**Graduated Response – Practical ideas for Vision Friendly Settings**

**Sheffield Support Grid-Levels of support**

* Level 1– annual update/ monitoring and advice / awareness raising training.​
* Level 2/3 – annual update/ termly monitoring and advice / awareness raising training. ​
* Level 4 – All above + weekly teaching support and habilitation training.​
* Level 5 – Bespoke support plan agreed. Weekly input from all specialist professionals and additional specialist teaching assistant support where necessary

**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​
* Encourage the child or young person to sit at the front.​
* Give the child or young person the opportunity to handle any visual aids.
* Facial expressions and body language won’t be easily seen so it is important to verbalise instructions and feelings clearly and use the child or young person’s name when speaking to them.​
* Share with the child or young person any new activities that are available on a daily basis​
* Explain to the child or young person about any changes to the layout in the setting​
* Busy, colourful tablecloths introduce visual clutter for a child or young person with a visual impairment, consider presentation, keeping things clear and simple is best​
* It may be difficult for them to find their friends in a busy environment

**Near Vision**

* Make sure any print is of good contrast e.g. black on white and is well spaced​
* Allow the child or young person to write using a fine black felt pen or bold, or a dark 6B pencil ​
* Any adult scribe should be clearly written in thick black pen and be a large font size (36+)​
* It is helpful for the child or young person to have their own copy of printed material and not have to share.​
* Enlarged work is best reformatted onto A4 rather than enlarged on a photocopier to A3.​
* Any IT generated text should use a simple font such as Primary, Arial or Comic Sans in **36 Bold**​
* Spacing pictures and words makes it much easier to see​
* Real objects are always best e.g. real coins, real money and natural objects

**Activities at a distance**

* It is important that whiteboards are kept clean and a black pen is used so that the contrast is good​
* When using the interactive whiteboard, turn off lights to improve the contrast​
* If the contrast is still too poor allow the child or young person to view the teachers monitor when accessing the interactive whiteboard​
* 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 or young person to access at close hand. Displays need to be interactive and take advantage of all the senses​
* Displays should be bold and have good contrast and should be at eye level if possible.​
* When speaking to the class or group it is helpful not to stand with your back to a window.​
* If you are unsure whether the child or young person can see at a distance, e.g. in the hall/outdoors always check this out with them​

**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 or young person 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 or young person with a visual impairment

**General**

* Seeing with a vision impairment is hard work so allow extra time for the child or young person to finish tasks​
* Short breaks may be needed during activities that need sustained visual attention to avoid visual fatigue​
* Some children and young people 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

**Sheffield Vision Support Service ​**

**Tapton School​**

**Sheffield S10 5RG ​**

**0114 2941201​**

**Email:** **K.Beaumont@taptonschool.co.uk**

**Team Leader Peripatetic team: Sarah Blake**

**Secondary IR Team Leader Joanne Hogg**

**​Head of service: Bernadette Roe-Dean**