



SEND ADVISORY SERVICE:

VISION IMPAIRMENT ASSESSMENT POLICY.

The Vision Impairment Team uses a variety of assessment tools for assessing Children and Young People with Vision Impairment (CYP with VI).

Most vision impairments in CYP will have been diagnosed by professionals in Ophthalmology Teams within hospitals. A Clinical Vision Assessment (CVA) will generally have been carried out by ophthalmology professionals. The Qualified Teacher of Visually Impaired (QTVI) within the Hillingdon team will request that these be obtained or recommend them to be carried out. This CVA is used alongside Functional Vision Assessments (FVA) carried out by the QTVI. An FVA enables the CYP's vision to be assessed in day to day activities and conditions to establish any educational implications that may need addressing in the home or in educational settings.

Hillingdon's aims:

Hillingdon aims to provide early support and intervention as this is critical for ensuring optimal visual and developmental progress. Support is offered to the CYP, their families, and health care professionals working with the CYP and staff in educational settings. FVA are carried out regularly and reported to settings and families.

Babies and Young Children:

The Developmental Journal for Babies and Young Children with Visual Impairment (DJVI) may be used as a systematic framework which can track developmental and vision progress from birth to three years of age (or equivalent developmental age) Assessment with babies and young children requires the professional judgement of a QTVI using a variety of resources that encourage the CYP to use his/her vision. A range of objects and toys are used including lights and high contrast age and developmentally appropriate items to assess through observation and interaction.

School and educational settings:

Once a referral is received for CYP with VI in an educational setting, the QTVI will carry out an FVA to determine what support may be necessary. Various assessment tools are used to assess different aspects of a CYP vision. Such examples may be...

Distance and near vision assessment:

Kay Pictures:

Depending on the development stage of the CYP with VI, the Kay Pictures preliterate visual acuity test may be used. These provide accurate visual acuity measurements and are easily recognisable to children from the age of 18 months of age. Both near and distant vision can be assessed using the Kay pictures books.

<https://kaypictures.co.uk/>

Snellen Letter Chart:

If a CYP is able to access print and recognise letters, the Snellen Chart is used which provides a standardized test of visual acuity at a 6m set distance. The chart consists of a series of symbols e.g. block letters, in gradually decreasing sizes.

Near vision assessment is probably one of the most important parts of the FVA. This is because vision 'up close' is where most of the CYP with VI's day to day activities are focused (reading, writing, IT, eating, seeing faces of family and friends) Examples of assessment may be...

The Maclure reading test:

The Maclure test is a series of pages of text of varying sizes that are specific to a given age which enables the QTVI to recommend the most suitable print size to settings. Other samples of font size may be used to determine the best font size, colour back ground and line spacing.

<https://eshop.haagstreituk.com/products/tests-trial-frames/near-vision-tests/maclure-test-type-children-white>

Ishihara colour vision test:

This may be used to determine if a CYP has difficulties with colour recognition. It is used to identify red/green colour vision deficiency.

<https://www.healthandcare.co.uk/eye-care/ishihara-tests-for-colour-blindness.html>

Stereoscopic test:

Stereoscopic vision and depth perception testing is important in identifying diseases such as Amblyopia and Strabismus. Stereovision is how each eye may see an object from different angles, but combines these angles to give us a 3D image. This test identifies if the CYP eyes are working together.

Visual fields:

Measurement of the visual field is very important as it affects orientation and mobility, as well as determining the optimal position in a classroom. The technique used to assess the visual fields will vary depending on the age and developmental stage of the CYP. Observation is often the best way to observe the CYP use of visual fields. However, a modified version of confrontation fields in which the point at which the CYP looks towards the target in the periphery as an indication of when it is first seen may be used.

Observation, liaison and discussion with others:

As part of the assessment process, the VI Team liaises with others to gain a holistic view of the CYP with VI. By observing the CYP in different areas within their daily routines within a setting; personal vision needs and the type of support to optimise learning and access to the curriculum can be determined. Discussion with staff in settings is carried out as part of the assessment. Parental and pupil views are also considered in the FVA. Pupil voice is key in managing support/provision. Print size optimums will be advised following an FVA.

The QTVI, through observations in settings, will determine the most suitable seating positions and writing equipment such as bold print paper and pens and access to examinations at the appropriate educational phase. Support and guidance is also offered on assistive technology as necessary.

Collaborative working with health agencies such as Low Vision Clinics who assess the vision needs of an individual in terms of aids to support learning is key to understanding the "whole vision needs of a CYP with VI". The QTVI with the Qualified Habilitation Specialist may also carry out joint assessment of habilitation, orientation, mobility and independent life skills.

Curriculum Framework for CYP with VI (CFVI)

Recently, a UK wide specialist curriculum for CYP with VI has been established as childhood vision impairment is a disability that has a significant impact on development and learning. The QTVI within the Hillingdon Sensory Impairment Team work across all education phases to ensure that all CYP with a VI receive specialist support to develop fundamental skills, socialise, look after themselves, and get around independently. With the right support, CYP with VI have the potential to achieve at the same level as their peers and to lead successful, independent lives.

[Curriculum Framework for Children and Young People with Vision Impairment | RNIB](#)

NATSIP

The NatSIP criteria for case load allocation is used to determine the level of support a CYP with VI may need.. Professional judgement is also used. At initial referral and transition points more frequent visits may be necessary.

[NatSIP - Eligibility Framework Document](#)

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