



Strategies to support pupils who are Visually Impaired

Children & Young People's Services

Durham
County Council



Quality First Teaching

Flexible grouping arrangements

- Some differentiation of activities and materials.
- Differentiated questioning.
- Use of visual, auditory and kinaesthetic approaches.
- Awareness that a pupil may need more time to complete tasks, equality of access may mean that they need to do some things differently.
- Resources and displays that support independence.
- Routine feedback to pupils.
- Environmental considerations are made to meet the needs of all pupils.
- Consideration to pupil's learning style.
- A range of alternative equipment may be useful.
- The pace of work may need to be slower.
- Understanding that a visual impairment may have a wider impact on a pupil's social and emotional wellbeing despite the apparent lack of obvious impairment.
- Environment is planned, consider the physical and sensory needs of all pupils, e.g. playground, classroom layouts, displays, signage, lighting.
- White/interactive board displays should be clear for all pupils, a dark pen should be used when writing on the board.
- Use of teaching strategies that develop the independent learning of the pupil.

Advice and support from the parents and information from the pupil regarding their opinions and preferred strategies using a person centred approach.

Create a vision friendly inclusive environment for all pupils

A – Appropriate seating position

C – Clear and clutter free

C – Contrast

E – Easy to locate

S – Spacing

S – Size and style.

remember:

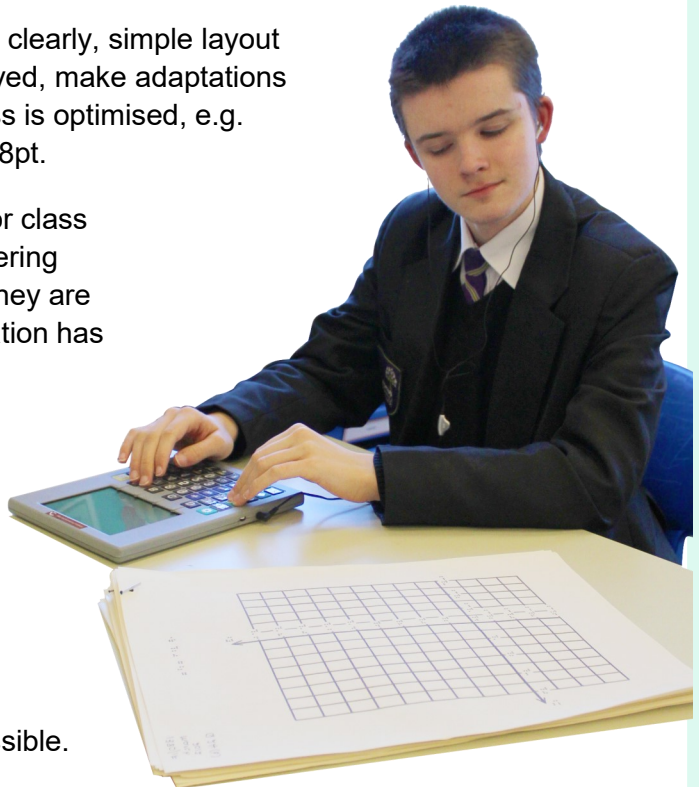
ACCESS

Environment

- Consistent layout of classroom ensuring there are no obstacles in the classroom causing obstructions.
- Ensure all light bulbs work, and regulate the brightness in the classroom (use blinds), aiming to provide an evenly lit, glare free environment.
- Present displays using a clear simple layout at a height where pupils can read easily, on paper with a matt finish, on a contrasting background.
- When displaying notices, use black text (minimum 14pt), in simple font, e.g. Arial or Comic Sans. Cluttered, busy environments make it harder to see.

Teaching approaches

- Stand away from the window when teaching, to ensure a silhouette is not created.
- Position desks and chairs to ensure pupil can sit facing the front.
- Ensure optimum position to access distance tasks, e.g. IWB, flip chart.
- Consider seating arrangements during assemblies etc. pupil will need to be near the focus of the speaker/ lesson, be mindful of age appropriateness and inclusion so the pupil is with some of their peers.
- Verbalise what you are writing on the board, write with a black pen on the board and ensure text is clear and in print format.
- Present information clearly, simple layout and logically displayed, make adaptations to ensure the access is optimised, e.g. text in black, print 18pt.
- Use pupil's name for class discussion or answering questions, ensure they are aware the conversation has ended.
- Present text on worksheets at a minimum of 14pt print, in a black simple font, e.g. Arial or Comic Sans clearly presented and diagrams are accessible.



- Use A4 size paper whenever possible to present worksheets (e.g. as opposed to A5 or A3).
- Check the pupil can read back your marking or use a black pen to mark the pupil's work. Print comments so that it is easy for them to read.
- The pupil should write with a black pen or pencil that gives good contrast to the page to ensure read back of work.
- Use landmarks and navigational language to help the pupil move around safely.

Writing and reading mediums

- Handwriting in print (not cursive) – using black or blue ink.
- The pupil should not share reading, text books and worksheets as they need to be able to place them where they can see the best.



Time

- The pupil may need more time for reading or copying from the board or to complete tasks if necessary.
- Tracking - Allowing the use of a card or finger when reading, a black card as a book mark.
- Scanning: The pupil may find it more difficult to quickly scan text, boards, screens, etc. for a specific item or word.
- The pupil may get tired simply because of the additional effort involved in seeing.
- Copying from the board to an exercise book will be much more challenging for the pupil even when they are close enough to see the board.
- Visual fatigue can be a problem so think about providing short breaks or activities which do not involve using vision to provide rest breaks.

PE/Practical sessions and offsite activities

- The pupil's safety needs to be considered during practical subjects such as PE and science and any other situations where there may be safety risks in school

School should complete a risk assessment for offsite activities.

Further advice can be sought from:

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