

Provision at St George's

Sensory and/or Physical: Visually impaired

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • For pupils with Special Educational Needs, we ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments a request is made with the Sensory Inclusion Service. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed and assessed by the Sensory Inclusion Service. Additional strategies and interventions are suggested. Class conditions are also monitored e.g. lighting, positioning, resources, font size etc. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. 	<ul style="list-style-type: none"> • Following advice from Sensory Inclusion Service. • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers. • Ordering large size print materials for SATs.