

Our Priestley Smith Specialist Curriculum – VIPS

Intent

This is based on the new Curriculum Framework for Children and Young People with Vision Impairment (CFVI) which has been developed to support children and young people with vision impairment access an appropriate and equitable education. The curriculum intent is to define the elements of specialist skill development, interventions and best practice support that are considered to be essential for children and young people with vision impairment. The curriculum will enable specialist practitioners in raising the awareness amongst parents, of the need for children and young people with vision impairment to be taught skills that enable them to access the curriculum and the wider world with as much independence as possible;

Implementation

There are 11 areas in the framework, but the areas that will be covered in VIPS lessons: C, I, A, H, P

- **C** 3 and 4. Communication and Literacy
- **I** 6. Independent Living Skills
- **A** 7 and 8. Accessing Information and Technology
- **H** 9 and 10. Health: Social, Emotional, Mental & Physical Wellbeing (includes sport and leisure)
- **P** 11. Preparing for Adulthood. *This will be taught in the summer term to all pupils.*

Staff, teachers and TAs, will work in small teams to deliver their area of the VIPS curriculum. Groups of students will rotate between them each half term., with the exception of sixth form who will continue with AoPE and Thrive/Aspire who will remain with one team.

Implementation focus on:

- Access to learning: Ensuring all children and young people have fair and optimised access to education.
- Learning to access: Ensuring all children and young people have opportunities to develop their own agency, voice and independence

Impact

By addressing the specific development and learning needs associated with blindness and partial sight and focusing in the distinctive skills required by learners with VI. These specialist skills will promote independent learning, mobility, everyday living and social communication and students with a VI will achieve better long-term outcomes in making a successful transition to independent adulthood.

Curriculum Framework for Children and Young People with Vision Impairment

Areas of learning defined by the framework		Where is this supported at PS and what are the PSVI Opportunities
<p>3 and 4 C Communication and Literacy</p> <p>Working with children and young people to develop their social communication skills. to develop literacy skills.</p>	<ul style="list-style-type: none"> • A clear developing communication and literacy path • Appropriate and accessible communication approaches for learners • Training on modes of communication for the workplace, such as email, video conferencing, and support for understanding the use of language in formal work settings. • Social skills, including social norms and awareness of nonverbal cues. • Speech technology • Writing and use of appropriate technology 	<p>Support of SALT e.g. pacing boards or considering speech technology on tablets Focus on communication in the workplace Staff model good communication skills. Appropriate use of glasses, hearing aids, listening to talking tins. Prompt cards to leave the room Presentations, peer to peer review, performances. teams meeting Social skills – constant narration of what is happening, attention autism – what’s in the bucket Teach about over stimulation and social norms Encourage children to move face towards who is talking. Hab team – teach telephone Braille note – communication device Sharing news using question stems with adult modelling Use of talking tins to record sentences and encourage speech Newsround to develop questions and debating skills Pacing boards to develop understanding of sentences Use of Siri/Alexa to encourage speech with adults modelling Drama and role plays for social skills Braille lessons (HK, CO) How to use the library / Bookshare Story club (KM)podcast club(LC) TDS program Screen readers, orbit reader, CCTV, talking tins, Siri, dictate, dragon, braille notes Touch typing Reading to the rest of the group, self confidence Adaption to pupils needs and accessibility</p>

6 I

Independent Living Skills

Supporting children and young people to develop the day-to-day skills they need in order to live as independent a life as possible.

- Eating, using cutlery, social skills
- Toileting
- Personal hygiene.
- Dressing, inc. beauty
- Cooking and food preparation.
- Safe use of kitchen appliances
- Shopping.
- Cleaning.
- Laundry skills.
- Managing the home, batteries, lightbulbs.
- Technology skills for living such as online shopping, food identification, banking
- Time management organisation.
- Organisational skills.
- Money management.
- Managing and understanding one's health.
- Social, emotional and cognitive independent living skills, maintaining relationships
- Self-advocacy

This has been the main focus of previous skills lessons for the past few years at PS
[See Basic Life Skills folder and resources](#)

Opportunity to bring in Guide Dogs for the Blind to speak to pupils, or to use their website information (liaise with Hab team on this)

Access to Work – inform pupils what this is and how they can apply for it later in life.
Opportunity to bring in a speaker to discuss Access to Work and what it looks like.
Helping pupils understand what a workplace personal assistant is and start to consider if they would need this.

7 and 8 A

Accessing Information and Technology

Teaching of methods children and young people can use to access, produce and manage information independently. Providing training and opportunity for children and young people to use technology with as much independence as possible.

- Able to access and present information
- Recognise strategies to access info changes
- Choose approaches to accessing/ presenting information in different circumstances.
- Managing information so that it can be accessed when needed
- Supporting the development of key concepts around numeracy and data
- Supporting the development of tactile graphicacy skills
- Supporting ability to choose approaches to information access in particular contexts
- Educational Tech - interactive whiteboards, screen sharing, apps, software.
- Assistive Tech: Magnification, screen reading software, braille displays and notetakers, touch monitors.
- Mainstream tech: Adaptations, tablets, accessibility tools, settings
- Technology and equipment for accessing the curriculum: calculators, music composition software, tactile protractors.

Jaws, narrator, voiceover, CCTV magnifier
Emails, google classroom vs print and braille
Minolta and TDS – contextual understanding
Book share/easy reader
How to use an orbit reader
Voice recording extracts to act as a reader
Adapting resources for VI and adjusting the way we teach
Google classroom
Staff training for TDS
Access to I Pads and assistive tech, jaws, screen reader, zoom, google classroom, magnifier, CCTV, email, braille note, NVDA, voice over, talking tins
I Pads, mac books, desk top, apple macs, calculator, tactile equipment, quick window sequencer (QWS) garage band
Use of Talking scales, microwave, liquid level indicator

9 and 10 H

Health: Social, Emotional, Mental & Physical Wellbeing

Providing targeted teaching and support to facilitate the development of the mental, emotional, social and physical wellbeing of children and young people.

- Access to specialist mentoring or counselling.
- Supporting early attachment and relationship building, development and resilience.
- Developing self-advocacy and problem-solving skills.
- Self-confidence, self-efficacy, and agency.
- Self-awareness, e.g., recognising and understanding anxiety and depression.
- Self-esteem, recognition of strengths.
- Social skills, including awareness of social norms and awareness of nonverbal cues
- Personal identity, and the potential benefits of meeting others with VI
- Knowing how to get involved in social, sport and leisure activities
- Accessing sports, including competitive sports
- Accessing music, including learning instruments and playing in ensembles.
- Building skills and independence to enable build and sustain positive friendships.
- Meeting up with friends in age-appropriate settings.
- Accessing online communities, including keeping safe online.
- Accessing social venues including restaurants, bars, clubs, theatres, cinemas.

Learning Mentor System

Use of Focus Counsellors and Forward Thinking Birmingham

Mentoring – building relationships with form, knowing the pupils – form

Modelling emotional literacy

Form activities – formal and informal

Socially speaking games (see Hab team/Julia?)

Advice from/involving Steve Brown, Emma SALT

Enrichment- music, cultural experiences, focus, role models, music, career exposure, talking about future, signposting

Opportunity here in these sessions for having 1-1 discussions regarding pupils knowledge and understanding of their condition in a positive light – celebrating how they manage obstacles and advising on this further. Must include work with families. This will also support us in identifying pupils who may be struggling and need professional support

11. P**Preparing for Adulthood**

- Providing support in preparation for key post education transitions
- Specialist input to careers education, information, and guidance, including supporting work experience
- Supporting young person taking and recognising rights and responsibilities.
- Entitlement and benefits
- Supporting direct engagement between professionals in transition to adulthood.
- Supporting understanding of certification of vision impairment.
- Supporting skills and knowledge for accessing key community services.
- Housing
- Wider relationships: house sharing, romantic relationships, parenthood.
- Access to work including guide dog and personal assistance in the workplace

PFA ASDAN course at KS5
Work Experience in KS4 and 5
Birmingham Careers Service and Suzie MacDonalds wider role
VI adult presentations in assemblies
College, preparing for employment work experience, PSD, careers interviews
Visits to FE and HE establishments, disability jobs fairs and career events
VI speakers
Preparing for interviews
Careers Booklet
Independent travel (some only)
Bus experience (exploring stationery bus)
Need to do more on – independent travel (class based) use of technology “safe side banking”
PIP and other benefits (students and parents) access to work, assisted living, begin discussions with healthcare providers to explore difference between child and adult health care