

Children with low vision feel no different to anyone else - they just do things differently! Assistance from teachers and or assistants to access the curriculum alongside peers will be necessary, without it being obvious to other students. They desperately want to be one of the crowd and not treated differently. They are **enabled** by excellent memory, other senses, use of technology, ability to adapt and to efficiently use the sight that they have . However, don't let him trick you into thinking that they see more than they actually can. Encourage self advocacy, independence and resilience.

In the classroom

- Seat them with their back to the window or source of bright light, making sure you do not have the light source behind you, especially if they are photophobic/light sensitive.
- Ask them to describe what they see rather than asking "Can you see that?"
- Verbalise to all students what is going on in the room so that they can follow what is happening. For example say, "Mrs Smith has just come into the room", "Someone has just dropped their pencil case on the floor near the door." "The wind made the door bang." etc.)
- Use students' names as you ask or answer their questions, so that they know who is talking.
- Give directional instructions like "Near the window.", rather than "Over there."

Demonstrations

- Ensure they are close enough to see the picture or what is happening or have their own copy.
- Allow them to have a look at any new equipment or layout before the class.

Board work

- Seat them at the front of the class near the board, with other students.
- Use solid black or dark blue pens on white boards to provide high contrast.
- If you have blackboards, they should be cleaned of chalk scum regularly. Use white chalk.
- Ensure there is no glare on whiteboards from lights or windows.
- Use bold open print with space between letters or numbers, enlarged for the student to see.
- Reduce clutter on the board and keep diagrams simple.
- Read aloud as you write on the board and describe diagrams.

Printed material

- Pictures and photos should be high contrast, without too much detail.
- Keep diagrams simple and high contrast, bold text enlarged to 48 point, or what they see easily.
- Cream or buff paper produces less glare.
- Provide rest breaks with alternative work to rest the eyes when necessary.

Going outside

- The student should always wear a hat and sunglasses to protect their eyes from glare.
- Reapply sunscreen at the start of lunch – they will burn severely within minutes without sun protection at any time of the year! Keep a box at the door for hat, sunglasses, and sunscreen.
- On high UV days, wear long sleeves and allow access to deep shade (not dappled shade).
- They may not see fine detail, have poor depth perception, and do not easily focus on moving objects. They may not see changes in surfaces, steps, judge distance or track moving objects (other children, balls etc.). See the separate document for PE support.
- Have a mobility specialist (Guide Dogs or Vision Australia etc.) visit to assess the environment and provide advice for the child and the school to highlight hazards and ensure safety.