

# Curriculum Framework for Children and Young People with Vision Impairment (CFVI)

## Training resources manual

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## **Acknowledgements**

We would like to acknowledge the input of members of the Consultative Group that was set up to support the design and development of these training resources and ensure that they reflected the needs of different stakeholders across the UK. Pilot resources were initially developed by the Consultative Group Facilitators then sent out to group members for feedback and revisions made accordingly. The revised versions of the pilot training resources were quality assured by members of VIEW and by RNIB prior to final editing.

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## 1.0 Introduction

You will be aware from your professional role of how vision impairment is associated with significant barriers to children and young people acquiring and developing fundamental skills to prepare them for adulthood. We know these barriers can be reduced, or possibly removed, if children and young people with vision impairment receive appropriate input from professionals in the field of vision impairment education. The importance of a specialist framework which captures the distinctive skills required by this group has been widely recognised within the vision impairment education field for many years. However, until the development of the Curriculum Framework for Children and Young People with Vision Impairment (CFVI), there has been no universally recognised specialist framework for children and young people with vision impairment in the UK context. This has led to a lack of clarity about what should be taught and by whom, potentially resulting in services making inconsistent educational offers and different stakeholders finding it difficult to communicate with one another. The CFVI and related training resources therefore provide a strong foundation for achieving equitable entitlement for children and young people with vision impairment across the UK (Hewett et al. 2022).

The framework has three fundamental aims:

- To help clarify and 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.
- To assist qualified specialist practitioners in raising the awareness amongst other professionals and 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.
- To aid discussions and understanding amongst all involved in a child/young person's education of how and when these skills should be taught by suitably qualified specialists and reinforced by non-specialists.

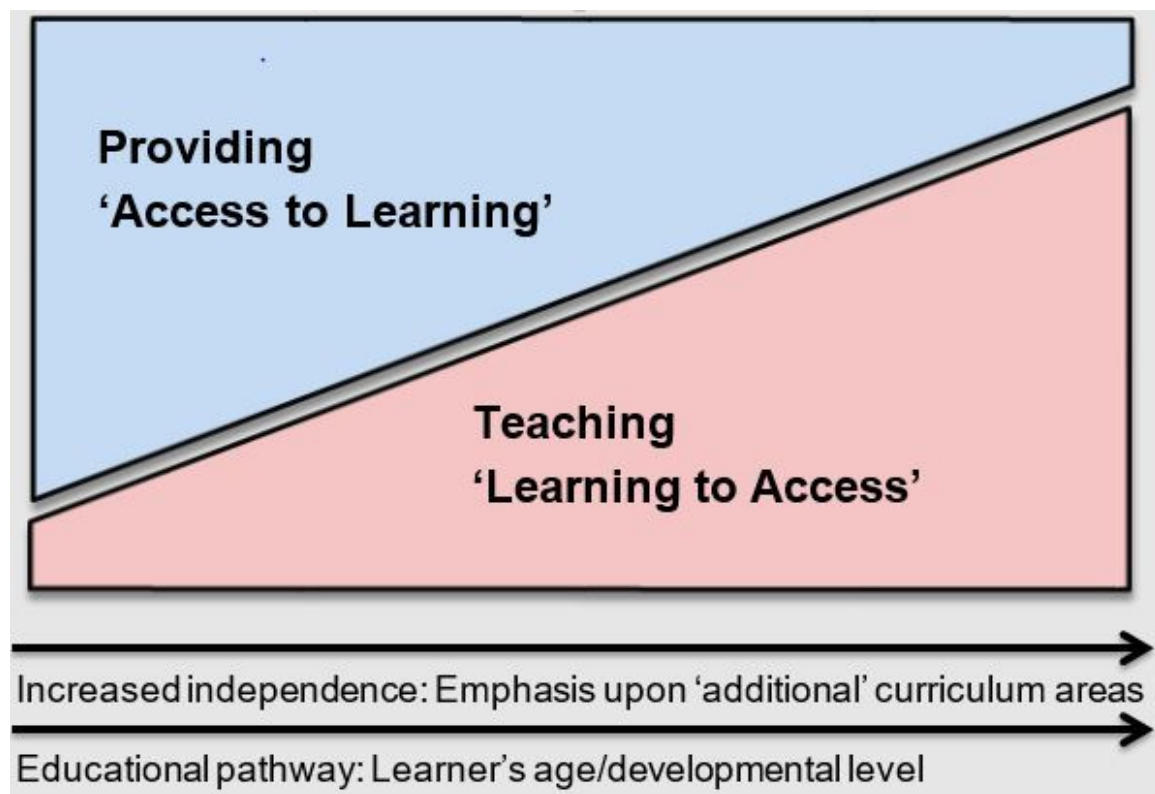
This manual and the supporting training resources have been designed for use by specialist practitioners working in the field of vision impairment education, who have oversight of the delivery of the CFVI and the responsibility for training colleagues in its use - thereby supporting these aims.

The training resources align with the support and delivery of **local** provision and consist of a suite of core presentations alongside ideas for how the resources can be customised to fit a specific context. This flexibility of approach embraces the degree of autonomy specialist professionals across the UK currently have in designing successful, individualised provision for all children and young people with vision impairment (CYPVI). Such flexibility and scope for customisation of resources is important given the CFVI has been designed to have relevance to **all** learners with vision impairment in each home nation of the UK.

Underpinning the CFVI and the supporting training resources is the **Access to Learning and Learning to Access** model (Douglas et al, 2019; McLinden et al, 2023). As illustrated in Figure 1, this model is rooted in the belief that specialist support for children and young people with vision impairment should focus on two key outcomes as a route to social inclusion:

- **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.

**Figure 1: The Access to Learning and Learning to Access model**



The term agency is of particular significance in relation to this model and is concerned with ensuring children and young people with vision impairment have opportunities to develop their self-determination and independence in the broadest sense. It includes maximising children and young people's ability to develop as increasingly independent learners within education, but also part of a broader agenda about preparation for adult life, independent living and employment (Douglas et al. 2019)

The **Access to Learning and Learning to Access** model recognises a balance between approaches that involve supporting the child or young person's development by providing an appropriate learning environment with suitable support and adjustments (captured in Area 1 of the CFVI) and supporting the development of the child/young person by teaching appropriate skills such as mobility and orientation and the use of technology (captured in Areas 2-11 of the CFVI). The model also recognises a progression so that over time the emphasis can shift from support being provided directly to the child/young person ("access to learning"), to their acquisition of the particular skills so they can act and learn with greater independence ("learning to access").

Of particular significance is that this balance will vary for each individual child and young person, reflecting their individual context, support needs and developmental age – hence the opportunity to personalise the training resources to ensure they have direct relevance to a given learning context. Appropriate training by specialist practitioners should therefore help key stakeholders involved in a child or young person's education understand the significance of a specialist curriculum and through reference to the **Access to Learning and Learning to Access** model, illustrate the distinctive ways in which they can support children and young people with vision impairment to access the core curriculum (Area 1 of the CFVI) as well as develop the broad range of skills that they will need to live as independently as possible (Areas 2-11 of the CFVI).

## **2.0 Guidance for using the training resources**

### **Who are the resources intended to be used by?**

The training resources are intended to be used by specialist practitioners working in the field of vision impairment education. These specialist practitioners will normally be qualified teachers of children and young people with a vision impairment (QTVI) and registered qualified habilitation specialists (RQHS). They might also include rehabilitation workers (vision impairment) who may have specialised in working with children and young people, and specialist teaching assistants (STAs) who have undertaken additional training, such as a braille qualification, and are working under the direction of a QTVI.

The intended target audience for the resources include:

- Non-VI specialists (e.g. TAs, SENCOs, ALNCOs, members of staff with responsibility for Additional Support Need (ASN), mainstream teachers).
- Parents and families of a child or young person with a vision impairment (CYPVI).
- Colleagues who are training to be VI professionals and are new to the role.
- Other professionals who may be involved with a CYPVI as part of multiagency work (e.g. Local Authority/Local Council service managers, SEND officers or equivalent, Council leaders, commissioners of services, and senior managers in the Local Authority/Council, other local Inclusion Services).

### **How are the core resources intended to be used?**

The core training resources consist of twelve PowerPoint presentations - an overview of the CFVI and one presentation for each of the eleven areas (see section 3.0 for more information about each resource). Each PowerPoint can be used in its entirety as standalone training or you can take a “building block” approach, meaning that selected slides, information, activities and so on can be selected from across all 12 resources to create your own customised presentation.

### **Guidance for customising your training presentation(s)**

The resources have been designed for use by specialist practitioners who work in vision impairment education (i.e. QTVIs and QRHS). As indicated in the Training Manual they are intended to be customised as required for use in bespoke training. An important distinction is made

however between the content of the non-customisable slides and those that are explicitly labelled as 'customisable.' You should therefore retain the content of **non-customisable slides** within each PowerPoint, and where work on slides indicated as customisable is your own this should be clearly signalled as part of your training presentation. The training manual is not designed to be customised so should not be modified in any way. Adherence to this guidance should ensure that the integrity of the resources is preserved.

Each resource can be downloaded from the [RNIB website \(external link\): www.rnib.org.uk/cfvi](http://www.rnib.org.uk/cfvi) within the section: 'Specialist Training, Resources and Sensory Support Service Documents.'

The area specific PowerPoint presentations have been designed around the following headings with some variation as appropriate to each area:

- **Title slide** – (e.g. Area 1: Facilitating an Inclusive World).
- **Project Partners** – brief information about each of the partner organisations in the CFVI project.
- **Areas of the CFVI** – an illustration of the 11 areas of the CFVI with the relevant area highlighted.
- **Training Objectives** – an overview of indicative training objectives for the area with guidance in the notes to indicate how these can be adapted to reflect customised use of a particular resource in a training session. In planning a training session, you may wish to include one or more additional objectives to include reference to a particular learner (or learners) and make reference to the approaches that are planned as appropriate.
- **About this area** – a brief overview of the area as outlined in the CFVI.
- **Why a focus on this area is important** – a brief overview of the relevance of this area to CYPVI.
- **Examples of Targeted Intervention Approaches to reduce barriers** – a summary of the intervention approaches as listed in the CFVI.
- **Identifying and reducing barriers to access through targeted intervention approaches** – an illustrative example for this area to show a potential barrier to learning and the targeted intervention approaches that can be drawn upon. Additional customised slides can be created to provide examples that have particular relevance to the focus of training session (e.g. learner studies).



- **Summing Up** – key points that can be drawn upon in summing up a presentation about the area.
- **Useful resources** – reference to key resources for this area on the CFVI Resource Hub (hosted by RNIB Bookshare) plus other useful resources.
- **References.**

### **How can I customise the core resources to meet my own training needs?**

Use of the core resources will be dependent on the focus of your planned training and the needs of the audience. They have therefore been designed to allow you to customise selected slides or to create a bespoke presentation as appropriate. The timing of delivery will also be informed by professional judgement, but the training might be particularly pertinent at times of transition or at the start of an academic year. It might also be possible to use aspects of a resource to support a CYPVI to create a personalised statement to summarise their own support needs in the areas appropriate to them, what “access to learning” and “learning to access” means for them and what interventions are helpful to them. In areas 2-11 the slide entitled “Why a focus on this area is important for (name of child/young person); what interventions are in place?” might be a useful slide for this purpose. Equally a CYPVI could use a customisable slide entitled “**Identifying potential barriers to access**” and outline the potential barriers they face and what interventions could reduce such barriers.

Each training resource includes:

- Ideas for customisation of the PowerPoint presentation.
- Ideas to illustrate what customised PowerPoint slides could contain and links to useful supporting resources from which to choose.
- Ideas for illustrative training activities.

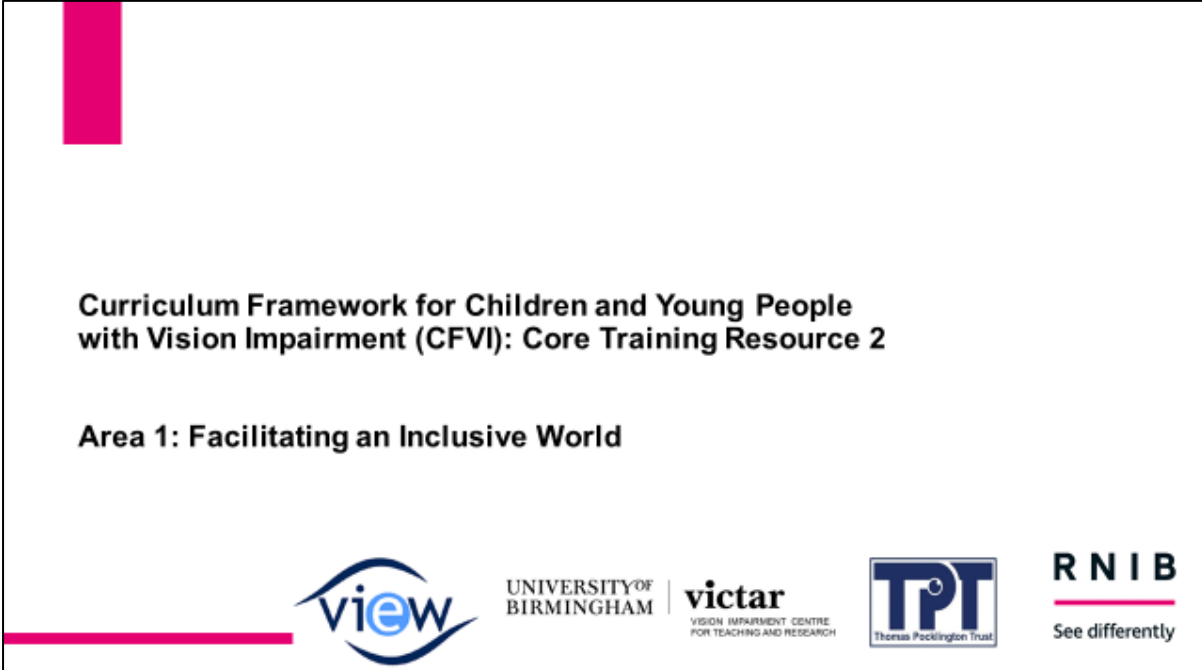
Notes are included on each slide and take the form of:

- ‘Speaker notes’ – intended for the presenter to draw upon directly when presenting the slide.
- ‘Optional activities’ – ideas for interactive activities the presenter can draw upon at this point in the presentation.
- ‘Guidance for speakers’ - additional information about the key points presented in the slide.
- The notes further support customisation: presenters can choose a particular emphasis from the speaker notes and guidance or can select from optional activities suggested.

The slides from two resources (Area 1 and Area 9) are presented next as illustrative examples of training resources to show the format of the individual slides and how selected slides can potentially be customised according to individual training needs. Whilst **Area 1: Facilitating an Inclusive World** utilises many of the standard slide headings given earlier, the area has a different focus to Areas 2-11 i.e. ensuring physical and social environments are accessible and inclusive rather than being skills based. Area 1 therefore contains slides beyond the headings used in the other area specific resources (i.e. Areas 2-11). Area 9: Health: Social, emotional, Mental and Physical Wellbeing is presented as a more typical example of the format of the skills based areas. An overview of all the core training resources is presented in Section 3.0 of this manual.






## **Example of core training resource 2: Area 1 Facilitating an Inclusive World**

### **Slide 1 - Title Slide**



**Curriculum Framework for Children and Young People  
with Vision Impairment (CFVI): Core Training Resource 2**

**Area 1: Facilitating an Inclusive World**

Slide 1 lists the full name of the CFVI, the area of focus and the logos of the project partners. A similar title slide is used in each area specific resource.

## Slide 2 - Project Partners

### Project Partners

- There are 4 partner organisations involved in the CFVI project.
- The production of these training/continuing professional development materials was led by VIEW (The Professional Association for the Vision Impairment Education Workforce), in association with a consultation group of stakeholders working in the field of VI Education.




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Slide 2 is a generic slide which is included in all the core training resources. Notes accompanying the slide include information about the partners in the CFVI project and the role of VIEW in producing the training resources.

## Slide 3 – Curriculum Framework for Children and Young People with Vision Impairment

### Curriculum Framework for Children and Young People with Vision Impairment (2022, p.15)

Curriculum Framework for Children and Young People with Vision Impairment



11 Preparing for Adulthood  
1 Facilitating an Inclusive World  
2 Sensory Development  
3 Communication  
4 Literacy  
5 Habilitation: Orientation and Mobility  
6 Habilitation: Independent Living Skills  
7 Accessing Information  
8 Technology  
9 Health: Social, Emotional, Mental & Physical Wellbeing  
10 Social, Sports and Leisure

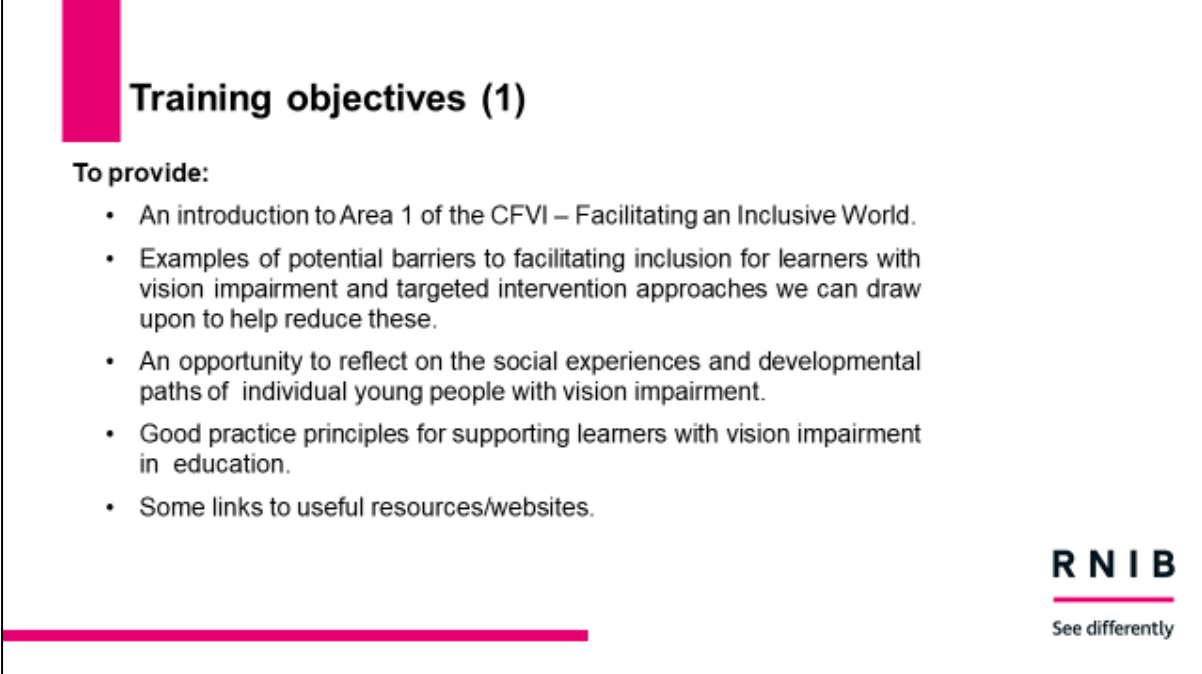
Active child / young person

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Slide 3 is a generic slide providing an illustration of the 11 areas of the CFVI, located around the 'active child/young person' and with the area of focus highlighted in pink. It is therefore a helpful slide to introduce early

on in a presentation to show the interrelated 11 areas and the particular area/s you will be focusing on in a session. Notes accompanying the slide give an overview of the “Access to Learning and Learning to Access model.”

## Slide 4 – Training Objectives



**Training objectives (1)**

**To provide:**

- An introduction to Area 1 of the CFVI – Facilitating an Inclusive World.
- Examples of potential barriers to facilitating inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these.
- An opportunity to reflect on the social experiences and developmental paths of individual young people with vision impairment.
- Good practice principles for supporting learners with vision impairment in education.
- Some links to useful resources/websites.

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Slide 4 outlines the indicative training objectives for a ‘core’ training session. Notes accompanying the slide offer additional ideas for training objectives. A blank training objective slide follows this in the majority of the resources and can be used to outline additional training objectives you may wish to include.

## Slide 5

### Training Objectives (2)

Customisable slide if needed (see notes for the previous slide which give examples of training objectives that you could consider, depending on the nature of your presentation).

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Blank training objective slide which can be used to outline additional training objectives you may wish to include.

## Slide 6 – About this area

### About this area

- Area 1 of the CFVI has a focus on how we can **all** work together to facilitate a more inclusive world for children and young people with vision impairment.
- At the heart of this area is a social model of support, with a focus on inclusion and inclusive or universal practice, ensuring physical **and** social education environments are accessible for all children and young people with vision impairment.
- We can **all** help facilitate a more inclusive world through working towards understanding and valuing the individual perspective of the child/young person.

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Slide 6 is a description of the area taken directly from the relevant area of the CFVI. Notes accompanying this slide give ideas on how the content of the slide can be more fully explained.

## Slide 7 – Why a focus on this area is important

### Why a focus on this area is important

- Children and young people with a VI will encounter a wide range of barriers to access and participation in education e.g. clutter in a corridor preventing safe access, not being able to see a visual demonstration on a whiteboard; resources not modified correctly for individual needs.
- Socially, childhood vision impairment can mean inability to use eye-contact to make connections, or difficulty in locating friends/knowing what others are laughing about in a group.
- Many barriers to access and participation can be reduced through targeted intervention approaches as outlined in the CFVI.

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Slide 7 offers a brief explanation to non-specialists about the impact of vision impairment, the environmental and social barriers that may be faced by those with a vision impairment and the need for targeted intervention to reduce such barriers. Notes accompanying the slides emphasise the importance not just of access per se but also of ensuring children and young people are able to fully participate in all aspects of education. They highlight that enabling access and participation in education does not necessarily require additional resource but rather a targeted intervention approach to ensure physical and social environments are accessible for all.

## Slide 8 – Examples of targeted intervention approaches for Area 1 listed in CFVI (1)

### Examples of targeted intervention approaches for Area 1 listed in CFVI (1)

- Identification, recognition, and understanding of the specific and holistic needs and rights of a child and young person by all involved in their learning pathway.
- Environmental audits with input from specialist practitioners, to support accessible physical environments, including classroom space and general school environment.
- Creation of accessible **social** environments (peers).
- Knowledgeable and empowered family around the child and young person.
- Supporting transitions as the child/young person moves between settings.


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Slide 8 presents a list of targeted intervention approaches taken directly from the CFVI. Notes accompanying this slide emphasise that intervention may not involve supporting the child/young person directly but could also include other activities such as environmental audits or peer awareness sessions. They also draw attention to the difference between a student 'coping' in education and a student 'thriving' – noting that there may be a perception that it is ok for a student to 'cope' but what we really want is a child/young person who thrives.

## Slide 9 - Examples of targeted intervention approaches for Area 1 listed in CFVI (2)

### Examples of targeted intervention approaches for Area 1 listed in CFVI (2)

- Availability of accessible and appropriate learning materials, as directed by specialist professionals.
- Availability of accessible and appropriate learning tools, such as appropriate assistive technology, tablet computers and computers.
- Creation of accessible social environments (community, work and lifelong education).
- Accessible infrastructures (e.g. networks, libraries, internet spaces, virtual learning environments, transport).
- Availability of accessible information for independence in adulthood (e.g. from private and public services).




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Slide 9 is a continuation of the list of targeted intervention approaches taken directly from the CFVI.

## Slide 10 – Identifying and reducing barriers to access through targeted intervention approaches (1)

### Identifying and reducing barriers to access through targeted intervention approaches (1)

Example of barrier to access	Targeted intervention approach - what we can do to reduce barrier
Clutter in a corridor preventing safe access for a learner	?
Pupil reports feeling isolated during breaktime	?
Pupil not being able to see a visual demonstration in a classroom	?
Tactile sign on toilet door is inaccessible for pupil in wheelchair	?
?	



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Slide 10 lists barriers that a CYPVI might face and is designed to prompt discussion around appropriate interventions to reduce identified barriers. Notes accompanying this slide provide examples of some barriers that could be experienced. These examples can be drawn upon and



depending on the audience/type of setting you may wish to customise them, for example to the child/young person within the given setting. Where a child/young person is able to explain the barriers that they face in access, you may wish to also draw on their comments to populate the slide.

### Slide 11 - Identifying and reducing barriers to access through targeted intervention approaches (2)

**Identifying and reducing barriers to access through targeted intervention approaches (2)**

Example of barrier to access	Targeted intervention approach - what we can do to reduce barrier

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Slide 11 is a customisable slide that allows a presenter to populate with barriers that might focus on a particular child or young person or setting, as appropriate to the training being delivered.

## Slide 12 – Good practice principles for supporting CYPVI in education

### Good practice principles for supporting CYPVI in education

These five good practice principles provide an introduction to some key areas we should all be aware of when supporting students with vision impairment in education:

1. Collaborative working with other practitioners.
2. Getting to know the child as an individual learner.
3. Inclusive environment adjustments.
4. Inclusive classroom practice.
5. Facilitating independence.

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Slide 12 provides a list of five good practice principles for supporting CYPVI in education. Notes accompanying this slide provide a brief overview of the principles and how they were developed. Each principle is then considered in further detail in slides 13-18.

## Slide 13 – Principle 1: Collaborative working with specialist practitioners

### Principle 1: Collaborative working with specialist practitioners


- Teachers - work with specialist practitioners with expertise in vision impairment for advice and support (i.e. QTVI, QRHS).
- Use these practitioners as a resource for guidance to help you develop your own expertise – e.g. sighted guide, producing accessible resources, access technology, touch typing skills etc.
- You can find out from these practitioners about specialist equipment the education setting may require in order to facilitate inclusion.
- Plan with these practitioners how specialist teaching will fit alongside 'core' teaching activities e.g. when the pupil is learning mobility.

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Slide 13 outlines the importance of collaborative working between teachers and specialist practitioners. It provides a good opportunity to



talk about the role of specialist practitioners and through working collaboratively how we can all support more inclusive practice. Presenters can add further specialist practitioners here depending on the audience.

## Slide 14 – Principle 2: Getting to know the learner as an individual



### Principle 2: Getting to know the learner as an individual

- Find out about the family background, history of what has and hasn't worked well in terms of support, interests beyond education, their eye condition and how it affects learning i.e. get to know the whole child.
- Careful observation of how the learner uses their vision in different environments is very helpful. Rather than focusing on what they are **not** able to do find out what helps with their learning in particular subjects or contexts.
- Conversations can include a discussion about the adjustments that they might need for exams or assessments, and about the access technology they are using.
- Be aware that the way in which the child/young person learns or the adjustments that are needed may change over time.



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Slide 14 outlines strategies for getting to know individual learners. Notes accompanying this slide indicate that this overview provides a good opportunity to highlight and discuss the implications of vision impairment for individual children/young people, emphasising that whilst there are generic good practice guidelines it is also important to know the specific issues relating to an individual learner.

## Slide 15 – Principle 3: Inclusive environment adjustments

### Principle 3: Inclusive environment adjustments

- Promoting clutter free spaces (corridors, cloakrooms etc).
- Use of tactile coat pegs and high contrast/tactile signage.
- Clearly labelled markers for top and bottom of stairs.
- Lighting - particularly in dark areas; blinds in classrooms to manage outside light etc.
- How the setting space is used- e.g. keep left systems on stairs, how to join lunch queue, etc.
- Lunch and break times can be particularly challenging – think about potential barriers to participation and how these can be reduced.

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Slide 15 gives examples of adjustments that can be made to make environments more inclusive. Notes accompanying this slide consider ways to engage the audience in a discussion about the various inclusive adjustments that can be made to the class and school environment. Examples are given on this slide but it can be customised with examples that have relevance to a given setting. This slide also provides a good opportunity to discuss the physical and social learning environments beyond just a classroom.

## Slide 16 – Principle 4: Inclusive classroom practice (1)

### Principle 4: Inclusive classroom practice (1)


To ensure children/young people with vision impairment are suitably included in education consider the following:

- Drawing on guidance from the QTVI, ensure that the child/young person has access to learning material in a format that they are able to access, and ensure that this is available from the start of the lesson.
- Through reference to guidance from the QTVI, adapt learning tasks so that they are accessible e.g. adapted games or rules in PE, offering the option of 3D art activities.
- Exercise clarity in use of language when giving instructions (e.g. rather than saying 'the cupboard over here,' you might say 'the cupboard next to my desk at the front of the classroom).'

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Slide 16 gives examples of inclusive classroom practice. Notes accompanying this slide consider how we can work together to promote inclusive practice with reference made to an expectation for Quality First or high quality teaching e.g. what the expectations are about what all teachers should be aiming for to create a 'vision friendly' classroom as well as additional considerations for a child with severe/profound vision impairment.

### Slide 17 – Principle 4: Inclusive Classroom practice (2)



#### Principle 4: Inclusive classroom practice (2)

- Address each child/young person by their first name where possible so they know who you are addressing.
- Consider how inclusive the classroom learning environment is to a child/young person with vision impairment e.g lighting, clutter, contrast, design of display boards, use of key vocabulary in a setting (often displayed on classroom walls).
- Be creative and incorporate teaching approaches that draw on other senses so there is not an overreliance on learning through visual means.
- Consider using organised peer support for particular activities (e.g a playtime buddy; group work in the classroom).



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Slide 17 gives further examples of how we can support more inclusive classroom practice. Notes accompanying this slide include a number of optional activities to engage an audience in a discussion about their own role in promoting such practice.

## Slide 18 – Principle 5: Facilitating independence

### Principle 5: Facilitating Independence

- Don't feel a need to do everything for the child/young person and wherever possible help him or her to develop their independence - step back and help the child/young person develop their independence!
- Support/encourage the child/young person to use any assistive tools that she or he might have to enable independence, such as a cane, low vision aid, tablet computer, or laptop.
- Support the child/young person with the development of independent access skills wherever possible – e.g. the use of assistive technology so the child/young person does not rely on others to provide access to materials.
- Promote opportunities for self-advocacy so the child/young person develops confidence in speaking about his or her visual condition and support needs.
- Be aware that using non-sighted methods for accessing tasks can take additional time and may require additional skills (e.g. understanding how to navigate a tactile diagram).

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Slide 18 outlines strategies and considerations to be aware of when promoting independence. Notes accompanying this slide consider how we can help in facilitating a child/young person's independence through promoting their access skills. This slide can provide a helpful way of progressing to selected areas of the CFVI in a presentation as you expand upon how we can facilitate inclusive education through supporting a child's/young person's 'learning to access' skills.

## Slide 19 – Facilitating an inclusive world for (name)


### Facilitating an inclusive world for (name)

1. Collaborative working with other practitioners – provide an overview of the collaborative working, who was involved, their respective roles etc.
2. Getting to know the child/young person as an individual learner – provide an overview of their vision impairment, what this means for learning and participation, how information is disseminated etc.
3. Inclusive environment adjustments – provide examples of the inclusive environmental adjustments that have been made (or are planned) to promote access to learning.
4. Inclusive classroom practice (**access to learning**) – provide examples of classroom practice approaches that have been drawn up (or planned) to promote access to learning.
5. Facilitating independence (**learning to access**) - provide examples of approaches that are drawn upon (or planned) to promote learning to access skills.

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Slide 19 is a customisable slide that allows a presenter to focus on a particular child or young person, if appropriate to the training being delivered. You may wish to use the five good practice principles outlined in the resource and customise them as appropriate.

## Slide 20 – Summing up



### Summing Up


- Do get to know the child/young person, their VI and what barriers they experience in order to support them most effectively. We can **all** help facilitate a more inclusive world through working towards understanding and valuing the perspective of the individual.
- We can all help advocate for inclusive schools and community environments which enable children and young people to flourish and develop their personal agency, and to help remove barriers to access participation.
- We all have an important role as facilitators for children and young people with vision impairment and prepare them for life in future settings (Areas 2-11).



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Slide 20 sums up the key issues/messages covered in the presentation.

## Slide 21 – What resources are available



### What resources are available

- [The Bookshare Hub hosting resources to support the delivery of the CFVI is available from RNIB \(External\)](#)
- The CFVI provides a list of targeted intervention approaches (pages 30-31) [Curriculum Framework for Children and Young People with Vision Impairment | RNIB](#)




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Slide 21 provides links to key resources. It is designed so a presenter can share CFVI Bookshare resources if appropriate. It can also be



customised by the presenter by adding resources pertinent to the focus of their presentation.

## Slide 22 – References



### References

- Hewett, R., Douglas, G., McLinden, M., James, L., Brydon, G., Chattaway, T., Cobb, R., Keil, S., Raisanen, S., Sutherland, C., Taylor, J., (2022) **Curriculum Framework for Children and young People with Vision Impairment [CFVI]: Defining specialist skills development and best practice support to promote equity, inclusion and personal agency.** RNIB
- Whole School SEND (NASEN): Supporting students with vision impairment: <https://www.birmingham.ac.uk/research/victar/resources/whole-school-send.aspx>




See differently

Slide 22 lists key reference materials drawn upon in this presentation.


## Example of core training resource 10: Area 9 Health – Social, Emotional and Physical Wellbeing

### Slide 1 - Title Slide




**Curriculum Framework for Children and Young People with Vision Impairment (CFVI): Core Training Resource 10**

**Area 9: Health – Social, Emotional, Mental and Physical Wellbeing**



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Slide 1 lists the full name of the CFVI and the area of focus and the



logos of the project partners. A similar title slide is used in each area specific resource.

## Slide 2 - Project Partners

### Project Partners

- There are 4 partner organisations involved in the CFVI project.
- The production of these training/continuing professional development materials was led by VIEW (The Professional Association for the Vision Impairment Education Workforce), in association with a consultation group of stakeholders working in the field of VI Education.




The slide features a pink vertical bar on the left and a pink horizontal bar at the bottom. The logos for the partners are arranged horizontally at the bottom right: view, UNIVERSITY OF BIRMINGHAM, victar, TPT, and RNIB. The RNIB logo includes the tagline 'See differently'.

Slide 2 is a generic slide which is included in all the core training resources. Notes accompanying the resource include information about the partners in the CFVI project and the role of VIEW in producing the training resources.


## Slide 3 – Curriculum Framework for Children and Young People with Vision Impairment

### Curriculum Framework for Children and Young People with Vision Impairment (2022, p.15)

Curriculum Framework for Children and Young People with Vision Impairment



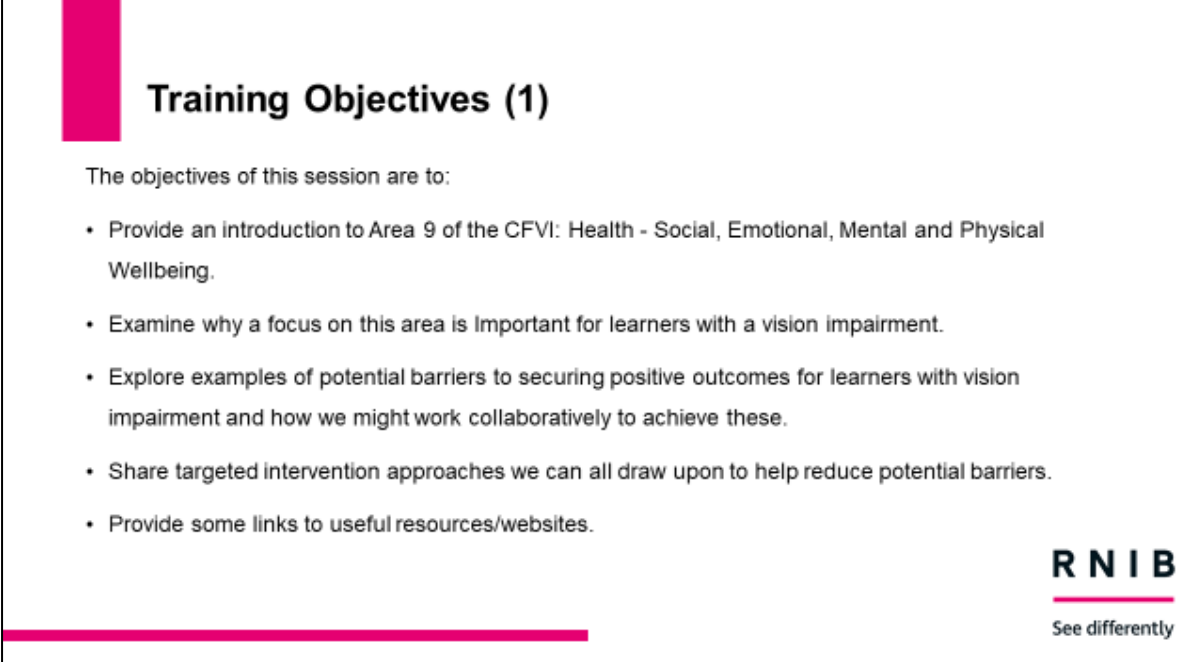
The diagram consists of a central black circle with the text 'Active child / young person' in white. Surrounding this central circle are 11 white rectangular boxes, each containing a number in a yellow circle and a curriculum area. The boxes are arranged in a ring around the center. The curriculum areas are: 1. Facilitating an Inclusive World, 2. Sensory Development, 3. Communication, 4. Literacy, 5. Habilitation: Orientation and Mobility, 6. Habilitation: Independent Living Skills, 7. Accessing Information, 8. Technology, 9. Health: Social, Emotional, Mental & Physical Wellbeing, 10. Social, Sports and Leisure, and 11. Preparing for Adulthood.



The RNIB logo is located at the bottom right of the slide, with the tagline 'See differently' below it.

Slide 3 is a generic slide providing an illustration of the 11 areas of the CFVI, located around the 'active child/young person' and with the area of focus highlighted in pink. It is therefore a helpful slide to introduce early on in a presentation to show the interrelated 11 areas and the particular area/s you will be focusing on in a session. Notes accompanying the slide give an overview of the "Access to Learning and Learning to model."

#### Slide 4 – Training Objectives (1)



**Training Objectives (1)**

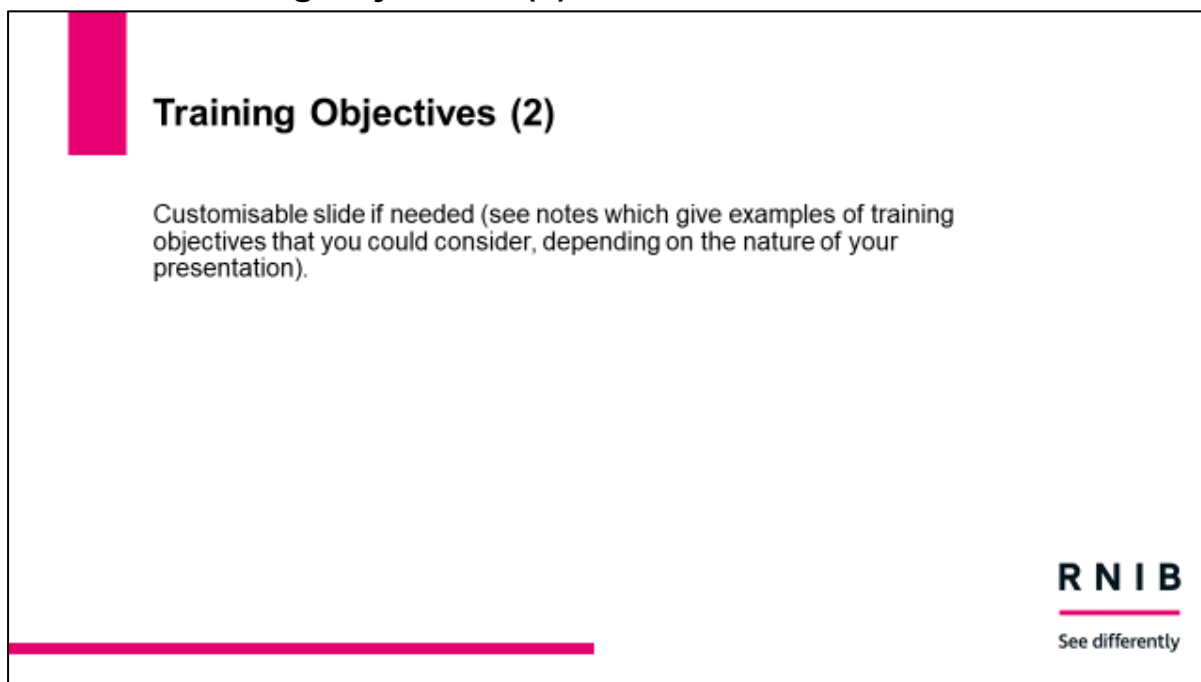
The objectives of this session are to:

- Provide an introduction to Area 9 of the CFVI: Health - Social, Emotional, Mental and Physical Wellbeing.
- Examine why a focus on this area is important for learners with a vision impairment.
- Explore examples of potential barriers to securing positive outcomes for learners with vision impairment and how we might work collaboratively to achieve these.
- Share targeted intervention approaches we can all draw upon to help reduce potential barriers.
- Provide some links to useful resources/websites.

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Slide 4 outlines the indicative training objectives for a 'core' training session. Notes accompanying the slide offer additional ideas for training objectives. A blank training objective slide follows this and can be used to outline additional training objectives you may wish to include.

## Slide 5 – Training Objectives (2)



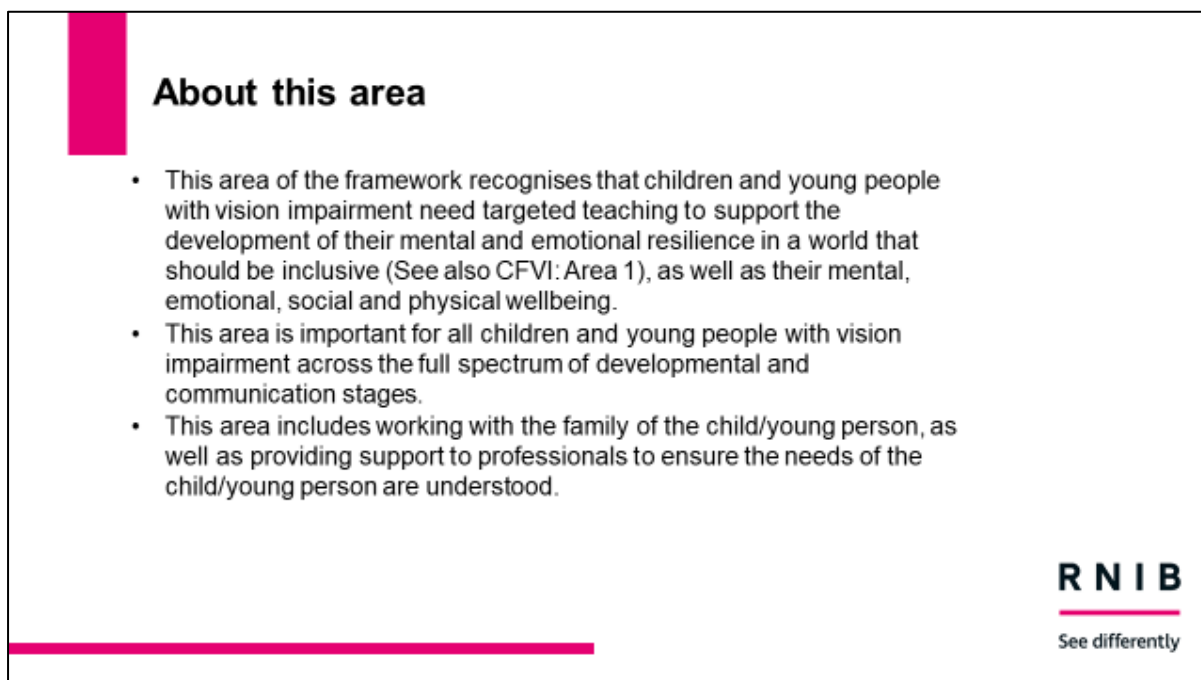
**Training Objectives (2)**

Customisable slide if needed (see notes which give examples of training objectives that you could consider, depending on the nature of your presentation).

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Slide 5 is a customisable training objectives slide. Notes accompanying this slide also give ideas for additional training objectives that a presenter might wish to explore.

## Slide 6 – About this area



**About this area**

- This area of the framework recognises that children and young people with vision impairment need targeted teaching to support the development of their mental and emotional resilience in a world that should be inclusive (See also CFVI: Area 1), as well as their mental, emotional, social and physical wellbeing.
- This area is important for all children and young people with vision impairment across the full spectrum of developmental and communication stages.
- This area includes working with the family of the child/young person, as well as providing support to professionals to ensure the needs of the child/young person are understood.


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Slide 6 is a description of the area taken directly from the relevant area of the CFVI. Notes accompanying this slide give ideas on how the content of the slide can be more fully explained and a choice of activities a presenter might wish to draw upon.

## Slide 7 – Identifying potential barriers to access (1)

### Identifying potential barriers to access (1)

Situation	What does vision tell the child in this situation?
<p>A young person <b>without</b> a VI is invited by their peers to go to an unfamiliar shop at lunchtime to buy lunch/a snack. Some of these peers are known to the child/young person, some are not.</p>	<ul style="list-style-type: none"> <li>Layout of roads/streets/street furniture.</li> <li>Layout/types of groceries: e.g. aisle labels.</li> <li>Ingredients in snacks: Vegetarian? Nut free? Gluten free? Halal? Dairy free?</li> <li>Where to pay.</li> <li>What their peers are choosing.</li> <li>Where their “known” peers are in the shop and when they are leaving/who has left.</li> <li>Non-verbal cues from peers.</li> <li>?</li> </ul>




See differently

Slide 7 gives a scenario that explains how vision might assist someone in that situation and asks the audience how the same scenario might be for a person with a VI. For some areas more than one scenario is presented for discussion (here slide 8). Alternatively, further ideas for scenarios are presented in the notes accompanying the slide (s) and a template slide provided for customisation – a presenter can include a scenario of their own choosing.

## Slide 8 – Identifying potential barriers to access (2)

### Identifying potential barriers to access (2)

Situation	Inclusive Strategies to reduce barriers to access
<p>A young person <b>with severely reduced peripheral vision</b> is invited by their peers to go to an unfamiliar shop at lunchtime. Some of these peers are known to the child/young person, some are not. The young person is comfortable using their cane with familiar peers in known areas but not so confident when in less familiar areas.</p>	<p>?</p>



See differently

Slide 8 offers scope for a further scenario that might be explored.

## Slide 9 - Identifying potential barriers to access (3)

### Identifying potential barriers to access (3)

Situation	Inclusive strategies to reduce barriers to access
Add here	?

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Slide 9 is a customisable slide that allow a presenter to populate with barriers that might focus on a particular child or setting, or as appropriate to the training being delivered. The notes accompanying the slide give ideas from further scenarios from which a presenter might draw, or that they might use as a stimulus for their own scenario.

## Slides 10 and 11 – Why a focus on this area is important

### Why a focus on this area is important (1)

Why is a focus on health (social, emotional, mental and physical wellbeing) important for all children and young people?

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## Why a focus on this area is important (2)

Why is a focus on this area important for children and young people with vision impairment?

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Slides 10 and 11 offer a brief explanation to non-specialists about the impact of vision impairment, the barriers that may be faced by those with a vision impairment and the need for targeted intervention to reduce such barriers. Notes accompanying this slide offer a choice of activities that a presenter might wish to use with their audience and also aim to assist the presenter to talk about why the area is important.

## Slides 12, 13 and 14 - Examples of targeted intervention approaches for Area 9 listed in CFVI

### Examples of targeted intervention approaches for Area 9 listed in CFVI to reduce barriers (1)

- Access to specialist support, such as mentoring or counselling. This should include support for children and young people across a wide range of developmental and communication stages, and those for whom English/Welsh is not their first language.
- Supporting early attachment and relationship building, emotional development and emotional resilience, including signposting to other services. This includes supporting the child/young person to understand different types of emotions and knowing how to respond if things go wrong.
- Developing self-advocacy and problem-solving skills.
- Self-confidence, self-efficacy and agency, ensuring children and young people with vision impairment feel that they can have an influence and impact on their world and on the decisions that are made regarding their education and life.

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## Examples of targeted intervention approaches for Area 9 listed in CFVI to reduce barriers (2)

- 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 non-verbal cues which may be missed and confidence to interact with others independently.
- Personal identity, and the potential benefits of meeting others with vision impairment.
- Acceptance of vision impairment – establishing one's own identity in relation vision impairment and disability.
- Making and maintaining relationships (attachments, familial, peer and romantic).
- Sex education.

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## Examples of targeted intervention approaches for Area 9 listed in CFVI to reduce barriers (3)


- Understanding of vision impairment, including being able to:
  - communicate with others about their vision impairment and how it affects their experiences, needs and requirements.
  - respond to questions regarding their vision impairment.
  - correct assumptions others make about their needs and experiences.
  - participate in health related appointments as independently as possible.
- Participation in sport/social activities, including supported access to disability sports groups for children/young people with complex physical/learning/VI needs.
- Personal safety – keeping yourself safe as an individual with a vision impairment.

**R N I B**

See differently



Slides 12, 13 and 14 are the list of targeted intervention approaches taken directly from the CFVI. Notes accompanying the slides explain how a presenter might focus on certain outcomes pertinent to their training and also provide a range of activities from which they might draw.

## Slide 15 – Why a focus on this area is important for (name of CYP); what interventions are in place?



### Why a focus on this area is important for (name of child/young person); what interventions are in place?


- Details of pupil's vision impairment
- How it influences their social, emotional, mental, physical health.
- What interventions are in place?
- What are the envisaged outcomes?
- Who delivers/works on these outcomes?



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Slide 15 is a customisable slide that allows a presenter to focus on a particular child or young person, as appropriate to the training being delivered. Notes accompanying the slide offer suggestions for emphasis and ways of approaching populating the slide.

## Slide 16 – Summing up



### Summing up

- Vision impairment can create distinctive barriers to positive outcomes in this area.
- Targeted intervention approaches within inclusive learning environments and the wider world (See CFVI, Area 1) are often required to promote the development of social, emotional, mental and physical wellbeing.
- Collaborative working with the child/young person, family and educators is required to maximise the use and development in this area.



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Slide 16 sums up the key issues/messages covered in the presentation. Notes accompanying the slide offer additional points that a presenter might wish to emphasise.



## Slide 17 – What resources are available?

### What resources are available

- [The Bookshare Hub hosting resources to support the delivery of the CFVI is available from RNIB \(External\)](#)
- The CFVI provides a list of targeted intervention approaches (pages 30-31) [Curriculum Framework for Children and Young People with Vision Impairment | RNIB](#)

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Slide 17 provides links to key resources. It is designed so a presenter can share CFVI Bookshare resources if appropriate. It can also be customised by the presenter to add resources pertinent to the focus of their presentation.

## Slide 18 – References

### References

- Hewett, R., Douglas, G., McLinden, M., James, L., Brydon, G., Chattaway, T., Cobb, R., Keil, S., Raisanen, S., Sutherland, C., Taylor, J., (2022) **Curriculum Framework for Children and young People with Vision Impairment[CFVI]: Defining specialist skills development and best practice support to promote equity, inclusion and personal agency.** RNIB

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Slide 18 lists key reference materials.

## 3.0 Overview of Core Training Resources

### Core Resource 1 – An Overview of the Curriculum Framework

#### About this resource

This resource provides an **overview of the CFVI**. It can be used for a variety of purposes including:

- Stakeholder training.
- Outlining transition pathways for individual students.
- Delivery to LA representatives to “explain” the work undertaken by specialist practitioners in VI education.
- As an initial resource prior to introducing individual areas of the CFVI as part of a ‘building block’ approach.

The indicative training objectives of this resource are to provide:

- An introduction to the CFVI to show why it was developed, who it is intended to be used with and how it can be helpful to a range of stakeholders.
- An overview of the wide range of resources that have been collated to support implementation of the CFVI in educational practice.
- Some links to useful resources/websites.

Additional objectives can be formulated to reflect customised use of this core resource in a training session.

### Core resource 2 - Area 1 Facilitating an Inclusive World

#### About this resource

This resource provides an overview of **Area 1** of the CFVI. This area has a focus on how we can **all** work together to facilitate a more inclusive world for children and young people with vision impairment. Whereas Areas 2-11 highlight the particular skills that CYPVI require to enable them to participate in education with increasing independence, Area 1 has a focus on inclusion and inclusive practice to ensure physical and social environments are accessible for children and young people with vision impairment. This resource can therefore provide a helpful reference point when discussing broader inclusive practice for CYPVI as well as specific issues that need to be considered for an individual child/young person.

The indicative training objectives of this resource are to provide:

- An introduction to Area 1 of the CFVI – **Facilitating an inclusive world**.

- Examples of potential barriers to facilitating inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these.
- An opportunity to reflect on the social experiences and developmental paths of individual young people with vision impairment.
- Good practice principles for supporting learners with vision impairment in education.
- Some links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

### **Core resource 3 - Area 2 Sensory Development**

#### **About this resource**

This resource provides an overview of **Area 2** of the CFVI. This area recognises the importance of working with the child / young person and family to maximise the use and development of the senses. Input in this area can help to promote access and inclusion, by developing the sensory strategy that suits them best as early as possible whilst continuing to develop the effective use of other senses. This input and support will be informed by the nature and severity of the vision impairment, if it was from birth or later onset or if the condition is degenerative, and whether there are other physical or learning needs. Support may involve specialist qualified professionals collaborating with other professionals, such as occupational therapists.

The indicative training objectives of this resource are to provide an introduction to:

- Our senses.
- Area 2 of the CFVI: **Sensory Development**.
- Why interventions to promote sensory development from specialists in the field of VI, working in collaboration with others, and within inclusive learning environments are important for learners with VI.
- Useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## Core resource 4 - Area 3 Communication

### About this resource

This resource provides an overview of **Area 3** of the CFVI. This area of the framework recognises the importance of working with the child/young person to develop effective communication in formal and informal settings. This might involve specialist adjustments and approaches to teaching or adopting alternative or bespoke approaches. It is an area closely linked to Area 4 of the CFVI: Literacy. It is emphasised that specialist practitioners have an important role in facilitating collaboration and guiding decision-making in relation to a child/young person's **communication pathway**.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 3 of the CFVI: **Communication**.
- Examine why a focus on this area is important for learners with vision impairment.
- Outline some specialist adjustments and teaching approaches
- Examine the role of key stakeholders in supporting the development of communication.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## Core resource 5 - Area 4 Literacy

### About this resource

This resource provides an overview of **Area 4** of the CFVI. This area of the framework recognises the importance of working with children and young people to develop their literacy skills and promote accessible learning environments. Examples include specialist adjustments and approaches to teaching, environmental adaptations, adopting alternative or bespoke approaches, codes and technology. A QTVI has an important role in delivery of specialist teaching, facilitating collaboration and guiding decision-making in relation to a child/young person's **literacy pathway**.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 4 of the CFVI: **Literacy**.
- Examine why a focus on this area is important for learners with vision impairment.
- Outline some specialist strategies and teaching approaches.

- Examine the role of key stakeholders in supporting the development of literacy.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 6 - Area 5 Habilitation (Orientation and Mobility)**

### **About this resource**

This resource provides an overview of **Area 5** of the CFVI. This area is closely aligned to Area 2: Sensory Development and recognises the importance of teaching children and young people with VI to be able to navigate the world around them and move safely from one area to the next. Much of the teaching and support will be undertaken by, or under the direction of a Registered Qualified Habilitation Specialist (RQHS) who will work in liaison with parents and professionals such as occupational therapists and specialist teachers. The work might be undertaken by a rehabilitation officer (vision impairment) when moving into adulthood.

The indicative training objectives of this resource are to provide:

- An introduction to Area 5 of the CFVI - **Habilitation: Orientation and Mobility**.
- Examples of potential barriers to facilitating inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these.
- An opportunity to reflect on the social experiences and developmental paths of individual young people with vision impairment.
- Some links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 7 - Area 6 Habilitation (Independent Living Skills)**

### **About this resource**

This resource provides an overview of **Area 6** of the CFVI. This area of the framework recognises the importance of supporting children and young people with vision impairment to develop the day to day skills they need in order to live as independent a life as possible. Much of the teaching and support will be undertaken by, or under the direction of a

Registered Qualified Habilitation Specialist (RQHS) who will work in liaison with families/carers and professionals such as liaison with families/carers and professionals such as occupational therapists and specialist teachers.

The indicative training objectives of this resource are to provide:

- An introduction to Area 6 of the CFVI - **Habilitation: Independent Living Skills (ILS)**.
- An overview of what 'habilitation' means, how it differs from 'rehabilitation', and where this specialist input sits within the broader curriculum.
- Examples of potential barriers to inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these.
- Some links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 8 - Area 7 Accessing Information**

### **About this resource**

This resource provides an overview of **Area 7** of the CFVI. This area of the framework considers the teaching of methods children and young people can use to access, manage and produce information as independently as possible. As well as a range of skills, young people require an understanding of the following: when to use particular approaches, how to manage and navigate an information rich world, and the role of others in scaffolding them by preparing materials, adjusting the environment and making accommodations.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 7 of the CFVI: **Accessing Information**.
- Explore examples of potential barriers to facilitating inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these.
- Examine why a focus on this area is important for learners with vision impairment.
- Outline a range of specialist adjustments and teaching approaches
- Provide links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 9 - Area 8 Technology**

### **About this resource**

This resource provides an overview of **Area 8** of the CFVI. This area of the framework recognises the importance of children and young people with vision impairment being provided with the training and opportunity to be able to use technology and equipment with as much independence as possible. Some technologies require bespoke teaching and will need to be delivered by a professional with specialist knowledge of that technology. It is emphasised in the CFVI that children and young people should have access to the most appropriate technology for their needs at as early an age as is possible, and that this is facilitated within their day to day working.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 8 of the CFVI: **Technology**.
- Examine why a focus on this area is important for learners with vision impairment.
- Outline a range of technologies that might be used by CYPVI to access learning.
- Explore potential barriers that may limit access and use of different technologies and how we can work together to help reduce these.
- Provide links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 10 – Area 9 Health (Social, emotional, mental and physical wellbeing)**

### **About this resource**

This resource provides an overview of **Area 9** of the CFVI. This area of the framework recognises that children and young people with vision impairment need targeted teaching to support the development of their mental and emotional resilience in a world that should be inclusive (See also CFVI: Area 1), as well as their mental, emotional, social and physical wellbeing. This area is important for all children and young people with vision impairment across the full spectrum of developmental and communication stages. It includes working with the family of the

child/young person, as well as providing support to professionals to ensure the needs of the child/young person are understood.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 9 of the CFVI: **Health: Social, Emotional, Mental and Physical Wellbeing.**
- Examine why a focus on this area is important for learners with a vision impairment.
- Explore examples of potential barriers to securing positive outcomes for learners with vision impairment and how we might work collaboratively to achieve these.
- Share targeted intervention approaches we can all draw upon to help reduce potential barriers.
- Provide some links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 11 - Area 10 Social, Sports and Leisure**

### **About this training resource**

This training resource provides an overview of **Area 10** of the CFVI. This area of the framework recognises the importance of supporting children and young people with vision impairment to access and participate in a range of social, sport and leisure opportunities. These opportunities are normally community-based activities and are traditionally offered outside of 'formal' education. The activities may be in a physical location or take place virtually. Examples include: Guides/Scouts, after school events, swimming club, youth club, ballet classes, online chat room in connection with a child's hobby/interests etc.

The indicative training objectives of this resource are to:

- Provide an introduction to Area 10 of the CFVI: **Social Sports and Leisure.**
- Examine why a focus on this area is important for learners with vision impairment.
- Explore potential barriers that may limit access to these opportunities, and how we can work collaboratively to help reduce these.
- Outline a range of social, sports and leisure opportunities that might be available within and beyond formal education for CYPVI.
- Provide links to useful resources/websites.



Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## **Core resource 12 - Area 11 Preparing for Adulthood**

### **About this training resource**

This resource provides an overview of **Area 11** of the CFVI. This area of the framework recognises the importance of supporting children and young people to prepare for their lives after compulsory education. This might include preparing for further study, employment or for children with complex needs, identifying the most appropriate settings for them to transition into. The contents of this area need to be taken into consideration throughout the child/ young person's life, to ensure that everything is in place for them to have a successful transition into adulthood. Whilst children/youth specialist services might not provide direct support as the young person enters adulthood, the focus on preparation for adulthood will ensure that the young person and their family are equipped for participating in their next settings.

The indicative objectives of this training resource are to:

- Provide an introduction to Area 11 of the CFVI: **Preparing for Adulthood**.
- Explore examples of potential barriers to facilitating inclusion for learners with vision impairment and targeted intervention approaches we can draw upon to help reduce these e.g. specialist adjustments and teaching approaches.
- Examine why a focus on this area is important for learners with vision impairment.
- Provide links to useful resources/websites.

Additional objectives and/or learning outcomes can be formulated to reflect customised use of this core resource in your training session.

## References

Douglas, G., McLinden, M., Ellis, E., Hewett, R., Hodges, E., Terlektsi, E., Wooten, A., Ware, J., & Williams, L. (2019). **A rapid evidence assessment of the effectiveness of educational interventions to support children and young people with vision impairment.** Welsh Government, GSR report number 39/2019.

Hewett, R., Douglas, G., McLinden, M., James, L., Brydon, G., Chattaway, T., Cobb, R., Keil, S., Raisanen, S., Sutherland, C., Taylor, J. (2022). **Curriculum Framework for Children and Young People with Vision Impairment (CFVI): Defining specialist skills development and best practice support to promote equity, inclusion and personal agency.** RNIB.

Hewett, R., Douglas, G., McLinden, M., & James, L. (2023). **Development of a new curriculum framework for children and young people with vision impairment: a United Kingdom consultation using the Delphi approach, British Journal of Visual Impairment.**

McLinden, M., Douglas, G., Hewett, R., Cobb, R., Keil, S., Lynch, P., Roe, J., & Stewart Thistlethwaite, J. (2023). **Promoting Equitable Access to Education for Children and Young People with Vision Impairment: A route-map for a balanced curriculum.** Routledge.