

A PLACE TO START -

MAINSTREAM TRAINING PACK – VI CASE STUDY - MATTHEW

Date: February 2018

1. Introduction

Matthew was born with Oculocultaneous Albinism. Associated with this he has poor near and distance visual acuity. He also has nystagmus and photophobia. He has had ongoing input from a Qualified Teacher for Vision Impairment (QTVI) from the local Sensory VI Service since he started at his local nursery.

He now attends his local secondary school and having chosen his GCSE options in Year 8, he has now started his chosen subjects in Year 9, leading to exams over the course of the next 3 years.

2. Strategy

Although Matthew has been well supported by the local VI team in the past, these are his first external exams since his SATs in Year 6. His teachers are concerned to make sure that they teach him appropriately so that his normal way of working matches the access arrangements he will receive in his GCSE exams.

The SENCo is new in post and has not yet had any direct contact with the VI service. She contacts her local sensory service and makes contact with the QTVI who has supported Matthew since he started at secondary school. The following actions are planned and undertaken:

- a class observation and functional vision assessment by QTVI to form the basis of his recommendations for access arrangements
- report from QTVI with proposed exam access arrangements and other support strategies is disseminated to ALL Matthew's class teachers
- SENCo, Exam Officer and other key staff to complete NatSIP online Exam Access course to become familiar with access arrangements for learners with vision impairment.
- SENCo and Exam Officer to identify any 'high risk' access arrangements (e.g. extra time over 25%, papers in non-standard modified formats) and seek approval for these from exam boards as soon as possible.
- School staff ensure all arrangements are in place for ALL internal exams, mocks and tests.
- Continued use of HIGH technology support strategies in class including electronic magnifier and digital text access.
- Continued use of LOW technology support strategies in class including modified, enlarged printed resources as per QTVI advice
- Arrange for next monitoring visit from QTVI to monitor access and support provision.

3. Evaluation and Impact

- Continue to monitor Matthew's speed of working, tiredness and stress levels.
- Monitor Matthew's academic performance throughout Year 9 to ensure he is making expected progress.
- Support and time given to TAs in order to ensure all work is suitably prepared so that Matthew can work independently wherever possible.

4. Advice

- Continue the use of HIGH and LOW technology support strategies.
- Continue involvement from the Sensory Service QTVI.
- Ensure transition process is in place to start planning for Matthew's post 16 education.

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