A picture containing clipart, drawing, sketch, graphics

Description automatically generated**SEND Sensory Service**

Children’s Vision Team

**Pathway of Care**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  | Open referral | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Sideways referral from SENDOS | | | | | |  | Parent, School | | | |  |  | Community Health services  Paediatrics, Ophthalmology | | | | | | | | | |  |  |  |
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| Is there a diagnosis of eye condition? | | | |  | Lead Specialist Teacher (VI) processes all referrals  contacts parents for consent to visit  Contact Ophthalmology | | | | | | | | | | |  |  | Resend consent forms including to school  (twice max) | | | | | | | |
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|  | Not received | |
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| Contact hospital for further  information. | | | |  |  | Lead Specialist Teacher jointly with a QTVI arranges initial visit, either at home, nursery or school to gather information regarding vision, carry out Functional Vision Assessment  Was there prior hospital involvement? | | | | | | | | | |  |  | Letter to parents to offer involvement later if required. Place CYP file new referral until end of academic year > NFA | | | | | | | |
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| Advise parents to see optician or G.P | | | |  |  |  |  | Follow Early Intervention protocol | | | | | | | |
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| Continue to monitor for access to curriculum and progress. Reassessment of eligibility criteria increased/decreased support allocation. | | | | |  |  | Complete eligibility criteria and descriptor of needs levels and make support allocation decision.  Is support more than once per half term? | | | | | | | | |  |  |  | | Visual processing | | | | | |
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|  |  |  |  |  |  | Specialist VI LSA support, Habilitation, ATP assessment, Bright Lights preschool group, Visual processing assessment | | | | | |
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|  |  |  |  |  |  |  | If support allocation is increased to weekly or more. | | | | |  | Direct intervention including support and assessment for CYP | | | | |  |  |
| Continue to monitor at specified allocation | | | | | Inc |  |  |  |  |
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|  |  |  |  |  | Instigate Early Help/EHCP/ASAP, liaise with other agencies. Attend meetings. | | | | | |
| Dec |  |  |  |  |  |  |  |  |  |
| Follow procedures when closing the Service involvement > NFA | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |
|  |  | Complete visit/contact notes in child’s file/Capita.  Prepare reports for parents, school and other relevant agencies. Deliver training to settings. | | | | | | | |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  | Application to Sensory ARP Panel for placement in VIARPs at Regent Farm First, Gosforth Junior Academy, Gosforth Academy. | | | | | | | | |
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