



*A Parent Guide to Mainstream Visual Impairment Education in Scotland*



*This is a Visual Impairment Scotland publication*

Visual Impairment Scotland would like to thank Greater Glasgow NHS Board for their continued support, help and advice.



Visual Impairment Scotland would also like to thank North Ayrshire Council, (Social Services) for helping to fund the publication of this document.



Visual Impairment Scotland  
April 2004

This document was written by Dominic Everett and John Ravenscroft

This Document may be reproduced in whole or in part with the permission of Visual Impairment Scotland

# Contents

- Section 1. Introduction
- Section 2. What right does my child have to a mainstream education?
- Section 3. What type of mainstream school?
- Section 4. Who will I be working with?
  - i) Pre-school stage
  - ii) Primary stage
  - iii) Secondary stage
- Section 5. What preparations should be made for my child starting school?
  - i) Pre-school stage
  - ii) Primary stage
  - iii) Secondary stage
- Section 6. The Record of Needs and the Coordinated Support Plan
- Section 7. How will I be involved in the planning process?
- Section 8. Summing up
- Section 9. Some useful addresses
- Section 10. Reading material

Please Note: Throughout this guide all children will be referred to as he/him to keep it as clear and understandable as possible.

# Section 1. Introduction

The drive towards 'Inclusive' education in recent years has meant that the system of visual impairment education has changed quite dramatically throughout Scotland. Current Research by VI Scotland (2003) and the RNIB (2003) shows that most visually impaired children, aged between 5 -16 years of age, attend their local mainstream school or attend a mainstream school with a Resource Base for visually impaired pupils attached. All Local Authorities now pursue a strategy of delivering an Education system that extends to all; so that all children can reach their full potential by accessing the widest possible range of educational and life opportunities.

For this to be successful parents, educationalists and other professionals must work as closely as possible to determine the successful delivery of an appropriate, planned education that enables the visually impaired child to thrive at school.

Parents however, cannot participate in this planning process, if they have not been provided with the information and knowledge that will be of benefit to them. Often parents feel unsure about what is the best way forward for their child. They may want to know more about their rights as parents; about what types of educational placement would suit their child. They may feel ill-equipped in knowing what their child should receive in terms of their special educational needs. Parents may want to know if any special preparations will be made for their child starting school and/or be concerned about how he will cope once there. Parents may desire more information about the school curriculum; the level of specialist visual impairment support provided; access at the school; and extra-curricular activities. Most of all they may be worried about whether their child will 'fit in'.

This booklet has been produced by VI Scotland to give parents more information about mainstream education for visually impaired children. Our aim is to promote a closer partnership between parents, local authorities and education professionals. VI Scotland wants to encourage all parents to become involved in the decision-making process, by providing Questions and Answers in an accessible, plain English format. Together, we can ensure that your child is given the education he deserves.

## Section 2. What right does my child have to a mainstream education?

Parents of visually impaired children often face the difficult task of deciding which school their child should attend. The very specific special educational needs of a visually impaired pupil mean that he may require additional intensive specialist input to enable him to achieve his full potential. More and more are now opting for a mainstream setting for their child and most education departments throughout Scotland are pursuing a more Inclusive education system. So, what right does your child have to a mainstream education?

The introduction of the Standards in Scotland's Schools etc, Act. (2000); the Disability Discrimination Act (1995); and the more recent Special Educational Needs and Disability Act (2001), has meant that local education authorities in Scotland should now think about taking "reasonable steps" to ensure that children with disabilities obtain the support they require to access the curriculum within a mainstream educational environment - if this is appropriate. As a result it is presumed that "mainstreaming" will take place and education authorities as well as individual schools, are obliged to review their policies and practice, so that children with a disability are not disadvantaged in any way or treated "less favourably" than their able-bodied peers.

### Local authority responsibility to plan ahead

From October 2002, the introduction of the Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act means that "responsible bodies" - the local

authorities - will be required to have a strategic plan for the implementation of improved accessibility to schools. These strategies should improve service provision over time and will consider:

## Improved physical access to the school

Local authorities and individual schools will be required to address issues such as;

- improvements to signage,
- route finding systems to enable pupils to find their way round a school easily,
- colour contrasting, e.g. door handles and steps - to enable pupils to make best use of their residual vision,
- adjustable lighting, blinds,
- tactile paving outside the school,
- evacuation procedures.

## Improved access to the curriculum

Strategies must be put in place to ensure that the visually impaired learner achieves full access to the curriculum, with particular attention paid to improving communication.

All resources provided to pupils in writing, such as handouts, worksheets, textbooks, timetables, test and examination papers, posters around the school, and information about school events should be made available in an electronic format. This Information may then require adaptation and be presented in an alternative form such as, in Braille, in large print, in audio formats, through ICT, through sign language or by a recognised symbol system (such as Makaton).

Classroom learning materials should ideally be presented at the beginning of the lesson, for immediate use, when it is required by the student. Resources should not be reproduced at a later date as this would disadvantage the student, and therefore be regarded as "less favourable" treatment.

Any strategic plan should also consider health and safety issues, which have often been regarded as the main barrier to full access to the curriculum. Particular attention should be paid to any potentially 'problematic' areas of the school curriculum, such as Physical Education, Science, Home Economics and Technical Subjects. Pupils should not be prevented from accessing any subject area and the local authority will have to ensure that this can and will happen.

## Section 3. What type of mainstream school?

With the recent changes to Education legislation (outlined in Chapter 2), local authorities now presume that mainstreaming will be the first option for parents and are legally required to provide a strategic plan which will enable your child's successful integration into a mainstream setting. The local authority must make 'reasonable adjustments' to the school of your choice, in terms of physical access; access to the curriculum and improved communication in an appropriate format. However, the local authority may argue that it is either too difficult or expensive to immediately make major adaptations to your preferred school, and are NOT required by law to do so. Remember, they are only obliged to plan for the future, and that may not be of immediate benefit to your child.

Therefore, what you must decide when choosing an educational placement is what type of school would best meet your child's individual needs. There is no right or wrong choice and there is a full spectrum of provision available in Scotland in either a special or mainstream environment.

Children whose only disability is their visual impairment usually go to their local mainstream school with specialist input from a visiting Peripatetic Teacher of the Visually Impaired (PTVI's). These specialists will work very closely with you and your child, the school and your child's classroom teacher and should provide regular support and advice. These teachers should routinely assess your child's functional vision to determine what specialist support will help them overcome their visual loss. PTVI's can assist with the preparation and adaptation of materials; recommend and provide instruction in the use of

access technology such as laptops with speech output or enlargement software; Braille devices or video magnification.

Alternatively, some local authorities have a Unit/Resource Base attached to a mainstream school in their area. These units are staffed by specialist Teachers of the Visually Impaired (TVI's) and provide visually impaired children the opportunity to mix with their sighted and visually impaired peers within an integrated environment. TVI's work in the same way as peripatetic Teachers of the Visually Impaired except that input is much more regular and immediately available.

Many children with complex needs and visual impairment are integrated into mainstream schools, with resources provided by a team of teachers, speech and language therapists, physiotherapists, learning support teachers and other professionals. Certainly, a great deal of forward planning and resources may be necessary to ensure success, but it can be achieved. Increasingly, there have been many successful examples of split placements between a special school environment and a local mainstream school. This is becoming routine practice, as many special schools are developing closer links to local schools, with the aim of improving social inclusion for their pupils.

Remember, no one child is the same and it is vital that you choose a school that is best for him/her.

If you require help in deciding which environment would be the most suitable one for your child, you may wish to seek additional advice from your local Council's Education Department, VI Scotland and/or RNIB (Scotland).

## Section 4. Who will I be working with?

As your visually impaired child makes his way through the education system you will come into contact with many different professionals, whose job it is to ensure that your child is able to succeed in a mainstream environment. As this guide deals with visual impairment mainstream education in Scotland, we will focus on the different educational stages and the process that parents will be involved in. It will be presented in three separate sections:

- i) Pre-school
- ii) Primary school
- iii) Secondary school

This will allow you to look at the area that is most relevant to you and your child.

### i) Pre-school stage

If your child has been identified as having special educational needs at an early stage of development it is very likely that you will come into contact with various professionals at the pre-school stage. These may include Health professionals, such as GP's, Health Visitors, Community Paediatricians, Ophthalmologists (Eye Doctor), Orthoptists (specialists who work to improve vision) and Optometrists (Opticians). These professionals will provide information about your child's vision (and other disabilities if they are relevant) which will assist with the planning of support.

If required, a Home Teacher or Pre-5 Teacher of the Visually

Impaired (TVI) may visit your child to assess his functional vision and give advice on how to meet his special educational needs. The TVI will work with parents to develop a programme which can be used to aid child development. When your child is ready to start Nursery or Playgroup, the Pre-5 Teacher will give information and advice to those working with your child.

One of the responsibilities of the Educational Psychologist is to assess the special educational needs of your child, to work closely with the Home Teacher and Nursery and to advise on an appropriate educational placement.

You may be invited along to a Pre-school Assessment Team (PRESCAT) meeting to discuss your child's future education. It will be attended by all those who are involved professionally with your child, and may include input from education, health and social services.

## ii) Primary school stage

When it is time for your child to attend Primary school, you will not only come into contact with the Head Teacher and Classroom Teacher, but may also meet others who are responsible for your child's special educational needs. These may include;

1. Teacher of the Visually Impaired (TVI) – these are specially trained teachers who are aware of the very specific educational needs of visually impaired children. TVI's assess the functional vision of the pupil and work as part of a team that makes sure your child gets the support and equipment that will help overcome any difficulties caused by his visual loss. TVI's will provide advice to the school and classroom teacher and visit regularly to monitor progress.

2. Learning Support Teacher – these teachers are able to dedicate additional time to your child’s learning needs. They can reinforce class work; provide intensive teaching and allow your child to learn at his/her own pace.
3. Special Needs Auxiliary – It may be that your child would benefit from the additional assistance of a Special Needs Auxiliary. They may work alongside your child in class and provide support at intervals and lunchtimes.
4. Classroom Assistant – They are responsible for classroom duties that assist the class room teacher and that benefit the whole class. They may not be directly involved with your child on a one-to-one basis, but may assist your child with group work.

Children with additional special educational needs may also receive input from Teachers of the Hearing Impaired, Physiotherapists, Occupational Therapists, Speech and Language Therapists, etc. (Please be aware that level of services vary between establishments and this should be taken into account when looking at placement)

Parental involvement will be in the form of attending Parents’ Nights, Information Evenings, and attendance at regular Reviews if the child has a Record of Needs/Coordinated Support Plan. (see Section 6)

### iii) Secondary school stage

Once your child is of secondary age, a considerable amount of preparation is required before he starts school. A mainstream secondary setting is usually a very large, spread out campus, which demands a greater level of movement by the visually

impaired pupil. The strains of adolescence add to the complexity of school life and can result in a whole new set of challenges for the visually impaired young person.

Therefore, depending on the individual needs of your child, preparations may begin as early as the P6-7 stage. The Educational Psychologist and TVI will continue to assist in this transition, and initial contact and advice will be given to the receiving school. As well as the usual school staff you may encounter other people who will be of assistance to you and your child. These may include;

1. Mobility Education Officers and Rehabilitation Workers - who will help with mobility lessons, independence training and daily living skills.
2. Special Needs Careers Advisers - who will direct your child towards their chosen career after school.
3. Children with additional special educational needs may also receive input from Teachers of the Hearing Impaired, Physiotherapists, Speech and Language Therapists, Occupational Therapists, etc. (Please be aware that level of services vary between establishments and this should be taken into account when looking at placement)

Parental involvement will be in the form of attending Parents' Nights, Information Evenings, and attendance at regular Reviews if the child has a Record of Needs/Coordinated Support Plan. (see Section 6)

## Section 5. What preparations should be made for my child starting school?

Whether your visually impaired child is starting Nursery, Primary or Secondary school, there are a number of issues to be considered which may assist with his transition to the new environment. We have attempted to start you off with some important questions to ask your chosen school. These are intended as a tool for parents to work together with teaching professionals in the interests of the visually impaired learner. Please remember that each child has his own very specific needs and therefore, this list should only be used as a guide! Once again we have broken them into 3 sections so that you can access the information that is most relevant to you and your child.

### i) Pre-school stage

#### My child and the curriculum

1. Will my child manage with the mainstream Nursery/Playgroup curriculum or should an Individualised Educational Programme (IEP) be used to teach him at a more suitable pace?
2. Will a specialist Teacher of the Visually Impaired (TVI) be providing additional support to my child and the Nursery/ Playgroup?
3. What specialist visual impairment awareness training will be given to the Nursery/Playgroup staff?

4. Will a classroom assistant/SEN auxiliary be necessary while my child attends the Nursery/Playgroup?
5. What additional teaching resources can be used to help my child within the Nursery/Playgroup? - Brightly coloured toys; soft play; scented pens, etc.

## The Nursery/Playgroup environment.

1. Is the classroom layout a safe environment for my visually impaired child? Is the room uncluttered, with no square-edge surfaces, etc?
2. Where will my child sit in the classroom? - At the front, side, with his back to the window? Will demonstrations, blackboard work, videos, live performances, be made accessible to my child?
3. How will inadequate or bright lighting affect my child in the Nursery/Playgroup classroom? Perhaps angle-poise lamps could improve poor lighting or maybe blinds could be fitted in bright rooms?

## Other issues to consider

1. Will special transport arrangements be necessary to get my child to and from the Nursery/Playgroup?
2. Will my child be able to obtain physical access to the school? Will it be necessary to have adaptations such as ramps, lifts, stair-lifts fitted?
3. Does the Nursery/Playgroup have access to a safe and evenly surfaced play area? Will assistance be required to allow my child freedom to play and to prevent

accidents?

4. What preparations have been made in the event of a fire and at break-times?
5. Will my child be fully involved in Nursery/Playgroup trips, sporting events, activities etc?
6. Will the Nursery/Playgroup make a special effort to help my visually impaired child make friends?
7. What additional preparations will be made to ease my child's transition to Primary school?

## ii) Primary school stage

As with Nursery provision, your child should progress easily with an appropriate level of support as and when required. You may wish to explore the following issues.

### My child and the curriculum

1. Will my child manage with the mainstream 5-14 curriculum or should an Individualised Educational Programme (IEP) be used to teach him at a more suitable pace, with necessary adaptations to the course?
2. Will a specialist Teacher of the Visually Impaired (TVI) be providing additional support to my child and the Primary school?
3. Will specialist visual impairment awareness training be given to the Primary school staff, in particular my child's classroom teacher?

4. How will my child access the 5-14 Curriculum? Will he learn to read with ordinary text, use Large Print, or learn through an alternative medium such as Braille, audio-tape or Moon? Will he be provided with specialist technology such as a computer, video magnifier?
5. Will a classroom assistant/SEN auxiliary be necessary within class time to assist my child with class work?
6. What additional teaching resources can be used to help my child within the classroom? - talking calculators, large print books, dictionaries, etc.

## The classroom environment.

1. Is the classroom layout a safe environment for my visually impaired child? Is it easy to move around? Should the other children be made aware of my child's visual impairment so that they show consideration; keep the class tidy, etc?
2. Where should my child sit in class? - At the front, side, with back to the window? Will demonstrations, blackboard work, videos, live performances, be made accessible to my child?
3. How will inadequate or bright lighting affect my child in the classroom? Perhaps angle-poise lamps could improve poor lighting or maybe blinds could be fitted in bright rooms?

## Accessibility throughout the whole school?

1. Will special transport arrangements be necessary to get my child to and from school?

2. Will my child be able to obtain physical access to the whole school? Will it be necessary to have adaptations such as ramps, lifts, stair-lifts fitted?
3. Does the school have access to a safe and evenly surfaced play area?
4. Could improved signage be of benefit to my child's mobility in and around the school environs?
5. What route-finding strategies have been implemented to enable my child to find his way around the school?
6. What consideration has been given to colour contrast in corridors, stairwells and doorways in the Primary school? Can improvements in lighting and blinds help?

## Other relevant questions

1. Should additional support be provided at Intervals and lunchtimes for my visually impaired child? Will an SEN auxiliary be necessary at these times?
2. How fully will my child be involved in school trips, extra-curricular activities, school clubs and organisations?
3. What social inclusion strategies will be in place to help my child make friends?

## iii) Secondary school stage

When a visually impaired child reaches secondary school age, the requirement for considerable forward planning is extremely

important. Secondary education brings not only greater academic demands, but also the need for preparation for adulthood. The school is larger; the number of pupils may be far greater and the children will have to move from class to class. This challenge will be even more problematic for the visually impaired adolescent. To ensure that your child will receive an appropriate level of support you may wish to consider the following areas.

## My child and the curriculum

1. Will my child manage with the mainstream secondary school curriculum or should an Individualised Educational Programme (IEP) be used to teach him at a more suitable pace, with necessary adaptations to the course?
2. Will a specialist Teacher of the Visually Impaired (TVI) be providing regular, additional support to my child and the Secondary school?
3. What specialist visual impairment awareness training will be given to the whole school staff, in particular my child's subject teachers? Will disability/visual impairment awareness training be extended to the school pupils as part of their Personal and Social Development (PSD) programme?
4. How will my child achieve access to the Secondary school curriculum? - Will he learn through the use of ordinary text, Large Print, Braille, Audio-tape or Moon? If my child uses an alternative format, how will subject teachers access his class work?

5. Will my child be provided with specialist technology such as a lap-top computer, video magnifier, Braille note-taker, for use in class?
6. Will a classroom assistant/SEN auxiliary be necessary to assist my child with class work during class time?
7. What additional teaching resources can be used to help my child within the classroom? Low Vision Aids (LVA's) such as telescopes, magnifiers; talking calculators; large print books, talking dictionaries, etc?
8. How will my visually impaired child access more difficult areas of the curriculum, such as; PE, Technical Studies and Home Economics?

## The classroom environment.

1. Is the classroom layout a safe environment for my visually impaired child? Is it easy to move around the school? Should the other children be made aware of my child's visual impairment so that they show consideration; keep the class tidy, etc?
2. Where should my child sit in class? - At the front, side, with back to the window? Will demonstrations, blackboard work, videos, live performances, be made accessible to my child?
3. How will inadequate or bright lighting affect my child in the classroom? Perhaps angle-poise lamps could improve poor lighting or maybe blinds could be fitted in bright rooms?

## Accessibility throughout the whole school?

1. Will special transport arrangements be necessary to get my child to and from school?
2. Will my child be able to obtain physical access to the whole school? Will it be necessary to have adaptations such as ramps, lifts, stair-lifts fitted?
3. Does the school have access to a safe and even play area?
4. What route-finding strategies have been implemented to enable my child to find his way around the school? Should mobility education be given in the weeks/months prior to my child starting Secondary school?
5. Could improved signage be of benefit to my child's mobility in and around the school environs?
6. What consideration has been given to colour contrast in corridors, stairwells and doorways in the Secondary school? Can improvements in lighting and blinds help?

## Other relevant questions

1. Will special exam arrangements be available for my child? Will this consider the provision of extra-time, adapted papers, readers, scribes?
2. Should additional support be provided at Intervals and lunchtime for my child? - Will an SEN auxiliary be necessary at these times?
3. How fully will my child be involved in extra-curricular

activities? Will he be able to attend excursions, discos, school shows, clubs and organisations?

4. What social inclusion strategies will be in place to help my child make friends at Secondary school?

# Section 6. The Record of Needs and the Coordinated Support Plan

## The Record of Needs

The Record of Needs is currently the most important strategic support plan available to parents in Scotland. It is a formal, legally-binding document produced following a full assessment of your child's individual needs. It is a regularly reviewed plan, which considers what additional support and resources should be put in place to assist your child at school.

Not all children who are assessed will actually have a Record opened. This may be because either the child does not require one as their needs are not severe enough; or the local authority believes that enough support can be provided without this legal document being produced. The majority of children with special educational needs do not have a Record of Need, but there are some advantages in getting one.

1. Your child's needs and the level of support to be provided by the local authority, are clearly stated, in writing.
2. You can be involved in the assessment and planning process; with a coordinated plan being developed to meet your child's individual needs.
3. You can call for a Review or appeal against assessment and planning decisions about your child.

The Record of Needs process may be started at the suggestion of a Teacher of the Visually Impaired (TVI) or the parent and is coordinated by an Educational Psychologist. If you require more information about the Record of Needs process in your area, please contact your local Education department.

## The Coordinated Support Plan

From October 2003, the Scottish Parliament will be discussing the Education (Additional Support for Learning) (Scotland) Bill. One of its main aims is to replace the existing Record of Needs with a Coordinated Support Plan.

N.B: The existing Record of Needs will not be removed immediately. This will be done gradually over the next few years at Reviews and Future Needs Assessments.

Therefore, if you believe your child requires a Record of Needs now, then please see your local education authority. Please bear in mind that they are not duty bound to open one but are duty bound to implement it.

A Coordinated Support Plan would be provided for children with complex educational needs which require continuing review. A Plan would normally only be provided where a mainstream school or nursery cannot provide for the child from within its existing or easily obtainable resources. A Plan should consider play, recreation, and social development as well as education.

Remember: When the new system is implemented existing Records will be replaced by the new Plan at the review date. Until then the existing arrangements for opening and reviewing Records will continue.

## So what is different?

The Coordinated Support Plan would be more flexible and responsive than the current Record of Needs. It would still have legal status. It would be a strategic, long term addition to the other planning documents and should complement them. The Plan would be a framework of provision which could include the various strategies that will ensure your child's educational experience is a positive one. It may for example include your child's Individualised Educational Programme (IEP); and/or state in writing what resources and support will be implemented to overcome the special educational needs caused by your child's visual impairment. The Plan should include as much detail as possible about the provision. It should not be focused on your child's deficiencies and weaknesses.

Psychological and health assessments would not be compulsory but carried out when appropriate or when requested by you. As long as the young person or the parent agrees, the Plan and other reports should automatically be shown to all professionals involved with your child. Relevant reports and the IEP would be attached to the Plan. The education authority would ensure that parents and young people are provided with one named person contact who could advise on all aspects of additional support needs. All parents would have the right to be accompanied at meetings by a person acting as an advocate.

Education authorities should have in place arrangements for mediation involving independent mediators to resolve disputes. Young people and parents will have the right to appeal against any part of the Plan. An independent expert Tribunal will hear appeals. The Tribunal will be open, accessible and user-friendly.

These changes should lead to a much tighter level of support for visually impaired children throughout Scotland. With the proposed increase in parental and child involvement in future planning and provision, the opportunity for closer partnership between home and school increases considerably.

## Section 7. How will I be involved in the planning process?

Throughout your child's attendance at school, you will be involved in some way with the future planning of your child's education. From attendance at Parents' Nights to formal Review meetings; if your child has a visual impairment then careful consideration of his special educational needs is necessary on a regular basis. To enable you to participate fully in this decision-making process you must be prepared to work in partnership with the professionals to guarantee the effective and efficient delivery of services for your child.

We would encourage all parents to be as prepared as possible when attending planning meetings. You may wish to consider the following;

- Be well-informed - about your child's visual impairment and how this will affect his learning; about your child's educational provision and possible alternatives.
- Know about you and your child's rights.
- Ask as many questions as possible - You could perhaps make a list beforehand, so that you don't forget anything important.
- Feel free to air your concerns, in a calm, polite and patient manner – but be persistent if necessary, to ensure that your views are taken seriously.
- Be organised – read any previous correspondence, assessment reports, relevant information before any

meeting. Request that decisions taken at the meeting be recorded, so that you can refer to them at a later date, if necessary.

## Complaints

If you are dissatisfied with the level of support your child is receiving or you are unhappy about any aspect of your child's educational experience then you should complain through your local education department's official complaints procedure.

If you have done this and are still unhappy about the outcome, then your next point of contact should be the Local Government Ombudsman who will conduct an independent investigation into your complaint (the address is available from your local Council).

## Section 8. Summing Up

VI Scotland hopes that this Guide has been of some assistance to parents of visually impaired children in Scotland. The increasing numbers of visually impaired young people attending mainstream schools is greatly welcomed. However, for this to be successful local authorities must ensure that schools are fully accessible for learners; make sure that they are adequately resourced; and that teachers are trained to meet the very specific special educational needs of the visually impaired.

In partnership with educational professionals, parents must plan and prepare for their child's future education. You should become involved at the earliest stage and should not be afraid to ask questions on behalf of your child. You should seek advice and information from those who have had similar parental experiences, as well as the various agencies and support groups that can be of assistance. Finally, and most importantly, stay focused on what is the most appropriate way to help your child overcome his/her visual impairment. Work with the professionals so that a successful educational programme will be established that will enable your child to become an active, independent visually impaired adult.

## Section 9. Some Useful Addresses

If you want to know more about visual impairment educational provision in your area you should contact your local Council's Education Department.

Here is a list of some useful national organisations to provide additional information, support and guidance if required.

### Visual Impairment Scotland

VI Scotland is an organisation which aims to provide information and support to children with a visual impairment and their families. We provide clear, understandable medical information documents, as well as a parent support network.

Visual Impairment Scotland  
Moray House  
Holyrood Road  
Edinburgh  
EH8 8AQ  
Tel: (0131) 651 6078  
Email: [viscotland@ed.ac.uk](mailto:viscotland@ed.ac.uk)  
Website: <http://www.viscotland.org.uk>

### Royal National Institute of the Blind (RNIB)

RNIB (Scotland)  
Dunedin  
25 Ravelston Terrace  
Edinburgh  
EH4 3TP  
Tel: (0131) 311 8500  
Fax: (0131) 311 8529  
Website: <http://www.rnib.org.uk>

## Scottish Sensory Centre

The SSC supports and promotes new developments and effective practice in sensory impairment education. It also provides an extensive catalogue of resources; books, journals, videos, CD-Roms on sensory impairment.

Scottish Sensory Centre  
Moray House School of Education  
University of Edinburgh  
Holyrood Road  
Edinburgh  
EH8 8AQ  
Tel: 0131 651 6501  
Website: <http://www.ssc.mhie.ac.uk>

## Contact a Family (Scotland)

A support and advice network for parents of children with a disability in Scotland.

Contact a Family (Scotland)  
Norton Park  
57 Albion Road  
Edinburgh  
EH7 5QY  
Tel: (0131) 475 2609  
Email: [Scotland@cafamily.org.uk](mailto:Scotland@cafamily.org.uk)  
Website: [www.cafamily.org.uk/scotland](http://www.cafamily.org.uk/scotland)

## Enquire

Enquire is the National advice service for children with Special Educational Needs

Children in Scotland

Princes House

5 Shandwick Place

Edinburgh

EH2 4RG

Tel: (0131) 222 240

Email: [Enquire.SENinfo@childreninscotland.org.uk](mailto:Enquire.SENinfo@childreninscotland.org.uk)

Website: [www.childreninscotland.org.uk/enquire.htm](http://www.childreninscotland.org.uk/enquire.htm)

## Visibility

(Formally known as Glasgow and the West of Scotland Society for the Blind)

2 Queens Crescent,

Glasgow G4 9BW

Tel: 0141 332 4632

Email: [info@visibility.org.uk](mailto:info@visibility.org.uk)

Website: <http://www.gwssb.demon.co.uk>

## Section 10. Reading Material

There are various books and publications which may be of use to parents seeking information about visual impairment education in Scotland. We have made a short list of some of the most relevant.

Bowman, R. Bowman, R. and Dutton, G. (2001) Disorders of Vision in Children, a guide for teachers and carers; London; RNIB.

Buultjens, M. Stead, J. and Dallas, M. (2002) Promoting social inclusion of pupils with visual impairment in mainstream schools in Scotland; Edinburgh; Scottish Sensory Centre.

Cole-Hamilton, I. Vasey, D. (2000) Shaping the Future; the experiences of blind and partially sighted children in the UK: summary report.; RNIB.

Cuthbertson, J. Fullerton, J. Todd, N. (2002) Let me read it! Planning accessible information for pupils with visual impairment. RNIB.

Disability Rights Commission (2002) Guide for parents: Part 4 of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 – schools (Scotland); Disability Rights Commission.

ENABLE (1999) The Record of Needs: A guide for parents of children with special educational needs. Glasgow; ENABLE.

GWSSB (1997) Growing Together – A Handbook for Parents of Visually Impaired Children; Glasgow; GWSSB.

HMSO (2001) Special Educational Needs and Disability Act. London.

RNIB (2003) Educational provision for blind and partially sighted children in Scotland in 2002. Edinburgh; RNIB.

Scottish Executive (2002) Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act; Edinburgh; Scottish Executive.

Scottish Executive (2000) Standards in Scotland's Schools etc, Act.; Edinburgh; Scottish Executive.

VI Scotland (2003) A New System of Notification of Childhood Visual Impairment and the Information it has Provided on Services for Scottish Children; Edinburgh; VI Scotland.

VI Scotland (2003) Where can you go from here? Scotland. Edinburgh; VI Scotland.

Acknowledgement:

A special thank you must go to Marianna Buultjens and Dr. Neil Todd for their assistance in the production of this parent guide.



ISBN 0-9546081-1-9

*Published by Visual Impairment Scotland*

Visual Impairment Scotland  
The University of Edinburgh  
Holyrood Road  
Edinburgh  
EH8 8AQ

Tel: 0131 651 6078

Fax: 0131 651 6502

Textphone: 0131 651 6067

Email: [viscotland@ed.ac.uk](mailto:viscotland@ed.ac.uk)

Website: <http://www.viscotland.ed.ac.uk>