Recording and sharing information

Recording and sharing information about eye care and vision for children and young people with special educational needs and disabilities

It is vital to ensure information about eye care, glasses or visual impairment is recorded and shared. Below are examples of how this can be achieved in the following:

- Education, health and care plans
- One page profiles
- Vision Passports

**Education, Health and Care Plans**

The Children and Families Act (2014) legislated for the replacement of Statements of Special Educational Need with individual Education Health and Care Plans (EHC Plans).

A child with a special need or disability who needs more support than that which is normally available will require an EHC Plan. The EHC Plan can be maintained until the age of 25 years is reached.

The Local Authority in which the child lives is responsible for drawing up the EHC Plan after a formal assessment. The child, the family and other agencies must be involved in both the assessment and in the preparation of the Plan.

The purpose of the EHC Plan is to describe:

- The child’s education, health and social care needs
- What it is expected that the child will be able to achieve, i.e. the ‘outcomes’
- The provision that is needed to ensure that the child’s needs will be met and the outcomes achieved
- How all agencies will work together to achieve successful outcomes
- How successful preparation for adulthood will be achieved.

In this document, we have provided examples of how vision can and should be included in all Education Health and Care plans to ensure visual needs are taken into account for all children.
Ensuring eye health, vision testing and the wearing of spectacles is included in the Education and Health Care Plans of all children with learning disabilities

Good eye health, regular eye examinations and attention to the wearing of prescribed spectacles is extremely important for children with learning disabilities. These children are 28 times more likely to have serious sight problems than other children.

SeeAbility feels that information about vision and eye care needs to be included in EHC Plans for all children with learning disabilities, and makes the following suggestions. In each case the section of the EHC Plan to which the suggestions refer is given in bold:

**Special educational needs**: The EHC Plan should specify
- Whether glasses should be worn in an educational setting
- What the glasses are needed for
- When and for how long the glasses should be worn
- Whether the child tolerates the wearing of glasses

**Special education outcomes**: The EHC Plan should identify
- What the child will achieve in relation to the wearing, care and management of glasses

**Special education provision**: The EHC Plan should specify
- The actions and responsibilities of staff/parents in encouraging and supporting the wearing of glasses
- The approach to be used in relation to establishing good eye and glasses hygiene
- The communication systems required to ensure information about glasses and vision is shared between school, home and health practitioners

For each of the above, the persons responsible for making the provision should be identified.

**Health needs**: The EHC Plan should specify
- The nature of any problem with vision
- The functional effects of the visual problem
- Whether glasses have been prescribed
- The frequency with which the child’s eyes should be tested by an optometrist
- Any challenges that exist in administering an eye test
**Health outcomes:** The EHC Plan should specify

The level of vision that the child is expected to achieve if vision is tested regularly and prescription glasses are worn

**Health provision:** The EHC Plan should specify

Where the child’s vision will be tested (hospital clinic, high street optometrist or in school)

The frequency with which vision will be tested

The adopted procedures to ensure that the child is prepared for an eye test

The communication systems required to ensure information about glasses and vision is shared by health practitioners with parents and education staff

The responsibility for ensuring glasses are always available in the school or setting

For each of the above, the persons responsible for making the provision should be identified.

**Social care needs regarding:** The EHC Plan should identify:

Any support that is required by the child’s family to ensure that optometry and eye clinic appointments are attended

Any support that is required to ensure that glasses are provided and maintained in good order.

**Social care outcomes:** The EHC Plan should specify:

The regularity with which eye appointments will be kept

**Social care provision regarding eye care:** The EHC Plan should specify:

The budget, transport and support required to enable 100% attendance for eye tests and eye clinic appointments.

For each of the above, the persons responsible for making the provision should be identified.
The Education and Health Care Plans of children with learning disabilities who also have visual impairment

For children who have learning disabilities as well as a severe visual impairment or cerebral visual impairment, it is vital that the needs, outcomes and provision relating to vision are considered. In addition to the information about eye tests and glasses, the kind of provision that needs to be identified in the EHC Plan for these children includes:

- Regularity of ophthalmic assessments (health)
- Prognosis for vision (health)
- Support from a teacher of visually impaired or multi-sensory impaired children (education)
- Support and training from a habilitation officer to aid mobility (education and/or care)
- The equipment required in order to access learning and daily living (education and care)
- Adaptations that are required to the environment of the school and the home (education and care)

One page profiles

Person centred planning is an important and central concept included in the changes to special educational provision in ensuring positive outcome for children and young people with special educational needs and disabilities.

The ‘one page profile’ is created with the child or young person to summarise information that is of importance to and for the child or young person. The one page profile contains three elements:

- What people like and admire about me
- What is important to me (what is important to the child or young person)
- How best to support me (what is important for the child or young person)

SeeAbility feels that vision should be included in one page profiles and that children and young people should be encouraged to think about this.

SeeAbility makes the following suggestions.
For a child with a learning disability and who wears glasses, a one page profile could include statements such as:

**What is important to me:**

I care about my appearance and like to wear glasses that look nice.

I like to be able to choose my own glasses.

I like to be complimented on my appearance and how nice I look when I’m wearing my glasses.

I enjoy playing ball games. I do this best when I am wearing glasses because I can see the ball.

**What is important for me:**

I need to wear my glasses all the time.

It is difficult for me to keep my glasses clean, so I need you to do this for me.

I need you to make sure that my glasses are comfortable and that they have been put on properly.

When I am in my wheelchair I like you to make sure my glasses are fitted properly.

For a child with a learning disability and severe visual impairment, or cerebral visual impairment, a one page profile could include statements such as (these are additional to any that relate to the wearing of glasses):

**What is important to me:**

I like bright colours and things that stand out well from the background. My favourite colour is yellow. I like wearing this because I can see it clearly. I love toys that make a sound, especially music.

**What is important for me:**

You have to say my name before you start to speak to me so that I know you are talking to me.

I have to have an uncluttered work space so that I can see the things I am supposed to look at clearly.

You have to show me things at no more than 15cms (6”) from my eyes as otherwise I don’t look at them.

I find it easiest to see things that are shiny and which move.

I like to wear a hat with a brim when it is sunny as the light hurts my eyes.

Black and white line drawings are the easiest pictures for me to see.
Vision passports

Where children and young people wear glasses to enable them to participate and engage in the world around them or have visual impairment which can restrict this, a vision passport can help share vital information with key people involved in their lives.

A vision passport can complement the one page profile and be included in support plans at home, school, college or social activities.

Suggestions for the content of the vision passport are:

What you need to know about my vision
- Eye conditions, eye history and prognosis
- Presence of cerebral visual impairment

What I can see
- Visual acuity, functional vision, simple descriptions of vision

What I find difficult to see
- Limitations on vision, variations in vision

How my glasses help me
- Lens prescription, what glasses are for, help to look after glasses, encouragement and support to wear and get used to glasses

How to prepare me for an eye test
- Explanation and resources needed to prepare for an eye test

What you can do to help me see best
- Positioning in the classroom, support to explore objects, how to approach me, allowing enough time to use vision
- Best colour, size, shape, pattern of visual information/materials

How you can provide an environment that helps me see best
- Colour, clutter, contrast, lighting
- Sounds and acoustic properties of spaces

The equipment that I need to help me to learn
- iPad, CCTV, speech output, magnifiers, Moon, braille, raised pictures
ALWAYS remember that, just like an ordinary passport, a vision passport must:

- Have a **picture** of the child
- Have the **date** it was drawn up
- Be **signed** by the person who has drawn it up
- Provide **contact details** in case it is lost
- Give the date when it needs to be **renewed**

For more information and advice on eye health please look at our other factsheets on our website: [seeability.org/looking-after-your-eyes](http://seeability.org/looking-after-your-eyes)