

60065 Vision Impairment (VI) Education Services

This questionnaire is being issued by The Royal National Institute of Blind People Scotland (RNIB Scotland) to the Local Authorities in Scotland to monitor education services for children with vision impairment. Please read the data entry notes below before completing the questions.

Please indicate Local Authority name:

[The City of Edinburgh Council](#)

Section 1: Organisation and Funding:

Who provides Teacher for Vision Impairment (TVI) services in the local authority?

- Local authority employed TVIs
- An external organisation
- TVI services are shared with another local authority
- No TVI services are provided in the local authority
- Other

[Local authority employed TVIs.](#)

In the past twelve months, has your local authority made any changes to the way that provision for children and young people with vision impairment is funded, organised and/or staffed?

- Yes
- No
- Don't know

[Yes.](#)

If you answered 'yes' to question 3, please give details of the changes that have been made.

[Funding has increased and we have employed two full-time permanent TVI.](#)

If you answered 'yes' to question 3 - How many children with VI have had their level of support reduced due to service capacity or restructure of the delivery model in the past 12 months?

[There has been no reduction. We have had an increase in service capacity.](#)

Please provide overall VI service budget (including staff, equipment, and training) for 2024/25.

[£453,000.](#)

Please provide overall VI service budget (including staff, equipment, and training) for 2025/26.

£689,154.

If the budget is shared with another service or cannot be separated from the sensory budget, please state what the budget encompasses.

Not applicable.

Section 2: Caseload and provision

Please give the total number of children and young people on the VI service active caseload (i.e. seen and supported, irrespective of frequency)

184.

Excluding the children and young people counted in question 9, please give the number of children and young people known to the VI service but not receiving regular, direct support from the LA service (i.e. on advice/ information only).

18.

What is the total number of children and young people on the VI service active caseload who use (or, in the case of pre-school tactile learners, are expected to use) braille?

Include those who use both braille and audio, and those who use both braille and large print.

7.

Please give the total number of children and young people on the VI service active caseload diagnosed with cerebral vision impairment (CVI) or suspected CVI.

46.

Please give the total number of children and young people on the VI service active caseload who have VI and additional needs.

67.

Is support from the VI service available to early years children (i.e. children who have not started school) regardless of whether they are at home or in an early years setting?

- Yes
- No
- Depends on setting
- Depends on age

Yes.

Section 3: Staffing

Please give the total full time equivalent (FTE) number of teachers employed directly by the

VI service (please include peripatetic/advisory teachers, school-based teachers, and VI service manager if they have a caseload).

6.2 FTE including Team Lead (7 people).

Please give the full time equivalent (FTE) posts for teachers for vision impairment that are currently vacant.

Zero.

How many teachers included in question 15 have a qualification in contracted braille?

6 out of 7.

Does the VI service have a lead teacher or strategic manager who holds the mandatory qualification for children and young people with vision impairment i.e. is a QTVI?

- Yes
- No
- Don't know

Yes.

What is the average time from referral to VI service and initial visit? (please estimate if exact time is unknown)

Four weeks.

Please give the full-time equivalent (FTE) number of pupil support assistants (PSAs) employed directly by the VI service who are providing support to pupils with VI in their educational setting.

If none, please write '0'

It should be noted that FTE for Pupil Support Officers, Pupil Support Assistants and Habilitation Specialist staff is calculated over 39 weeks (term time)

We have 3.08 FTE Pupil Support Officers (4 people supporting pupils full-time) and 0.78 FTE Pupil Support Assistant (1 person).

How many PSAs included in question 20 have a qualification in contracted braille?

None of the above staff currently holds this qualification. One has completed course. Three are currently working on the SSC course.

Please give the FTE number of any other specialist support staff employed by the VI service (including any externally commissioned) in roles such as technicians for resource production and/or ICT support, dedicated early years staff, braille specialists and family support workers.

If none, please write '0'.

1.2 FTE Resource Co-ordinators (2 people).

Section 4: Habilitation

Please give the FTE number of habilitation specialists and habilitation specialists in training employed by the VI service (including any externally commissioned or bought in from another team within the LA).

If none, please write '0'.

0.74 FTE (1 person). 0.61 FTE Vacancy.

If habilitation services are commissioned from an external organisation, please name the organisation.

Not applicable.

How many children and young people are currently receiving habilitation services from the LA VI service or commissioned by the LA VI service?

29.

What is the average time between referral to the habilitation service and initial visit?

(Please give estimate if exact time is unknown)

Six weeks.

Section 5: CFVI

Is service provision informed or supported by use of the Curriculum Framework for children and young people with Vision Impairment?

- Yes
- No
- Don't know

No. We are using Supporting Children and Young People who are Visually Impaired and Blind Practical guidance to maximise access to the curriculum through specialist skills acquisition (Scottish edition).

If you said 'yes' to the previous question, how have you incorporated the CFVI into your normal working practices?

- Support plans (e.g. Child's Plan, Coordinated Support Plan)
- Service or wider ASL documentation
- Planning teaching or intervention programmes
- Discussions with students, families, or other professionals
- Other

Not applicable.

If you answered other to question 28, please state.

We are using Supporting Children and Young People who are Visually Impaired and Blind Practical guidance to maximise access to the curriculum through specialist skills acquisition (Scottish edition) from the SSC and incorporating it into:

- Support plans (e.g. Child's Plan, Coordinated Support Plan)
- Service or wider ASL documentation
- Planning teaching or intervention programmes
- Discussions with students, families, or other professionals

If you're using the CFVI, please share any positive outcomes you've observed.

- Improved outcomes for children and young people
- Improved quality of service offer
- Improved communication and co-working

Not applicable.

If you answered other to question 30, please state.

Not applicable.

Section 6: RNIB Services

Do staff promote RNIB Bookshare with education settings when relevant?

- Yes
- No
- Don't know

No.

Please tell us some of the benefits your service and schools get from using RNIB Bookshare?

- Wide choice of resources
- Electronic formats are convenient
- Instant availability of resources
- Students can access resources independently
- Saves staff time requesting books from publishers
- Saves staff time reformatting

Not applicable.

If you answered 'other' to question 33 please state.

Not applicable.

If you or some of your settings don't use RNIB Bookshare, please tell us why.

Resources are not always as expected and have not been formatted to the standard we would look for. Our Resource Coordinators use Bookshare and then adapt as necessary but often the resources for Scotland are not available. Bookshare can prove a stumbling block when going to publishers and the time it takes for a new requested text can be long and the young person no longer needs it by the time it appears.