## Working with a child with a Visual Impairment

**Worksheets and other** resources should be provided in the right font size Is the student Access to a socket comfortable and in an for a appropriate laptop if working position necessary Some concepts **Verbal Remember:** may need models, further descriptions to support You are there to help the explanations or experiences.in access and understanding student to do their work, certain subjects not do it for them! They can and must think for White/interactive board displays The student may pick up less themselves, so providing them should be clean; a dark pen should incidental information on with the answers will be used when writing the world around not help. If the on the board them Do not do too teacher is Help the much – remember showing something student to do you will not always be to the class, bring things for themselves there - Independence is it over to the where at all possible key stu**dena** closer some assistance may be view needed in certain subjects. Ensure safe use of tools - you may need to have your hands over theirs

## To get the most out of the curriculum remember: ACCESS

A – Appropriate seating position

Sit at the front

C – Clear and clutter free worksheets

Keep glasses clean and worn correctly

C - Contrast

E – Easy to locate

**S** – Spacing

**S** – Size and style

Environmental considerations playground and classroom layouts should be consistent

Clear displays and signage Everything should have a place Control lighting, reduce glare

The pace of work may be slower