



**WILLOW DENE SCHOOL**  
Strategic Development Plan

**To improve staff awareness and understanding of pupils visual and CVI difficulties in the ASD population and explore how they can be supported through health and educational approaches.**

**Overall aims**

- To explore and examine visual sensory processing difficulties that can present in the ASD population as well as potential strategies to help manage and support these difficulties.
- To introduce staff within ASD classes to the ways in which a visual impairment can present and might be identified.
- To explore teaching strategies to support children with an ASD and CVI/visual impairment diagnosis to learn.

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact
		T1	T2	T3	T4	T5	T6	
To explore and examine visual sensory processing difficulties that can present in the ASD population as well as potential strategies to help manage and support these difficulties.	<ul style="list-style-type: none"> <li>• To deliver joint PDM's (with OT/Sensory Processing Co-ordinator) on sensory processing with a particular focus on visual processing/stimming/prosopagnosia</li> <li>• To explore and examine with OT the most appropriate sensory processing checklist to ensure staff have a clear picture of their pupils visual sensory needs</li> <li>• To share potential strategies with staff to support pupils visual sensory needs</li> </ul>			CB AB OT →				Staff have a better understanding of pupil's visual processing difficulties, how they can present, how they can be assessed and how they can be supported in an education setting.
To introduce staff within ASD classes to the ways in which a visual impairment can present and might be identified.	<ul style="list-style-type: none"> <li>• To deliver PDM on visual impairment and CVI with Sensory Team/SeeAbility</li> <li>• To explore desensitisation and strategies to support ASD pupil access to appointments</li> <li>• To share/disseminate information about visual impairments and how these difficulties may be identified</li> </ul>			CB and CB →				There has been improvement in staff understanding and knowledge of visual impairments, how they can present and be identified ensuring that staff are more confident in supporting pupils/families. The MDT services in place are accessed and produce useful information.

To explore teaching strategies to support children with an ASD and CVI/visual impairment diagnosis to learn.	<ul style="list-style-type: none"> <li>To explore specific strategies to support pupils with an ASD and visual impairment e.g. use of the sensory suite, light boxes and eye gaze equipment.</li> <li>To examine the conflict between the needs arising from VI and ASD and the alternative strategies to support understanding, communication e.g. repeat rather re-cast language, touch cues, use of landmarks etc.</li> </ul>							<p>Staff have a better understanding of how to support pupils with ASD and a visual impairment and are aware of the conflict between some strategies and what alternatives could be offered.</p>
							CB and VI	
							CB	→