

Inclusive Learning Vision for Inclusion



VISUAL IMPAIRMENTS

Visual impairment, also known as **vision impairment** or **vision** loss, is a decreased ability to see to a degree that causes problems not fixable by usual **means**, such as glasses. ... **Visual impairment** is often defined as a best corrected **visual** acuity of worse than either 20/40 or 20/60. It is important therefore to reinforce the need to stay focused and maintain high expectations for all pupils.


There are a number of other vision problems that may also impact the visual functioning of a student with a visual impairment. There may be issues with sensitivity to light or glare, blind spots with their field of vision or problems with contrast or certain colours (colour blind)

The exact causes have never been pinpointed but current research age-related eye diseases: macular degeneration, cataract and glaucoma. Other eye disorders, eye injuries, and birth defects can also cause vision loss. Whatever the cause, lost vision cannot be restored.


CHALLENGES WITH VISUAL IMPAIRMENTS

Challenges as a result of a visual impairment can be presented in many ways. It is important to note that these can be viewed as being negative in the classroom


Finds it hard to stay focussed on task.
Does not appear to be listening when spoken to directly




Does not follow instructions and struggles to finish school work




Struggles to organise activities




Loses school equipment e.g. pencil case, books etc.



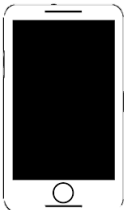
Sleep and appetite problems



Forgetful about routines and daily activities




Distractible




STRATEGIES FOR VISUAL IMPAIRMENTS


Minimise distractions




Stress importance of paying attention




Deliver a clear message as concisely as possible




Question understanding & expectation




Make eye contact during explanations




Provide a list of: Vocabulary Context Visual Cues




Do not give too much information at once




Allow time to process and complete




Break down instructions to small steps




Set achievable goals




Stay calm. Don't debate or argue




Enlarge texts/fonts



Allow for the use of assistive technologies



Check they are seated in an appropriate position



BEING INCLUSIVE IS A WHOLE SCHOOL APPROACH