

# Physical, Assistive Technology & Vision Education Support (PAVES)

**Joanne Clarke**

Manager of PAVES

Physical, Assistive Technology & Vision Education Support (PAVES)



# Objective

***To give an overview of the PAVES Team, and specifically the Assistive Technology and Vision Support Advisory Teacher roles:***

- Personnel and contact details
- The referral process
- Updates and key information

# Physical, Assistive Technology & Vision Education Support (PAVES)

- Advisory Teacher for Physical Disabilities and Complex Medical Needs- Clare Brewster  
**(presentation given at November SENCo Network)**
- The Vision Support Team
- Advisory Teacher for Assistive Technology (AT) including Augmentative and Alternative Communication (AAC)- Joanne Clarke
- Admin Assistant- Jacqueline Styles

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# Referrals to PAVES

***One referral with parental permission gives access to all 3 teams!***

You might not need to make a referral- email the relevant team member first.

The expectation is that settings already use [Swindon Core Standards](#).

Referrals for pupils with VI usually come from Eye Clinics, but all the services also accept referrals from relevant health and social care professionals, and as part of the EH or EHCP process.

AAC referrals should go via Speech and Language Therapy.

# Who do we support

Babies, Children and Young people, their families and settings- from 0-25yrs with an EHCP or 0-18yrs without an EHCP, subject to involvement criteria:

VI- pupils with an ocular or cerebral visual impairment

PD- pupils with a physical disability / impairment or complex medical condition

AT- pupils who are ICT dependent for access, written recording or speech

# How we support pupils

The amount and nature of support varies on an individual basis for all three PAVES teams and is reviewed on an annual basis. (For pupils with a vision impairment, this involves use of the National Sensory Impairment Partnership Matrix of Need. (2017) )

Support might include:

- School visits, observations, and functional vision assessments.
- Classroom strategies and support, access assessments and solutions. ( devices, hardware/software)
- **Transitions support**- start early- beginning Y1/Y5/Y9/Y12
- Training- Pupil Specific (sometimes yearly) and General.
- Multi-agency working
- Provision of Specialist Equipment for use in settings
- Recommendations on the **additional curriculum** related to their disability

# The Swindon Vision Support Service

- 1 Advisory Teacher for Visual Impairment ATVI- Katie Hewlett 0.8 FTE. Additional Support from Joanne Clarke QTVI.
- 3 part-time Habilitation Specialists- Heather Emery and Tori Awbrey (Guide Dogs UK via SLA), and Karen Howells (VSS)
- 4 part-time Specialist Vision Support Teaching Assistants (VSTAs)- Gemma Cheal, Sarah Lane, Karen Howells and 1 vacant post. Working both in schools supporting students who are blind, and providing OUTREACH under the direction of the ATVI.

# What is a Visual Impairment?

***Many people may need to wear glasses or contact lenses to correct their vision to within the normal range. Such children and young people are not considered to have a visual impairment.***

A child or young person meeting the criteria for QTVI involvement will have:

- A corrected visual acuity (when wearing glasses or contact lenses) of 6/18 or worse in their better eye\*
- A diagnosed, degenerative eye condition
- A diagnosed, named eye condition that affects, or is likely to affect, their ability to access the curriculum
- Cerebral Visual Impairment/observed visual difficulties together a condition which affects the structure or function of the brain influencing how a person “sees” and responds to visual stimuli. Cerebral visual impairment (CVI) is the commonest cause of visual impairment in children in the developed world, yet often goes unrecognised and is little understood.

*\* if there is very low, or even no, vision in one eye, but the other eye has relatively good vision, this does NOT meet the criteria for involvement, although a one-off visit to provide information may be appropriate.*



# My role

## Joanne Clarke

- Manager of PAVES
- Advisory Teacher for Assistive Technology (AT) including Augmentative and Alternative Communication (AAC)
- Qualified Teacher for Children and Young People with Vision Impairment

***From January 2023, more time will be spent supporting the VI caseload, due to growing need and statutory requirement.***

# What is meant by ICT dependent?

***Many pupils make use of word processing and assistive technology (such as Clicker) to produce extended pieces of writing and/or support Literacy needs. Such children and young people are not considered to be ICT dependent.***

A child or young person meeting the criteria for ATAT involvement will:

- Have severe/significant communication difficulties **needs** high-tech AAC. (SaLT)
- Have severe sight impairment, so need specialist software is needed to produce and/or access curriculum materials. (ATVI/QTVI)
- Have severe/significant physical needs, so specialist solutions are needed for access and/or written recording. (ATPD)

# What other support is available?

Currently, the ATAT will continue to offer general advice / troubleshooting support on:

- alternative recording and computer access,
- accessibility settings (Windows, Google/Android, iOS etc),
- speech-to-text and text-to-speech,
- software such as Clicker and Grid 3/Grid for iPad.

This can be accessed via email and might include provision of help sheets, training and/or Teams meeting/telephone call.

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# Key points:

- [Swindon Core Standards](#) **before** contact
- Email **before** referral
- 1 referral for all 3 services
- Expect **additional curriculum** recommendations
- Regular staff training needed for some pupils
- All pupils with PD or VI identified in an EHCP should be on the relevant Advisory Teacher's caseload.

# Any questions?

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# Thank you

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