



Montgomery Junior School

Policy Document

Special Educational Needs & Disability Policy

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Ratification

Chair of Governors:	Signed: Print Name: Mrs Maxine Simon Date: 20 th July 2016
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Policy	SEND Policy
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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The previous coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms that have occurred, and the SEN Code of Practice, can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change that arose from the reforms was that Statements of Special Educational Needs for those children with the most complex needs, were replaced with a new Education, Health and Care (EHC) Plan.

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

Open your mind > choose your future

Our Vision

Our school will always be a place in which everyone will feel and be safe, consider themselves valued and be treated with respect. It will be a school that focuses on pupils' learning through engaging them in a meaningful, relevant and exciting curriculum. Ours will be a 'learning school', one in which everyone continually strives to improve in all aspects of their work.

Our Values

Underpinning our vision and everything we do in school are our key values. At Montgomery Junior School we value:

- **Shared Responsibility** (being responsible for ourselves whilst considering others)
- **Universal Respect** (valuing ourselves and others)
- **Confidence** (trusting in ourselves and giving new things a try)
- **Collaboration** (being friends, caring for each other and working together)
- **Equality and Opportunity** (giving everyone the same chances)
- **Security** (keeping ourselves safe and not endangering others)
- **Success** (doing our best in everything we do)

We try to ensure through our daily actions that we actively promote these values within the school. We also use collective meetings, such as assemblies, to reinforce the importance we place on these key values.

Our 3Rs

The expectations we set for every member of the school, (children and adults) are underpinned within our 3Rs (Three Rights). These rights guide how we behave and how we should be treated by others. Every child attending Montgomery Junior School quickly learns the importance of the 3Rs. Children are expected to ensure that their behaviour does not infringe the rights of others. We do not have complicated or difficult to remember behaviour codes in the school, we simply refer back to the 3Rs when talking to children about their behaviour or that of others.

At Montgomery Junior School we believe that everyone has the:

- *Right to feel and be safe*
- *Right to learn*
- *Right to be treated with respect*

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Emotional wellbeing and mental health service (EWMHS), cluster network of SENCOs, Occupational Therapists, Physiotherapy and the Specialist Teacher Team.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through collecting children's views and by wider opportunities such as school council, residential visits, school plays, sports teams and after school clubs.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Rhiann Staines (SENCO). Mrs Lesley Hayter is a SEN HLTA who works to support the SENCO by providing specific interventions and support for children with SEND.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The school SEN Policy;
- A copy of the SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their targeted interventions.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities via the Provision Guidance document.
- Information available through Essex's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Additional funding is also available from the Local Authority for some children with complex or severe needs with an Education Health Care Plan (EHCP) or a Statement of Educational Need.

8. Identification of pupils needs

Identification

Identification of any SEN is decided using criteria that works on a child's daily presentation of difficulties. The criteria supports the school's use of Assertive mentoring. The criteria has been devised from the new SEN code of practice and enables us to identify a child's needs and consider effective provision to support their needs. Information about identification can be found in the appendix of this document.

A graduated approach:

High Quality Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring may be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) A child may be recorded by the school as being under observation due to concerns raised by a parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by all children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention are matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions, as well as links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a *Statutory Assessment* which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a *Statutory Assessment* leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.essexlocaloffer.org.uk

EHCP Plans

- Following *Statutory Assessment*, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Head Teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire in order to produce a *Pupil Profile* which should be discussed and reviewed through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Children with a Statement, EHCP plan or high level needs may also benefit from a One Plan. This person centred approach brings together all parties working with the child in order to discuss what is working well, what needs improving and agree actions. The child's needs are at the centre of all discussions and it is the meeting and conversations which are important, rather than the paperwork produced.

SEN provision and interventions are recorded on an individual intervention planner, which is updated when the intervention has ended. These are updated by the class teacher, SEN team and are

monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff and parents. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses and meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

Montgomery Junior School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governors are fully aware of SEN matters.

16. Links with other schools

The Infant and Junior schools work in partnership with each other. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

The Montgomery Junior School invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is a designated person responsible for liaising with the following:

- Essex Education Psychology Service
- Statutory assessment service
- Youth Enquiry Service
- Specialist Teacher Team
- Social Services
- Speech and Language Service
- Occupational Therapy
- Community Paediatrics
- EWMHS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Appendix 1**Criteria for Placement on SEN Register**

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the pupil's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with young people should be alert to emerging difficulties and respond early.

The broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, young people often have needs that cut across all these areas and their needs may change over time.

It may also be beneficial to understand what is not SEN:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- Difficulties related solely to limitations in English as an additional language are not SEN. (Summary of Code of Practice: pages 83 – 86)

1. Communication and Interaction

Speech and Language Difficulties

The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication and different times of their lives (Code of Practice: 6.28).

Autistic Spectrum Disorders

Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (Code of Practice: 6.29)

2. Cognition and Learning

General Learning Difficulties

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associate difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (Code of Practice: 6.30). Montgomery Juniors uses the benchmark as pupils working 18months - 2 years behind their chronological age to start investigations of MLD.

Specific Learning Difficulties

Specific learning (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as: (Code of Practice: 6.31) Dyslexia, Dyspraxia, Dyscalculia.

3. Social, Emotional and Mental Health Difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorder or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Code of Practice: 6.32)

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Only medical professionals should make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe young people day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

The main types of mental health issues in children and young people are:

- Conduct disorders (e.g. defiance, aggression, anti-social behaviour, stealing and fire-setting) - Overt behaviour problems often pose the greatest concern for practitioners and parents, because of the level of disruption that can be created in the home, school and community. These problems may manifest themselves as verbal or physical aggression, defiance or antisocial behaviour.
- Anxiety - Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships, but they tend not to impact on their environment.
- Depression - Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness. According to the Royal College of Psychiatrists, depression affects 2% of children under 12 years old, and 5% of teenagers.
- Hyperkinetic disorders (e.g. disturbance of activity and attention) - Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.
- Eating disorders - The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life.
- Substance misuse - Substance misuse can result in physical or emotional harm. It can lead to problems in relationships, at home and at work.
- Deliberate self-harm - Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation.
- Post-traumatic stress - If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come to terms with what has happened, then clinicians may make a diagnosis of posttraumatic stress disorder (PTSD).

4. Sensory and/or Physical Disabilities

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Some young people with physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Hearing Impairment

Hearing impairment can range from mild through to severe and profound. They may be temporary or permanent and become apparent in many different ways. There are different types of hearing loss:

- Monaural – Hearing loss in one ear only. This condition is relatively easy to cope with in the classroom if the child is positioned appropriately.
- Conductive Loss – This impairment affects the mechanism by which sound waves reach the nerve endings in the cochlea. One of the most common forms is ‘Glue Ear’ where an excess amount of fluid collects in the middle ear.
- Sensory Loss – This is caused by damage to the nerves and there are no surgical procedures available to restore hearing. Hearing aids are prescribed to maximise residual hearing.

Visual Impairment

Visual impairment is the consequence of functional loss of vision which cannot be corrected by glasses. There can also be temporary or permanent loss of vision.

- visual acuity – central vision used to look at objects in detail, such as reading a book or watching television
- visual field – ability to see around the edge of your vision while looking straight ahead

Physical Needs

Physical needs can include fine and/or gross motor skills, mobility and spatial awareness.