

Visual Impairments

Universal provision

How will you keep my child safe and cared for?

- ◇ Settings will signpost families to the Local Offer for information from specialist agencies /support groups e.g. Royal National Institute for the Blind (RNIB), My Sight Nottingham, National Blind Children's Society, LOOK etc.
- ◇ Recognition of particular stresses and anxieties that a visual impairment may cause.
- ◇ Awareness raising discussions with other children in setting to facilitate a better understanding of a visual impairment.
- ◇ Well organised rooms with clear route ways.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children's needs and specific strategies to support children with visual impairment.
- ◇ Key persons must ensure that every child's learning and care is tailored to their visual impairment needs and responsible for supporting child in care and wearing of glasses or other aids.
- ◇ Key persons to support the above by verbalising print in the environment/ providing larger print.
- ◇ Print, such as name cards is adapted to correct print size to support child.
- ◇ Child with visual impairment seated close to adult and props being used and best seating arrangements in relation to light source.
- ◇ Effective use of blinds and lighting to improve environmental conditions, including I.T

How will I / you know my child is making progress?

- ◇ Settings support parents/carers to obtain medical assessment when a visual impairment is suspected.
- ◇ Key staff are aware of referral procedures to other agencies including health, education and social care.

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Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ Ensure the continuous provision is safe and free of clutter and hazards.
- ◇ The setting promotes active involvement of VI children and young people providing opportunities to make a positive contribution and develop self-esteem and independence.
- ◇ Support children with VI in the outdoor environment to ensure accessibility and that they are safe.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Qualified teachers of the visually impaired work with SENCO/Key worker /setting to facilitate the child's access to the Early Years Foundation Stage (EYFS). This may include,
 - ◇ Advice on adaptations or use of aids and equipment
 - ◇ Significant modification of resources according to Individual needs
- ◇ EYFS planning shared with the qualified teacher of VI to enable resources to be prepared to support the learning.
- ◇ Practitioners should have time to adapt resources to promote child's independence e.g. larger pictures/story props.
- ◇ Setting will apply through Inclusion Support Grant (ISG) for specialist equipment needed which is for the use of the specified child.
- ◇ Where adaptations to the learning environment may be necessary. Advice should be sought from a qualified teacher of the visually impaired.
- ◇ Additional adult support for trips e.g. visits to a farm.
- ◇ All practitioners working with child with VI to modify language accordingly, e.g. when giving instructions.
- ◇ To develop specialist skills to improve curriculum access e.g. use of specialist equipment following advice from Teacher of VI.
- ◇ A consistently well organised environment to support children with VI so they know where specific resources/activities are stored.
- ◇ Individualised learning opportunities may be necessary to address specific needs and routines and may include,
 - ◇ extra time,
 - ◇ 1-1 support
 - ◇ adapted resources within the continuous provision.

How will I / you know my child is making progress

- ◇ Targets relating to VI will be included and identified support and strategies implemented across all sessions. Progress of these monitored regularly
- ◇ Following a diagnosis, specialist support will assess the child's functional use of vision, to include observations of child in context
- ◇ Assessment of need for specialist equipment by qualified Teacher for VI.