

Visual Impairment

There is a range of eye conditions, many of them affecting a child's ability to learn (85% of school tasks require use of vision). Early identification of any reduction in vision and any implications for learning is essential to best provision. A child whose visual difficulty is having an impact on educational progress will probably require an IEP which includes elements of the specialist curriculum for visually impaired pupils.

The Vision Support Teacher will provide advice for the IEP.

Indications of a Possible Reduction in Vision

The child

- fails to make and maintain eye contact.
- has a tendency to peer closely at objects or pictures, or hold work at an unusual angle.
- adopts an abnormal head posture.
- fails to respond to non-verbal instructions - e.g. facial expressions.
- uses limited facial expression.
- has difficulty finding dropped items.
- has poor hand control
- tends to walk with a stoop or a shuffle.
- lacks confidence in group activities.
- has a tendency to frown, squint or cover one eye.
- misses the target when placing items or throwing balls.

Some **minor visual conditions** such as:

- Defective colour vision
 - Errors of refraction which are slightly under-corrected but stable.
- would not be expected to have any educational impact, though the school should keep a record of the visual condition through its ordinary procedures. Such children would be accommodated through the 'ordinary differentiated curriculum'.

Improved curriculum access may be achieved through a variety of differentiation methods such as:

- Use of dark lined paper.
- Use of darker pencils, felt tip pens.
- Use of dark pens for whiteboard
- Labelling coloured pencils or choosing alternative colours (for pupils with colour vision difficulties)

- Organisation of different seating position in relation to blackboard/whiteboard, windows.

Information, training and further advice re differentiation for enhanced curriculum access can be requested from the Vision Support Service

Children who, after assessment, have been identified as experiencing **a more severe reduction in their functional vision** that has some impact on their educational progress will need additional action to enable their best possible educational progress. They will require:

- Differentiation of materials
- Modifications of learning environment
- Some specialist materials.

The Vision Support Service would provide:

- A Functional Vision Assessment
- Advice for IEP Vision Targets
- Inset Sessions
- Delivery of appropriate elements of Specialist Curriculum