

Contact details

Vision Support Service

Joanne Hogg

Head of Service

c/o Tapton School

Darwin Lane

Sheffield

S10 5RG

Telephone 0114 2941201

jhogg@taptonschool.co.uk

Qualified Vision Support Teachers—Early Years

Ellen Warr

ewarr@taptonschool.co.uk

Sally Lambert

slambert@taptonschool.co.uk

Link to Vision Support Service Local Offer

<http://www.sheffielddirectory.org.uk/kb5/sheffield/>

[directory/service.page?id=PMqF2VmZ0xo](http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=PMqF2VmZ0xo)

Towards a Vision Friendly Early Years Setting



Around the Setting

- Make sure the light is good but avoid glare from windows
- Aim to keep walkways as clear as possible, coats hung up etc.
- A coat peg at the beginning or end of the row will help towards independence
- Share with the child any new activities that are available on a daily basis
- Explain to the child about any changes to the layout in the setting
- Busy, colourful tablecloths introduce visual clutter for a child with a visual impairment, consider presentation, keeping things clear and simple is best
- Encourage the child to sit at the front for story time
- Encourage the child to pick up objects and spend time looking closely at them, together

General

- Seeing with a visual impairment is hard work so allow extra time for the child to finish tasks
- Short breaks may be needed during activities that need sustained visual attention to avoid visual fatigue
- Some children may have Low Vision Devices such as magnifiers issued from the hospital, they should be encouraged to use them
- The Vision Support Team are available to answer your queries and concerns , please get in touch

**A child with a visual impairment
is first and foremost a child.
Always have high expectations!**

Using Computers

- Ask technical support to set up a separate log-in where the disability options can be applied
- If a monitor is in use make sure it is at eye level and move it closer as needed
- An alternative key board such as one with large keys may be needed
- i-pads and tablets can provide good contrast and clear presentation with careful choice of apps

Social and Emotional

- It may be difficult to find friends outdoors so a buddy system may be helpful
- Make sure the child goes out with his or her friends
- Encourage good social skills e.g. eye contact and showing visual attention, this does not come naturally to the child with a visual impairment

- Children with a visual impairment can be tactile defensive, make sure they access 'messy play'
- Facial expressions and body language are not easily seen across a large setting, it is important to verbalise instructions and move closer before doing so
- Always address the child by name to get their full attention before speaking to them
- It may be difficult for them to find their friends in a busy setting with indoor and outdoor learning spaces



Near Vision Activities

- Make sure any print is of good contrast e.g. black on white and is well spaced
- Allow the child to mark make using a thick black felt pen or bold, bright felts, a dark 6B pencil is also helpful
- Any adult scribe should be clearly written in thick black pen and be a large font size (36+)
- Any IT generated text should use a simple font such as Primary, Arial or Comic Sans in

36 Bold

- During story time if books or objects are used make sure the child has their own to handle
- Spacing pictures and words makes it much easier to see
- Real objectives are always best e.g. real coins, real food and natural objects

Activities at a Distance

- It is important that whiteboards are kept clean and a thick black pen is used so that the contrast is good
- When using the interactive whiteboard, turn off lights to improve the contrast
- When speaking to the class or group it is best not to stand with your back to a window
- Incidental print and photographs around the setting may well be inaccessible, draw attention to them and encourage the child to access at close hand. Displays need to be interactive and take advantage of all the senses
- If you are unsure whether the child can see at a distance, e.g. in the hall/outdoors always check this out with them