|  |  |  |
| --- | --- | --- |
| Add your college logo here  |   |  |

|  |
| --- |
| **Colleges’ Core Standards for Students with Sensory Impairment Needs** |
|  |

Professionals working in the colleges are very aware that all young people in their care are individuals, each with areas of strength and development needs. All young people have an entitlement to high quality educational provision. Some of these young people may have special educational needs and/or disabilities. This document has been developed to offer advice and guidance to college in supporting all young people, including those with Special Educational Needs and/or Disabilities (SEND) relating to hearing impairment, visual impairment or deafblindness, to achieve their potential. The provision will be resourced through college’s own budgets and High Needs Funding if appropriate.

This document is set out as a graduated response to meet the needs of all young people:

* firstly at a Universal level (Whole College Response)
* secondly at a Targeted level (Including young people with SEND)
* finally at a ‘Personalised/Individualised Learning’ level (including young people with EHCPs and/or High Needs Funding)

Each level builds on the previous one in response to the needs of the young person. The guidance is organised in three columns. It guides those adults working with young people with sensory impairment to consider a range of approaches. These approaches include universal provision, differentiated learning and development activities for individuals and groups, and finally specific planning to enable individual young people with sensory impairment to participate and learn.

The Colleges’ Core Standards for Students with Sensory Impairment Needs were developed using the knowledge and expertise of representatives from all Colleges of Further Education in Kent and the Specialist Teaching and Learning Services - Sensory Service. It is based upon a similar document for mainstream schools, the ‘KCC Mainstream Core Standards for All Learners’, and draws on information in the ‘KCC Best Practice Guidance for Sensory Impairment in Special Schools’. The document takes account of:

* Special Educational Needs and Disability Code of Practice 0-25 years (2015)
* Children and Families Act (2014)
* The Good Practice Framework: Supporting disabled students – Office of the Independent Adjudicator (2016)
* Mental Capacity Act (2010)
* Just Enough Support: Guidance for supporting young people with sensory impairment in FE – National Sensory Impairment Partnership
* Preparing for Adulthood Outcomes Tool – Department for Education (2017)
* Supporting the achievement of deaf young people in further education – National Deaf Children’s Society (2015)
* Supporting students with visual impairment in further education – Royal National Institute for Blind People (2014)
* Careers strategy: making the most for everyone’s skills and talents – Department for Education (2017)
* 16 to 19 Study programmes: guide for providers – Department for Education (2017)

|  |
| --- |
| **Policies, Systems and Responsibilities**  |
|  |

**Policies**

* Whole college policies are compliant with legislation (eg Equalities Act 2010) and ensure full access to the college environment, to the curriculum and activities and to information for young people with sensory impairment
* Additional Learning Support policy complies with the Further Education: guide to 0-25 SEND Code of Practice.
* Policies acknowledge and reflect the diversity of young people.
* Policies are developed in consultation with students, staff, parents/carers and community members, and are evaluated annually to assess effectiveness.

**Monitoring Systems**

* Regular collection of assessment data, which facilitates analysis of the in-year progress for all students and consequent action to address any issues (plan, do, review).
* More frequent reviews of in-year progress where progress is insufficient through the application of good teaching, appropriate intervention and creative solutions informed by specialist advice.
* Personalised planning for students with high level needs that require significant resource (eg High Needs Funding or Education, Health and Care Plans)
* A rigorous quality and performance management/appraisal process, informed by student progress, for the entire college teaching workforce
* Strategic analysis of data informs the college development plan actions to improve the achievement of under-performing groups
* Early and robust transition arrangements are in place for students joining or leaving the college with SEN Support or EHCPs

**Responsibilities**

* The senior leadership has a responsibility / oversight for inclusivity, full accessibility and progress of all students.
* The senior leadership communicates the expectations about the implementation of policy and practice with staff, students and as appropriate parents/carers.
* All staff have the responsibility to remain familiar with key requirements of the SEND Code of Practice; Equality Legislation; Ofsted expectations in relation to students with sensory impairment.
* Line managers / appraisers ensure that skills in their appraisees developed through training are embedded in everyday practice.
* The senior leadership support a positive approach to enhanced training for SEND through the college development planning.

**Response to need – Expectations of Further Education Colleges**

|  |
| --- |
|  |
| **A: Whole College Response****Personalised Quality First Teaching for all students** | **B : Targeted support for Individual and Small Group interventions****All of A, plus the following** | **C : Personalised / Individualised Learning interventions****All of A and B plus the following** |
| The quality of teaching is fundamentally important to the achievement and life chances of every young person. It is the responsibility of colleges to provide good teaching for all students. It is particularly important that students that have most difficulty with their learning are taught by good quality college staff. Interventions in columns B and C in this document should not be a substitute for weak or ineffective practice in column A. Many young people who have SEN may have a disability under Equality Act 2010 which sets out the legal obligations that colleges have towards disabled young people; principally to make reasonable adjustments so that they are not at a substantial disadvantage compared with their peers. The leadership of the college, informed by an analysis of their data, strategically plans to meet the needs of all current and future students. This is outlined within its **Quality Improvement Plan and Self Assessment Report.**All staff understand the overarching **Teaching, Learning and Assessment policy** which reflects Equalities legislation and accessibility requirements which actively promotes overcoming barriers to learning for all young people, taking into account individual differences (SEND or otherwise), and promotes understanding and acceptance in the peer group. College staff can demonstrate a good quality of teaching where the large majority of students make good progress as evidenced in the college’s regular scrutiny of the **quality of teaching, learning and assessment.** The college ensures that staff are well trained and the **learning environment** of the college is supportive to all students. All college staff have training to understand their responsibilities to meet the SEND needs of their students. The staff have the confidence and capability to take account of individual young people’s learning styles and **adjust their teaching** accordingly. College staff **differentiate** curriculum courses and accredited courses for students with SEND. College staff act upon and put in place successful strategies used by previous educational settings.All students are assessed during the year (at least 3 times) and their **progress tracked**. Where insufficient progress is noted quality of teaching is reviewed and where this is good quality, interventions / personalised intervention are offered to the students to secure their progress. The college provides a warm, safe and empathetic ethos where young people have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their **emotional well-being**. The college inspires **confidence** by establishing a reciprocal relationship with students, and as appropriate parents/carers, as partners in their learning and development through good exchange of information and by using resources flexibly to meet needs. The **flexible use of the learning environment** is encouraged to meet the needs of students.All staff have an awareness and knowledge of what is required in the implementation of the first steps of healthcare plans for students who require one to maintain their health.The college uses a range of **ICT** to overcome barriers to learning. | The college will support the transition of students from school to college and will make best use of information from schools to plan individual and small group interventions.Working closely with students, and as appropriate with parents/carers, the college gathers additional **assessment/ information to inform** the reason for insufficient progress at A, and the choice of intervention and composition of groups. Some staff have undertaken **specialist training** in sensory impairment, in order to understand the most effective strategies to support learning and provide individual and group tuition where indicated. **Staff trained** to implement programmes of interventions to secure access to the curriculum and improvements in communication and independence for students with sensory impairment.A **provision plan,** which has a range of small group interventions available for sensory needs, is in place. Interventions will be informed by SMART targets, and delivered by appropriately trained staff. They should include training students to be **competent and independent** in managing their learning and in the use of their specialist equipment. The effectiveness of targeted **interventions are evaluated** by the college staff. Monitoring to be the responsibility of the senior leadership in order to evidence academic progress and personal development. The impact of interventions on sustained student progress is **scrutinised**. The selection of targeted interventions for any individual student will be complimentary to and support learning in their curriculum courses. The **location** of the group tuition is appropriate and accessible to all students. Specialist technology used within the college is accessible to students with sensory impairment.For young people under 18 the Kent Family Support Framework may have been completed in conjunction with parents for a student who has additional needs and requires the support of the team around the young person.  | **Specialist Assessment** by a teacher with an appropriate **Mandatory Qualification** in sensory impairment provides advice and strategies that are appropriate to a college setting and inform the Provision Plans, Individual Learning Plans and Individual Support Plans Advice in external reports, for individual students, is implemented by the college.Student may have an **EHC Plan,** which describes the outcomes to meet need as supportive strategies and interventions, some of which may be delivered on an individual basis. At least three reviews a year which will include an annual review will be required which shows tracked progress. A student with Additional Learning Needs will require an **Individual Support Plan.** In these cases, the planning for intervention is person-centred and informed by specialist advice. SMART targets are co-produced with student. Where required staff with the appropriate skills to use the reports from health professionals and information from student, parents/carers to develop and **implement a healthcare plan**.  |

|  |  |
| --- | --- |
| **Colleges’ Core Standards****Sensory Impairment Needs** | **College name:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **√** | **A: Universal Level****(Whole college response)**Provision of a learning environment that is inclusive and college staff who are aware of a range of Special Educational Needs and Disabilities including Sensory Impairment | **√** | **B: Targeted Support****(including young people with Sensory Impairment)**Support for young people with sensory impairment either provided individually or in a small group to differentiate learning and development activities **Universal level plus the following:** | **√** | **C: Personalised / Individualised Learning**Learning and development activities are specifically and personally planned to enable individual students with sensory impairment to participate and make progress**Universal level and Targeted level plus the following:** |
|  | **Access to Learning** * College staff to encourage all students to be active participants and take responsibility for access equipment and arrangements and to develop their skills to become independent learners.
* College staff plan and deliver study programmes that provide optimum conditions to support access for all students including those with sensory impairment.
* College staff are aware of the needs of students with sensory impairment and differentiate the presentation of teaching, learning and assessment activities to ensure they are fully included.
* College staff make appropriate adaptations to the learning environment *e.g. seating position for students, lighting and glare, reduction of background noise*
* College staff use a range of teaching approaches in the presentation of the curriculum including using language appropriate to the level of the student.
* College staff ensure that teaching materials are accessible to students with SI *e.g. worksheets available electronically or in preferred print size and font, sound field equipment is used, subtitles on DVD/Video materials, use of clear images with good contrast on the interactive whiteboard*
* All students can easily access teaching, learning and assessment materials from the college virtual learning environment.
* College staff ensure that students are encouraged to use the specialist equipment provided to support their learning *e.g. glasses/low vision aids, hearing aids, writing slopes, assistive listening devices, sound field equipment, iPads/tablets, electronic magnification systems.*
* Students are supported to develop positive attitudes about the equipment they use.
* Students’ preferred methods of recording and communication are recognised and accommodated by college staff so that students understand their progress and know what they need to do to progress further.
* College staff use appropriate strategies to ensure that the students have understood the lesson content, learning activities and individual study tasks.
* All examinations and assessments are accessible to the students so students with SI are not put at a disadvantage and are able to demonstrate progress and attainment.
* Special arrangements for external examinations and assessments are understood and requested well in advance.
 |  | **Access to Learning** * Advice and strategies from reports provided by Teachers with a Mandatory Qualification for HI, VI or MSI inform in the planning and delivery of targeted support.
* College staff encourage students to share information on their access needs and support them to take an active role in directing their individual care and support.
* Targeted teaching and learning activities provide structured specialist interventions which meet the individual access needs of the students *e.g. touch typing, braille, dictation skills, BSL, working with a notetaker.*
* For students with HI and MSI targeted teaching and learning activities take place in good acoustic environment and use a range of communication strategies and signing support as appropriate.
* Modified or adapted materials, using clear and appropriately sized symbols, clear fonts, uncluttered visual materials with good contrast or real objects are provided to ensure access to learning activities.
* A range of auditory, visual and tactile resources are provided as appropriate to support access to study programmes and effective learning.
* Individual access to the college virtual learning environment is accessible via specialist software to support independent study and maximise learning.
 |  | **Access to Learning** * Teachers with a Mandatory Qualification (MQ) for HI, VI or MSI give advice on the delivery of specialist individual programmes of support for students with sensory impairment. This may be outlined in the student’s Education Health and Care Plan. *This may include specific advice on the delivery of the curriculum through Braille, large print or British Sign Language and the requirement for Communication Support Worker, and/or notetakers, use of specialist access technology.*
* Good quality curriculum and learning materials are prepared for individual students which enable full access and the opportunity for them to learn with their peers *e.g. voice output, Braille, real object demonstration, tactile diagrams, use of communication aids.*
* Teacher with an MQ for HI, VI or MSI deliver specialist interventions as appropriate *e.g. Braille, BSL, access technology.*
* Students with sensory impairment are supported in individual sessions to develop and improve their proficiency in their preferred access format and in areas where they made need additional support such as maths and English.
* Students with sensory impairment are encouraged and enabled to participate in the wider college life and all learning opportunities.
* Specialist training on sensory impairment and its implications for learning is provided to college staff as appropriate.
* College staff are trained in the use of specialist equipment/technology and to ensure that it is in good working order. When appropriate and on the advice of a teacher with the MQ, they can use KCC processes to obtain equipment *e.g. Braille Note/ Braille Sense, Braille embossers, ALDs, Electronic Magnification Systems.*
 |
|  |  |  |  |  |  |
|  | **Access to Communication/Information** * All students are encouraged and enabled to participate in the wider college life so that their experience of college is positive.
* College staff ensure there are optimum conditions for students with sensory impairment to enable them to make the most effective use of their vision and hearing and students are encouraged to find the position in the classroom which enables them the best access. This may change depending on the activity/task.

*This may include good lighting, reduction of glare and background noise, use of soundfield systems, good voice levels and clear speech, descriptive and specific language, instructions prefaced by the student’s name to gain their attention, appropriate physical position with light on the speaker’s face for lipreaders and not standing in front of white boards/brightly lit windows.* * College staff use positive language to promote self-esteem, give the students’ confidence to speak up, ask questions and request support.
* College staff have regard to the range of communication modes and strategies, which they may need to use to engage students with sensory impairment, so that students are able and confident that they will be listened to.
* College staff use appropriate communication strategies to check with students that they have understood instructions and are clear about what they are required to do, where their lessons are and to ensure they can access their timetable. College staff take particular care to communicate room/timetable changes, especially those made at short notice.
 |  | **Access to Communication/Information** * All communication modes and devices are actively incorporated into planning for small group or individual targeted interventions and are used, as appropriate, in teaching sessions: *Braille and large print; Signing and Assistive Listening Devices (ALD)*
* Specialist equipment is checked regularly and routinely to ensure it is in good working order.
* Support for a range of communication modes is available in teaching situations and across the college: *British Sign Language, Sign Supported English*
* Access to information through an appropriate electronic format is promoted: *laptops, tablets and e-readers; specialist equipment with speech to text /text to speech output, and a range of computer access devices.*
* Specialist software and hardware to enable access to the college ICT network, interactive whiteboards and the internet is available.
* Opportunities for students to develop social language are provided in individual and group situations with the provision of additional time allowances for processing of information and formulating responses.
* Tutor notes / transcripts of programmes are available for students who need to lipread to access information.
 |  | **Access to Communication/Information** * College staff demonstrate knowledge and understanding of the advice provided by specialist professionals such as Teachers with a Mandatory Qualification for HI, VI or MSI, Speech and Language Therapist and the Communication Assessment Team regarding the development of individual communication systems.
* College staff work with specialist professionals to implement individual programmes that enable students to develop and use their communication skills *e.g. Communication book, on body and hand under hand signing*
* Use of specialist communication aids are supported and regularly checked for faults: *adapted voice output personalised communication systems*
* Opportunities for individual interventions are provided:

*pre-teaching of specific vocabulary, introduction of new concepts* * On the advice of Teachers with a MQ, individual communication modes and formats for accessing information are implemented and developed; *British Sign Language; Sign Supported English; Braille; Moon; on-body sign; objects of reference*
* Learning Support staff have appropriate qualifications and are competent to support the student’s individual communication mode and access *e.g. Notetakers, Language Modification for exams, Braille transcription, British Sign Language qualifications where required in EHC Plans or identified by a Teacher with a Mandatory Qualification in HI.*
* The college has specialist equipment and software available, or accesses it through KCC processes, to ensure students can record their work and experience success: *e.g.* *Braille output facility including refreshable Braille displays and Braille embosser, specialist speech output and ALDs.*
 |
|  |  |  |  |  |  |
|  | **Developing Independence and Self Esteem** **Transition into FE*** Schools and colleges to collaborate in the transition planning.
* Transition planning identifies the way in which the sensory impaired student was supported at school and how this might need to change for the college context. This may give an indication of some of the challenges the student may face, in adapting to the college context.
* Transition planning includes supporting the SI student to choose courses which will link to their career choices and aspirations
* Transition planning identifies the social and emotional needs of the SI student.
* Schools and colleges support young people to understand the importance of self-declaration of SI by students to aid with planning reasonable adjustments.
 |  | **Developing Independence and Self Esteem** **Transition into FE*** Transition planning identifies support needs, including technologies to assist with learning and with developing independence.
* Transition planning supports the sensory impaired student to choose courses which will support their transition to adulthood.
* SI students are encouraged to describe their own support needs, how they like to be supported and when.
* Transition planning includes providing opportunities for familiarisation before the start of the course – *Mobility/ habilitation, acoustic environment.*
 |  | **Developing Independence and Self Esteem** **Transition into FE*** Colleges attend Year 11 transition review meetings for SI students with Education Health and Care Plans (EHCP) as required in the SEND Code of Practice.
* EHCP outcomes reflect the transition to college and preparation for adulthood: further education/ employment, independent living, friendships and contributing to the local community, being as healthy as possible in adult life.
* Assessment reports from a teacher with a Mandatory Qualification for HI, VI or MSI reflect the change in context from school to college and reflect up to date advice, including appropriate teaching strategies.
* Provision identifies the levels and types *(e.g. Communication Support Worker/Intervenor/Braille support/Mobility and habilitation /Guide Communicator /SaLT/Physio)* of individual support required by the student and the college ensures that they are in place before the start of the course.
* The benefit of close liaison with schools are recognised and visits to students prior to entry are encouraged.
 |
|  | **Wellbeing and developing independence** * High quality study programmes are designed to ensure students are successful in moving towards their aspirations for FE/HE/Employment and independence.
* Study programmes include opportunities for SI students to access work experience to develop their career choices and apply their skills in realistic working conditions.
* All students are encouraged to participate in enrichment activities that develop character, skills, respect, attitudes and confidence which support their progression.
* College staff are aware of the areas of potential vulnerability for SI students and are able to recognise when additional support might be required.
* Students are supported in being confident and able to articulate their support needs, how and when they need support, and the times when they don’t.
* Student Support Services are inclusive and accessible to SI students and include: *counselling, sex and healthy relationships, substance abuse, online safety, finance.*
* All relevant college policies and procedures are made accessible to students in an appropriate format.
 |  | **Wellbeing and developing independence*** Study programmes support the sensory impaired students in preparing for adulthood: *further education/employment, independent living, building friendships and contributing to their community, being as healthy as possible.* Individual and/or group support enables the students to make progress in these areas.
* Targeted support is delivered in a way which takes account of the SI students individual needs *– including individual support for signing/ communication, Braille, access to technology, mobility/ habilitation.*
* SI students are supported to develop good habits and to take responsibility for hearing aid and eye care.
* College staff promote strategies for group or individual sessions for promoting independence.
* Targeted learning support maximises opportunities for developing independence and is based on a concept of “just enough support”.
* Targeted support for developing social, emotional resilience, life skills, self-organisation and independence is delivered in small group or individual sessions.
* Targeted support enables students to be included in all college life including lunchtimes, social activities and student union.
* SI students are supported to take part in meaningful work experience. College staff provide appropriate information and support for employers so they can make reasonable adjustments to facilitate success. SI students are involved in assessing any risks so they gain further understanding of keeping themselves safe.
 |  | **Wellbeing and developing independence** * Students follow more personalised study programmes designed to increase employment and independent living outcomes, support the SI students to develop friendships and social skills, enable them to take good care of themselves and make healthy choices.
* SI students have personalised support to access meaningful work experience/enterprise opportunities to develop employability skills.
* SI students have personalised support which enables them to be included in a range of activities to develop the skills, attitudes and confidence that support their progression.
* College staff receive advice, guidance and support from the appropriate specialist teachers/therapists/Mobility/ habilitation/rehabilitation and have the training/skills to implement this.
* The teaching of life skills is clearly linked to achieving the EHCP outcomes and is used to develop social skills and maximise independence.
* Life skills are linked to achieving the EHCP outcomes and used to develop everyday social skills and maximum independence.
 |
|  | **Transition on from college** * Students with sensory impairment have clearly identified “next steps”.
* Students with SI have access to independent, personalised and appropriate guidance from a careers adviser, which is made available whenever significant study or career choices are being made.
 |  | **Transition on from college** * Sensory impaired students are supported to identify their goals and aspirations for adulthood
* SI students have a plan for their next steps including identified involvement from other agencies (Social Care/Health) as appropriate.
 |  | **Transition on from college** * Sensory impaired students have a clear personalised plan identifying ongoing support needs, including the involvement of other agencies, which reflects their goals and aspirations for adulthood.
 |

 *Text in italics are examples and are not an exhaustive list*

|  |  |  |  |
| --- | --- | --- | --- |
| **√** | **Evidenced areas of good practice** |  | **Areas for development** |

**Kent Processes for specialist equipment**

**Assistive Technology Equipment Panel**

This is the route to access highly specialist technology for students with a range of needs. ATEP requests include those for specialist Braille access equipment and electronic magnification systems for students with visual impairment. This will require a specialist report from a Qualified Teacher for Visual Impairment. Forms and information from:

The Old Railway School, Wainwright Place, Ashford, Kent, TN24 0PF **Tel:** 01233 629859 **Email:** kentcatadmin@kent.gov.uk

**Audiology Equipment Panel**

The Audiology Equipment Panel is the panel of Education Audiologists who consider applications from Teachers of the Deaf for Additional Listening Devices for Kent students with moderate, severe or profound hearing impairments. Your local Teacher of the Deaf will have contacts for the AEP.

**Communication and Assistive Technology**

The Kent and Medway Communication and Assistive Technology Service (KM CAT) provides a regional service with specialist multi-disciplinary assessment, intervention and review of specialist communication and assistive technology for children and young people. The Kent CAT Service provides intervention based on a hub and spoke model in response to national NHS England changes for specialist AAC (Alternative Augmentative Communication) services. This means that at a 'hub' level, services and facilities are provided to a wider regional community in addition to children and young people in Kent.

The Old Railway School, Wainwright Place, Ashford, Kent, TN24 0PF **Tel:** 01233 629859 **Email:** kentcatadmin@kent.gov.uk

**Online Training for HI, VI, MSI**

STLS Sensory Service sponsor Online Training for hearing impairment, visual impairment and deafblindness. Online courses for Hearing Impairment and Visual Impairment in Further Education are available to Kent college staff working with students with sensory impairment. These courses are mentored online by Teachers for HI and VI. This requires a commitment of 20 hours and contributing to the online forum. The training is accessed through an online portal and contains user friendly information with videos to support your understanding. If you are interested in a place on a course, please email:

Hearing Vision and Multi Sensory Service – CY hivimsi@kent.gov.uk

**Glossary – Explanation of sensory terms used in the Colleges’ Core Standards**

**Sensory Impairment** **(SI)** – includes hearing impairment (HI), visual impairment (VI) and multisensory impairment/deafblindness (MSI)

**Mandatory Qualification** **for HI, VI or MSI** – this is a two year Post Graduate Qualification for teachers. It is the required qualification for teachers to give advice and support for students with HI, VI and MSI

**Relating to Hearing Impairment:**

**British Sign Language (BSL)** - is the sign language used in the UK and is the first or preferred language of some deaf people. BSL makes use of space and involves movement of the hands, body, face and head.

**Sign Supported English (SSE)** – is when every word is signed in the correct English order. SSE is used to support spoken English, and is often used within education settings.

**Communication Support Worker (CSW)** – enables access to communication, using a variety of support strategies and communication modes to match individuals' needs and preferences.

**Assistive Listening Device (ALD)** – this refers to range of amplification equipment designed to improve the communication of individuals with hearing impairment and enhance accessibility to speech when individuals are in poor listening environments. These includes radio aids but also devices that use newer technology.

**Notetakers** - produce a set of notes for people who cannot take their own because they are lipreading or watching a sign language interpreter.

**Subtitles** – available for most TV programmes and films to provide a written version of the spoken word and narration for a programme.

**Relating to MSI/Deafblindness:**

**MSI Intervenor** - is a trained person who has skills and understanding related to deafblindness who supports deafblind students.

**On body signing** - is a tactile communication system using manual signs onto the hands, body, face and limbs of a person who is deafblind. This is a system of touch clues, each with an assigned, specific meaning.

**Objects of reference** - is any object which is used systematically to represent an item, activity, place, or person. Objects of reference are used with individuals who find it difficult to understand spoken words, signs, symbols or photographs.

**Communication modes** – this describes the full range of communication that may be used by a student with SEND needs.

**Personalised Communication Systems** ­– is a communication mode developed to meet the specific and individualised needs of a student.

**Guide Communicator** – works with a deafblind person, assisting with communication and mobility to enable their involvement in everyday activities (also known as Communicator Guides).

**Relating to Visual Impairment:**

**Braille** - tactile method used by blind students to write and to access the written word.

**Moon** – tactile method used for names or as identifying markers for objects for blind students with severe or profound learning difficulties

**Braille Transcription** – the provision of a print version of information in Braille particularly required where work is produced on a manual Braille writing device such as a Perkins Brailler

**Braille Embosser** – equipment that produces Braille from an electronic format when the computer has the appropriate Braille transcription software

**Braille Note / Braille Sense** – examples of a Braille input Personal Digital Assistant with a Refreshable Braille display

**Tactile Diagrams** – diagrams produced using thermal expanding paper to provide a tactile image of a diagram or map

**Access Technology** – specialist hardware or software to enable students with SEND to access the curriculum, communication and information

**Electronic Magnification System** – equipment that provides an enlarged image of print or objects for students with VI

**Low Vision Aids** – a range of magnifiers provided by the NHS from a Low Vision Assessment

**Audio Description** – available for most TV programmes and films to provide a description of the visual aspects of the programme or film

**Speech output software** – software that provides a speech version of everything on a computer screen ie non-visual access

**Speech to Text** – software that is able to record the spoken word in a text format on a computer or laptop

**Refreshable Braille display** – is an electro-mechanical device for displaying braille characters, usually by means of round-tipped pins raised through holes in a flat surface. Computer users who cannot see information on a monitor use this to read the information in Braille.

**Mobility** **Training** - helps a VI student to know where they are, where they want to go and provides the skills to get there.

**Habilitation Training** - aims to develop personal mobility, navigation and independent living skills for students who are VI from birth.

**Rehabilitation Training** - aims to regain personal mobility, navigation and independent living skills for students who become VI.