

Physical and Sensory: Visual Impairment (VI)

What it looks like	Strategies to support
<p>Visual Impairment (VI) is an impairment of sight and is likely to have an impact on the child's general development and means of access to learning. A child may wear glasses, but this will not fully correct their vision</p> <p>If a child is patched, we recommend that you seek the advice of your EY specialist as a child's vision can be seriously reduced when patched, leading to health and safety considerations. The VI is significant when the child needs:</p> <ul style="list-style-type: none"> • Enlarged text on trays, displays, board work etc. or pre-braille skills/activities. • A curriculum that is provided via touch. • Constant supervision for health and safety. • Direct 1:1 to support social skills. • Additional opportunities to practise skills. <p>A child with a VI may have difficulties with:</p> <ul style="list-style-type: none"> • Learning and physically developing at the same pace as their peers. • Making links between differing areas of learning. • Physical tiredness. • Making and maintaining relationships. • Managing their equipment and physical safety. 	<ul style="list-style-type: none"> • Adapt the nursery environment to take account of sources of light, to avoid glare and visual clutter etc. Blinds at windows may be necessary. • Use relevant equipment, e.g. specialist IT equipment, patches, modified toys or books following the advice provided by the specialist teacher. • Implement the child's educational advice provided by the specialist teacher. • Provide consumable materials, e.g. braille paper, and other tactile resources e.g. collage items • Build visual fatigue rest breaks into the day and a shaded outdoor area as appropriate. • Regular liaison with a specialist teacher to support the child and practitioners to understand the impact of the child's vision loss on the child's communication, language and learning. • For the child to become independent in their use of any additional or modified equipment through training, regular checks and monitoring. Support will be offered to settings by the specialist teacher in the form of training, planned group work and 1:1 support ranging from annual, termly, weekly and multiple weekly visits. • Use individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, and social interaction skills. • Give opportunities to generalise speech and language skills taught as part of individual/small group programmes. • Provide a quiet space/ workstation for 1:1 instruction. • Planning shared with the specialist teacher so that resources to be obtained or modified are in time for the activities planned. A multi-sensory approach to the curriculum is needed.

What it looks like	Strategies to support
<ul style="list-style-type: none">• Early literacy and pre-writing skills.• General self-confidence and self-esteem.• Fully engaging with their environment	