

# Positive Eye

## **RIGHT ACCESS AT RIGHT TIME**

A guide to support the inclusion of tactile learners at secondary

***Enabling you to enable tactile learners to reach their outcomes***

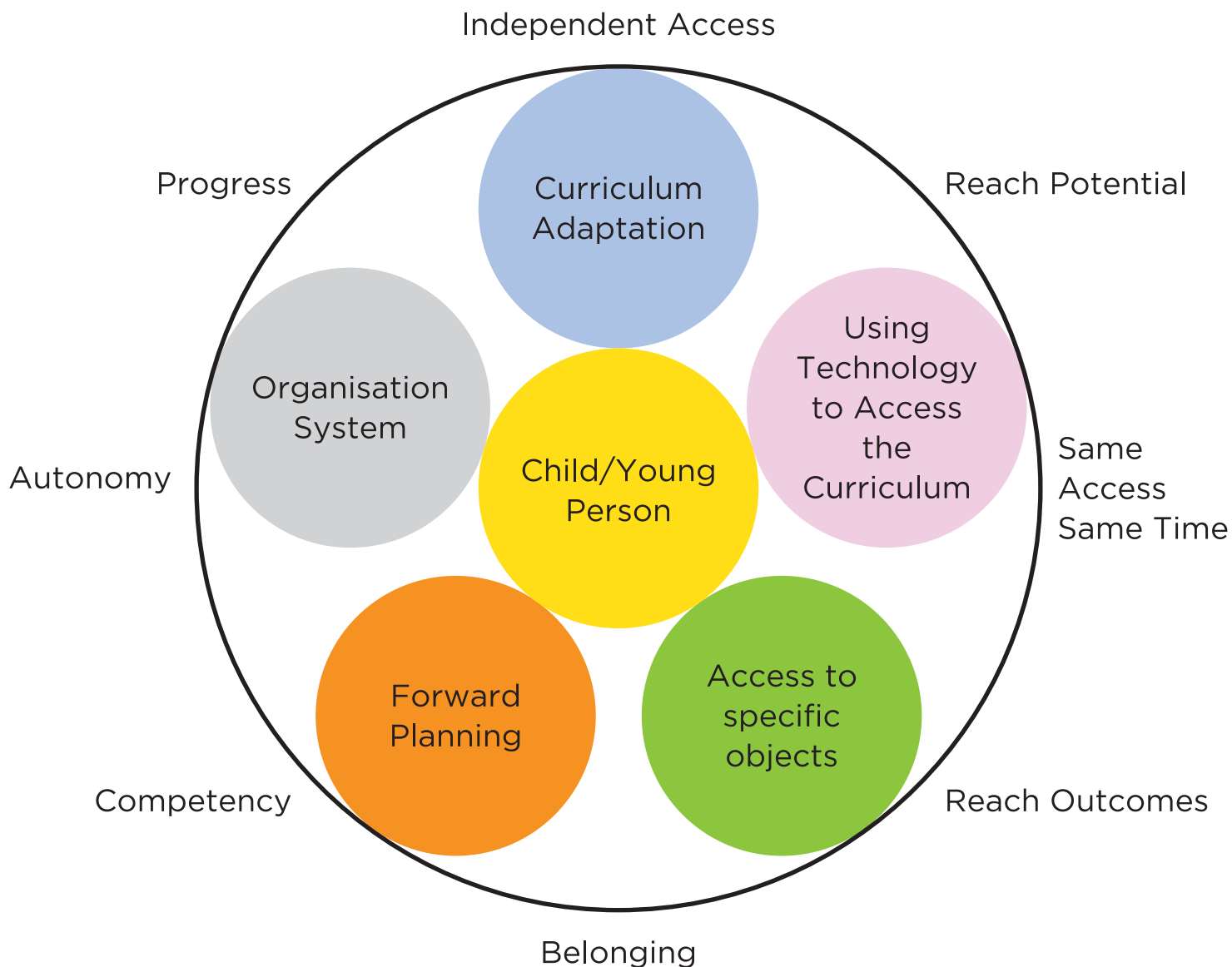
## Introduction

Children and young people (CYP) are most successful at achieving their outcomes when everyone works in partnership with the Child/Young Person (CYP) at the centre. Transition at secondary for a CYP who is a tactile learner requires careful provision, planning, organisation and ongoing liaison and a collaborative, flexible approach by all the key players. These factors are crucial to ensuring that both school and service and parents/carers work together to ensure the CYP's successful inclusion.

This resource is offered as a simple guide to support both the Service and the School and parents/carers and the CYP in planning for and meeting the needs of a tactile learner at secondary. It's format is simple, easy to use and practical. It includes key checks at the end of each section to enable review on a regular basis and to make sure the systems in place remain fit for purpose.

## Access To Learning

A complex system of organisation and planning revolves around the child/young person to enable and promote their independent access to learning.



## Forward Planning ●

### Why forward planning is crucial to enabling learning

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**“The child/young person has a right to have written materials in appropriate media at same time as these materials are available to their peers.”**

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Forward planning enables the CYP to access the lesson and meet the learning outcome. Forward planning enables the Qualified Teacher of VI (QTVI)/ Teaching Assistant (TA) to teach any additional curriculum skills to the CYP which they require. E.g. long division in maths requires specific teaching of the braille maths code/layout used for this, OR, using a computer to produce a flyer might mean that additional specific accessible IT skills will need to be taught before the lesson.

Ideally a time is identified in school when the QTVI and/or specialist TAs can work on specific tasks to support pre-learning.

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- ✓ Subject materials are available as far in advance as possible
- ✓ A system to facilitate forwarding planning is put in place
- ✓ A system for effective liaison with the CYP at the centre is established at the beginning of the school year
- ✓ CYP's support team are aware of the learning outcomes and provide required support materials
- ✓ QTVI liaises with the school to decide the most effective way to support the CYP's learning
- ✓ QTVI supports and advises the adaptation team how to adapt the required resources

### Key checks for partnership working

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- + **CYP Support Team** understands the lesson objective(s) to enable them to make appropriate adaptations
- + **Subject teacher** understands the optimum teaching approaches to use and understands how to incorporate the adapted curriculum materials within their lesson
- + **QTVI** plans and teaches essential braille and additional curriculum skills
- + **Meet:** Regular opportunities for the subject teachers to meet with the QTVI face to face
- + **Inform:** Subject teacher notifies the Support Team of the learning objective for the lesson in a timely manner
- + **CYP** views are an integral part of prioritising curriculum access skills and areas where additional support is required
- + **Parents/carers** are supported to understand the specialist skills their child is using

## Roles and Responsibilities - Forward Planning

### Qualified Teacher of Visual Impairments

At the beginning of the school year, establish a system (with SENCO) for effective liaison, keeping the CYP at the centre.

Support and advise the adaptation team on how to adapt the required curriculum resources.

Plan and teach essential braille and additional curriculum skills and support parents/carers to understand the specialist skills their son/daughter is using.

### CYP Support Team

Understand the CYP learning outcomes and provide appropriately required support materials.

### Subject Teacher

Provide subject materials as far in advance as possible for CYP Support Team to enable appropriate adaptation.

Notify the CYP Support Team of the learning objective for the lesson in a timely manner.

### Special Needs Co-ordinator

Support facilitation of regular opportunities for the subject teachers to meet with the QTVI face to face to forward plan.

### Child/Young Person

Provide views, to be taken into consideration as an integral part of prioritising curriculum access skills and areas where additional support is required.

### Parents/Carers

Understand the specialist skills their son/daughter is using and developing to independently access the curriculum.

## Forward Planning Check

1. System to facilitate forwarding plan is in place at the beginning of the school year
2. Forward planning system is agreed by all parties (SENCO, subject teachers, QTVI, teaching assistants, parents/carers)
3. Meeting/communication/liaison is taking place by all subject teachers with the QTVI
4. QTVI receives relevant information from each subject teacher to enable appropriate adaptation:
  - ✓ Expected learning outcomes
  - ✓ Curriculum materials
5. Subject teachers inform QTVI of:
  - ✓ Learning outcomes and are providing relevant teaching materials
6. QTVI has the curriculum materials in sufficient time to plan the most effective way to enable access
7. QTVI is providing instructions to the adaptation team on how to adapt the required resources
8. Adaptation team have sufficient information and time to ensure the curriculum materials are ready at the right time in the right format for each lesson

## **Organisation system**

Preparation of appropriately adapted curriculum materials is an ongoing, major part of the support provided. It provides crucial 'front line' access. Establishing an organisation system that is easy to follow, simple and which everyone understands, eases the day to day functioning for the subject teachers, teaching assistants, parents, QTVI, but mainly the CYP. It helps to clearly establish the expectations for all involved.

### **Organisation system**

**This is one example of how an organisation system may run:**

#### **Part one**

1. Subject teachers and the Support Team work in partnership to forward plan by meeting/communicating/liasing as required
2. Curriculum materials are provided by the subject teachers for the Support Team to enable adaptation within the agreed time frame
3. QTVI provides advice to the Support Team on access to curriculum materials and gives clear instructions to the team to enable production
4. Adapted curriculum materials are available ready for handing out at the beginning of lessons
5. Curriculum materials are uploaded to the CYP's braille computer and saved into subject specific folders ready for access at the beginning of the lesson
6. Certain materials may be identified prior to the lesson which require pre-learning. These may be identified by the Support Team and/or the CYP

#### **Part two - CYP (example)**

A crucial component to the success of the organisation system is the CYP's independent management of their curriculum materials.

1. The CYP needs to identify the most appropriate times for printing and embossing class/homework. Their views on how this is managed are crucial
2. Homework or the previous day's classwork can be printed (or embossed on the braille embosser) and filed into one ringbinder folder, named the 'organisation folder'
3. This folder is divided into subjects and is the only folder that the CYP carries with them
4. On arrival at lessons, the CYP takes the work for that subject from the folder and places it in the subject specific ringbinder folder (which replaces the exercise book)
5. This folder is kept with the teacher along with a box of resources and equipment required for subject access

## Key checks

- + **QTVI** checks that the organisation system is working for everyone, is being used and liaises with the SENCO to make adjustments if necessary
- + **Subject Teacher** makes curriculum materials available for adaptation within the agreed forward planning time frame
- + **Teaching Assistant** adapt work in line with the QTVI's general advice time for the beginning of lessons and when necessary, before lessons to allow familiarisation
- + **Teaching Assistants** support the implementation of the CYP's organisation system and encourages them to independently access the curriculum materials
- + **CYP** learns how to use the organisation system, e.g. how to save, store and retrieve work from subject specific hard copy folders and electronic files
- + **Parents/Carers** learn about the organisation system to enable them to support their son/daughter to follow the same methods when saving, storing and organising homework tasks



## Roles and Responsibilities - Organisation System

### Qualified Teacher of Visual Impairments

Co-ordinate forward planning by the CYP Support Team by meeting/communicating/liasing as required.

Provide advice to the CYP Support Team on access to curriculum materials and give clear instructions to enable production.

### Teaching Assistant

Work in partnership with subject teachers and QTVI to forward plan by meeting/communicating/liasing as required.

Produce curriculum materials in appropriate format ready for handing out at the beginning of lessons.

Upload curriculum materials to the CYP's braille computer and save into subject specific folders ready for the CYP to access at the beginning of the lesson.

Consult with the CYP regarding the most appropriate times for printing and embossing class/homework.

Support the implementation of the CYP's organisation system and encourage them to independently access the curriculum materials.

### Subject Teacher

Work in partnership with teaching assistants and QTVI to forward plan by meeting /communicating/liasing as required.

Provide curriculum materials in advance to enable appropriate adaptation within the agreed time frame.

### Special Needs Co-ordinator

Support facilitation of organisation system, manage, adjust, co-ordinate and liaise with all parties to ensure this works smoothly.

### Child/Young Person

Identify the most appropriate times for printing and embossing class/homework.

Learn how to use the organisation system, e.g. how to save, store and retrieve work from subject specific hard copy folders and electronic files.

### Parents/Carers

Learn about the organisation system and support their son/daughter to follow the same methods when saving, storing and organising homework tasks.

## Curriculum Adaptation ●

The tactile learner requires access to an appropriately adapted curriculum for all class work, homework, internal and external tests and exams.

- ✓ It is the most important front line support they receive to enable them to reach their potential and ensure they have the same access to the curriculum at the same time as their peers
- ✓ The adapted curriculum can be provided using a range of formats and approaches and is closely linked to the CYP's independent access skills, e.g. braille, tactile discrimination, fine motor, listening and IT skills

The key is to ensure expectations are set related to COGNITIVE ABILITY and are not influenced or reduced due to ACCESS-ABILITY, which if STREAMLINED and PLANNED CAREFULLY will ensure the CYP's potential to reach their outcomes is maximised.

- ✓ The QTVI and specialist teaching assistant(s) responsible for supporting the CYP have specific training, knowledge and skills regarding the most appropriate methods to enable the tactile learner to access the curriculum. E.g. braille, audio, use of IT, tactile graphics
- ✓ The curriculum adaptation team work closely together to prepare the required materials in the right format, to enable the CYP's access at the right time
- ✓ Space within the school setting is likely to be required to establish a resource production/printing area. Adapting tactile materials can be time heavy, production is ongoing and fast moving. Easy access to resources is required for adaptation including computers, printers, specialist machines and tactile materials to enable this adaptation to take place
- ✓ Facilitating this provision is crucial to the CYP's successful inclusion

### Key checks

- + **Subject Teachers** think carefully about what the CYP needs to learn to reach their learning target
- + **Subject Teachers** employ any strategies and teaching approaches advised by the QTVI to support access to their specific curriculum area
- + **Subject Teachers** provide worksheets, visuals and teaching materials in advance to the Support Team
- + **QTVI** consults with and considers the CYP's independent access skills and preferences, e.g. braille, tactile graphic skills, use of IT to establish the most efficient methods to employ. E.g. whether to use hard copy or electronic braille to complete a task
- + **QTVI** advises and supports on specialist adaptations as required

- + **Teaching Assistants** Prepare tactile/auditory versions of curriculum resources with support from the QTVI as required
- + **CYP** is consulted regularly about their preferred access methods. Their viewpoint is listened to and appropriate actions are incorporated within their support plan
- + **Parents/Carers** are aware of their son/daughter's preferred access methods and the adaptation approaches being used
- + **Parents/Carers** are supported by the QTVI to learn how to support their child's access skills, as appropriate

## Roles and Responsibilities - Curriculum Adaptation

### Qualified Teacher of Visual Impairments

Consult with and consider the CYP's view point about their independent access skills and preferences, e.g. braille, tactile graphic skills, use of IT to establish the most efficient methods to employ and include appropriate actions within their support plan.

Advise and provide support on specialist adaptations as required.

Work with parents/carers to help them to understand how to support their son/daughter's access skills, as appropriate.

### Teaching Assistant

Prepare tactile/auditory versions of the curriculum resources with support from QTVI as required.

### Subject Teacher

Consider carefully what the CYP needs to learn to reach their learning target.

Employ any strategies and teaching approaches advised by the QTVI to support access to their specific curriculum area.

Provide worksheets, visuals and teaching materials in advance to the CYP Support Team.

### Special Needs Co-ordinator

Facilitate space within the school setting to establish a resource production/printing area to enable easy access to the resources needed for adaptation including computers, printers, specialist machines and tactile materials.

### Child/Young Person

Participate in consultation regarding development of independent access methods.

### Parents/Carers

Understand their son/daughter's preferred access methods and the adaptation approaches being used.

## Independent Access Skills and Use of Assistive Technology

The CYP's specialist curriculum is additional to and different from the mainstream curriculum. It is integral to the development of essential personal, social and independence skills as well as the skills necessary to access the curriculum. At times it may be necessary to replace elements of the mainstream curriculum to enable the CYP to develop the skills they require in order to support their access.

### **Forward planning**

- ✓ A considerable amount of planning is necessary by both the school and the service to ensure systems are in place to support the maintenance of the CYP's access to their assistive technology
- ✓ It requires the full support and commitment of the Head of IT and the Senior Management team, to ensure time/resources/staffing are committed to this on a regular basis. There are often many hitches along the way and if not planned and strategically managed from the top, it can lead to the CYP being without access to the curriculum

### **Assessing need**

- ✓ The range of independent access and assistive technology skills required by the tactile learner are significant
- ✓ The CYP is consulted to establish their viewpoint regarding their preferred choice of access method/assistive technology to complete class and homework tasks
- ✓ An assessment of the CYP's access methods across each subject area is carried out by a QTVI. They will look at current levels of independent access and make an assessment of the skills required, the next steps and the most appropriate equipment and resources required to optimise access
- ✓ It is easier to negotiate and identify a time for independent access skills lessons at the start of the academic year. The ideal is the allocation of a specific time/location each week, agreed by all parties

### **Key skills:**

- Reading and writing braille
- Interpreting tactile graphics/illustrations/charts
- Fine motor and tactile discrimination
- Touch typing (including keyboard shortcuts)
- Auditory
- Organisation

### **Use of assistive technology to support access**

Assistive technology plays a crucial and significant role in enabling fast efficient access at secondary and it is important that each CYP's needs are individually assessed. Three key pieces of equipment which are often considered to support access include:

- Braille computer
- Perkins braille machine
- Laptop/iPad/tablet

**Use of the braille computer is of particular importance. An example of a suggested and successful approach:**

- Upload the main text for the lesson to the braille computer
- Present essential tactile diagrams, with numbered labels
- Make a key to the diagram and upload to the braille computer
- The CYP listens to the key, whilst accessing the diagram
- It is efficient, quick and means complicated diagrams which require many labels are easier to access and interpret

**Example of how to use braille technology to support access**

- Braille is entered onto a braille key board, edited, read back via speech or braille and can be printed in braille or text, although it is advisable to encourage the CYP to save electronically
- Connects to computer networks and perform all the functions of any personal digital organiser
- Connects to wireless computer networks for internet and email
- Work can be sent by the teacher by email to the CYP for completion during lessons and returned by the CYP for marking
- Work can be retrieved, edited and updated directly on the braille computer, reducing the need for hardcopy printing
- Work can be viewed in print, in real time by the teacher via a monitor fitted to the braille computer

**Use of Perkins braille machine**

- Maths and science equations
- Making and adding labels to diagrams during lessons
- It is useful to have a Perkins braille machine located in the Maths and Science rooms

**Use of a laptop computer with speech software**

- Independent research especially on the internet
- Ability to join class in using programmes like Word, Excel, Powerpoint etc. once the CYP has been taught the skills needed to do this via a screen reader
- Mainstream technology that will be transferable into the workplace
- Can be paired with a braille display to enable the CYP to read and edit the output in braille, e.g. for internet research and coding

With the relevant independent access skills in place including touch typing, keyboard short cuts, speech access and the use of the specific technology mastered, the CYP can access the curriculum efficiently.

## Key checks

- + **Child/Young Person** discusses access options with the QTVI and expresses their preferred methods of access
- + **QTVI** carries out an assessment of independent access skills and assistive technology required to access each subject area
- + **QTVI, SENCO, Head of IT** forward plan to ensure systems to establish and maintain efficient access are managed at a strategic and front line level
- + **Child/Young Person and their Support Team** understand together how access will work in each particular lesson
- + **SENCO** reviews with + **QTVI** + **Teaching Assistants** and + **CYP** to ensure access methods, assistive technology systems are working efficiently
- + **Teaching Assistants** support the development of the CYP's independent access skills
- + **Teaching Assistants** have a plan in place for stepping back as independent access skills reach mastery level
- + **Parents/Carers** are made aware of preferred access methods as well as other skills that are being taught to support their son/daughter's independent ICT access

## Roles and Responsibilities - Independent Access and Use of Assistive Technology

### Qualified Teacher of Visual Impairments

Consult with the CYP to establish their viewpoint regarding their preferred choice of access method/assistive technology to complete class and homework tasks.

Carry out an assessment of the CYP's access methods across each subject area to establish IT access requirements.

Negotiate and identify a time for independent access skills lessons at the start of the academic year.

Forward plan to ensure systems to establish and maintain efficient access are managed at a strategic and front line level.

Make parents/carers aware of preferred access methods as well as other skills that are being taught to support their child's independent ICT access.

### CYP Support Team

Understand with QTVI and CYP how access will work in each particular lesson.

Support the development of the CYP's independent access skills.

Establish plan for stepping back as independent access skills reach mastery level.

### Subject Teacher

Be aware of CYP's independent access skills, facilitate opportunities to encourage and develop during lessons.

### Special Needs Co-ordinator

Forward plan to ensure systems to establish and maintain efficient access are managed at a strategic and front line level.

Provide space in the school for the specialist equipment the CYP needs, e.g. braille embosser.

Arrange a storage space in the classroom for the CYP's technology which is accessible to them.

Liaise with the QTVI to negotiate and identify a time for independent access skills lessons at the start of the academic year.

Review access methods and assistive technology systems with QTVI, Teaching Assistants and CYP to ensure efficient access is maintained.

### Child/Young Person

Participate when consulted about independent access methods and discuss access options with the QTVI and express preferred methods of access.

Learn to use additional skills in conjunction with any assistive technology to access the curriculum.

Review targets and access options regularly during the year with the subject teacher and QTVI.

Understand the purpose of the methods chosen to facilitate independent access skills.

### Parents/Carers

Support CYP to develop independent access skills and use of assistive technology as agreed.



## Organisation System Check

1. An organisation system is in place that is easy and simple to follow and which is understood and used by all parties
2. Subject teachers and QTVI meet/communicate/liaise to forward plan on an ongoing basis following the system agreed at the beginning of the school year
2. Curriculum materials are provided by the subject teachers for the QTVI to enable adaptation within the agreed time frame
3. QTVI plans the most efficient way for the CYP to access the curriculum materials and provides clear instructions to the adapting team to enable production
4. All parties, including CYP, teaching assistants and parents/carers (as required) are able to access in advance of lesson, adapted materials that require familiarisation before the lesson such as tactile maps, complex diagrams etc.
5. Adapted curriculum materials are delivered to the subject teacher's pigeonhole to be handed out at the same time as other standard materials in their lesson
6. An organisation folder or system that enables the CYP to independently access, save, retrieve, store work is in place
7. A subject resource box is placed in each subject area and has the resources, equipment and papers the CYP requires to aid independent access to the lesson
8. The teacher retrieves work from the subject folder and marks it

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