# How is the Curriculum Framework for children and young people with Vision Impairment (CFVI) being implemented?

In the last academic year, a series of workshops enabled practitioners to get together and discuss how the CFVI is being delivered. Information from all the workshops has been collated in a master document, available on RNIB’s website: [Participant feedback from themed CPD events (2023 - 2024)](https://media.rnib.org.uk/documents/CPD_Shared_Practice_2024.pdf). The following is taken from this master document and focuses on how services are linking their current offer to the framework as well as including ideas for using the framework to shape future practice.

**Overall, participants found that the CFVI is a versatile and impactful tool, enhancing communication, justifying interventions, formalising approaches, and providing structure and direction to teams.**

## Enablers for implementing the framework

### Communication with stakeholders

The CFVI helps to explain the role of VI specialist professionals and demonstrate the importance and value of specialist VI support to:

* Commissioners
* Justify and obtain funding for specialist roles.
* Education professionals in non-VI specialist settings.
* Parents/carers.
* Justify and add weight to recommendations made by QTVI/RQHS.
* Inform the local offer.

### Student wellbeing and child/young person voice

At the heart of the CFVI is the child/young person with VI; in addition, the framework is holistic and considers their wider development. This helps ensure that:

* Provision is personalised.
* Provision for wellbeing and personal development is considered alongside access to the formal curriculum.

### Staff training

The CFVI can be used as a starting point for staff training. In particular, Area 1 can be useful to emphasise that everyone has a role in supporting a child/young person with VI.

### Audit and planning tool

The clear structure of the CFVI could help in:

* Assessing the current service offer
* Identifying areas for development
* Tracking activity

### Meetings and documentation

The CFVI provides a shared language around provision for VI. Therefore, it can be helpfully referred to in, for example:

* Meetings between the child/young person, their family, and professionals.
* Meetings between professionals.
* Written plans of support
* Transition plans.
* Visit records.

## Barriers to implementing the framework

* Limited opportunities to raise awareness of the framework to those outside the VI service.
* Non-statutory nature of the framework.
* Difficulties relating framework to support for children and young people seen infrequently by the VI service.
* Challenge of matching current progress monitoring processes to CFVI.
* Managing parent/carers expectations.

## Ideas for reducing barriers to implementing the CFVI

* Protecting time in team meetings to discuss the CFVI.
* ‘Drip feed’ awareness raising: consistently communicating and highlighting CFVI to all relevant staff and emphasising that CFVI is not new but a focused approach to supporting independence.
* Sharing resources and good practices across local authorities.
* Engaging parents and pupils in advocating for CFVI within schools.
* Building rapport with class teachers and aligning CFVI with existing school activities.