



Overall - Have high expectations!

- Work toward **independence in learning** for the child (don't do the work for them).
- Make genuine accommodations to allow them to access print or fine work, using their vision efficiently. If they can access this on their own, they will be more independent.
- Do not allow them to skip work because of their vision, rather reduce the volume or the way the work is presented – work smarter (not harder) by providing some work in audio form rather than having to read it. They can then use this later to revise without fatiguing eyes.
- Allow them short breaks from concentrated work, or do alternate work to rest the eyes.
- Ensure that they are naturally part of any group work and are not isolated because of their equipment or vision accommodations.
- They should be responsible for their own specialist equipment, but make sure they have secure accessible storage during the day and overnight. Have technician back up (or access to replacement) if it is faulty.

Parents – supporting your child

- Make sure they have all the necessary accommodations at school, with the understanding that they don't want to be singled out as being different!
- Encourage them to advocate for themselves in the classroom and with friends.
- Model and encourage reading at home, making sure they have the technology to do so.
- Consider providing audio versions of texts or novels to prevent eye fatigue where suitable.
- Attend regular Support group meetings to understand how you can best support them at home with their learning.
- Encourage them to talk about low vision challenges they face, without judgment, and encourage them to find ways to meet these themselves. Ask them how, or if, you can help.
- Give the child the opportunity to explore, practice and apply skills that are learned at school (both core curriculum and Expanded Core Curriculum – see below).
- Ensure the school has orientation and mobility (O&M) support and advice to ensure safety.
- Connect with other parents of children with low vision or albinism, to share information and give each other support. Also offer your child the opportunity to meet other teens with albinism.
- Connect with organisations that may be a source of advice and practical assistance.

Expanded Core Curriculum (ECC) – additional low vision skills to be learned.

- Usually introduced to the teacher and child, by the Visiting Teacher for low vision.
- These skills should be seen as something that **MUST** be taught and learned, as they will help the child with low vision or albinism cope with learning and daily life.
- Both parents and class teachers should have the opportunity to learn and be involved in teaching or reinforcing these skills.
- **How and when to use vision aids** – glasses, magnifiers (several types for different purposes), monoculars, tablet technology and computers (especially the “accessible” features). Children will use different aids at different stages and for different purposes.
- **Organisation skills** – how to organise their belongings and plan their routines or activities, so that they know where things are and what they are doing.
- **Orientation and Mobility (O&M)** – How to safely travel around the school and the community in all conditions, despite their low vision.
- **Social skills** Teens with low vision miss out on facial expressions and a lot of other visual cues around them. They discuss how to listen for direction and expression in the voice, choice of words, to look at the person speaking, how to cope and pick up audible cues in noisy venues.

- **Student Self-advocacy** – how to explain to others what they see, and how others can assist them to know what is going on - in a positive way. How to ask for help when it is needed and at the same time let others know how they cope and what they **can do**.

Reading print or figures

- Know what size print is required, for your student with albinism to see comfortably at normal reading distance. Understand how close they need to be to see any visual presentation.
- Ensure they can scan efficiently along a line to read for meaning. Provide text in narrower columns rather than across a full A4 page.
- Make sure they can see all the setting out for a problem in maths and make out all diagrams or pictures in any subject. Remember that they cannot see fine detail.
- Ensure all reading materials are positioned so that good posture is maintained, preventing neck and back pain. Use a see through slope or stand.
- If applicable, allow them to tilt their head to accommodate the null point (where they see better) and encourage them to sit in a position where they can easily see instruction or peers.

At School

- Do not make assumptions about student's vision and what they actually see. Ask them how close they need to be, ask them what they see, but don't make a fuss!
- Seat them close to any instruction, with any light source (windows etc) behind them.
- Ensure they have handouts or books of their own with large print, or access on personal technology at the same time as other students. Ensure visual access to any apps used.
- Encourage them to do things for themselves (do not have things done for them).
- Give them time to complete things, with rest breaks for close work or reading.
- Have them sit with other students where they can feel part of the group.
- Give them a chance to practice special ECC skills in the classroom.
- If they are light sensitive/photophobic, allow them to wear a broad brimmed hat, sunglasses and sunscreen outside (long clothes on high UV days). Allow tinted glasses and peaked hat inside if necessary.

Tests or assessments of any type

- They must have accommodations (large print or use of vision aids, extra time, rest periods), otherwise they are not relevant and serve no purpose.
- Print should be enlarged, have no serifs and good contrast against the paper or background.
- If accommodations cannot be made to overcome low vision – the test should not be administered, as it will not meet Australian accessibility policy or guidelines.
- Are informal assessments made to measure progress in the individual goals set?
- There should be regular feedback from the teacher to both the child and the parents on the child's progress through the Student Support Group Meetings.

Individual Learning Plans or Parent Teacher Meetings Check List

- Is the Education Policy on Inclusive Education being met?
- Are Student Support Group meetings being held regularly (at least once a term) and Education/Individual Learning Plans developed and reviewed.
- Is the child involved in all or part of the meeting?
- Is the child involved in goal setting and ongoing review of progress?
- Are realistic, achievable goals set for the child at each meeting?
- Do plans include the skills required to accommodate low vision (ECC)?
- Is progress monitored between meetings and reported at the next meeting?
- Are parents involved in goal setting and monitoring progress at home?