

### Preparation For Adulthood Toolkit – Visual Impairment

	Employment /HE	Independent Living	Community Participation	Good Health
Primary – KS1	<p><b>Explore different roles in society eg medical, home making, construction, education</b></p> <p>Role play – provision of suitable accessible play items.</p> <p>Small world play – suitable materials and structured examples.</p> <p>Exploration of real objects related to professions.</p> <p><b>Telling time to o'clock and half past</b> – accessible materials. Individual support.</p> <p><b>Numeracy/Literacy skills</b> – braille, large print access to school curriculum.</p> <p><b>IT</b> – early computer skills and touch typing.</p>	<p><b>Safety awareness</b> – provision of suitable accessible play items. Outdoor play and road safety</p> <p><b>Recognising money</b> – accessible materials, real money, shop activities.</p> <p><b>Early mobility skills including long cane as appropriate.</b> – Mobility specialist and strategies for skill development.</p> <p><b>Dressing skills</b> – support with PE changing, skill development in fastening – zips, buckles buttons etc.</p> <p><b>Organisation skills and responsibility</b> - Full inclusion in class responsibility e.g. – watering plants, toast plan, milk and fruit monitor etc. Individual sessions for cutting (scissors and safe knives), pouring etc.</p>	<p><b>Participation in Extracurricular activities</b> – support in place, resources provided. QTVI to provide support and information regarding specialist activities.</p> <p><b>Participation in Lego therapy</b> – accessible. Braille lego activities. Duplo/jumbo lego.</p> <p><b>Participation in small group activities</b> – turn taking games, talking games, waiting</p> <p><b>Full participation in phonics, group reading and other small group activities...</b> accessible resources and teaching methods.</p>	<p><b>Healthy eating</b> - participation in class activities e.g. fruit salad making role play with suitable materials, encouragement to try new tastes and textures.</p> <p><b>Outdoor play and fitness</b> – provision of suitable outdoor equipment, provision of specialist teaching of pedalling, climbing, safe access to equipment. Schedule for turn taking.</p> <p><b>VI friendly playground games</b> – supported game playing, trained staff, modified resources.</p> <p><b>Hand washing and self-care</b> – individual sessions on handwashing and cleanliness.</p>

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Primary KS2	<p><b>Knowledge of occupations/training/ education</b> – provision of reading material, opportunities to meet role models in and out of school, exploration of tools and resources used in different professions.</p> <p><b>IT</b> – structured programme of touch typing. Increased use of tech for access, specialist equipment and low vision aids as appropriate.</p> <p><b>Numeracy/Literacy skills</b> – braille, large print access to school curriculum. Development of skills in line with peers.</p> <p><b>Time telling – 24 hour clock, analogue and digital.</b> – Provision of specialist teaching and materials.</p>	<p><b>Safety awareness</b> - specific sessions to include road safety, traveling specific routes, personal safety. Bike-ability – with support and realistic expectations.</p> <p><b>Handling money</b> – accessible materials, real money, shopping during mobility sessions.</p> <p><b>Mobility skills including long cane as appropriate.</b> – Mobility specialist and strategies for skill development. Recognising landmarks, outdoor safety day and night, traffic noises, controlled crossings. Student specific routes.</p> <p><b>Refining dressing skills</b> – support with PE changing, skill development in fastening – shoe laces, small buttons.</p> <p><b>Organisation skills and responsibility</b> - continued inclusion in class responsibility Individual sessions for cutting (scissors and safe knives), pouring etc</p>	<p><b>Participation in Extracurricular activities</b> – support in place, resources provided. QTVI to provide support and information regarding specialist activities. Bike-ability – with support and realistic expectations.</p> <p><b>Participation in Lego therapy</b> – accessible. Braille Lego activities. Duplo/jumbo Lego.</p> <p><b>Participation in small group activities</b> – turn taking games, talking games, waiting, group discussion skills, and peer led discussion groups.</p> <p><b>Development of social and conversational skills.</b> Social skills therapy – teaching conversation skills, social stories, conversing with different audiences. Role play conversations, conversational tasks.</p>	<p><b>Healthy eating</b> - participation in class activities e.g. fruit salad making role play with suitable materials, encouragement to try new tastes and textures.</p> <p><b>Food preparation skills</b> – opportunities to practise cutting, pouring, measuring, making a simple meal. Food prep health and safety. Suitable equipment provided e.g. accessible scales/ liquid guide.</p> <p><b>Full participation in Physical activities</b> - provision of suitable outdoor equipment, provision of specialist teaching of pedalling, climbing, safe access to equipment. Mile a day.</p> <p><b>Vi friendly playground games</b> – supported game playing, trained staff, modified resources.</p> <p><b>Hand washing and self-care</b> – individual sessions on handwashing and cleanliness.</p>

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Secondary KS3	<p><b>Knowledge of occupations/training/ education</b> –opportunities to meet role models in and out of school, exploration of tools and resources used in different professions.</p> <p><b>IT</b> –use learned skills and touch typing in different applications and programmes. Increased use of access technology for a range of tasks - both at home and school, specialist equipment and low vision aids as appropriate.</p> <p><b>Curriculum access</b> – braille, large print access to school curriculum. Development of skills in line with peers.</p>	<p><b>Understanding the action they need to take to address their visual needs</b> - information regarding eye condition and how it may affect learning and their needs.</p> <p><b>Safety awareness</b> - specific sessions to include road safety, traveling specific routes, personal safety to address changing situations, environments and increasing independence.</p> <p><b>Handling money</b>–shopping during mobility sessions. Increased independence and skill development.</p> <p><b>Mobility skills including long cane as appropriate.</b> – Support from mobility specialist: Recognising landmarks, outdoor safety day and night, traffic noises, controlled crossings. Increasing independence for using public transport, stairs and escalators, numerous routes depending on student requirements.</p> <p><b>Organisation skills and responsibility</b> – strategies to organise workload and equipment with increasing independence.</p>	<p><b>Participation in Extracurricular activities</b> – support in place, resources provided. QTVI to provide support and information regarding specialist activities. Increased independence.</p> <p><b>Development of social and conversational skills.</b> Social skills therapy – teaching conversation skills, social stories, conversing with different audiences. Role play conversations, conversational tasks. "Question of the week" – who did you ask and what happened next?</p>	<p><b>Healthy eating</b> - support and materials for Food tech. Information on what is healthy food and why</p> <p><b>Food preparation skills</b> – opportunities to practise cutting, pouring, measuring, making a simple meal independently. Food prep health and safety. Suitable equipment provided e.g. accessible scales/ liquid guides.</p> <p><b>Full participation in Physical activities</b> – provision of materials for PE. Provision of alternative activities. Increased independence. Support to develop physical skills. Beginning fitness for life activities – e.g. gym equipment, couch to 5k, cross country, yoga</p>

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Secondary KS4	<p><b>Knowledge of occupations/training/ education</b> –opportunities to meet role models in and out of school, exploration of tools and resources used in different professions. Work experience – with suitable support as needed. Consideration of aspirations for future education, opportunities and employment.</p> <p><b>IT</b> –use learned skills and touch typing in different applications and programmes. Increased use of access technology for a range of tasks - both at home and school, specialist equipment and low vision aids as appropriate.</p> <p><b>Curriculum access</b> – braille, large print access to school curriculum. Development of skills in line with peers. Development of study skills and independent working. Revision skills using a range of techniques.</p>	<p><b>Understanding the action they need to take to address their visual needs</b> - information regarding eye condition and how it may affect learning and their needs. Becoming a self-advocate for their visual needs.</p> <p><b>Safety awareness</b> - specific sessions to include road safety, traveling specific routes, personal safety to address changing situations, environments and increasing independence.</p> <p><b>Handling money</b>–increased independence and skill development. Budgeting and banking skills.</p> <p><b>Mobility skills including long cane as appropriate.</b> – preparing for independent travel. Use of public transport</p> <p><b>Organisation skills and responsibility</b> – application of strategies for organising workload and equipment independently.</p>	<p><b>Participation in Extracurricular activities</b> – support in place, resources provided. QTVI to provide support and information regarding specialist activities. Increased independence. Encouragement to take on voluntary roles, with support as appropriate.</p> <p><b>Development of social and conversational skills.</b> Social skills therapy –Interview skills for college and employment. Handling social media – internet safety, including accessing applications. Developing self-esteem, strategies for self-awareness, understanding difference.</p>	<p><b>Healthy eating</b> - wider knowledge of a healthy diet. Making healthy food for themselves at home.</p> <p><b>Food preparation skills</b> – opportunities to learn how to cook a meal and prepare food for other people.</p> <p><b>Develop good personal hygiene skills</b> – provision on suitable materials and models of anatomy, plus individual strategies for self-care.</p> <p><b>Full participation in Physical activities</b> – provision of materials for PE. Provision of alternative activities. Increased independence. To understand the importance of daily exercise. Build on fitness for life activities – e.g. gym equipment, couch to 5k, cross country, yoga</p>

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Post 16	<p><b>Knowledge of occupations/training/ education</b> –opportunities to meet role models in and out of school, including outside agencies e.g. Galloways, Blind In Business, Technology companies etc. Work experience – with suitable support as needed. Support to develop specific skills required for chosen options/fields of study/ employment. Support applying for courses and employment. Knowledge of additional access requirements for different roles and Access to Work scheme</p> <p><b>IT</b> – continued use of learned skills and touch typing in different applications and programmes. Increased use of access technology for a range of tasks – in a range of situations, specialist equipment and low vision aids as appropriate.</p> <p><b>Curriculum access</b> – braille, large print access to post 16 curriculum. Development of skills in line with peers. Development of study skills and independent working. Revision skills using a range of techniques.</p>	<p><b>Understanding the action they need to take to address their visual needs</b> - information regarding eye condition and how it may affect learning and their needs. Becoming a self-advocate for their visual needs. Knowledge of rights and responsibilities under the Equalities Act.</p> <p><b>Safety awareness</b> - specific sessions to include road safety, traveling specific routes, personal safety to address changing situations, environments and leading to full independence wherever possible.</p> <p><b>Handling money</b> –increased independence and skill development. Budgeting and banking skills. Help accessing benefits and bursaries, student loan applications and disabled student allowances.</p> <p><b>Mobility skills including long cane as appropriate.</b> –</p>	<p><b>Participation in Extracurricular activities</b> – support in place, resources provided. QTVI to provide support and information regarding specialist activities. Increased independence.</p> <p><b>Involvement in community activities of choice</b> – utilising skills taught and developed previously, the student should now be able to make independent choices, advocate for and use support or equipment appropriately</p>	<p><b>Healthy eating</b> - Making healthy food for themselves at home. This should now be part of daily life.</p> <p><b>Food preparation skills</b> – opportunities to learn how to cook a variety of meals and prepare food for other people. Ability to entertain friends and family with food and drink.</p> <p><b>Full participation in Physical activities</b> –. Build on fitness for life activities – e.g. gym equipment, couch to 5k, cross country, yoga. Information regarding different activities and support available. Information regarding specialist sports clubs and activities for VI adults.</p>

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		<p>preparing for independent travel.</p> <p><b>Organisation skills and responsibility</b> – organising workload and equipment independently. Increased expectations of self-organisation into adulthood.</p>		
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