**Sensory and/or physical needs**

**Vision impairment**

**Top Tips for developing an Inclusive Learning Environment**

**Lighting**

* Good even lighting.
* Avoid glare.
* Control light, e.g. adjust blinds/curtains, move child’s location in classroom according to lighting conditions.

**Environment/Storage**

* Keep a predictable and consistent classroom environment.
* Clearly labelled resources, drawers and displays.
* Provide additional space at the child's desk for equipment, large print papers.
* Storage space for folders/equipment in classroom.

**Displays**

* Text to be read at reading height.
* ‘Clear and large’ is a good maxim.
* Clear contrasting colours for text,

**Teacher’s position in class**

* Stand away from the window (standing with back to the window creates shadow).
* Stand at a proximity to enable child the best view of you; find out what this distance is from the Teacher of VI.

**Language**

* Speak child’s name first to gain attention, ensure he/she is looking at you before you begin to speak, particularly when they have their hand up to answer a question.
* Ensure all verbal instructions are precise.

**Seating to access distance vision task**

* Child to sit close to the action, at a distance that enables the best view.
* Position the child in most suitable place to access whiteboard, smart board, demonstration, carpet activity; may need to sit in different places for different activities.

**Whiteboards**

* Black rather than coloured pens provide better contrast on whiteboards.
* Clean class and individual whiteboards regularly.

**Understanding the task**

* If appropriate, assist the child to ‘visually access’ the task first.
* Provide a verbal overview of the learning materials.
* Reinforce learning, allow time to explore any pictures and objects and time to revisit if necessary.

**Printed materials**

* Adapt to child’s print specification and individual needs.
* It is good practice for the child NOT to share any text.

**Marking and making comments on the child’s work**

* Use a black pen and write in large print.
* Numerous comments should be done as numbered footnotes.
* Print spellings at the end of the piece of work for the child to read.

**Advice Point**

**Visual Fatigue:** “Seeing” requires a good deal of effort and concentration, which may affect motivation, due to the visual fatigue experienced after prolonged periods of close work.

A child’s eye condition may fluctuate meaning they ‘see’ better some days than others, impacting on their access to the curriculum.