



North Yorkshire
County Council

Resource Allocation Criteria
Visual Needs

Band 1	Need	<p>Mild visual impairment</p> <p>Pupil may find concentration difficult Pupil may peer or screw up eyes</p> <p>Distance vision approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</p> <p>This is 12 point</p>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • Full inclusion to the National Curriculum through use of differentiation and group support • Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations • May be categorised as at School Support level • Quality First Teaching • The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately • Full inclusion in a mainstream school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning • Additional adults are deployed appropriately to increase pupil success and independence • Have opportunities for small group work within the usual classroom planning and management • A referral to IES for involvement from the Visual Impairment team may be appropriate • Attention to seating position in class • ICT is used to increase access to the curriculum, where appropriate • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation • Resources made available from within school • Learning materials must be selected for their clarity • Additional adults are deployed appropriately to increase pupil success and independence.

Band 2	Need	<p>Moderate visual impairment.</p> <ul style="list-style-type: none"> • Pupil may find concentration difficult • Pupil may peer or screw up eyes • Pupil may move closer when looking at books or notice boards. • Pupil may make frequent “copying” mistakes. <p>Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.</p> <p>This is 14 point.</p>
	Curriculum /Provision in place	<p>As Band 1 plus:</p> <ul style="list-style-type: none"> • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil, e.g. oral descriptions of visual materials • Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate • Large print materials provided by school, as appropriate

Band 3	Need	<p>Moderate to significant visual impairment</p> <ul style="list-style-type: none"> • Pupil may find concentration difficult • Pupil may peer or screw up eyes • Pupil may move closer when looking at books or notice boards • Pupil may make frequent “copying” mistakes • Pupil may have poor hand-eye coordination • Pupil may have slow work rate <p>Pupils may also have Cerebral Visual Impairment (CVI) – these pupils may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.</p> <p>Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. May not be able to see details on a white board without approaching to within 1 metre from it.</p> <p>Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.</p> <p>This is 18 point</p>
	Curriculum /Provision in place	<p>As band 2 plus:</p> <ul style="list-style-type: none"> • School staff provide some modification / differentiation of learning materials to facilitate access, e.g. attention to speed of lesson delivery and speed of working of VI pupil • ICT is used to increase access to the curriculum, where appropriate

Band 4	Need	<p>Cerebral Visual Impairment (CVI). Band 4 will be those pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties.</p> <p>CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil’s well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</p> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (eg looking and listening) <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter • Lower visual field loss <p>This is not an extensive list, and difficulties may be mild, moderate or severe.</p>
	Curriculum /Provision in place	<p>As band 3 plus:</p> <ul style="list-style-type: none"> • Planning based on previous visual performance and / or prognosis of possible changes • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety • School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI • ICT is used to increase access to the curriculum, where appropriate significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • The C/YP will have a significant need in another area that is not solely attributed to VI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
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	Curriculum & Provision in place	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. • Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to 16 hours) and differentiation of the curriculum for both primary and secondary needs. If placed in special school, there would be no requirement for anything additional to the core special school offer.
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Band 6	Need	<p>Severe visual impairment.</p> <ul style="list-style-type: none"> • Pupils likely to be registered partially sighted or blind but still learning by sighted means. • Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. • This pupil would be unable to work from a white board in the classroom without human/technical support. • Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification. <p style="text-align: center;"> This is 24 point This is 36 point </p>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil. • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.

Band 7	Need	<p>As band 6 however the C/YP will have a significant need in another area that is not solely attributed to VI need, e.g. Social emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.</p>
	Curriculum /Provision in place	<p>As Band 6 Plus:</p> <ul style="list-style-type: none"> • Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. • Inclusion in mainstream setting would be challenging as would need to be an enhanced level of individual targeted support (Over 25 hours of individual support) and significant differentiation of the curriculum.. • Needs can be met within a special school setting with some adaptation to the core offer or within an enhanced or targeted mainstream provision.

Band 8	Need	<p>Educationally Blind – local mainstream provision</p> <p>Profound need</p> <p>Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference.</p> <p>Some pupils may also be continuing to use print at point 48. Some pupils will be making the transition from print to braille.</p> <p>These pupils will usually be registered blind and learning by tactile methods.</p> <p>Some may have little or no useful vision, and very limited or no learning by sighted means.</p> <h1 style="text-align: center;">This is 48 point</h1>
	Curriculum /Provision in place	<ul style="list-style-type: none"> • The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Schools must take account of prognosis of possible change. • Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to: <ul style="list-style-type: none"> • facilitate inclusive and independent learning • provide in-class support • prepare specialist / tactile resources • follow up habilitation training • and to ensure safety • Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech • Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation • Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers • Braille and other tactile learning materials.

Band 9	Need	VI primary needs would not satisfy the criteria for Band 9 funding however, VI needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum & Provision in place	VI primary needs would not satisfy the criteria for Band 9 funding however, VI provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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