**Effective planning and delivery of habilitation training for CYP with VI**

In planning, implementing and delivering habilitation skills training for the child or young person with VI, the QHW should take account of the following features:

- Ensure that all children and young people with VI have equality of access to habilitation skill support from professionals with appropriate qualifications and experience.

  - EOG Process
  - Case Notes and Lessons VS17b
  - Daily Record

- Ensure habilitation skill staff work collaboratively with other agencies, including health, education, social service, career and work guidance services and voluntary agencies.

  - Case Notes and Lessons VS17b
  - Review Meetings
  - Minutes
  - Standard D

- Develop the skills of parents and professionals involved to enable them to be effective partners in the delivery of the habilitation skills programme.

  - In-service training
  - Case Notes and Lessons VS17b
  - Delivering IEP (VS16)
  - Home Visits/records
  - Standard D
  - Standard B3

- Regularly monitor and evaluate pupil progress and achievements.

  - Case Notes and Lessons VS17b
  - IEP evaluation (VS16)

- Undertake appropriate environmental audits and risk assessments; identifying and deploying risk management strategies in a systematic way, taking account of the different settings in which the habilitation skills programme is to be delivered.

  - Environmental Audit tool (RNIB Exploring Access)
  - Case Notes and Lessons VS17b
  - IEP & ongoing management sheet (VS16, VS12)
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</table>
| - incorporate, as appropriate, training for the young person and those around them in the use of habilitation tools | | | | • Case Notes and Lessons VS17b  
• IEP/Management sheet (VS16, VS12)  
• Peer group training where appropriate | | | |
| - be accountable to parents, pupils, schools and Local Authorities | | | | • Use of workplan  
• Consent form signed by parent/carer VS6b  
• IEP (VS16) | | | |
| - respect and value diversity and cultural difference | | | | | | | |

**Effective working practices when delivering habilitation training**

In working with the child or young person with VI the QHW should also take account of the following features:

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| - communicate effectively with the young person regarding the nature and purpose of the strategies and activities being undertaken, taking account of their communicative and linguistic competence | | | | • Discuss IEP/Management Sheet (VS16, VS12) plan with pupils  
• Consider pace & content of lesson  
• Use of signing, Boardmaker symbols, if required  
• Use of prompts  
• Standard B3  
• Standard D | | | |
| - work collaboratively with the young person in monitoring and recording progress in the development of their habilitation skills | | | | • Discuss IEP/Lesson Plan/Management sheet (VS16, VS12)  
• Involve pupil in evaluating habilitation skills | | | |
| - enable and encourage pupils with VI and their parents to be as fully involved as possible in all aspects of training in habilitation skills | | | | • Case Notes and Lessons VS17b  
• IEP (VS16)  
• Home visits  
• Training provided for family members | | | |

Compiled by Freda Leask, Principal Teacher, ASN Co-ordinator (Education Outreach Services), Shetland Islands Council
Standard F: Access to the curriculum – Habilitation (Mobility, Orientation & Independent Living Skills) Services
(Educational Outreach Services)

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- use an understanding of typical child development to inform the observation, identification and recording of the habilitation skill needs of the CYP with VI

- take account of any additional sensory, physical or learning needs

- incorporate, as appropriate, training for the young person and those around them in making risk assessments, auditing the environment and developing related risk management strategies

Habilitation training in the Home Environment

This will require the QHW to recognise and acknowledge that the prime support in the home is usually provided by parents. Parents, together with the young person him/herself, should be fully involved in all aspects of habilitation skills training. This should include consideration of:

- the need to create a supportive environment

- risk assessment, management and control of risk

| ![Image](image.png) | ![Image](image.png) | ![Image](image.png) | ![Image](image.png) | ![Image](image.png) |

Compiled by Freda Leask, Principal Teacher, ASN Co-ordinator (Education Outreach Services), Shetland Islands Council
## Habilitation training in Educational Environments
( Including Nursery, Primary & Secondary School, College, University)

The QHW should take account of the following factors:

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<tbody>
<tr>
<td>One Stop Shop</td>
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<td>Hjatland form online</td>
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<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Audit of environment tool (RNIB Exploring Access)</td>
</tr>
<tr>
<td>Case Notes and Lessons VS17b</td>
</tr>
<tr>
<td>IEP (VS16)</td>
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### Habilitation training in Educational Environments

- **work collaboratively and effectively with school and other staff in the educational setting**
  - Meeting Notes
  - Emails
  - Standard D

- **evaluate and respond to the habilitation demands of different aspects of the environment and curriculum of the school or other educational setting**
  - Additional training with staff
  - Ongoing links with schools
  - Audit of environment tool (RNIB Exploring Access)

- **assist the child or young person with VI, and staff of educational settings, in achieving effective social inclusion**
  - Training with staff and peers
  - Case Notes and Lessons VS17b
  - IEP VS16
  - Management Sheet VS12

---

## Habilitation training in Public Environments
(e.g. Home area facilities, travelling, social and leisure environments)

The QHW should take account of the following factors:

### Habilitation training in Public Environments

- Cultural expectations and practices
- Social expectations and practices
- The developmental stage of the child/young person
### Shetland Islands Council

#### Action/evidence

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</table>
| - work collaboratively and effectively with parents, professionals and others working in public settings | | | | • Case Notes and Lessons VS17b  
• Home Visits  
• Standard D |
| - evaluate and respond to the habilitation demands of different aspects of public environments and how these relate to the habilitation curriculum being followed by the child or young person | | | | • Case Notes and Lessons VS17b  
• IEP (VS16)  
• Management Plan |
| - assist the child or young person with VI, and those around them in public environments, in achieving effective social inclusion | | | | • Case Notes and Lessons VS17b  
• IEP VS16  
• Management Guidelines VS12 |

#### Quality Standards in Assessment of need for habilitation training

Supporting evidence:

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| - the initial assessment of the habilitation needs of a child or young person is made by a Qualified Habilitation Worker (QHW) working in partnership with parents and the Qualified Specialist Teacher of VI (QTVI) | | | | • VS Procedure followed for full initial FVA  
• Initial Assessment (VS15b) (for transferred cases with existing FVA report)  
• Ongoing links with partners/parents |
| - where there are learning and complex needs in addition to a visual impairment, assessments are always carried out by a QHW experienced in this area | | | | • Vision for Doing tool  
• VS report VS11-15b as appropriate |
| - children and young people have contributed their own views as part of any assessment and, when appropriate, support is offered to help them to do so | | | | • FVA reports VS 11-15b  
• Standard B3 |
| - parents/carers have been fully involved in the assessment process and are encouraged and supported, if | | | | • Discussion  
• Meeting Notes  
• FVA reports VS 11-15b |
# Standard F: Access to the curriculum – Habilitation (Mobility, Orientation & Independent Living Skills) Services

(Shetland Islands Council)

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<tr>
<th>Necessary, to make their contribution</th>
<th>Action/evidence</th>
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<tbody>
<tr>
<td>- assessment procedures have clear aims, are well structured and are clearly understood by all involved, with jargon-free explanations of assessment findings being given as appropriate</td>
<td>Standard B3</td>
</tr>
<tr>
<td>- assessment and monitoring is ongoing over time, takes place in a variety of situations, is recorded and is reviewed at least annually</td>
<td>Home Visit Notes, Workplace Visit Notes, Respite Visit Notes, FVA Report (VS11-15b)</td>
</tr>
<tr>
<td>- assessment and monitoring leads to a structured programme of support and written recommendations regarding practical strategies to be adopted in order to maximise the child’s potential for mobility and independent living.</td>
<td>Management Sheet (VS12), Meeting Notes, IEP (VS16)/Work plan Case Notes and Lessons VS17b</td>
</tr>
<tr>
<td>- where QTVI and professionals from other agencies are involved, joint assessments are undertaken to ensure there is linkage between programmes of support and that arrangements for delivery are complementary</td>
<td>FVA Report (VS11-15b), Management Sheet (VS12), IEP (VS16)</td>
</tr>
<tr>
<td>- results of assessment are incorporated as part of CSP, IEP, GIRFEC Plan</td>
<td>IEP (VS16), CSP/Childs Plan</td>
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**Quality Standards for habilitation training in Early Years provision**

Supporting evidence:

That, in conjunction with the QTVI:

- there are, as appropriate, home visits from a qualified Habilitation Worker (QHW)
- the QHW provides parents/carers with information regarding the aims and purposes of mobility and

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Compiled by Freda Leask, Principal Teacher, ASN Co-ordinator (Education Outreach Services), Shetland Islands Council
### Standard F: Access to the curriculum – Habilitation (Mobility, Orientation & Independent Living Skills) Services

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**independence training at an early stage and in a appropriate format**

- the QHW provides, as and when appropriate, a programme of mobility and independence training

- parents/carers are consulted regarding any programme of support and intervention

- any programme of habilitation skills support includes specific targets/activities

- habilitation skills targets are included in the Early Support Family Plan, the child’s IEP or other forms of planning documentation

- input from a QHS is available to advise childcare, pre-school or nursery staff regarding the Habilitation skills needs of the child

**Before school entry:**

a. Liaison takes place with the Headteacher & other staff of the receiving school

b. An induction programme is developed to include;
   i. in-service training to inform the school staff of the mobility and independence needs of the child;
   ii. advice on any necessary adaptations to the environment and/or curriculum;
   c. Additional resources necessary to aid mobility and independent function are provided;

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<tr>
<td>d. a programme of support monitoring is put in place by the school to ensure that the habilitation skills needs of the CYP with VI are known to relevant teachers and other staff</td>
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<td>Management Sheet (VS12)</td>
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### After the child’s entry into nursery and/or school:

- the QHW makes follow-up visits to ensure that the mobility and independence needs of the child are being met

- the QHW checks that school staff (particularly any QHAs involved) are confident of their own role in this process

### Quality Standards for Habilitation training during the School/College Years

**Supporting evidence:**

- CYP with VI has, as appropriate, access to and support from a QHW throughout their school/college years

- support offered in conjunction with the QTVI includes:
  a. Planning with the CYP’s teacher(s) in their management of any associated teaching assistants and the CYP’s learning goals;
  b. Planning with any associated Teaching Assistant and relevant school/college staff
  c. Advice on provision of necessary adaptations to the school/college environment;
  d. Provision of specialist equipment where necessary, with training given in its use to CYPs, staff and parents as

- Transition notes/plan
- Case Notes and Lessons VS17b
- Meetings
- IEP (VS16)
- Links with OT
- Emails
- Standard D
- Audit of environment tool (RNIB Exploring Access)

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<tr>
<td>appropriate; e. Monitoring the maintenance of specialist equipment and its effective use; f. Awareness raising for peers;</td>
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<td>g. Training and information for school/college</td>
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<td>Training sessions</td>
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<tr>
<td>- all staff working with pupils who are visually impaired are offered appropriate training and support to ensure that they are aware of the habilitation needs of the VI CYPs and are confident in their management of such persons</td>
<td></td>
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<td></td>
<td>Training Sessions</td>
<td>Management sheet (VS12)</td>
<td>Case Notes and Lessons VS17b</td>
<td>Standard D</td>
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<tr>
<td>- the QHW provides advice which is considered when devising an Individual Education Plan (IEP)</td>
<td></td>
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<td></td>
<td>IEP (VS16)</td>
<td>Case Notes and Lessons VS17b</td>
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<td>- CYPs with VI have opportunities and are encouraged and supported to be involved in decision making and in planning their own programme of habilitation skills support</td>
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<td></td>
<td></td>
<td>Case Notes and Lessons VS17b</td>
<td>Discussions with pupil</td>
<td>Standard B3</td>
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<tr>
<td>- parents receive clear information about habilitation needs in the school/college and the provision made to address these needs</td>
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<td></td>
<td>Meeting notes</td>
<td>Case Notes and Lessons VS17b</td>
<td>Standard B3</td>
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<tr>
<td>- consideration has been given to ensuring the Habilitation needs of the CYP continue to be met in the home and the home area and in a way that is complementary to that provided in the school environment</td>
<td></td>
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<td></td>
<td>Case Notes and Lessons VS17b</td>
<td>Home Visits etc.</td>
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<td>- efforts have been made, as appropriate and where possible, to encourage and enable the young person with VI to travel independently and have the confidence and skills to</td>
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<td>Case Notes and Lessons VS17b</td>
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<td>access their local area facilities (e.g. shops)</td>
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<td>- where a CYP has additional difficulties, these are taken into account in all aspects of habilitation skills planning and provision and staff with the relevant expertise are involved</td>
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<td></td>
<td></td>
<td>• Case Notes and Lessons VS17b</td>
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<tr>
<td>- CYP have access to appropriate specialist habilitation tools and are trained to use them independently</td>
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<td>• Lesson plans</td>
<td>• Case Notes and Lessons VS17b</td>
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<tr>
<td>- habilitation skill issues are considered in the planning and monitoring of work experience placements and in transition and career planning</td>
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<td>• IEP (VS16)</td>
<td>• Transition work</td>
<td>• Case Notes and Lessons VS17b</td>
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<tr>
<td>- effective arrangements are in place, prior to school/college transfer, to prepare both the CYP and the receiving educational institution</td>
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<td>• Case Notes and Lessons VS17b</td>
<td>• (Meeting notes) Reports</td>
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<tr>
<td>- an appropriate level of habilitation skill support is provided and maintained through and beyond the period of transition</td>
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<td>• Update FVA (VS11-15b) when required</td>
<td>• Link with CYP in new setting</td>
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**Quality Standards for habilitation training during the Transition to Adulthood**

Supporting evidence:
That, in conjunction with the QTVI and, as appropriate, the Social Care VI Mobility Service and/or other VI specialist:

- future habilitation needs of the CYP with VI are included in Transition Planning
  - Transition meeting
  - ‘With you for you’
  - Links with Social Work

- the CYP is fully involved in the planning and review of support and
  - See Standard E (link above)
Standard F: Access to the curriculum – Habilitation (Mobility, Orientation & Independent Living Skills) Services (Educational Outreach Services)

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<td>resources (e.g. Access to Work, Disability Allowances, Student Loans, etc.)</td>
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<td>- links are made at an early stage with specialist adult mobility services for Visually Impaired people and with the career and work guidance service</td>
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<td>- See Standard E (link above)</td>
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| - detailed assessment of habilitation needs has been undertaken by a QHW prior to interview and placement in college, university or workplace | | | | - Report  
- Case Notes and Lessons VS17b  
- Standard E (link above) | | | |
| - detailed environmental audit and risk assessment has been completed and risk management strategies identified in advance | | | | - Report  
- Case Notes and Lessons VS17b  
- Transition Meeting reports  
- Audit of environment tool (RNIB Exploring Access) | | | |
| - arrangements for any ongoing habilitation skill support are put in place prior to the student transferring from school/college | | | | - Standard D  
- Links with Social Work  
- With you for you | | | |
| - the receiving establishment is fully informed of the mobility and independence needs of the student, prior to placement | | | | - Transition Meeting reports  
- Management Sheet (VS12)  
- FVA (VS11-15b)  
- Passport | | | |
| - appropriate training in habilitation skills is offered to staff and, with the consent of the student, fellow students/workers as necessary | | | | - Transition Meeting  
- Management Sheet (VS12)  
- FVA (VS11-15b)  
- Passport | | | |
| - the student is well prepared for the transition (e.g. through mobility sessions, familiarisation visits in advance) | | | | - Lesson Case Notes and Lessons VS17b  
- Targets – IEP (VS16) | | | |
| - referral has been made, in advance, to appropriate agencies (e.g. Social Care, Voluntary bodies, etc) to ensure the student and their family have appropriate advice regarding the full | | | | - Standard E (see link above) | | | |
Standard F: Access to the curriculum – Habilitation (Mobility, Orientation & Independent Living Skills) Services (Educational Outreach Services)

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<tr>
<td>range of personal and technical support (particularly ICT support available)</td>
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