

**Review of Iceland's  
Educational Provision for  
Visually Impaired  
Pupils and Students**



# • Report

**John Harris MA MA  
November 2006**





# Review of Iceland's Educational Provision for Visually Impaired Pupils and Students

November 2006

## Executive Summary

### Introduction

During our review, we particularly appreciated the strengths and skills, together with the enthusiasm and commitment of everyone involved, which already underpin the educational service in Iceland for visually impaired (vi) pupils and students. Our recommendations take full account of these.

In many ways, the pieces of the jigsaw are already in place, and so it is a question of building them, with some new elements, into an overall picture of multiagency provision so that the whole educational process becomes as seamless and inclusive as possible.

Just as we build on the strengths we identified, so have we also identified weaknesses which, we recommend, need to be focused upon so that the service can move forward and establish provision which caters for the needs of vi pupils and students throughout Iceland.

Strengths and weaknesses are identified in the Table which forms part of this Report; the Columns headed **Why** and **Notes** give particular indicators of these; the **What**, **How** and **When** Columns set out our recommendations for action in each situation.

Additional supporting documents are attached as Appendices, and references to these are in the Summary which follows and in the Table.

One existing strength we particularly recognised was that of partnership working between all the elements of the service – parents, professionals, departments, associations, families, pupils, volunteers – and throughout our review we highlight the strengthening of this as a key to the development of a first class service tailored to the situation in Iceland.

Looking at the overall picture, our recommendations can be gathered under four headings:

The vi educational service in Iceland should become:

1. **An Integrated Service** through establishing
  - A National Database
  - A National Advisory Service
2. **A Seamless Service** with
  - Multiagency Assessment Procedures
  - Transition Processes from School to Work and Lifelong Learning
3. **A Resourced Service** with
  - In-country Staff Training and Development
  - Development of teaching Materials and Methodologies
4. **A Partnership Service** which
  - Involves stakeholders at all points
  - Strengthens their participation

These recommendations are summarised and then detailed in the sections which follow.



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### Costs

Any Report is incomplete without indications about the costs involved in implementing its recommendations, but we suggest that this should come after consideration and discussion of the contents of this Report.

This is not avoiding the issue; rather, it is trying to put it in its place and as a function of the Task Force which we recommend.

Also, even the most general of guesses at this point could be misleading. For example, buying in staff training in Iceland for, say, 10 people at a time would be cheaper than sending these people to Norway for the equivalent training, but there is also the added sustained benefit of its being established in-country for continued use.

Similarly, for the development of teaching materials and methodologies, we recommend that an audit is carried out of items which are already used and available throughout the country, to gather best practice and to avoid reinventing the wheel. A planned, costed line of action could then be developed to meet pupils' needs.

And some elements of our recommendations would not result in major costs; for example, the review of the constitution of the Association of the Blind and the resulting action planning, or, in many areas, the reassignment of resources.

So we suggest that the whole question of Costs is included on the Agenda of the Task Group, which forms part of our recommendations for the **Next Steps**:

- **Presentation of this Report to an invited Group** representing all interested parties so that the maximum impact could be achieved. This has already been agreed in principle, and suggested dates include the end of January/early February 2007.
- **The formation of a Task Force** to plan and implement the Report's agreed elements. This should be composed of people from all interested parties and it should focus on being a Doing Group, rather than a Discussion Group.



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### A Summary of our Recommendations

We recommend that the following steps are taken in order to establish educational services throughout Iceland for pupils/students with visual impairments which, by drawing upon best international practice, will strengthen the services and enable their continuing development:

- 1 Establishment of a National Database**, because:
  - Existing data is incomplete and/or inaccessible
  - It is necessary for any service planning and development
  
- 2 Establishment of a National Advisory Service** (as described in **Appendix 4**) which will:
  - Establish national standards
  - Develop an integrated educational service through a multiagency response and collaboration which is educationally driven

By the provision of a base in Reykjavik and the use of a mobile resource centre, this will enable delivery of the Service in all communities
  
- 3 Establishment of procedures for the regular Assessment, Monitoring and Review of provision for pupils** (as described in **Appendix 7**), in which the main elements should be:
  - A framework for the regular review and needs orientated changes for each pupil, including time restrictions for action by all involved
  - Coordination by the Lead professional of a multi-disciplinary group
  - The Pupil him/herself is present
  - Parents and professionals are recognised as having a joint pivotal role in all the processes, including the Parents' ability to request reassessment
  - Appeal processes are built into the guidelines for use by parents and professionals
  
- 4 Training and Professional Development is established in Iceland** so that
  - Staff Training is delivered locally, rather than people having to go abroad for their development and training in best practice
  - Training and Professional Development become self-sustaining and established in Iceland
  
- 5 Development of Teaching and Learning Resources**, appropriate for the assessed needs of each vi pupil in mainstream schools as well as in special education settings, in order to minimise their barriers to learning.

We also suggest (**Appendix 4 National Service Delivery Model**) that the Head of VI Services has a direct line to all areas of Resources, reinforcing the educationally driven basis of the decision making process.

- 6 Establishment of Mobility and Independence Training**, through Iceland-based staff mobility training courses.
  - A UK University accredited example of this is enclosed (**Appendix 7**), and we note that this could be in place by September 2007, with the first completers by December 2008.
  - We suggest that this would be the most cost-effective and efficient way to overcome the current shortage in Iceland of Mobility and Independence Training Officers – there are only 2 for people of all ages and their work includes other duties.



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### 7 **Action Planning for the strengthening of Partnership Working.**

The role of the Association for the Blind and its partnership with the Parents' Association and the Youth Group are seen as being most important for the development of vi education and training in Iceland, and some headings of their particular strengths are given in the attached table of recommendations.

In order to play its full potential part, we suggest that the Association reviews its structures, constitution and organisation, and that they develop an Action Plan for the areas which have been identified as well as others as they emerge.

### 8 We have identified the whole area of **Transition from School to Work and Lifelong Learning**, especially for those not going to University, as needing action.

There is a lack of appropriate pre-vocational as well as vocational training, and this involves employers, families and other support agencies as well as the educational system itself.

We recommend that representatives from Iceland accept the invitation to become Associate Partners of an EC transnational Leonardo da Vinci II Project – The Globe Project – in which these issues are explored and tested.

### 9 We explored some of the issues around **the relationship of Special Units within Schools**, and, in order to support inclusion to greater effect and to minimise pupils' isolation, rather than increase it, we suggest that attention is given to matters such as

- Teacher Training (also noted above) – both specialist and mainstream
- Inclusion of Adaptations/Facilities in School Buildings to enhance accessibility for vi pupils and those with other disabilities

### 10 **The Changing Role of Special Schools**

We include this subject in this Review because it is a continuing debate in all countries and one that needs to be kept on any agenda focusing on the development of special needs education.

There is no 'one size fits all' solution, and discussions about what is best for any particular child should focus on the outcomes of the assessment process at any particular stage of each child's development.

## The Structure of this Report

After a brief introduction and description of the process by which the Review was carried out, this Report sets out our Recommendations for the development of educational provision for visually impaired pupils and students in Iceland.

For clarity and ease of translation, the intention is to keep this Report as short and focused as possible. For example, the Recommendations are set out in the diagram **Elements identified for Action**, and then this is expanded in the accompanying Spreadsheet. References are made to Appendices attached to the Report in which further details are given. Similarly, it is hoped that the textual items are not too wordy but that they describe both the discussion and recommendations we describe.

**The Review** was commissioned by the Association of the Blind in Iceland in partnership with the Ministry of Education, and its aims were set out, as follows, by Helga Einarsdottir (Sjónstöð Islands) in her email of 20th August 2006 after discussions with Halldór Saevar, Chair of the Association of the Blind:

- To map the education for visually impaired students in Iceland age 6 - 20
- To come up with suggestions on how to build up a good service
- To support making a plan which we (Association of the Blind) can propose with cost estimate

The diagram **Elements Identified for Action** shows the headings of our responses.

**The Review was carried out by** John Harris (Education Consultant Disabilities) and Paul Holland (Education Consultant Visual Impairment); their CVs are attached (**Appendix 1**). Between us, we brought some 60/70 years experience of special needs education to the Review, together with specialist knowledge of visual impairment education and of provision in the United Kingdom, the European Union, and other countries.

Throughout this Review, we emphasise that the key factors for good progress by pupils with visual impairments are:

- The involvement of a specialist teacher
- Good assessment
- Work tailored to challenge pupils sufficiently
- Commitment from school leaders to ensure good progress for all pupils

It is the quality, not the type, of provision that is the most important factor.  
(From: **Inclusion: Does it matter where pupils are taught?** Office for Standards in Education: UK: 2006)

**Our special thanks to everyone we met** - to the Association of the Blind, Members of the Ministry of Education, Sjónstöð Islands, Parents, Pupils, Students and all those at the schools and organisations. We were very impressed by the commitment and enthusiasm of people working with people with visual impairments, we recognise the great value their skills and commitment bring to the aims of our work, and we make special acknowledgment of this as a major strength in developing potential plans.

## Our Method of Work

- This was based on tracking educational provision for pupils with visual impairments, using available evidence at all stages of the process from the pupils themselves, parents, schools, multi-professional staff and support agencies.
- **Information from Iceland:** In preparing for our visit, we took particular note of the work of the Advisory Group established by the Ministry of Education, Science and Culture in their Report *Blind and Visually Impaired Students: Improved Access to the Educational System* (August 2004), and our Report builds on this work, hopefully taking it forward to the next stages of development.

We also received information about existing provision in Iceland, staff training, roles of different agencies, as well as about the geographical and logistical situations in Iceland.

We take this opportunity to thank the people concerned for all this so that we could 'hit the ground running'.

- **Information from other Sources:** Particular reference is made to works listed in Appendix 2; other sources are acknowledged in the text of the Report.
- **Places Visited and Discussions Held:** We thank the people concerned for arranging visits to the wide range of facilities listed in **Appendix 3**, which enabled us to gather a picture of the current situation in Iceland as well as to have discussions so that this Report could reflect experiences and data at grassroots level.

In addition, we met parents, carers and families with children with visual impairments, as well as a range of professionals, so that we could gather as full a picture as possible.

We also understand that families have moved from Iceland in order to obtain appropriate and adequate education for their visually impaired child(ren).

- **One specific area not included in our Review** is that of education for deaf/blind children. We acknowledge that this is a very specialised and specific field, but it is one which is increasingly prominent in light of developments for children with multiple and complex disabilities, and we recommend that this provision is reviewed in a similar manner.

Such a review could include not only educational provision for deaf/hearing impaired pupils but also that for children with other learning difficulties and disabilities.

These areas of education were outside our brief but we suggest that similar reviews should be considered for these areas of education.

**We had bases for our Work** at the Association of the Blind and at Sjónstöð Íslands so we could review our work daily in the light of our visits, have the use of office facilities, and prepare our presentations. We are very grateful for these facilities.

By invitation on Friday the 3rd of November we met Ásgerður Ólafsdóttir and Guðni Olgeirsson (**Ministry of Education**) and Svandís Ingimundardóttir (**the Association of Local Communities**), at separate Meetings, to discuss our initial needs analysis and recommendations.

This Report develops the content of these presentations and the subsequent discussions in the form of the attached Spreadsheet which lists the information under the headings of:

- **What** (the Recommendation)
- **Why** (the Evidence and Purpose)
- **How** (possible ways of implementing the Recommendation)
- **When** (a possible timeline for each item)

The Spreadsheet is supported in the Appendices by fuller information as noted.

We emphasise that all our Recommendations are very practical and that they are based on Best Practice in the UK and other countries. They are all based on **SMART** project principles: **S**pecific – **M**anageable – **A**chievable – **R**ealistic – **T**imebound.

However, we also emphasise that they are not budget related; this was not part of our terms of reference.

Accordingly, we suggest that the **Next Steps** could be:

- Presentation of this Report to an invited Group representing all interested parties so that the maximum impact could be achieved. This has already been agreed in principle, and suggested dates include the end of January/early February 2007.
- The formation of a Task Force to plan and implement the Report's agreed elements. This should be composed of people from all interested parties and it should focus on being a Doing Group, rather than a Discussion Group.

We thank everyone concerned for the opportunity to carry out this Review, and we trust that this Report is of interest and of use for the development of services in Iceland. Please contact me with any queries or for any further information.

John Harris  
November 2006





## **Review of Iceland's Educational Provision for Visually Impaired Pupils and Students**

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**Appendix 1**

**CVs of John Harris and Paul Holland enclosed**

**John Harris**

## **Curriculum Vitae Outline**

### **1. Address**

|                |           |                                       |
|----------------|-----------|---------------------------------------|
| Clydfan        | Telephone | +44 (0)1745 850168/<br>(0)1352 720000 |
| Holywell Road  | Fax       | +44 (0)1352 720369                    |
| Caerwys        | Mobile    | +44 (0)7774 976827                    |
| CH7 5AR        | Email     | johngharris@btopenworld.com           |
| United Kingdom |           |                                       |

### **2. Higher Education**

MA (Oxon) Modern History  
MA (Keele) Psychology of Mental Handicap  
Membership (by examination) of the Institute of Building

**3. Additional Languages** French (fluent); German (moderate)

### **4. Career to date**

**a) 1960-1978: Commercial and Industrial Experience:** Management positions in the Construction Industry (England, Wales and the Middle East). These positions developed from initial management training to planning, site management, contracts management, and general management with full responsibility for the organisations' activities.

**b) 1978-1982: International Educational Programming:** The need to return to the United Kingdom for the Secondary Level Education of our own children, which coincided with a cyclical downturn in the Construction Industry, led to my becoming employed in the education field.

Initially, this was as Assistant UK Director of an international education (post 16) charity (**1978-1982**). My work focused on the provision of experiential education provision for overseas students on programmes in the UK.

In addition to programme negotiations with international branches and government agencies, this role included the establishment of support communities within the United Kingdom, their preparation and training for taking part in informal cross-cultural education.

**c) 1982-1994: Education, training and employment of people with disabilities:** However, the charity had to retrench for economic reasons, and, responding to a job advertisement, I joined the Royal Society for Mentally Handicapped Children & Adults, focusing on the provision and delivery of education, training and employment services for people with learning disabilities/mental handicap, for whom I worked from **1982-1994**.

Initially working with individual families and the specific needs of their members with learning disabilities/mental handicap, I became increasingly involved in developing appropriate education, training and employment provision for individuals, including seeking the funding, statutory and voluntary, for each situation. In turn, this led to my becoming Principal of a residential further education college for people with complex and severe learning disabilities. This was selected as a centre of good practice for the European Commission's Helios 1 Programme (1989-1991), a programme that highlighted examples throughout Europe of good practice which enabled the integration of people with disabilities into the community.

**John Harris**

## **Curriculum Vitae Outline**

### **d) 1994-Present: Development and Management of Education and Training Projects:**

Recognising that the European Community, through their programmes, was a crucial enabler and facilitator for training and employment opportunities, I moved to the wider scene of charities and educational organisations, and, since **1994**, I have been developing and managing EC projects, especially in the fields of education, training and community development for disadvantaged and excluded people.

This role includes working with organisations in the whole range of funding opportunities and their management and, at the same time, ensuring that these fitted within the strategy and organisational capacity of each organisation.

Examples include working in the field of education, training and development for deaf people, such as management of The Bridge Project (EC Employment Horizon Programme: 1998-2000), the Moving Onwards Phase 1 Project (EC Socrates Grundtvig 2 Programme: 2001-2003) and the Moving Onwards Phase 2 Project (EC Socrates Grundtvig 1 Programme: 2003-2005).

I have developed and managed other Projects in a wide range of areas for people with disabilities – for example, for profoundly deaf adults with complex psychiatric disabilities, for multiply disabled blind children, and for the vocational training of blind/visually impaired students – whilst also maintaining my knowledge and expertise as a trainer.

Developing from my work with the Children's Society, Children in Wales and the European Forum for Child Welfare, I was asked in 2002 by the Christian Children's Fund (CCF, an international development organisation) to develop their EC programme opportunities. Project development and management included those for post-combat children in West Africa, community regeneration in Kenya and Sierra Leone, and anti-racism and xenophobia in the Ukraine.

In particular, in conjunction with CCF in Belarus, I have held Workshops in that country since 2004 as part of their Swiss Development Corporation funded Project Improvement of social competence, living conditions and psychosocial environment of families with disabled children, including the role and needs of the Siblings of disabled children.

In addition, I have a specific interest in the development of the application of digital technologies, eLearning and eContent, together with appropriate funding avenues.

## **5. Principal other interests**

Choral Singing (Cathedral Choirs and Choral Society)  
Membership of the Governing Body of the Church in Wales

## **Curriculum Vitae**

### **PAUL HOLLAND**

#### Home Address:

The Pheasants  
Winthill  
Cradley  
Nr. Malvern  
Worcestershire WR13 5NR

Tel: 01886 884605

DOB: 19.03.42

31 Strand Court  
The Strand  
Topsham  
Exeter EX3 0AZ

Tel: 07976 629770

#### **ACADEMIC AND PROFESSIONAL QUALIFICATIONS**

|  |      |  |
|--|------|--|
| Teachers Diploma (Credit)                  | 1964 | University of Wales                    |
| Diploma in Education: Special Education    | 1997 | University of Wales                    |
| Advanced Certificate: Education Psychology | 1973 | University of Oxford                   |
| Honours Degree: Special Education          | 1980 | University College<br>Worcester (CNAA) |
| Masters Degree in Education                | 1987 | University College<br>Worcester (CNAA) |
| Diploma in Education (Visual Impairment)   | 1994 | University of Birmingham               |

#### **WORK/PROFESSIONAL EXPERIENCE**

|             |   |   |
|-------------|---|---|
| 1964 – 67   | Hendre School, Monmouthshire (BESD)                         | Resident Assistant Teacher                            |
| 1967 – 69   | Holyrood Comprehensive School,<br>Chard, Somerset           | Head of Special Studies and Year 1                    |
| 1969 – 72   | Marie Corelli School,<br>Stratford-upon-Avon (Area Special) | Deputy Headteacher<br>New purpose built school        |
| 1972 – 77   | Deerswood School, Crawley,<br>West Sussex, (Area Special)   | Headteacher   |
| 1977 – 82   | Alderman Knight School<br>Tewkesbury, Glos (Area Special)   | Headteacher<br>Established a purpose built new school |
| 1982 – 92   | Gloucestershire County Council<br>Education Department      | Senior Inspector, Special Needs                       |
| 1992 – 2005 | West of England School and College                          | Principal   |

Exeter, Devon  
(visual impairment, blind and partially sighted)

## **FURTHER INFORMATION.**

Senior Inspector Special Needs: Gloucestershire LEA 1982 – 1992.

### Key Responsibilities:

- Special schools and units (sensory, SLD, physical disabilities)
- Advisory and support teams including sensory.
- Special needs: primary, secondary, further education.
- Opportunity playgroups, Portage programme.
- Out-county special school placements.
- Traveller education.
- Area inspector primary schools (33), Cotswolds.
- LEA schools inspection team.
- Professional development and training – higher education links, governor training.
- Infant assessment programme, SEN (EASE)
- Manage and lead a team of inspectors, advisory and support teachers providing service delivery to schools and colleges. Liaison with elected council members.
- Complex cases multi agency panel.
- SEN Tribunals.

Principal: The West of England School and College, Exeter, Devon 1992 – 2005.

### Key Responsibilities:

- The West of England School and College, a national centre of expertise and excellence for the education and care of up to 200 visually impaired young people aged 3 – 22 years and situated on a 20 acre site on the edge of the city.
- A non-maintained school / college of charitable status offering both day, weekly or termly boarding places.
- Pupils/students attend from 42 LEAs requiring effective collaboration working at a multi professional level between the LEA personnel and the School/College staff.
- High standards are maintained throughout as reflected in the excellent Ofsted, CSCI and individual LEA inspection reports. In 2005 the School/College was included in Her Majesty's Chief Inspector of Schools – High Performing Schools and Colleges list.
- Four departments – Nursery, Main School, Further Education College, St David's House. National Curriculum is followed in Main School with excellent GCSE results in 2005. The College students pursue a range of post-16 vocational and academic courses with a number each year going on to university.
- The pupils at St David's House all possess complex profiles of special need including visual impairment. All the pupils have significant physical and cognitive disabilities and will require lifelong care.
- A multi professional environment education, care (child protection), therapy, Braille / access technology, mobility training, administration, clinical psychology, paediatrics, ophthalmology, catering, maintenance, domestic services.
- The therapy team covers physiotherapy, occupational therapy, speech and language therapy and music therapy and there is a large team of qualified nurses providing 24 hour cover.
- A staff team of 300 full and part time colleagues with a budget of 4.5 million.

### Trailblazer Project SSP (2005)

- One of twelve special schools chosen and funded by the DfES to set up an outreach/in-reach service in collaboration with LEAs. The School has provided an outreach service to Torbay for 3 years.

### Professional Development and Training (2000-2005)

Campus based courses written, monitored and taught by senior members of staff (including the Principal) in collaboration with the University of Plymouth:

- Post- Graduate Diploma (VI)
- Advanced Certificate Mobility Education and Independence Training.
- Advanced Certificate Child Care.
- Advanced Certificate Teaching Assistants.

### Consultant, Special Educational Needs: Devon L.A 2005 – Present.

#### Key Responsibilities.

- Specific review and development tasks with schools and colleges.
- Monitoring and evaluation of inclusive education initiatives.
- Advice to senior officers and headteachers.
- DfES regional collaboration.

### **OTHER RELEVANT EXPERIENCE.**

- |             |   |
|-------------|---|
| 1972– 2005  | Presentation at conferences and study days – UK, Ireland, USA.  |
| 1972 – 1993 | Articles published in journals.   |
| 1979 – 1988 | Taught modules on post-grad courses, Bristol and Birmingham University.   |
| 1982 – 1992 | Infant Assessment Programme (EASE) published and marketed profitably by Gloucestershire County Council.         |
| 1985 -1992  | Chair of South West LEA’s Special Needs Advisory Group.<br>(DfES Regional Conference)                           |
| 1995 -      | Member of the Post-Graduate Committee: Plymouth University.   |
| 1996 – 1999 | Member of the Post-Graduate Committee: Swansea University.  |
| 2000 – 2004 | External examiner: post-graduate special needs course (in-service):<br>University of Wales.                     |
| 2001 – 2004 | Chair of Opsis Executive – Opsis comprises all UK education and training<br>organisations (VI) other than RNIB. |

2001 - Executive Member South and South West Leaders in Special Schools (SWALSS)

### **INTERESTS**

- All sports particularly rugby football having played at county and representative levels-long ago.
- Horses – breeding and racing (national hunt)
- Wine.
- Swimming, sailing, moor walking.

### **PERSONAL STATEMENT.**

A progressive and successful career that primarily has involved making a difference to the lives of young people with a range of special educational needs.

Confident, enthusiastic, conscientious and self evaluating: physically healthy and possessing good interpersonal skills.

High level management and leadership skills as reported by external assessors – Ofsted, CSCI, LSC, Investors in People.

Seeking a new challenge that will bring into play a broad range of professional experiences, knowledge and management expertise.



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### Appendix 2

#### Information from other Sources

- Eurydice: The Information Network on Education in Europe: Iceland Education (EU: 2005) <http://www.eurydice.org/index.shtml>
- Every Child Matters <http://www.everychildmatters.gov.uk>
- Transition from School to Employment: European Agency for Development in Special Needs Education (EU: 2002)
- The Rights of Children and Young People with Disabilities: Norwegian State Council on Disability (2002)
- Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: (UK) Qualifications and Curriculum Authority/Department for Education and Skills (2001)
- Early Support Programme: (UK) Department for Education and Skills (2006) [www.earlysupport.org.uk](http://www.earlysupport.org.uk)
- National Audit of Support, Services and Provision for Children with Low Incidence Needs (Department for Education and Skills Research Report RR729: 2006)
- Survey of Educational Provision for Blind and Partially Sighted Children in England, Scotland and Wales in 2002 (Royal National Institute for the Blind: 2003)
- Inclusion: does it matter where children are taught? (UK Office for Standards in Education: Ofsted: 2006)
- Supporting Children with Visual Impairment in Mainstream Schools: Olga Miller (Franklin Watts: 1996)
- Visual Impairment: Access to Education for Children and Young People: edited by Heather mason and Stephen McCall (1997)
- The Educational Implications of Visual Impairment: Michael J Tobin
- Autistic Tendencies: are there different pathways for blindness and Autism Spectrum Disorder? Rebecca Andrews and Shirley Wyver: British Journal of Visual Impairment: 2005
- Mobile Resource: St Joseph's Services for the Visually Impaired: Dublin: 2006
- Human Rights – Disability – Children: Conference Proceedings: Council of Europe, Strasbourg: 2004



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Appendix 3

### Places Visited

- Sérdeild við Vallaskóla, Selfossi
- Hlíðaskóli
- Sjónstöð Íslands
- Blindrabókasafn Íslands
- Öskjuhlíðarskóli
- Álftanesskóli
- Flensborgarskóli
- Leikskólinn Sólbakki
- Álftamýrarskóli
- Menntaskólinn við Hamrahlíð



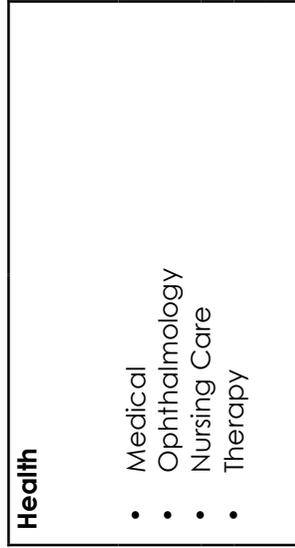
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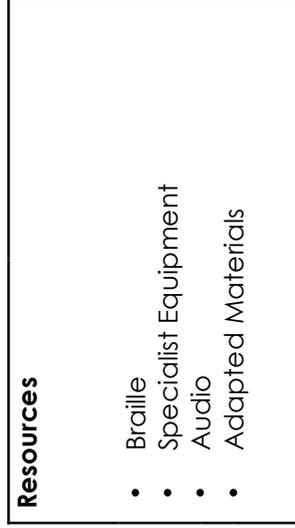
## Appendix 4

### Integrated National Service Delivery Model: Visual Impairment for Pupils and Students with visual impairment within an Inclusive Educational Setting

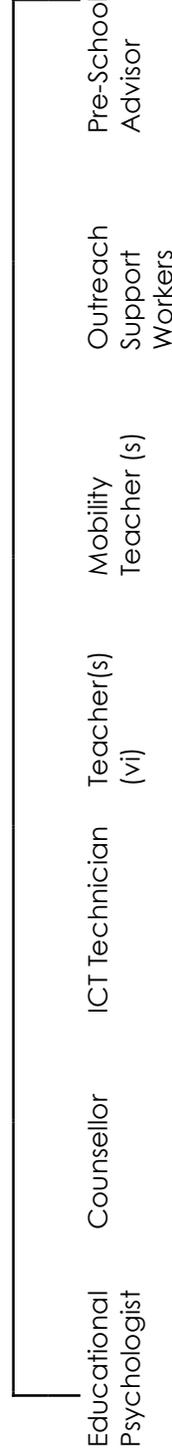
Manager



Head of Service (vi)



Assistant Head of Service (Student Assessment)



Full or Part Time according to assessed needs

A Multidisciplinary Assessment, Review and Development Team (0 – 20 years)

- Reykjavik Centre with administration and secretarial support
- Mobile Resource Unit: Outreach Service



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### Appendix 5

#### Integrated Delivery: Outcomes and Aims

##### Be healthy

Physically healthy  
Mentally and emotionally healthy  
Sexually healthy  
Healthy lifestyles  
Choose not to take illegal drugs  
*Parents, carers and families promote healthy choices*

##### Stay safe

Safe from maltreatment, neglect, violence and sexual exploitation  
Safe from accidental injury and death  
Safe from bullying and discrimination  
Safe from crime and anti-social behaviour in and out of school  
Have security, stability and are cared for  
*Parents, carers and families provide safe homes and stability*

##### Enjoy and achieve

Ready for school  
Attend and enjoy school  
Achieve stretching national educational standards at primary school  
Achieve personal and social development and enjoy recreation  
Achieve stretching national educational standards at secondary school  
*Parents, carers and families support learning*

##### Make a positive contribution

Engage in decision-making and support the community and environment  
Engage in law-abiding and positive behaviour in and out of school  
Develop positive relationships and choose not to bully and discriminate  
Develop self-confidence and successfully deal with significant life changes and challenges  
Develop enterprising behaviour  
*Parents, carers and families promote positive behaviour*



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Appendix 5

### Integrated Delivery: Outcomes and Aims

#### **Achieve economic well-being**

Engage in further education, employment or training on leaving school

Ready for employment

Live in decent homes and sustainable communities

Access to transport and material goods

Live in households free from low income

*Parents, carers and families are supported to be economically active*

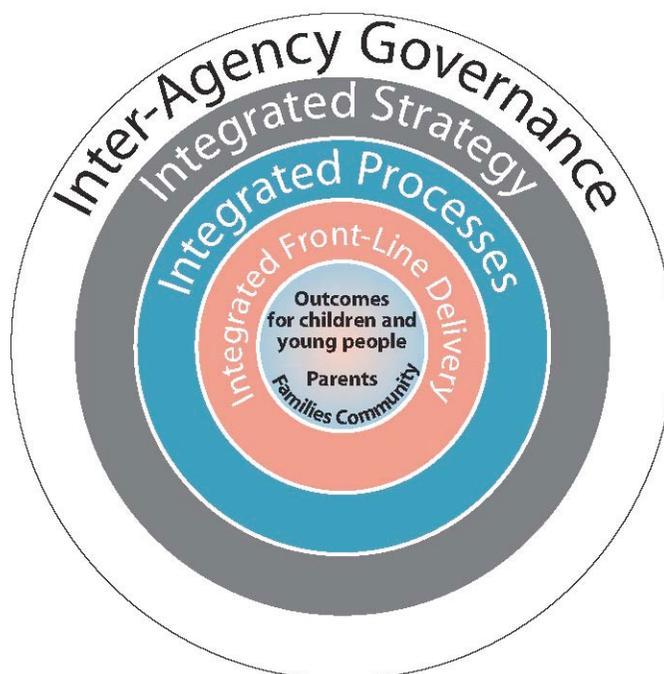
Every Child Matters: Change for Children: 2006



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Appendix 6

### Integrated front-line delivery



More integrated children's services will mean children and young people will:

- be safeguarded from harm
- have better opportunities to develop and reach their full potential
- receive effective support earlier if they experience difficulties; and
- be better able to access targeted services faster and with less stigma as a result of closer links between these targeted services and universal services.

Parents and carers from whatever background will:

- have more and better information, advice and support; and
- have access to targeted support when needed.

This form of delivery will require personalised and high quality, integrated universal services, which give easy access to effective and targeted specialist services. These will be delivered by a skilled and effective workforce.

Every Child Matters: Change for Children: 2006



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Appendix 7





# Review of Iceland's Educational Provision for Visually Impaired Pupils and Students

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## Appendix 8

### Mobility Course: Modules

1. Body Awareness
2. Spiritual Awareness
3. Sighted Guide
4. Self Protection Techniques
5. Working with Appropriate Care
6. Residential Orientation
7. Residential Areas
8. City Centre
9. Wheelchair Mobility
10. Road Crossings
11. Rural Travel
12. Poor Lighting Conditions



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Appendix 9

### Programme of Skills Skills Based Assessment

1. Personal and Social Development
  - Presentation and personal cleanliness
  - Appropriate behaviour in formal/semi formal settings
  - Time management
  - Basic health and safety (risk management)
2. Food and Home Management
  - Care of Clothes
  - Home Care
  - Basic Cookery
  - Meal Preparation
3. Basic Communication
  - Understanding Written Information
  - Writing and Recording
  - Oral and Listening
4. Basic Mathematics
  - Basic Numeracy
  - Mathematics
  - Money
  - Weights and Measures
  - Time
  - Handling Data
  - Shape
  - Use of Calculator
5. Information Technology
  - Closed Circuit TV
  - Digital recorders
  - Speech software
  - laptop
  - Spellmaster
  - Reading Edge Speech Reader
  - Electronic Braille
  - Calculator
6. Social Arithmetic
  - Personal Data
  - Time
  - Time Estimation (Concept)
  - Money
  - Estimated Costs: General
  - Estimated Costs: Clothes
  - Wages
  - Distances
  - Directions
  - Communication
  - Other



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Appendix 9

### Programme of Skills Skills Based Assessment

#### 7. Mobility

- Mobility aids; appropriate cane, sonic aids
- Personal orientation; maps and diagrams
- Orientation within local indoor environment
- Local outdoor environment
- Road crossings; including various types of road crossing facilities(Pelican etc)
- Local shops
- Public transport
- City centre travel
- Low vision aids
- Personal safety



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Appendix 10

### Example of a Job coach Job description

#### General description

This position will be responsible for the direct supervision and training of trainees in community based job sites. The job coach's goal will be to support the trainees to a level of accomplishment and productivity that allows for the fading out of the job coach and independence for the trainee performing at employer work standards. The job coach will also act as a liaison between the employer and the organisation. Supervisory time at each ongoing job site will be reduced as trainee training progresses. Individuals will need to work flexible hours due to the nature of the supervised work as necessary, such as unusual daytime hours, weekends, holidays, and/or evening hours.

#### Knowledge and experience

Must possess the desire and willingness to mentor individuals with vocational disabilities. Through training and self-observation, acquire knowledge of vocational disabilities including difficulties, physical disabilities and social adjustment issues.

#### Skills and abilities

Must demonstrate a willingness to interact positively with individuals with disabilities. Good verbal and written communication skills to enable them to work cooperatively with private business. Basic computer skills essential.

#### Other qualifications

Valid, appropriate driver's license.  
Must possess or be willing to obtain a current CPR and First Aid Certificate.  
A teaching or psychological qualification would be an advantage but not essential.

#### Comments

Must accept and actively support the mission of the organisation and adhere to a professional Code of Ethics by : demonstrating sensitivity, respect and an understanding of the special needs of individuals with disabilities; serving as a positive role model in dress, speech and behaviour; maintaining trainee confidentiality; and, complying with policies and standards set-forth.

This job description is considered to be a general outline of the post and is not intended to limit the assignment of work.

Continued .....



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### Example of a Job coach Job description

**Continued**

#### **Specific duties and responsibilities**

- o Serve as advocate for trainees with the employer and co-workers in the areas of mutual acceptance, cooperation and accommodation.
- o Participate in and direct daily production at the work site maintaining timesheets and attendance records and, if relevant, data on piece-rated tasks.
- o Maintain quality control records and standards as required by the host business.
- o Provide oral and written feedback to the trainee regarding job progress and employer requirements (i.e provide evaluation information, assist in time and motion studies, case notes, assessments, etc.).
- o Assist the trainee in efforts to reach the goals in their Individual Career Plan and Vocational Support Plan in coordination with staff and other care providers.
- o Review reports with the program coordinator and trainee and provide input regarding trainee performance and program changes.
- o Train trainee to perform the tasks required of the job by becoming familiar with all aspects of the work to be performed, completing job analysis, completion of work, and providing follow through support.
- o Attend and participate in weekly staff meetings, in-services, workshops, and appropriate staff development sessions.
- o Transport trainees to and from work site when more normative transportation is unavailable (i.e bus, personal, or other)
- o Other duties as assigned.



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|------|------|-----|-----|------|-------|----------|

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|   |  |   |  |          |   |  |
|---|--|---|--|----------|---|--|
| 1 | National Database and Analysis         | Existing data incomplete and/or inaccessible  | Preparation of Individual Information Profiles<br><br>Ongoing and organic  | Priority | Necessary for any service planning and development  |  |
| 2 | National Advisory Service (Appendix 4) | To establish national standards<br><br>To develop an educational service which is educationally driven<br><br>To enable delivery in all communities | Multifaceted Response and Collaboration<br><br>Role of Lead Professional<br><br>Example:<br>Every Child Matters:<br>- What the outcomes mean (Appendix 5)<br>- Integrated Front-Line Delivery (Appendix 6) | Ongoing  | Reykjavik Base<br><br>Consideration of possible use of existing building resources<br><br>Mobile Resource for Iceland-wide implementation<br><br>To include examples of Low Vision Aids |  |

### 3 Assessment, Monitoring and Review (Appendix 7)

**Parents and professionals have a pivotal role in determining the individual needs of each child and in planning appropriate intervention if the child's potential for further development is not to be underestimated (Visual Impairment: 1997)**

|   |  |  |   |          |  |  |
|---|--|--|---|----------|--|--|
| 3 | Assessment, Monitoring and Review (Appendix 7) | Elements of the Process should include:<br>- Framework for regular review and change, including time restrictions for action<br>- Lead professional of a multi-disciplinary group<br>- Pupil him/herself<br>- Parental contributions<br>- Parents' ability to request reassessment<br>- Appeal processes | A Multifaceted Response including:<br>- Consultant paediatrician<br>- Educational psychologist<br>- VI trained teacher<br>- Parent<br>- Social Worker<br>- Appropriate therapists<br>- Ophthalmologist<br>- Mobility Instructor | Priority | Review of any assessment:<br>- At time of change<br>- Annually<br>- When requested by any party<br>- Especially at age of 14+ (transition review in preparation for post 16 education or employment) |  |
|---|--|--|---|----------|--|--|



## Review of Iceland's Educational Provision for Visually Impaired Pupils and Students

| Item | What                                  | Why   | How   | When                       | Notes  | Comments |               |
|------|---------------------------------------|---|---|----------------------------|--|----------|---------------|
| 4    | Training and Professional Development | <p>Shortage of vi trained teachers and other staff</p> <p>Need for all Braille Transcribers to be trained in Braille Code</p> | <p>Distance Learning Courses through University of Birmingham or University of Oslo</p> <p>For:</p> <ul style="list-style-type: none"> <li>- Qualified Teachers of Visually Impaired Pupils</li> <li>- Support Workers</li> <li>- Advisors (Counsellors)</li> <li>- Appraisal and Performance Management</li> <li>- Mainstream Subject Teachers</li> <li>- Braillists</li> <li>- ICT Technicians</li> </ul> | In place by September 2007 | <p>Include skilled advice on:</p> <ul style="list-style-type: none"> <li>- Curriculum</li> <li>- Teaching Strategies</li> <li>- Resources</li> <li>- Braille</li> <li>- Monitoring and Evaluation</li> <li>- Assessment</li> <li>- Mobility Education</li> <li>- Parents' Role and Involvement</li> <li>- Support for Parents and Families</li> <li>- ICT</li> <li>- Specific Subject Training</li> <li>- Training Availability</li> <li>- Benefits</li> <li>- Eye Conditions</li> <li>- Mobility Education</li> </ul> |          | November 2006 |

**4** Training and Professional Development **High quality, specialist teachers and a commitment by leaders to create opportunities to include all pupils (are) the keys to success** (Ofsted: UK: 2006)



## Review of Iceland's Educational Provision for Visually Impaired Pupils and Students

| Item     | What                            | Why  | How   | When  | Notes   | Comments |
|----------|---------------------------------|--|---|---|---|----------|
| <b>5</b> | Teaching and Learning Resources | <p>Minimise Barriers to Learning</p> <p>Ensure appropriateness of materials is determined by pupil's needs</p> <p>Supplied through schools to ensure</p> <ul style="list-style-type: none"> <li>- Accessibility</li> <li>- Awareness Raising</li> <li>- Training</li> <li>- Enabling</li> <li>- Promoting Equality of Opportunity</li> <li>- So that vi pupils are not treated less favourably</li> </ul> <p>Inclusion by mainstream specialist subject teachers of vi pupils in the delivery of the curriculum, but lack of specialist resources noted – eg for science curriculum</p> <p>All libraries (school and community) should have:</p> <ul style="list-style-type: none"> <li>- Braille Section</li> <li>- Large Print Section</li> <li>- Audio Section</li> </ul> | <p>Stocktaking of all existing Resources</p> <p>Need for Budget Transparency and Phasing with Prioritising of Resource Needs</p> <p>Include accessing the facilities of the transcription service</p> <p>Formalisation of unified Braille Code</p> <p>More prominence for Braille teaching and compatibility with audio processes</p> <p>Use of ICT Hardware and Software</p> | <p>2007 &gt; Development of Resource Directory</p> <p>Ongoing implementation of all items</p> | <p>Address resulting staff training needs</p> <p>Resulting interpretation and translation Needs</p> <p>Outcomes and Practice to be monitored and reviewed</p> <p>Include Braille transcriptions</p> |          |

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| Item | What                               | Why   | How   | When  | Notes | Comments      |
|------|------------------------------------|---|---|---|-------|---------------|
| 6    | Mobility and Independence Training | Limited availability for Families, Pupils and Staff<br><br>Only 2 trained Mobility Officers for all ages and including other duties<br><br>Establish Iceland-based staff mobility training courses<br><br>Include skills-based training alongside subject education <b>(Appendix 9)</b> | Establish Training for Recognised Qualification in Iceland by linking with UK University Level Training Course <b>(Appendix 8)</b><br><br>Train the Trainers, then create sustainable in-country course | In place by September 2007<br><br>1 <sup>st</sup> Completers: December 2008 |       | November 2006 |



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| Item | What | Why | How | When | Notes | Comments |
|------|------|-----|-----|------|-------|----------|
|------|------|-----|-----|------|-------|----------|

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|   |                                  |   |  |          |   |  |
|---|----------------------------------|---|--|----------|---|--|
| 7 | Support for Parents and Families | <p>Parents as Partners including Parents with visual impairments</p> <p>Role in all stages of Assessment Process</p> <p>Benefits Advice</p> <p>Training and Awareness</p> <p>Access to Resources</p> <p>Access to Information</p> <p>Role of Parents Association including Youth Group</p> <p>Mutual Support</p> <p>Networking</p> <p>Monitoring and Evaluation of Service Delivery</p> | <p>National Association Structure with Local Groups</p> <p>Partnership within the Association for the Blind</p> <p>Development of existing structures, constitution and organisation</p> | Priority | <p>Need to develop an Action Plan for eg Identifying Training Needs</p> <p>Social and Leisure Activities</p> <p>Consultation and policy development with central and local Government Departments</p> |  |
|---|----------------------------------|---|--|----------|---|--|



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| Item | What   | Why   | How  | When    | Notes   | Comments |
|------|--|---|--|---------|---|----------|
| 8    | Transition from School to Work   | <p>Evidence from young people, parents, and professionals indicates:</p> <ul style="list-style-type: none"> <li>- Lack of pre-vocational training</li> <li>- Lack of vocational training</li> <li>- Lack of appropriate, supportive employment schemes</li> </ul> | <p>Transition Review</p> <p>Independence and Social Skills Training</p> <p>Role of Job Coach <b>(Appendix 10)</b></p> <p>Vocational Training</p>   | Ongoing | Investigate possibility of Associate Partnership in EC Leonardo da Vinci Globe Transnational Project (2007) |          |
| 9    | Special Units Relationship with Schools  | Supporting Inclusion  | <p>Teacher Training</p> <p>Importance of Specialist Teaching</p> <p>Materials and Methodologies</p> <p>Issues of peer isolation – discrete and mainstream</p> <p>Eg</p> <ul style="list-style-type: none"> <li>- Yellow Strips on Stair Treads</li> <li>- Tactile Paving</li> <li>- Markers for Route Trailing</li> <li>- Colour Contrast</li> </ul> | Ongoing |   |          |
|      | Inclusion of Adaptations/Facilities in School Buildings to enhance accessibility for vi and other disabilities | <p>Enable Inclusion and Minimise Disadvantage</p>   |  |         |   |          |



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| Item      | What                             | Why  | How  | When  | Notes | Comments |
|-----------|----------------------------------|--|--|---|-------|----------|
| <b>10</b> | Changing Role of Special Schools | This is a continuing debate in many countries, as evidenced by the European Union and supported by studies and suggested guidelines. The issue is included here so that it remains on the Agenda of this Review, suggesting a Strategy which does not rely on separate structures and processes for children with Special Educational Needs (SEN) so that: | <ul style="list-style-type: none"> <li>- their interests are embedded in all aspects of policy, and</li> <li>- their needs are met effectively in local schools and early years settings.</li> </ul> | <ul style="list-style-type: none"> <li>- Early intervention: to ensure that children who have difficulties learning receive the help they need as soon as possible and that parents of children with special educational needs and disabilities have access to suitable childcare</li> <li>- Removing barriers to learning: by embedding inclusive practice in every school and early years setting</li> <li>- Raising expectations and achievement: by developing teachers' skills and strategies for meeting the needs of children with SEN and sharpening the focus on their progress</li> <li>- An improved partnership approach: services working together to meet the needs of children and families</li> </ul> |       |          |

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(Removing Barriers to Achievement: Department for Education and Skills: 2004)

