

Considerations when a child/young person (CYP) with Visual Impairment (VI) returns to a setting

- **Is there a different classroom teacher or TA?** Are they aware of the needs of the CYP? Photographs will need to be provided to the CYP so that they know who the members of staff are. How is the information regarding the CYPs VI being shared? Your QTVI will be happy to support with explaining their needs.
- **Is the classroom one which they know?** If this is not the case, then photographs will need to be taken showing the classroom. If possible, visits would be great to allow the CYP to be able to familiarise themselves with the new environment.
- **How has the school environment/classroom changed?** Photos will enable the CYP to familiarise themselves with new layouts. Consider using contrasting colour tape for the desk the CYP is going to use.
- **Are you introducing a one-way system?** This will need to be clearly marked and the CYP will need walking through the one-way system as they may not see the markers.
- **How are the social distancing measures shown in school? Are they of a clear colour contrast and in a location the CYP will be able to see?** A staff member may be required to show the CYP the different systems in place, particularly if they have significantly reduced or no vision at all.
- **Hygiene** – if the CYP is bringing items close to their face and/or touching items in the class to gain additional information, how are you going to manage the additional cleaning required to keep them and the other CYP safe? If the CYP is a long cane user, ensure that the handle of the cane is also washed as part of the hand-washing procedures in place.
- **What is the CYP able to see at a distance of 2m?** How is this going to impact on their access to learning? Consider your delivery of lessons to ensure they are accessible. If everything is happening at a greater distance a CYP with VI will receive less sensory input – they may need access to fiddle toys or sensory breaks to compensate.
- **How is the CYP expected to access learning? If technology is used how is this cleaned and maintained in a safe way?** Be aware that accessing information from a greater distance is likely to increase the level of visual fatigue the CYP experiences – they may therefore need an increase number of visual rest breaks.
- **Role of the TA: are they only supporting the CYP with VI or are they also supporting others? What distance will be maintained and what PPE if any is worn?** Clear decision making needs to be made in relation to this within the setting, shared with the family and written into risk assessments.
- **Consider the grouping the CYP with VI is in-** many CYP with VI have a small friendship group. It would be beneficial for them to have one of these friends in their bubble.

Contact us

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