

South Australia Outline of School Support



Government Schools

The following summary has been compiled by AFA in 2019 from the Education South Australia website.
http://www.sasvi.sa.edu.au/Support_service.htm

South Australian School for Visually Impaired (SASVI)

Statewide Support Services are provided to low vision students in their own schools across the state by SASVI. They also run specialist campuses for those who do not attend a normal school.

Our aim

To ensure students with vision impairments:

- access, participate and succeed in all curriculum areas
- develop independence
- are supported in partnership with schools and parents.

Criteria for support

- The student must have a current diagnosed vision impairment.
- A recent ophthalmologist's report is necessary.
- Visual acuity of 6/18 or less in the better eye after correction (wearing glasses or contact lenses) or a restricted visual field.
- Support is determined by the needs of the student as identified in the Negotiated Education Plan (DECD) or equivalent in non-government sites.

Referral process

An ophthalmological report is essential before service can be provided.

Referrals can be made by an:

- Ophthalmologist
- School personnel
- Parent
- VI service providers
- Disability coordinator

A referral package is forwarded to the site, requesting a medical report, parent consent to support, and a visual functioning checklist. Upon receipt of the forms, an assessment is made of whether the student meets criteria. If criteria for support are met, an Advisory teacher will visit within 2 weeks.

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Provision of support

- Observation and informal assessment of functional vision.
- Information on specific eye conditions and educational implications for ongoing learning.
- Assessment of the school environment.
- Recommendations to teachers on strategies to facilitate full curriculum access.
- Professional learning or staff, parents and relevant personnel.
- Participation in the Negotiated Education Plan, Review meetings and at transition times.
- Regular monitoring of the student's visual functioning.
- Resources - low vision devices, large print books, sloping desk tops, dark lined stationery, audio equipment, specialised materials for Braille and independent living.
- Information about and facilitation of student access to the Expanded Core Curriculum areas for low vision and Braille dependent students are:
 - Braille (where appropriate)
 - orientation and mobility
 - social skills
 - independent living skills
 - technology skills
 - use of functional vision
 - recreation and leisure
 - self advocacy
 - transition to post-school options.

Student and staff outcomes

- Increased opportunities for learning through visual, tactual and auditory means.
- Increased access to curriculum.
- Increased staff awareness and understanding of vision impairments and appropriate teaching strategies and methodologies.

See the SASVI website for more information on Expanded Core Curriculum, short courses and provision of resources. <http://www.sasvi.sa.edu.au/>