

**Quality First Teaching - Inclusion Checklist – Vision Impairment**  
**SEND is Everybody’s Business**

**Environment**

Think about the <b>classroom layout and displays</b> . Are displays clear, good contrast, not cluttered? Is text clear and at child friendly height. Have you explained what display is where and how to use it? NOTE Some VI learners will not be able to access such displays- how will ensure they have equal access to this information in a format that is accessible to them?	
Think about <b>background noise</b> .Control all “unwanted” noise you can. Close windows, doors, turn equipment off etc	
Ensure <b>good lighting</b> . Avoid glare or dim light. Make sure teacher is easily seen and heard. Do not stand in front of bright light source. Window blinds can help avoid glare and control light.	
<b>Seating</b> . Make sure the vision impaired learner knows where they sit, has best access to the teacher and whenever possible the board or lesson focus. Ensure they can navigate the classroom and know where everything they need to access is. In most cases seating towards the front will be beneficial.	
Contrast in colours may help a VI learner distinguish furniture/floor/table/chair. <b>Consider an environmental audit if the vision issues are very significant.</b>	
Consider using tactile or braille signs where necessary.	

**Planning**

Think about the <b>content</b> of the lesson- how will you make any visual content of the lesson accessible to the learner? Additional verbal narration/differentiated visuals/tactile resources/individualised enlarged copy/individual object?	
Consider how you will <b>break up the lesson</b> and <b>make it multi- sensory</b> to avoid the learner becoming fatigued.	
Think about how <b>support staff</b> will be used before/during and after the session. Share your planning/ensure a <b>support feedback loop</b> is in place so you have some way of knowing what support was given/necessary in the lesson and can monitor teaching and learning for the individual VI learner.	
Consider <b>alternative ways for learners to record their learning</b> avoiding need for extensive writing using methods such as: Bullet points, sequencing pre-prepared sentences/pictures that are accessible to the individual learner, matching, cloze procedure, using ICT such as iPads, Powerpoint, touch typing spoken/recorded responses or drama	
Provide an individual iPad for <b>video clips</b> so the learner can watch and rewatch in formats suited to them with suitable commentary/audio description.	
Ensure any text or handed out materials have <b>clear, well -spaced print</b> , that is <b>suitable size and contrast for individual learner</b> . Avoid glossy finishes and use clear non-blurry originals when photocopying.	

**Teaching Strategies and Communication**

<b>Use the multi-sensory approaches you have planned</b> throughout your lessons- visuals/demonstrations etc	
<b>Ensure you have the learner’s attention before starting to speak. Ensure the learner knows who is talking in class discussion.</b>	
<b>Cue learners in to change of topics verbally not only by pointing/showing visuals.</b> Describe what you want the learner to notice/describe what you are showing.	
<b>Explain any new language</b> or subject specific words that you have illustrated visually or provide a tactile example of this and let the learner feel this.	
<b>Ensure the learner has access to necessary curriculum equipment close to hand or in places they can access independently that are kept in a consistent place and well labelled.</b>	

<b>Discretely check visual access.</b> Don't ask can you see the board, book etc as they may not be able to see the details you require them to.	
<b>Consider allowing extra time</b> for completion of tasks where scanning visual materials is required.	
<b>Manage group discussions</b> , following several speakers is a challenge for a vision impaired learners without access to visual clues, facial expressions, body language etc	
<b>Ensure the learner has access to any support technology recommended such as lap top/iPad, braille.</b> Have a discrete but consistent way of checking equipment is working with the learner	

### Use of support staff

<b>Ensure support staff are aware of lesson objective/content and medium term plans before the lesson</b>	
<b>Ensure support staff can feedback how learner coped in lesson and what support was necessary so you can monitor learning</b>	
<b>Use support staff to pre teach concepts when needed</b> this does not always need to be for a whole lesson session, a few minutes may cue a learner in/consolidate learning	
<b>Use support staff to manage individual access, smaller groups or prepare accessible resources</b>	

### Social/Emotional/Encouraging Independence

<b>Discretely discuss support needs with the learner</b> on a regular basis, even young learners can give useful feedback on support needs	
<b>Be aware learner will often miss incidental learning</b> opportunities such as facial expressions, gestures from other children	
Use <b>resources that reflect inclusive ethos</b> , stories, reference to role models etc	
<b>Encourage</b> and praise learners for giving <b>feedback on accessibility.</b>	
<b>Make peers aware of access needs</b> of learners where learner is comfortable with this. Where possible encourage the learner to be involved in this.	
<b>Be aware how tiring and stressful looking/listening can be</b> , this can affect the learners behaviour or make them fatigued, anxious, lack confidence, self esteem	

If you have concerns about the VI learner discuss these with the setting SENDCO and consider contacting one of the agencies below. Support and VI awareness training is available.

### Useful Resources and Links

#### **Peterborough Sensory Support Service – Specialist Teachers of the Vision Impaired**

Tel: 01733 454460 Email: [SensorySupport@peterborough.gov.uk](mailto:SensorySupport@peterborough.gov.uk)

#### **Arthur Mellows Village College- Secondary Hub for VI Learners**

Tel:01733252235 Email: [office@arthurmellows.org](mailto:office@arthurmellows.org)

**RNIB- A variety of support resources for supporting teaching and learning and social and emotional needs of VI learners of all ages** <https://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/guidance-teaching-and-learning>