

Sensory and Physical

What you might see:

You might see a child who:

has eyes that look different from what is usually expected (for example, unusual colour, eyes turning in or out, wobbling, redness, swelling, watery eyes, or discharge).

holds their head in an unusual way, such as tilting or turning it to look at things.

appears clumsy or has difficulty moving safely around the environment.

struggles with activities that need hand-eye coordination, such as writing, catching, or using tools.

finds it difficult to organise their belongings, work, or themselves.

moves very close to books, objects, or screens to see them clearly.

When asked "What can you see?", they may describe seeing very little or missing details.

Vision Loss

What you can try:

- Encourage Parent Carers to take their child to a local optician for an eye test, even if the child has been seen before, as vision can change over time.
- Make sure the child is wearing their prescribed glasses or contact lenses consistently in school.
- Use clear, bold writing tools such as dark pens or pencils to improve visibility.
- Provide larger print books, worksheets, and resources where needed.
- Use dark lined books and low vision aids, such as magnifiers, if these have been recommended.
- Provide large print calculators and bold or larger rulers and protractors.
- Use high contrast or adapted equipment in subjects such as science, PE, and DT.
- Provide access to a tablet, Chromebook, or laptop where this supports access to learning.
- Where appropriate, link the child's device to the whiteboard so learning content can be seen more clearly.
- Ensure equipment is easy to access and set up, including Wi-Fi access and simple logins.
- Show the child how to use helpful apps and tools on their device to support learning.
- Use built-in accessibility features such as zoom, text size, or colour contrast, adjusted to the child's needs.
- Make sure learning materials are clear, uncluttered, and well contrasted, using an appropriate font size.
- Avoid poor-quality photocopies or reducing work onto small paper sizes.
- Allow the child to use technology to adapt their own learning materials where appropriate.
- Plan visual rest breaks during the day, particularly in the afternoon, to reduce visual fatigue.
- Keep classrooms and shared spaces tidy, organised, and laid out consistently.
- Ensure good lighting and use blinds where needed to reduce glare.
- Clearly mark steps, doorways, pathways, and changes in level to support safe movement.
- Use high contrast colours in the environment and learning resources.
- Seek advice from a Qualified Teacher of Vision Impairment (QTVI), as support will depend on the child's diagnosis, type and level of impairment, and whether their vision is stable or changing.