

## Visual Impairments

A visual impairment refers to the full or partial loss of vision. It can include low vision, colour blindness, and various eye conditions.

### Strategies / Interventions.

- **Providing a sensory rich environment.** Incorporating scents, sounds, and textures to the environment creates a multi-sensory experience that stimulates the imagination and encourages exploration.
- Provide supportive, descriptive language and give clear explanations when talking to children.
- Always use the child's name when you initiate talking to them. Use the names of all the children when talking to them. That way a child with a vision impairment won't act on an instruction or comment which was directed at another child. Tell the child when you are leaving and encourage the sighted children to do the same. This helps the child know the positioning of others.
- Choose resources considering tactile features, contrast, and size. Ensure they meet the needs and interest of the child and are organised in a way they can be accessed independently.
- Ensure you explain what activities and resources are on offer to the child, including their location.
- Ensure the environment layout is consistent with clear routes, consider the use of touch or sound cues to help children know where they are.
- Consider individual children's needs such as where they need to sit during group activities, lighting, and contrasting colours. Seek advice from a vision support teacher to help with this.
- Treasure Baskets are great for allowing to children explore a range of different textures and everyday objects.
- Actively introduce visual and spatial language to help a child who has a vision impairment to develop their understanding of colour, position, shape, size, and distance
- Tactile books - tactile books are available including some with braille and print. It is useful for carers, teachers, and parents to introduce children to the notion that braille dots carry meaning, in the way that print does.



**Links to EYFS – C&L, PD, PSED, LIT, MATHS, UTW EAD**

**SEND Code of Practice.** – Physical and Sensory

#### Parental Section: Using strategies at home.

Work closely with your child's vision support teacher as to what strategies are most suitable for your child's sight needs.

- Provide opportunity for children to experience a range of textures and real-life objects.
- Share high contrast, tactile books with your child.
- Talk your child through everyday actions and routines using descriptive language.
- Organise everyday objects so your child can access them independently, e.g. always placing drinks in the same place.