

What does Two Rivers Primary do to support children and families to find success?

School Name:	Two Rivers Church of England Primary School
Name and contact details of your school’s SENCO	Mrs Aimee Appleton 0117 916 1027 enquiries@tworiversschool.org.uk

We want to ensure that we keep your information up to date. To help us to do this, we have provided the name and contact details of the person/ role responsible for maintaining details of the Local Offer for your school

Name of Person/ Job Title	Mrs Aimee Appleton SENCO/ Assistant Headteacher
Contact details	0117 916 1027 enquiries@tworiversschool.org.uk

Teaching and Learning	
1. What additional support can be provided in the classroom?	A Teaching assistant (TA) is a member of staff who works under the direction of a class teacher. In our school TAs are responsible for supporting the learning of small groups, 1:1 and delivering pre-teach and interventions to targeted groups or pupils. If additional funding is allocated from SEND to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person at key times or a specific resource. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, please let us know.

	<p>We have a team of 7 TAs, who work in our school, one of which is a trained Thrive practitioner.</p> <p>Miss Fitzgerald is responsible for attendance and punctuality and is the lead professional for TAF meetings and parental engagement.</p> <p>The designated safeguarding lead is Mr Filer, supported by Deputy designated safeguarding leads: Aimee Appleton and Miss Fitzgerald.</p>
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include external agencies and equipment/facilities)</p>	<p>We access external agencies to support special educational needs including Occupational Therapy (OT), Community Paediatrics, CAMHS, Mental Health Support Team and Speech & Language Therapy (SALT).</p> <p>We complete a whole class thrive assessment in the first term of EYFS. This allows us to gain an understanding of your child’s emotional well-being and involvement. This allows us to put the necessary intervention in place to support your child’s social and emotional development. We make observations of children’s learning which enable us to move learning forward in a way which is appropriate to each child’s stage in their development.</p> <p>We record observations using the online assessment tool Seesaw which captures these precious and valuable moments and allows the adults to link these to the key areas of learning from the development matters document. This non-statutory guidance material supports adults in the EYFS in implementing the statutory requirements of the EYFS. Parents and carers are able to access Seesaw at home to respond to learning that has been put on there and also to document home experiences.</p> <p>For children who display signs of dyslexia, we provide dyslexia friendly resources to support them (for example coloured writing books, coloured overlays and reading rulers)</p>

<p>3. Staff specialises/ expertise around SEN or disability</p>	<p>Aimee Appleton, our SENCO and Assistant Headteacher is completing her NPQSenco qualification. She has taught and supported children across a broad spectrum of SEN needs. Michaela Fitzgerald, our pastoral lead has experience teaching in mainstream and supporting. Prior to this role, she worked for Specialist Autism Support Service, supporting professionals and families across BANES. Michaela Fitzgerald also has numerous other qualifications to support children with additional needs: Thrive, Attention Autism, Understanding Autism, Attachment Disorder in the Classroom, BSL – Level 1, Makaton Units 1, 2 and 3. All other staff members have received training around thrive and attachment. Working in Partnership with the other Futura Trust Schools, we also have access to a number of specialist staff. All staff are Read, Write Inc trained All staff are trained in White Rose Maths All staff receive on-going CPD on SEN or disability</p>
<p>4. What ongoing support and development is in place for staff regarding support for children and young people with SEND?</p>	<p>CPD training offered regularly on: ADHD ASD Dyslexia Behaviour and SEMH Supporting EAL pupils in/out of the classroom CPD training is offered yearly for all staff to update on SEND procedures and current legislation Bereavement Self-Harm and Depression Safeguarding</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements are provided where necessary. This includes</p>

	<p>readers, scribes, extra time, small classroom for pupils with SEND needs.</p> <p>We are able to ensure all test papers are presented in a dyslexia friendly way.</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Parent consultation meetings are held every week. Parents can book time slots when they believe is appropriate for their child. All parents are offered a minimum of two consultations a year. Any child with an additional need is offered a termly review of their targets in addition to parent consultations.</p> <p>School reports once yearly</p> <p>Meetings with parents as appropriate</p> <p>Open door policy – Staff greet on the door each morning, all staff on the exit doors at home time</p> <p>Review of EHCPs annually;</p> <p>Review of Support Plans three times yearly.</p>
<p>7. What external teaching and learning do you offer?</p>	<p>We liaise with the School Nursing Team for specific needs</p> <p>Education Inclusion Service provide advice and support for target children</p> <p>Educational psychologists are brought in to review targets and strategies for some children with additional needs.</p> <p>Miss Fitzgerald provides Thrive for targeted children and use language interventions to support children’s language and vocabulary development.</p>
<p>8. What arrangements are in place to ensure that support is maintained in “off-site provision”?</p>	<p>We have strong links with local alternative provision bases and when pupils attend there on short or long term placements we visit bi-weekly and have regular updates and contact.</p>
<p>9. What work experience opportunities do you offer?</p>	<p>We also provide placements for student teachers on the PGCE degree courses at Bath Spa University.</p>
<p>Annual Reviews</p>	

<p>1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</p>	<p>Invitations sent to parents and all professionals involved, by the SENCO. Review meeting held at Two Rivers Primary; translator provided if needed. Consultation with staff prior to the meeting.</p>
<p>2. What arrangements are in place for children with other SEND Support needs?</p>	<p>TAs are placed to meet the needs of the cohort and to support learning. SEN and Learning Plans reviewed and updated three times yearly on Provision Map. All children discussed by class teacher with Headteacher and where appropriate with the SENCO at termly pupil progress meetings. Referrals are made to external agencies and specialist professionals where appropriate, including S&L, CAMHS, SASS, EPs</p>
<p>Keeping Children Safe</p>	
<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick ups and drop offs?</p>	<p>All children are welcomed into the school buildings by a member of staff. All children and families are welcomed by staff each morning, on the playground and main door into the building. All children are dismissed from the classrooms, supervised by all teachers and TAs. There are no designated parking areas around school and we ask all parents and carers to park safely and courteously. Parents may use the drop of zone in the morning and children will be escorted from their car to the school gate by a member of staff. There is disabled parking available for children with additional physical needs.</p>
<p>2. What support is offered before school, during breaks, lunchtimes and after school?</p>	<p>Before school support- breakfast or intervention sessions. Staff support at break and lunchtimes.</p>

3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. PE and school trips)	Risk assessments are completed for all trips and visits which take place away from the school site. These are completed by the lead member of staff, checked by Mr Filer for final approval. We have 4 qualified first aiders in school.
4. What are the school arrangements for undertaking risk assessments?	Ratios are adhered to for all off-site trips On site risk assessments are completed as part of our health and safety policy
5. Where can parents find details of policies on bullying?	Our Anti-Bullying Policy can be downloaded from our website .
Health (including Social, Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	For medication to be administered in school, it must be prescribed by a doctor and have a named chemist label on it. We can only give medication which is needed four or more times a day and/or before food. Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered. Children on long term medical care will have a care plan completed with parents, class teacher and SENCO.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	If a pupil has a long term medical need, we ask parents and the school nursing team to brief appropriate members of staff on protocols to follow and a care plan is written in consultation with the family. The care plan is shared with relevant staff.
3. What would the school do in the case of a medical emergency?	In the case of a medical emergency that poses a risk to life, we would call 999 and inform the Head of School, Mr Filer immediately followed by parents and carers.
4. How do you ensure that all staff are trained/ qualified to deal with a child's particular needs?	Specialist training is sought from appropriate health professionals for all relevant staff.
5. What support is available if I am worried about my child's mental health?	Local services for children & young people

- The School- Please talk to us about your concerns, so that we can work together to help your child feel better.
- Your GP- A GP can check any physical symptoms linked to your child's health and talk with you about their emotional well-being making a referral to a specialist service if necessary.
- The School Nurse - Parents/carers can contact the Bath and North East Somerset School Nurse Service for advice and support on a range of health issues.
- Child and Adolescent Mental Health Service (CAMHS) -A free NHS service that assesses and treats 0-18-year olds with emotional, behavioural or mental health difficulties.

Websites that offer information and advice

The following organisations provide reliable information and advice to help parent/carers to support their child when experiencing emotional difficulties :

Young Minds: - Help for Parents

Information about all aspects of child mental health, including a Parent Helpline 0800 802 5544

You're Never too Young to Talk Mental Health

Leaflet for parent/carers of primary aged children

Childline

Lots of information and tips for children of all ages about feelings and difficult situations

Minded for Families

Free learning resource about mental health for parents and carers

	<p><u>Happy Maps</u> Lots of information about health topics including mental health, organised under different age groups i.e under 5's primary age, secondary age, young adults</p> <p><u>Charlie Waller Trust</u> Leaflets on a range of topics to support your family's mental health</p> <p><u>Shout</u> 24/7 text messaging help service for parents</p> <p><u>Child in Mind</u> Expert led podcasts to help you understand and support mental health issues</p>
<p>6. What support is available for parents?</p>	<p><u>The Wellbeing College</u> Directory and database of groups, activities and courses in the B&NES community that can support adult wellbeing.</p> <p><u>Talking Therapies</u> Accessed through G.P or self-referral for those aged 16 and above living in B&NES</p> <p><u>MyScript- Social prescribing service</u> Available to anyone registered with a GP in B&NES. This service provides support in finding specialist services and community groups to help individuals experiencing mental health and wellbeing issues to take control of their situation.</p> <p><u>B&NES Community Wellbeing Hub</u></p>

	<p>Local information on a wide range of issues including physical health, wellbeing, housing and employment advice.</p> <p><u>Bath Mind</u> Tel: 01225 316199</p> <p><u>Samaritans</u>. Tel: free confidential listening service 116 123 <u>NHS Choices: moodzone</u>. Helps manage stress, anxiety, depression. https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing</p> <p><u>CALM Campaign against living miserably</u> Information and help around mental health particularly focussing on men</p> <p>Agencies and services to support parents and carers in vulnerable situations</p> <p><u>LiveWell in B&NES</u>. Links to a range of services supporting physical, social and emotional needs. Includes Ofsted registered childcare, parenting support, groups, clubs and events. Signposts to organisations, services, support, activities and groups for children and young people aged 0-25 with SEND additional needs</p> <p><u>Citizens Advice B&NES</u> Independent charity that provides free, impartial advice and information on a range of issues including housing, employment and debt.</p>
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Communication with Parents	
<p>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child?</p>	<p>An induction pack is given to all Reception parents prior to their child starting. We also complete home visits to introduce teachers, TAs and key workers to parents/carers.</p> <p>There is a staff section on our website where names and job roles are given.</p> <p>Parents are introduced to their child’s class teacher and are advised to speak to them initially regarding any concerns and thereafter a member of SLT before reporting to the Head teacher.</p> <p>Parents/Carers are made aware of who to contact at each stage.</p>
<p>2. Do parents have to make an appointment to meet with staff or do you have open door policy?</p>	<p>Parents/carers can leave a message for a teacher with the staff on the gate or door in the morning. Staff are available on the playground after school every day. However, if they wish to meet in a formal meeting, an appointment should be requested at the main office.</p>
<p>3. How do you keep parents updated with their child’s progress?</p>	<p>Parent consultation appointments are available every week and appointments can be booked via school cloud.</p> <p>Informal progress meetings are arranged where necessary.</p> <p>A formal school report is sent home at the end of the academic year.</p> <p>Annual Reviews for EHCPs are held annually.</p> <p>Parents and carers are able to access Seesaw at home to respond to learning that has been put on there and also to document home experiences.</p>
<p>4. Do you offer open days?</p>	<p>Parents and carers are welcomed into school on a termly basis to work with their child and look through their current learning. The dates for these are given at the start of each academic year to ensure parents have sufficient notice. Each open event will be paired with a briefing for parents, delivered by SLT, on a topic that will support learning at home.</p>

<p>5. How can parents give feedback to the school?</p>	<p>Parents/carers are asked to complete a questionnaire following a parent consultation and reports. Feedback can also be given online at Parent View https://parentview.ofsted.gov.uk/login Intermittent feedback can be written in pupils reading records or in a letter addressed to the Headteacher. School are happy to receive feedback at any time via and email to the enquiries line.</p>
<p>Working Together</p>	
<p>1. Do you have home/ school contracts?</p>	<p>Parents are provided with a copy of the home school agreement when their children enrolls at school. Parents are asked to sign via Microsoft forms.</p>
<p>2. What opportunities do you offer for pupils to have their say?</p>	<p>Children are elected into various committees in school: School council, eco council and spiritual leaders group. These groups of children take feedback from pupils about areas of the school that they wish to address. The committees meet on a regular basis to address any concerns, requests or positive comments from pupils.</p>
<p>3. What opportunities are there for parents to have their say about their son/ daughter’s education?</p>	<p>The school offers parent consultations every week.</p>
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<p>When there is a vacancy for a parent governor, a letter is sent to all parents and carers and they are invited to apply as per the application process We ask for parent/carer volunteers on all trips and have a parent group which run and support fundraising at the school. The PTA is a strong board of parents that work together to organise events and support the school, all parents are welcome to join.</p>
<p>5. How does the Governing body involve other agencies in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The Governing Body has an SEND designated Governor, Claire Formby. The SENCO provides termly updates to the Governing Body via areport.</p>

	Multi-agency reviews are used a supportive tool to encourage all agencies to have a holistic view of a child's needs
Transition from Primary	
1. What support does the school offer for pupils coming to the school?	<p>Parents are invited to visit the school with their child. This enables them to explore the building and to meet the staff and current pupils.</p> <p>Transition days are held at the start of EYFS and before a children move to the next year group.</p> <p>Pupils who may require additional support during the transition process are identified and offered further provision.</p> <p>Circle time transition takes place within classes.</p>
Extra-Curricular Activities	
1. Do you offer school holiday and/ or before and after school provision?	We have a breakfast club and after school club which is run by Premier Education, information can be found on the school website .
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and how much?	Thrive Lunchtime club is offered on a daily basis and free of charge to parents. Children with SEN are selected to attend each day depending on need. Afterschool clubs are provided by teachers on a rotation and are charged at a small fee. Discounts apply to PP children. Clubs are regularly changed depending on the interests of the children.
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>All children are invited to attend all clubs suitable for their year group.</p> <p>All trips, including residential are fully inclusive.</p>
4. How do you help children and young people to make friends?	<p>We have a whole school ethos where everybody is treated with respect. This ethos is modelled by staff and pupils. We have 3 core values: kindness, respect and courage. Children and staff work together to model and develop these values. They are celebrated through adult praise and celebration assemblies.</p> <p>Early Years see PSED as a core scaffold for all learning. A lot of</p>

	emphasis is put on developing children’s social skills to prepare them for future years.
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All our policies can be downloaded from our website: <https://www.tworiversschool.org.uk/>

Glossary of Terms used in our Local Offer-

Annual Review- All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

ADHD/ADD- a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form), Inattentive, but not hyperactive or impulsive or Hyperactive and impulsive, but able to pay attention.

Assessment- This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.

ASD Autistic Spectrum Disorder- A disorder characterised by difficulties in social interaction and communication, sensory processing and integration, flexible thinking, information processing and understanding.

Code of Practice- The SEN Code of Practice (often referred to as ‘The Code’) gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.

Differentiation- is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

Differentiated Curriculum-A curriculum that is specially adapted to meet the special educational needs of individual children.

Dyscalculia- Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

Dysgraphia- Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).

Dyslexia- Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below

Dyspraxia- A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

EHCP Education, Health and Care Plan- The criteria and procedure for securing an EHCP for your child is detailed as part of Two Rivers Local Offer.

EP Educational - Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

Exam Special Arrangements- Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.

Exam Special Concessions-Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.

Governors-Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.

HI Hearing Impairment- Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum

Inclusion-Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

IEP Individual Education Plan- An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN

LD Learning Difficulties- A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.

LA Local Authority- Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In BANES, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.

MLD Moderate Learning Difficulties-Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

National Curriculum-This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

National Curriculum Inclusion Statement-A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.

OFSTED-OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.

Personalised Learning- Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability

Phonics- A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.

Phonological Difficulties-A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD Physical Difficulty -There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.

Physiotherapists- Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.

SENCO Special Educational Needs Co-Ordinator-a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.

SEND Special Educational Needs & Disabilities-Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age.

Special Educational Provision-The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

SpLD Specific Learning See Dyslexia, Dyscalculia and Dyspraxia above.

Statutory Assessment- This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan.

LSAs Learning Support Assistants- Almost all schools now employ Learning Support Assistants to support whole classes, small groups or individual pupils. LSAs are placed to meet the learning needs of the children.

Transition-Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.

VI Visual Impairment -Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.