC staff member to link with.
• where a report is received from an NHS professional about an SLC Early Years baby or child who has a visual impairment. In this case the EY Team begins the process of making contact with the parents/carers, begins the assessment and support planning process for the child, links with key staff and partners and creates a New Referral Report.

We would encourage colleagues, partners, professionals and parents/carers to contact us about any enquiry they have in relation to the support of pupils and children who have a visual impairment.

**How the Request for Assistance process is undertaken:**

When a Request for Assistance is made to the Service, a member of the team will be allocated to gather information from the Link School staff member, parents/carers and professionals. They would then perform a functional vision assessment of the child or pupil and a decision would then be made as to the level of support that will be required from the service, as well as providing advice in relation to classroom strategies, access to the curriculum and liaison with other staff or Service partners.

**Contacting the Service:**

Communication is maintained with parents/carers though the usual school systems such as Reporting, Parents’ Consultation Evenings and ASN Annual Review Meetings. The VIT encourage and welcome contact from parents/carers to discuss any aspect of pupil’s development, progress or education. In addition to this parents/carers of pupils on Specialist Placement to the VIT at UGS can arrange to come into school to speak with the team whenever it is deemed necessary.

We would ask parents/carers to contact the school in advance so that time can be scheduled for such a meeting.

We also provide a consultative service to parents/carers and schools and this can be accessed by contacting the Service at Uddingston Grammar School. An email can be sent to either the Head of Service or the PT VIT using the addresses below:

- ptelfer@uddingston.s-lanark.sch.uk
- pdocherty@uddingston.s-lanark.sch.uk
The VIT’s approach to supporting pupils:

The approach of the VIT is to provide the most inclusive, least intrusive educational experience, where support for pupils is balanced alongside CfE Entitlements:

- to facilitate the pupil's access to the curriculum and learning.
- And to promote their development and skills to become independent learners.
- with the provision of in-class support by an SSA or TVI in line with the pupil's (or pupils') support needs.

The form VIT support takes:

Typically, S1 and S2 pupils are given access to in-class VIT support to assist pupils in their 'settling in' and transition to a Secondary school environment. As the pupils progress through their school careers they are assisted in the development of their skills to become independent learners, whereby in-class support is reduced through a planned process, and in accordance with their support needs. This is achieved by providing training for pupils in:

- the development of touch-typing skills
- ICT and assistive technologies
- the correct use of low vision aids

The aim of the VIT is that all pupils should reach the stage where they attend their classes without any in-class support, utilising:

- lesson resources and course materials that are fully adapted to meet their vision needs at the same time as their peers.
- appropriate ICT, as per their needs, such as an iPad or laptop with the required Accessibility features enabled, installed and working, which can access the Internet to view media clips which are being presented in class.
- iOS and Android applications (Apps) appropriate for the subject or course, such as English-French Dictionaries or Calculators.
- Assistive Technology such as Acrobat Cameras and Kodak Smart Cameras for distance vision in the classroom.
- Low Vision Aids such as handheld telescopes (often referred to as monoculars), Stand magnifiers, Handheld magnifiers and Bar magnifiers.
- their prescription spectacles (if they have been prescribed them) and Photochromatic spectacles.

With UGS teachers being familiar with and using the Classroom Strategies, provided by the VIT, for supporting visually impaired pupils.
Reviews and Additional Support Needs planning:

Annual ASN Reviews take place for all pupils supported by the VIT at UGS. These occur on an annual basis and pupils are encouraged and provided with training in order to lead aspects of their Reviews. Each pupil has an Additional Support Plan created for them. These give an outline of their Additional Support Needs and detail who has responsibility for meeting those needs. The plans are drawn up and updated at an Annual ASN Review meeting. This is attended by the:

- pupil
- parent/carer
- PT VIT
- Key Adult (VIT)
- PT Pupil Support
- SDS Careers Adviser
- Link Educational Psychologists to the VIT from the pupil’s home Local Authority.
- Mobility Officers working within the pupil’s home local authority.
- The Head of the SLC Visual Impairment Service (Education)

Planning for the pupil’s progression through their Secondary School career is crucial and the VIT have a well-developed system for this. Additional and more detailed information about this process is contained in the Appendix to this document.

Other supports and resources we access:

It is commonplace for the VIT to make Requests for Assistance or to access the supports of:

- the NHS Developmental Vision Team, which comprises of the Developmental Vision Clinic and the Low Vision Aid Clinic.
  
  Additionally, Low Vision Aid Clinic appointments are requested for all Secondary School age pupils, who have a visual impairment, who are approaching School Leaving age.

- the Visual Impairment Assessment Team (VIAT), for pupils approaching a key transition stage. (*more information below)
- Mobility, Rehabilitation and Habilitation Officers in NLC and SLC.
- Link Educational Psychologist to the VIT in NLC and SLC.
- SLC Inclusive Education Officers
- Skills Development Scotland Careers Advisors
- ASN Transitions staff (NLC - SWD)
Obtaining Consent to Share Information:

The Service follows the “Lanarkshire Information Sharing Protocol Obtaining Consent Good Practice Guidance - March 2012”. More detailed information about the Service approach is contained in the Appendix to this document.

Planning for transitions:

The VIT have a well-developed system and process for the transition planning of pupils who will come to UGS on Specialist Placement to the VIT. This begins at Primary 5 stage and involves linking with staff from the NLC Visual Impairment Service, VIAT colleagues and the UGS DHT who has responsibility for S1 pupils and Primary-Secondary Liaison. Additional and more detailed information about this process is contained in the Appendix to this document.

*The Visual Impairment Assessment Team (VIAT):*

VIAT is a multi-agency team which meets to discuss and review the cases of visually impaired children and pupils, either living in or being educated in Lanarkshire, who are approaching a transition stage. Its other roles are to provide advice to Education staff in matters relating to vision, health and access to the learning and the curriculum. This is a joint venture shared by North and South Lanarkshire and its core members are:

- 3 Educational Psychologists who work with visually impaired children and pupils
- a Senior Medical Officer (Associate Specialist Community Paediatrician)
- the 2 NLC and SLC Heads of Service for Visual Impairment (Education)
- an ASN Transitions Officer (NLC)
- Teachers of the Visually Impaired from the NLC and SLC Services.

In particular, these meetings are used to discuss transfers and transitions:

- into Nursery
- from Nursery to Primary School
- from Primary School to Secondary School
- and when leaving Secondary School

Specialist Placement requests to the VIT at UGS, these are made in the pupil's P6 year using the Single Agency Assessment form, by the pupil's home authority. The Visual Impairment Assessment Team (VIAT) meeting discusses these cases at the P6/P7 VIAT, as well as other pupils at these stages who have a visual impairment and are moving onto their local Secondary School. Reports from Medical personnel, Psychologists and Teachers allow a comprehensive discussion of each child to take place. The VIAT can be contacted at any time to provide advice to colleagues across sectors.
Who we link with:

The SLC Visual Impairment Service (Education) links with key partners in its support of pupils who have a visual impairment. These include local authorities, local and national organisations and professionals in universal services such as Health, Education and Social Work. The list below gives further information about who these partners are:

- The child / pupil
- The child / pupil's family / carers
- A.S.N. Primary School staff (SLC)
- A.S.N. Secondary School staff (SLC)
- A.S.N. Transitions (NLC)
- Developmental Vision Team including the D.V.C. & L.V.A.C. (NHS)

- E.A.L. support
- Early Years establishments (SLC)
- Early Years Family Liaison workers
- Educational Psychologists (NLC & SLC)
- Education Scotland
- Employers
- E.Y.M.A.T. (Early Years Multi-Agency Team)

- Further Education establishments
- Guide Dogs Scotland
- Health professionals (G.P.s, Paediatricians and Consultants)
- Health Visitors (NHS)
- Higher Education establishments
- Inclusive Education (SLC)
- ICT providers such as RM, Concept Northern (EK) and Humanware
• Mobility, Rehabilitation and Habilitation Officers (NLC & SLC)
• N.L.C. Visual Impairment Service (Education) based in Knowetop P.S.

• Occupational Therapists (NHS)
• Psychological Services (NHS)
• Pupil Support Team within Uddingston Grammar School.
• Royal National Institute for Blind People (RNIB)

• Scottish Disability Sport
• Scottish Qualifications Authority
• Secondary School staff (NLC)
• Secondary School staff (SLC)
• Skills Development Scotland
• Social Workers (NLC & SLC)
• Speech and Language (NHS)
• Support for Learning Department within Uddingston Grammar School

• Uddingston Grammar School staff

• V.I.A.T. (Visual Impairment Assessment Team)
• Visibility
• Vision & eye specialists (such as Ophthalmologists & Orthoptists in the NHS)
Resources: Staff members & their responsibilities within the Service

Head of Service and Depute Head Teacher (Inclusion) - Paul Telfer

Paul is the Head of Service for SLC’s Visual Impairment Service (Education) and he has overall responsibility for the leadership, strategic development and management of the Service. He has direct responsibility for the:

- Whole service
- VIT Annual ASN Review Planning process
- VIT ASN transport arrangements
- VIT Departmental Budget
- Line Management of the Principal Teachers in the VIT
- Coordination of ICT and Assistive Technology provision for pupils at the VIT
- Quality Management of the Service

In addition to this the DHT (Inclusion) has a wider school remit in Uddingston Grammar School. This includes:

- the Annual Prize Giving ceremony for the school
- Maximising Attendance
- Additional Assessment Arrangements requests to the SQA and the quality management of this process
- Whole School Committees
- being the school link to the Scottish Government’s Raising Attainment for All and the SLT Departmental Link to the Science Department
- Shared DHT responsibility for GIRFEC & Health & Wellbeing

This full remit is included in the Appendices. Paul’s GTCS Professional Registration is in the Subject Area of History.

Principal Teacher leading the Visual Impairment Team - Pamela Docherty

Pamela is the Principal Teacher who leads the work of the Visual Impairment Team in Uddingston Grammar School. Pamela has direct responsibility for:

- the Line Management of the VIT teachers.
- the day-to-day operational aspects of the VIT and its work in supporting pupils who have a visual impairment on Specialist Placement to UGS.
- the Quality Management of the work of the VIT
- Staff Development and Professional Review Development processes
- the VIT timetable
This PT VIT remit is included in the Appendices. Pamela is also the VIT Departmental Link for a number of areas across the school. Pamela's GTCS Professional Registration is in the Subject Area of Biology.

**Teacher of the Visually Impaired - Shirley Bayley**

Shirley is a Teacher of the Visually Impaired (TVI). As a TVI Shirley has responsibility:

- for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
- for the pupils for whom she is Key Adult (VIT).
- for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
- for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Shirley’s GTCS Professional Registration is in the Subject Area of Biology and she has extensive experience in delivering courses for pupils within the Broad General Education and National Qualifications within the Senior Phase.

**Teacher of the Visually Impaired - Jordan Black**

Jordan is a Teacher of the Visually Impaired (TVI). As a TVI Jordan has responsibility:

- for all aspects of the Early Years & Primary ASN Service, which serves children in the age range birth to 5 years and pupils in ASN primary schools and bases.
- Undertaking New Referral visits and assessments.
- Linking with key professionals for the planning of support for children and pupils.
- Providing training to Nurseries and educational establishments.

Jordan has completed the TVI Post-Graduate qualification and this was completed in 2016. In addition to this Jordan is involved in the planning and provision of a wide range of Extra-Curricular activities that the pupils in Specialist Placement enjoy. Jordan’s GTCS Professional Registration is as a Primary Teacher.

**Teacher of the Visually Impaired - Michelle Gracie**

Michelle is a Teacher of the Visually Impaired (TVI). As a TVI Michelle has responsibility:

Having … Accessing … Being …
• for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom she is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
• for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Michelle's GTCS Professional Registration is as a Primary Teacher. Michelle is an experienced teacher and prior to being appointed to the V.I.T. she was a Peripatetic Teacher, based in the SLC Extended Pupil Support Team, supporting pupils who have English as an Additional Language.

Teacher of the Visually Impaired - Emma Hall

Emma is a Teacher of the Visually Impaired (TVI). As a TVI Emma has responsibility:

• for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom she is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
• for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Emma’s GTCS Professional Registration is in the Subject Area of History. Emma is an experienced teacher and she also taught in England. She also has worked with the Support for Learning team and she has completed courses in Nurture, Give Us a Break and Counselling.

Teacher of the Visually Impaired - Geraldine Maguire

Geraldine is a Teacher of the Visually Impaired (TVI). As a TVI Geraldine has responsibility:

• for the Secondary Schools’ Service for NLC & SLC Secondary Schools
• for the Secondary Schools’ Service to SLC ASN Secondary Schools & Bases
• for the transition planning of P6/P7 pupils in SLC ASN Primary Schools to SLC ASN Secondary Schools & Bases

Geraldine has undertaken the TVI Post-Graduate qualification and this was completed in 2016. Geraldine's GTCS Professional Registration is in the Subject Area of Mathematics.

**Teacher of the Visually Impaired - Mark McHugh**

Mark is a Teacher of the Visually Impaired (TVI). As a TVI Mark has responsibility:

• for the teaching and support of pupils for whom he has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom he is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
• for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Mark's GTCS Professional Registration is as a Primary Teacher. In addition to his Social Subjects degree, Mark has experience in ICT Coordination, working for Capability Scotland and teaching and supporting Secondary School pupils who have complex needs.

**Teacher of the Visually Impaired - Gail Mitchell**

Gail is a Teacher of the Visually Impaired (TVI). She has additional roles within the VIT:

• for the organisation of Visual Impairment Awareness Raising course to S1 pupils.
• for the provision of Peripatetic support to wider school pupils in UGS who have visual difficulties.
• as the VIT representative on National Mathematics / Science Group where she reports to and advises the SQA on behalf of the National Mathematics / Science Group.

As a TVI Gail has responsibility:
• for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom she is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
• for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Gail has undertaken the TVI Post-Graduate qualification and this was completed in 1998. Gail’s GTCS Professional Registration is in the Subject Area of Mathematics.

**Teacher of the Visually Impaired - Alison Morris**

Alison is a Teacher of the Visually Impaired (TVI). As a TVI Alison has responsibility:

• for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom she is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
• for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Alison’s GTCS Professional Registration is in the Subject Area of Chemistry. Alison leads the V.I.T.’s significant and valuable extra-curricular provision for pupils.

**Teacher of the Visually Impaired - Natalie Wylie**

Natalie is a Teacher of the Visually Impaired (TVI). As a TVI Natalie has responsibility:

• for the teaching and support of pupils for whom she has been timetabled and the liaison with wider school staff who are leading the learning in these classes.
• for the pupils for whom she is Key Adult (VIT).
• for making recommendations to the PT VIT and Subject Departments for the pupils she supports for SQA Additional Assessment Arrangement requests and the support planning for pupils.
for liaising with UGS Subject Departments through the VIT Departmental Link. This role includes the liaison with staff and the adaptation and preparation of materials in an appropriate format for pupils.

Natalie’s GTCS Professional Registration is in the Subject Area of Physics and she has extensive experience in delivering courses for pupils within the Broad General Education and National Qualifications within the Senior Phase.

Support Staff:

Administration and Braille Services Officer - Lesley Kirby

Lesley has certificates in competency in English Braille and has undertaken learning Braille codes for Mathematics, Science, French, German and Spanish. Lesley works full time (term time only). As a Senior Transcription Officer Lesley:

- liaises with VIT staff over Braille adaptations (SEB & UEB)
- adapts and provides Braille text for all Braille users in Uddingston Grammar School.
- accepts requests for Braille textbooks from our counterparts in the NLC Visual Impairment Service (Education) based at Knowetop PS.
- sources electronic copies of textbooks for conversion to Braille.
- undertakes some Braille Transcription of SQA materials & Assessment Tools.

School Support Assistant - Liz Brown (17.5 hours per week)

Liz provides clerical support for the whole service which includes:

- correspondence
- telephone calls
- paperwork for reviews
- sourcing and online ordering of equipment and resources
- enlargement of textbooks, worksheets and other learning resources
- preparation of .pdf files for use on iPads
- preparation of digital exam papers
- minute taking for Departmental Meetings and Pupil Reviews
- preparation of some Braille text when required
- the provision of in-class support for pupils on Specialist Placement to the VIT.
- working with the DHT (Inclusion) in the planning and preparation for the Uddingston Grammar School Annual Prize Giving Ceremony.
School Support Assistant - Liz Howson (1.0 FTE)

Liz provides SSA support for the VIT which includes:

- the provision of in-class support for pupils on Specialist Placement to the VIT.
- assisting in the provision of support to pupils during intervals and lunchtimes with regards to canteen facilities, as required.
- assisting pupils in their movement around the school building, as required.
- assisting pupils at ASN transportation points, as required.
- undertaking administrative work for the VIT including the enlargement of textbooks/worksheets and course materials.
- preparing .pdf files for use on iPads.
- the setting up of Assistive Technology in class for pupils, such as Acrobat Cameras & Kodak cameras.

School Support Assistant - Sandra Johnstone (1.0 FTE)

Sandra provides SSA support for the VIT which includes:

- the provision of in-class support for pupils on Specialist Placement to the VIT.
- assisting in the provision of support to pupils during intervals and lunchtimes with regards to canteen facilities, as required.
- assisting pupils in their movement around the school building, as required.
- assisting pupils at ASN transportation points, as required.
- undertaking administrative work for the VIT including the enlargement of textbooks/worksheets and course materials.
- preparing .pdf files for use on iPads.
- the setting up of Assistive Technology in class for pupils, such as Acrobat Cameras & Kodak cameras.

School Support Assistant - Rhona Martin (1.0 FTE)

Rhona provides SSA support for the VIT which includes:

- the provision of in-class support for pupils on Specialist Placement to the VIT.
- assisting in the provision of support to pupils during intervals and lunchtimes with regards to canteen facilities, as required.
- assisting pupils in their movement around the school building, as required.
- assisting pupils at ASN transportation points, as required.
- undertaking administrative work for the VIT including the enlargement of textbooks/worksheets and course materials.
- preparing .pdf files for use on iPads.
• the setting up of Assistive Technology in class for pupils, such as Acrobat Cameras & Sony / Kodak cameras.

School Support Assistant - Donna O'Hagan (1.0 FTE)

Donna provides SSA support for the VIT which includes:

• the provision of in-class support for pupils on Specialist Placement to the VIT.
• assisting in the provision of support to pupils during intervals and lunchtimes with regards to canteen facilities, as required.
• assisting pupils in their movement around the school building, as required.
• assisting pupils at ASN transportation points, as required.
• undertaking administrative work for the VIT including the enlargement of textbooks/worksheets and course materials.
• preparing .pdf files for use on iPads.
• the setting up of Assistive Technology in class for pupils, such as Acrobat Cameras & Kodak cameras

School Support Assistant - June Reilly (1.0 FTE)

June provides SSA support for the VIT which includes:

• the provision of in-class support for pupils on Specialist Placement to the VIT.
• assisting in the provision of support to pupils during intervals and lunchtimes with regards to canteen facilities, as required.
• assisting pupils in their movement around the school building, as required.
• assisting pupils at ASN transportation points, as required.
• undertaking administrative work for the VIT including the enlargement of textbooks/worksheets and course materials.
• preparing .pdf files for use on iPads.
• the setting up of Assistive Technology in class for pupils, such as Acrobat Cameras & Sony / Kodak cameras
Resources: Accommodation within Uddingston Grammar School

The SLC Visual Impairment Service is situated on the 1st Floor of Wing E (Support for Pupils) at Uddingston Grammar School.

This comprises of 7 rooms and these are as follows:

- **The VIT Staff Base** (F002): This room provides accommodation for eleven members of staff. It is equipped with storage facilities and 5 networked computers. The VIT iPads are also located here.

- **Reprographics Room** (F023): This room is equipped with a networked photocopier and scanner. It also houses the VIT large embossers for Braille Transcription and the new Index BrailleBox v5 Embosser.

- **Printer Room** (F021): This room has free-standing printers and an embosser which pupils can access independently.

- **Service Office** (F010): This room is used by staff involved in Service roles.

- **Pupil Seminar Room 1** (F011): This room is used by staff and pupils during their Additional Learning time or Independent Learning Time. It also provides accommodation for the pupils’ lockers and storage areas for their belongings.

- **Pupil Seminar Room 2** (F012): This room is used by staff and pupils during their Additional Learning time or Independent Learning Time. Equipment includes PCs linked to the school intranet and a free-standing printer. There is also a storage area for the pupils’ laptops.

- **Sensory Room** (S044): Located on the 2nd Floor of Wing A, this room is fully equipped to provide babies, children and pupils with sensory experiences and sensory-based therapies. It is often used by our Third Sector partners, such as Visibility for their Early Years group.

- **Pupil Classroom** (S045): Next to Room S044 the VIT share a classroom with the RISE group. This is a large classroom with colour contrast desks and a teaching wall with white board. Pupils can work here in small groups.
Resources: ICT, Assistive Technology and Low Vision Aid use

In order to assist the pupils to access their learning and the curriculum the following ICT, Assistive Technologies and Low Vision Aids are available for pupils. This is determined on an individual basis and where planning is undertaken to provide such equipment which will best meet the pupil’s needs. These include:

- Laptops and computers with Accessibility features enabled and Jaws and Supernova software installed.
- iPads (9.7”, 10.1” & 12.9”) set up for individual pupils.
- Android devices such as the Prodigy 12
- iOS applications such as English-French dictionaries, text to speech software and calculators.
- Acrobat Cameras
- BrailleNote Apex and BrailleNote Touch devices and monitors.
- Magnifiers and Telescopes (or monoculars)
- Kindle devices
- Kodak SL25 cameras

Equipment is issued to UGS Departments and other schools on a regular basis. Details of these loans are kept in the inventory. Pupils have access to laptop computers and other equipment which is signed out to them on a permanent loan basis for the duration of their school career. The appropriate inventory forms are held by Paul Telfer and parent/carer agreement letters are completed as part of this process. Maintenance contracts and regular service / repair of equipment is ongoing. Pupils and their parents/carers are also assisted in the making of grant applications for ICT at home through VICTA. The VIT also make good use of the RNIB’s ICT lending library and practical demonstrations of new equipment by Humanware and Concept Northern.

Vision Assessment Procedures:

Service staff carry out tests for functional vision in an education setting (unless a child is pre-nursery) and we make an important distinction between assessing vision and a diagnosis of a visual impairment. The latter is done exclusively by the Hospital Eye Service (NHS) and not ourselves.

As teachers of the visually impaired the V.I.T. have additional qualifications and experience pertaining to visual impairment, however, they are neither trained nor qualified to carry out more intensive testing such as would be done by Ophthalmologists, Orthoptists, Opticians or Optometrists.
Visual function is assessed using age/ability appropriate testing materials such as MacLure, Snellen, Ishihara, Kay Pictures, Sheridan/Gardner, City University Colour tests, peripheral vision tests and logMAR scales.

The information is used to recommend the size of print a pupil can read and whether or not he/she can read a classroom white board, see what is on a T.V. screen or a PowerPoint presentation. Colour vision difficulties have implications for subjects such as Art, Chemistry, Geography, but also have implications for any course materials and presentations that are created by school staff.

Peripheral vision testing will highlight potential difficulties with safe movement in and around the school and in practical activities such as P.E. However, mobility assessments can only be undertaken by qualified Mobility Officers.

**Secondments and new members of staff to the VIT:**

The VIT offers secondment opportunities to the wider school staff of UGS. We also welcome and encourage wider school staff to take the opportunity to observe the work of the VIT, as part of their own professional development.

All new staff have access to, and use, the V.I.T. Induction Pack to support the development of the skills, knowledge and experience in the field of Visual Impairment.

New members of staff to the VIT must undertake training within five years of being appointed to the post. The Requirements for Teachers (Scotland) Regulations 2005 require that where an education authority employs a teacher wholly or mainly to teach pupils who are visually impaired then that teacher should possess an appropriate qualification to teach such pupils. The main route by which teachers will acquire the necessary competences is through taking Post-Graduate diploma courses provided by higher educational institutions.

New staff are supported in this process of professional learning by working alongside the experienced staff of the VIT. They are also encouraged to:

- take up opportunities to attend VIAT meetings, pupil reviews, observe peripatetic staff and attend clinics provided by the Developmental Vision Team.
- undertake training in the ICT, Assistive Technologies & Low Vision Aids that the VIT provide.
- undertake Sight-Guide training from Mobility Officers.
- join and attend SAVIE meetings (Scottish Association for Visual Impairment teachers).
• access VIT guidance and policy documents.
• access RNIB Subject Guides.
• undertake good practice visits to other establishments.

TVIs provide training to School Support Assistants which includes Sighted Guide awareness. Sighted Guide training is arranged and provided by Mobility Officers. In addition, training is provided in:

• the enlarging of texts and documents for pupils.
• the digital scanning and the creation of .pdf documents.
• reprographics.
• the familiarisation and use of specialist equipment and ICT which is provided by the VIT.
• the support of visually impaired pupils in class.
• the support of visually impaired pupils in Practical Subjects such as Art, Science, Home Economics, Music and P.E.

Staff Development and Professional Update:

There are specific competencies, from the Scottish Government, for teachers of children and young persons who are visually impaired. These are:

• Assessment
• Multi-agency/partnership working
• Language and communication
• Medical/disability related knowledge
• Specialised technology
• Specific legislation and policy
• Teaching and learning

Formal training is provided through studying 6 modules and a Braille Competency course at the Scottish Sensory Centre in the University of Edinburgh. Short courses/seminars are also available, usually provided either by the Scottish Sensory Centre in Moray House or the RNIB in Edinburgh. These are made available to staff as part of their ongoing professional learning.

Staff keep up-to-date with new developments through reading professional journals, attending technology exhibitions, visits to other establishments, participating in courses offered by South Lanarkshire Council and undertaking other professional learning as part of the Professional Update process.

Service staff are available to provide training to other establishments. This can be accessed by contacting the SLC Head of Service.
The VIT emblem

The Visual Impairment Team are proud to have Tia’s artwork as our emblem. Tia is a current pupil at Uddingston Grammar School.

The image below is of Georgea leading her Tech Tuesday sessions for the staff.
Appendices:

- Activities & School trip planning tool (VIT)
- Admission Guidance: Specialist Placement to the VIT
- Appendix A: Scottish Government - teachers of visually impaired children and persons
- ASN Visual Impairment Profiles (Specific and General)
- Basic Adaptation Guide (VIT)
- Calendar (VIT)
- Departmental Links (VIT)
- Departmental Improvement Plan: 2013-16
- Early Years information sheet
- Head of Service & DHT (Inclusion) Remit (SLC)
- ICT Guidance, advice (CALL Scotland) and Legislation
- Job Profile - DHT & Head of Service
- Job Profile - PT VIT
- Job Profile - Teacher of the Visually Impaired
- Key Adult (VIT) role
- Leadership of Reviews
- NATSIP Profiles
- Obtaining Consent to Share Information
- Parents’ Consultation meeting guidance (VIT)
- Planning for a pupil's progression
- Primary into Secondary Liaison & Transitions Role
- Qualification requirements of Teachers of the visually impaired
- Report Writing Guide (Service and VIT)
- Requests for Assistance: blank, Mobility, EAL and the DVT.
- Role - 16+ Transition Planning (VIT)
- Role - Extra-curricular and outdoor activities coordinator (VIT)
- Role - ICT Coordinators (VIT)
- Role - Peripatetic staff member (SLC VI Service)
- Role - Primary into Secondary Liaison & Transitions - VIT
- Scottish Government Guidance - Qualifications of a TVI
- Service Plans: 2014-16
- Service Level Agreements and joint working protocols with the NLC Visual Impairment Service (Education)
- Templates for peripatetic reports, Transition Reports, Review Reports and Service New Referral Reports
- Tracking a pupil through the NLC and SLC Services
- Transition planning - part of the VIT Review document
- Trip Planning Tool (VIT)
Our Mission

Having ...
Accessing ...
Being ...

Pupils having... the right equipment, ICT, assistive technology, low vision aids, adapted learning resources and a voice about their support and the things that matter to them.

Pupils accessing ... the curriculum and learning, the school’s environment and the community of the school.

Pupils being ... at the centre of what we do, resilient, knowing the impact of their vision loss and enjoying their lives to the full.

Our aim

Is for pupils with vision impairment to have:
- the right support
- at the right time
- every time