

# Vision Impairment Form

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## Version 3 (Support Allocation Matrix: Example 2)

Name:

Date of Birth:

QTVI:

Educational placement:

Date:

### Vision loss reference table

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/18 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/60 Snellen/Kay (LogMAR 0.8 – 1.00)
Profound vision loss	Less than 6/60 Snellen/Kay (LogMAR 1.02)

(NB If none of the options applies within a criterion table, enter a score of 0 in the CYP Score box)

(NNB The 'Comments' box allows the entry of any information which may have guided the option selection within the criterion table)

Criterion 1: Degree of VI (corrected vision with both eyes open – see Vision loss reference table above)		Score
a	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time)	4
b	Moderate VI/Functional moderate loss due to cerebral VI	8
c	Severe VI/Functional severe loss due to cerebral VI	12
d	Profound VI/ Profound loss due to cerebral VI	15
Comments		CYP Score

Criterion 2: Additional factors relating to VI		Score
a	Late diagnosis of permanent VI – period from presumed onset: 6 mths - 2 yrs	2
	– period from presumed onset: over 2 years	5
b	Continuing assessment of VI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
c	Recently acquired permanent VI (within the last 6 months)	5
Comments		CYP Score

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<b>Criterion 3: Impact of VI on language and communication development and on access to learning and the curriculum</b>		<b>Score</b>
<b>a</b>	The learner requires assessment and advice from a QTVI	<b>2</b>
<b>b</b>	The learner requires a short-term programme delivered by a QTVI to develop skills that enable access to the curriculum e.g. touch-typing, developing independence and self-advocacy	<b>8</b>
<b>c</b>	The learner requires a long-term programme delivered and maintained by a QTVI e.g. Braille	<b>14</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 4: Development of mobility skills</b>		<b>Score</b>
<b>a</b>	Learner requires assessment and advice by Paediatric Habilitation Specialist qualified to work with CYP	<b>2</b>
<b>b</b>	Learner requires short-term programme delivered by Paediatric Habilitation Specialist	<b>4</b>
<b>c</b>	Learner has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from Paediatric Habilitation Specialist and liaison with an Occupational Therapist or Physiotherapist	<b>6</b>
<b>d</b>	Learner requires long-term programme delivered and maintained by Paediatric Habilitation Specialist	<b>8</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 5.1: Training requirement</b>		<b>Score</b>
<b>a</b>	Key staff/parents/carers have knowledge and understanding of the impact of VI	<b>4</b>
<b>b</b>	Key staff/parents/carers require additional or continuing training on VI	<b>6</b>
<b>c</b>	Key staff/parents/carers new to VI	<b>8</b>
<b>d</b>	Key staff need tuition in Braille/use of specialist equipment	<b>10</b>
<b>Comments</b>		<b>CYP Score</b>

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## Version 3 (Support Allocation Matrix: Example 2)

<b>Criterion 5.2: Additional training requirement relating to change of placement</b>		<b>Score</b>
<b>a</b>	Low contribution required	<b>3</b>
<b>b</b>	Moderate contribution required	<b>5</b>
<b>c</b>	High contribution required	<b>10</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 6: Support for effective use of specialist equipment by learner (may include CCTVs, LVAs, Braille, tactile and speech access) and key staff</b>		<b>Score</b>
<b>a</b>	Low level of support including short-term programme	<b>2</b>
<b>b</b>	Moderate level of support including short-term programme and some regular monitoring	<b>4</b>
<b>c</b>	New user of equipment requiring longer-term programme and refresher programmes	<b>6</b>
<b>d</b>	High level of support including Braille equipment	<b>8</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 7: Physical learning environment (NB Factors affecting the quality of the acoustic environment are outlined in the Appendix at 2.4)</b>		<b>Score</b>
<b>a</b>	Learning environment which supports inclusive learning for the VI learner and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	<b>2</b>
<b>b</b>	Learning environment which supports aspects of inclusive learning for the VI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast. Educational placement requires an informal audit by QTVI	<b>5</b>
<b>c</b>	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise interference, inconsistent room layout, inappropriate lighting, physical hazards). Educational placement requires a full environmental audit	<b>8</b>
<b>Comments</b>		<b>CYP Score</b>

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## Version 3 (Support Allocation Matrix: Example 2)

Criterion 8: Impact of VI on personal and social learning		Score
a	Low level of impact upon the development of personal/social learning skills	2
b	High level of impact upon the development of personal/social learning skills	6
Comments		CYP Score

Criterion 9: Additional factors relating to family support (e.g. where families speak English as an additional language)		Score
a	Family requires a low level of additional support	2
b	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 10: Multi-agency liaison/role (including Child Protection)		Score
a	QTVI contributes to multi-agency working for learner	2
b	QTVI contributes to multi-agency working for learner with complex needs	4
c	QTVI is lead professional identified for school-aged/post-16 learner	6
d	QTVI is lead professional for pre-school child or lead support worker for nursery/school-aged/post-16 learner with high level of liaison and joint working with other professionals	8
e	QTVI is lead professional for learner with complex needs requiring a high level of liaison and joint working with other professionals	10
Comments		CYP Score

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## Version 3 (Support Allocation Matrix: Example 2)

### SCORING SUMMARY SHEET

CYPSCORETABLE

NAME OF CYP:

Criterion	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
<b>Total Score</b>	

Total Score Range	Support Category	Support Allocation
70% and above	A1	2 or more visits per week
50 – 69%	A2	Weekly
40 – 49%	A3	Fortnightly
30 – 39%	B1	Monthly
25 – 29%	B2	Twice termly (3 term year)
20 – 24%	C1	Termly (3 term year)
15 – 19%	C2	Twice yearly visit
Less than 15%	NFA	Off caseload