

Age groups are a guide only.	PfA Outcomes for children and young people with vision loss NB this is a skills continuum as vision loss can occur or deteriorate at any age and we need to accommodate varied abilities and not limit progress.			
	Employability/Education	Independence	Community Participation	Health
Reception to Y2 (5-7 years)	E1: Developing mainstream IT skills that support vision loss 0 - Doesn't use IT to access their learning 1 - Uses a simple piece of IT independently i.e. Dolphin Easy Reader App 2 - Has completed a typing course 3 - Can use a more complex piece of IT with support i.e. adjusting settings on iPad 4 - Uses touch typing within lessons 5 - Can independently use a complex piece of IT problem solve glitches.	L1: Independent adaptation of resources 0 - No independence with use of resources 1 - Can use a hand-held low vision aid with support 2 - Can use a low vision aid without support 3 - Is learning to use accessibility functions of a tablet/iPad 4 - Demonstrates knowledge of when to use the right piece of equipment 5 - Independently uses accessibility functions of tablet/iPad fully	C1: Building positive relationships with students and staff 0 - Requires adults to facilitate all interactions 1 - Will communicate their needs through a designated adult 2 - Have friends that know about their VI 3 - Will communicate their needs with varying staff 4 - Happy to direct their learning themselves 5 - Organises meetings with relevant professionals themselves	H1: Ability to explain of own health needs inc. vision loss to others 0 - Don't verbalise that they can't see as well as others 1 - Can say they find it hard to see things near or far away 2 - Can say they need print size X, to sit at the front or use piece of equipment 3 - Can say they have X condition and can simply explain how it affects them 4 - Can say have X condition and it affects me in this way, more detailed 5 - Can say they have X condition, it affects me in this way but it doesn't stop me doing Y
Y3 to Y6 (8-11 years)	E2: Showing employability in a range of work experience tasks 0 - No skills demonstrated 1 - Simple IT skills are in place and being developed 2 - Uses all their IT skills independently in lessons with prompts 3 - Uses all their IT skills independently in lessons without prompts 4 - Independently organises IT equipment i.e. charging, storage, collection 5 - Can file work electronically including producing folders for curriculum areas	L2: Managing and looking after own equipment 0 - Support required for equipment management 1 - Cleans own glasses 2 - Collects all simple relevant resources for learning task ie pen, ruler, sloping board 3 - Is learning to set up IT equipment at beginning and pack down at end of lesson 4 - Independently sets up IT equipment at beginning and pack down at end of lesson 5 - Can download resources and manage apps on their tablet/iPad	C2: Inclusion in extracurricular set activities 0 - Not willing to take part in any extra curricular 1 - Takes part in a VI activity with support 2 - Independently takes part in a VI activity 3 - Takes part in non-VI extra curricular activities with support 4 - Independently takes part in non-VI extra curricular activities 5 - Attends a residential	H2: Articulating needs as they arise to peers and staff 0 - Don't say what helps 1 - Can explain managing vision needs to teachers, e.g. I'm pulling window blinds to manage glare 2 - Speaks to teacher in advance of lessons to ensure materials and environment is accessible 3 - Independently putting measures in place to manage vision fatigue and explaining these 4 - Can articulate in depth what helps them maintain their best vision and why 5 - Tackle prejudices and misconceptions of VI with positive self advocacy
Y7 to Y11 (11-16 years)	E3: Exploring the world of work through direct experiences 0 - No skills demonstrated 1 - Undertakes a simple task within the wider school, with direction 2 - Independently undertakes a simple task within the wider school 3 - Undertakes regular tasks within the home 4 - Organises work experience with support 5 - Organises work experience themselves	L3: Personal organisation and time management 0 - Needs adults to direct organisation 1 - To download all work materials ready for the start of lessons 2 - To speak directly to teacher to resolve any access issues as they occur 3 - Can seek IT support directly from teacher or technician when needed 4 - Keeps track of all or organises medical/eye appointments 5 - Independently organising College visits and interviews	C3: Accessing VI specific activities 0 - Not willing to take part in any VI activity 1 - Takes part in a fun VI activity with support, transported 2 - Independently takes part in a fun VI activity, transported 3 - Takes part in a PFA VI activity with support, transported 4 - Independently takes part in a PFA VI activity, transported 5 - Takes himself/herself to a PFA VI activity	H3: Managing challenging events using a range of strategies 0 - Not able to manage anything independently 1 - Will seek advice for vision changes when they occur 2 - Knows where to ask for available support inc. SENCo, QTVI, medical professionals, charities 3 - Independently manages health resources- ie glasses, cap, sun cream 4 - Manages advanced health resources, e.g. eye drops, contact lenses, medication 5 - Requests extra-curricular support when required i.e. counselling, mobility
Examples of the overall skills	E1 - Reading storybooks on an iPad in Y1 to using all shortcuts when touch typing in Y11 E2 - Little jobs' in Y1 to typing and filing work electronically in Y11	L1 - Using a manual magnifier in Y1 to mentoring younger students to use accessibility features on an iPad in Y11	C1 - Having a playtime buddy in Y1 to arranging meetings with careers advisors in Y11	H1 - Telling friends 'My eyes don't work well' in Y1 to explaining in clear detail vision levels and management in Y11

<p>continuum in practice</p>	<p>E3 - School visits in Y1 to industry work experience placements in Y11</p>	<p>L2 - Cleaning own glasses in Y1 to independently researching, downloading and using VI support apps in Y11 L3 - Finding own tray and peg in Y1 to planning own college open day visits in Y11</p>	<p>C2 - Being in a school play or out of school club in Y1 to participating in an activity residential Y11 C3 - Little jobs' in Y1 to industry work experience placements in Y11</p>	<p>H2 - Saying "it's too small' with prompts in Y1 to actively seeking counselling support when needed in Y11) H3 - Wearing a cap in the playground in Y1 to actively making links with support organisations in Y11</p>
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