



# Inclusion Policy Guide

## **Inclusion Policy Guide**

### **1 Introduction**

- 1.1 The aim of Sirius Academy North is to meet the needs of all students and in doing so to develop their potential. This policy is integral to the school improvement plan, reflects a whole school approach to improving provision for all students through effective personalisation.
- 1.2 All children, including those with Special Educational Needs, Gifted and Talented, EAL, Children in Public Care (CiPC and LAC) and those with an entitlement to Free School Meals (FSM) and Pupil Premium are entitled to expect an education which is challenging and appropriate. The intention of this guide is to raise aspirations and increase the challenge for all students in order to counteract disadvantage and prevent underachievement. There is a commitment to raise standards for all students by ensuring that students in all the identified cohorts enjoy a wide range of opportunities to use and develop their abilities and talents and are actively encouraged to excel and have pride in achievement.

### **2 Other Information**

- 2.1 This guide is to be read in conjunction with the:
  - Teaching and Learning Policy Model Policy
  - Homework Policy
  - SEN Policy
  - Gifted and Talented Policy

### **3 Aims**

- 3.1 This guide intends to set out ways of allowing access, progression and achievement for students within each of the identified cohorts:
  - To ensure that all students benefit from challenge which is targeted at their needs and their strengths
  - To create a climate which respects high aspiration and attainment, within which all students can flourish
  - To provide opportunities for students to discover and develop specific skills or talents
  - To ensure that lessons are planned which challenge and motivate all learners while recognising their specific needs

- To provide a curriculum which offers a breadth of opportunity for all students to discover and develop their skills and expertise and self esteem
- To help students develop the academic language which will enable them to discuss learning, and provide opportunities for students to articulate themselves effectively and thereby work at the best of their abilities
- To clearly communicate with parents/carers in order to help them understand their child's needs and effectively support them

## 4 Definitions

4.1 The identified cohorts are defined as follows:

4.1.1 Gifted and Talented

- **Gifted:** ability or potential in one or more academic subjects
- **Talented:** ability or potential in one or more skills, whether artistic, sporting, interpersonal or vocational
- **Gifted and Talented:** students with one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop those abilities  
(See appendices for guides on teaching and learning)

4.1.2 Special Educational Needs

The new SEN framework from 2014 means that there are no longer the following stages to SEN:

- **School Action:** These students have been identified as having up to moderate learning difficulties but it is assessed that their needs can be met by adequate differentiation and support from the classroom teacher without additional support from Learning Support Staff (LSS)
- **School Action Plus:** These students have been identified as having moderate learning difficulties which require both differentiation from classroom teachers and further in school support from the SEN Dept. This may include involvement with withdrawal groups, such as literacy, numeracy or emotional and behavioural groups
- **Statemented:** These students have a moderate to severe physical, learning or behavioural need which has been identified through a statutory assessment. Their needs are outlined in an Individual Education Plan and hours of LSS support statutorily assigned in order to support their needs. See appendices for guides on teaching and learning

These are now replaced by a single category of need. Students with higher needs will be given an Education, Health and Care Plan which will

replace the current statement. There will be no plans given in respect to Emotional, Behavioural and Social Difficulties (ESBD) as before.

The Academy's SEN information and local offer were published in September 2014 outlining the provision the academy can offer students in order to support their specific needs and fulfil the EHCP's.

#### 4.1.3 English as an Additional Language

- **EAL** students have varying degrees of ability to communicate, understand and learn within the English Language. EAL students have both learning and social and emotional needs as a result of this
- Class and EAL support teachers need to plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Such support will often include pre-teaching to enable students to access the lesson, as well as support during the lesson and follow-up consolidation. See appendices for guides on teaching and learning

#### 4.1.4 Looked After Children (LAC)

- All students in the LAC cohort have a statutory Personal Education Plan (PEP) which is reviewed every six months. It contains individual targets for educational and personal development and opportunities
- In addition to this LAC students have an annual review to ensure that all relevant agencies are working together and meeting the student's academic, care and social needs
- The circumstances of these students means that without individual support and provision they may not have access to the range of social, educational and emotional support available to their non- LAC peers
- Classroom teachers and other academy staff should recognise when extended learning or other activities required of these students have specific barriers to them due to external factors and strive to ensure that these are removed
- Teaching staff should be aware of which students in their teaching groups or for who they have other responsibilities are LAC students

#### 4.1.5 Free School Meals Students (FSM)

- It has been recognised nationally that students in receipt of Free School Meals are more likely to underachieve due to factors linked to relative degrees of deprivation
- All academy staff should strive to ensure that learning, teaching and enrichment activities and opportunities are available to all students, regardless of financial circumstances and thereby ensure that all students have equal opportunity to engage fully and make progress

- Teaching staff should be aware of which students in their teaching groups or for who they have other responsibilities are FSM students

#### 4.1.6 Hearing Impaired Students

- It has been estimated that over 10% of school children in Britain may have some degree of hearing loss. All Staff need to be aware of the effect of hearing loss on attainment in school (see appendices for guides on teaching and learning)

#### 4.1.7 Visually Impaired Students

- These students will have specialist support from the VI Service. See appendices for guides on teaching and learning

## 5 Inclusion Register

5.1 **Identification:** The Academy will endeavour to use a range of resources during the identification process of additional needs students. These will include:

- Using an inclusive approach, reflecting the diversity of the Academy's population
- Using a range of qualitative and quantitative information
- Appreciation that talents and gifts can emerge at any time and therefore flexibility in updating the student cohort. This will include regular review and amendments throughout the year
- Share clear information with all stakeholders about why students are on the register
- Information to inform the Gifted and Talented register can be gained from the following sources:
  - KS2 SAT scores
  - CAT scores if available for the year cohort
  - Primary school recommendation
  - Through a variety of teaching and learning approaches, providing clear opportunities for students to demonstrate their strengths
  - Teacher referral against agreed criteria
  - Information about activities outside school
  - Teacher assessments
  - Additional psychometric testing

## 6 Information for Parents/Carers and Students

6.1 Parents/Carers of students on the Inclusion register with an Education Health and Care Plan (EHCPs) will be informed in writing of what we

plan to provide as a consequence of their identified needs: for Y7 students this will take place no later than the end of September. For all other students, parents/carers will be informed about plans for provision no later than one term after the start of each academic year.

6.2 The information provided to parents/carers will be tailored to the different expectations of each year group and will, as a minimum, explain:

- How we will ensure effective teaching and learning in the classroom
- The way in which our curriculum offers choice and access to the full entitlement
- Our commitment to assessment for learning
- The support available through our system of personal tutoring
- Our commitment to consult with and engage parents/carers in the education of their children
- The opportunities which we will offer for learning beyond the classroom

6.3 If we decide that a learner will be no longer identified as being on the Inclusion register, we will communicate that fact in writing to the parents/carers.

## **7 Review of identification process**

7.1 We recognise the complexity of accurately identifying Inclusion cohort learners and so plan to keep our processes under review; ready to adjust the weighting we allocate to different criteria in the light of experience; ready to offer support for professional development as appropriate. While some identification (EHCPs etc.) will have taken place prior to the student joining the Academy, it is important that baseline testing is conducted for all students in order to identify needs and ensure these are met in teaching and learning and other aspects of Academy life.

## **8 Provision**

8.1 Our first priority is to ensure that all learners benefit from high quality classroom experiences that engage them actively in learning, challenge and excite them.

8.2 We recognise the central importance of providing the right curriculum opportunities for our students and will ensure that all our learners understand the different opportunities and challenges offered by the academic, the applied and the vocational pathways so that they can make informed choices. We will work with our 14-19 providers in order to maximise curriculum choice.

- 8.2 Our commitment to assessment for learning means that students will not only know their target grade but will be supported to develop as an effective learner: self-reflective; taking responsibility for their own learning; confident in their use of the language of learning clear about what is needed to achieve their target grade and beyond.
- 8.3 Each student will be supported and challenged through relationships with classroom teachers as well as form tutor. Tutors who will build a long term relationship; will get to know the student well and encourage him/her to aim high, now and in their future; will be an advocate for the student, committed to ensuring that he/she has access to the entitlement laid out in this policy.
- 8.4 We will work with parents/carers to help them understand how we work with their children; to inform them about resources they might find useful in supporting their child's learning; to discuss specific barriers to learning and work together to tackle these.
- 8.5 We will work with local and regional partners to ensure that there are a range of opportunities for students to learn outside the school day and beyond the school site. In planning activities for KS4 students, we will bear in mind the new duty upon schools to promote social mobility through encouraging entry to a wide range of universities.

## 9 Staff Responsibilities

- 9.1 **SLT:** clearly articulating the link between Inclusion cohort provision and whole-school improvement; prioritising and resourcing professional development based on an audit of need.
- 9.2 **AVP Inclusion with SENCO, EAL and G&T Coordinators:** developing whole-school self-evaluation and improvement planning for Inclusion cohort student provision and outcomes; developing and disseminating effective classroom practice; providing formal, evidence-based reports to directors; ensure that all students are correctly identified on Progresso.
- 9.3 **Classroom Teacher:** ensure that all students within identified cohorts are clearly identified in lesson planning and that planning takes account of and highlights specific strategies and activities to meet the needs of these students.
- 9.4 **Form tutor:** acting as an advocate for the individual student; directing the student towards the advice, guidance, support, opportunities which will help to develop skills, extend knowledge, open up future options; liaising with parents; central to developing PLTs/social and emotional intelligence.

- 9.5 **Subject Departments:** Every department with a role to play in ensuring staff can make an informed, professional contribution to the identification process; are developing quality first teaching; offer curriculum flexibility which open up options for learners. Develop provision for each cohort based on needs by ensuring representation and active engagement with Inclusion Meetings and strategies developed as outcomes of this group.

## 10 Monitoring and Evaluation

10.1 Expectation all students should make *at least 2* levels progress per key stage.

- Progress of individuals tracked and evaluated across time and across subjects through formal termly review process; analysis of end of key stage results
- Progress of significant Inclusion groups tracked and evaluated as above: groups to include gender; FSM; EAL; off-site learners etc
- Commitment to student voice: formal, regular focus groups and questionnaires
- Lesson observations of tutorial programme and subject areas
- Analysis of quality and impact of enrichment programmes
- Analysis of attendance and behaviour data

## 11 Classroom Guides on meeting the needs of the Inclusion Cohorts

### 11.1 Progress Support Assistants

#### 11.1.1 Progress Support Assistants (PSA)

- Effective use of PSA depends on planning with the teaching staff to ensure they are given prior awareness of the lesson, have a Scheme of Work and are specifically directed in which students/groups they are going to support and through what activity
- Often PSA have a more detailed knowledge of a student than other staff in the Academy because they support them in a number of lessons
- Have a student's perspective of a lesson
- Can act as a 'safe passage' between student and subject teacher
- The most effective relationships between Progress Support Staff and students are formed on a basis of mutual respect

#### 11.1.2 Differentiation:

- Break tasks down into small steps for less able students
- Design clear worksheets using Comic sans and size 14 font
- Use **bold** instead of CAPITALS

- Try not to underline as it changes the shape of the word
- Space work out as it breaks up text
- Start a new paragraph
- Keep sentences short
- Insert an image to give visual clues
- Provide key words in lower case
- Use colour to differentiate tasks

## 11.2 Autistic Spectrum Disorder

Students have problems in the following areas:

- Social Interaction and social relationships
- Communication
- Imagination and lack flexibility of thought
- Additional difficulties – motor skills, unusual responses to sensory stimuli

Despite these difficulties, students may have considerable strengths. An unusually good rote memory, extraordinarily focused, if narrow, interests, an extensive vocabulary and advanced knowledge or skills in areas of Technology or Science.

Each student will be different in presentation, degree of severity and the way in which difficulties present themselves will vary.

Remember, they are also teenagers with their own individual personality which has been shaped by individual life experiences, just as we all have.

### 11.2.1 Students with ASD can have problems with:

- Social relationships – joining in and making friends
- Eye contact
- Coping with groups
- Making sense of people
- Emotional difficulties/self-awareness
- Understanding adult language
- Interpreting and understanding gesture, facial expressions, body language
- Obsessive topics of conversation
- Special Interests – use as a reward/consequence
- Phobias
- Hypersensitivity to visual stimuli
- Developing self-control
- Anxiety

- Frustration and mood swings
- Depression
- Motivation
- Personal organisation
- Concentration and the learning environment
- Over-dependency
- Remembering

#### 11.2.2 Students with ASD can:

- Interrupt
- Appear rude
- Not respond to instructions
- Take literal interpretations
- Talk too loudly or quickly
- Ask repetitive question
- Insist on rules
- Have problems with recording
- Have difficulty predicting future events and not cope with changes
- Have inappropriate reactions to sounds and touch
- Have misinterpretation of physical touch
- Have difficulties with homework as the boundary between school and home is confusing

#### 11.2.3 Staff should:

- Liaise with SEN Department and home
- Pass on any information to SEN
- Do **NOT** say “Look at me when I am talking to you.”
- Speak quietly – do not shout/raise voice
- Provide consistent structure and routine
- A predictable learning environment
- Keep language clear and simple
- Give time for student to digest and respond to information
- Use visual aids
- Avoid sarcasm
- Encourage and be positive and reward frequently for the slightest thing
- Give warnings about changes
- Address the student by name especially in a group situation
- Teach generalisation from one situation to another

### 11.3 What is Dyslexia?

11.3.1 Dyslexia or Specific Learning Difficulties is an ongoing and changing term and has had several definitions over the years.

11.3.2 To summarise; dyslexia causes difficulties in the areas of learning to read, write and spell. Dyslexia also effects short-term memory (especially auditory), maths skills, concentration, organisation and sequencing skills, visual disturbance (may need coloured overlays).

11.3.3 Dyslexia can occur alongside other difficulties such as dyspraxia, ADHD.

11.3.4 These all affect each individual in varying degrees therefore identifying an individual with dyslexia can be very difficult.

11.3.5 Dyslexia/Specific Learning Difficulties is included in the Disability Discrimination Act.

## **12 Dyslexia and Impact on School Life**

- Fail to make progress in literacy and numeracy over a long period of time even with intervention
- Can have poor standard of written work compared to oral ability.
- Letter confusion/reversal
- Spell a word several different ways in one piece of work
- Poor concentration, often due to requiring greater concentration to complete a task and therefore tire quicker.
- Difficulty in following instructions due to poor short-term memory.
- Forget words both verbally and in written work.
- Performance can be inconsistent.
- Frustration and anger can become an issue. Poor self-esteem and confidence.
- Avoidance techniques used to get out of reading aloud or even truanting lessons.
- Poor sequencing skills can lead to individuals struggling to follow timetables, difficulty in telling the time, difficulty with days and months.

## **13 Ways to Support Students with Dyslexia**

13.1 Keep your eyes and ears out for those students who may be struggling or avoiding work for genuine reasons.

13.2 Check the Inclusion register for students with Specific Learning Difficulties. Also check Additional Needs folder on All Storage for information for students with Spld.

13.3 Small things can make huge differences. Multi-sensory learning is ideal for all students but especially students with dyslexia using all the senses to help them retain information.

- 13.4 Good structure and thorough learning even repetition to help overcome short term memory and organisation difficulties.
- 13.5 Identify students in your tutor group, check they can read/follow their timetable, and offer alternative timetables e.g. colour-coded.
- 13.6 Make sure any information given out in tutor/lessons is remembered/wrote down. Print out information where possible.
- 13.7 Beware of the amount of written work asked of students and copying from the board can be arduous. So please be careful of pace and offer alternatives such as, mind maps, flow charts, diagrams, story boards. Highlight key information.
- 13.8 Make sure any homework set is understood and written down and they are aware of when it has to be handed in.
- 13.9 Display key words on the walls.
- 13.10 Help students learn skimming and scanning techniques to reduce their level of reading material.
- 13.11 Be observant of the volume of text and the language used and condense and simplify if possible.

#### **14. SEN Open Door Policy**

The SEN Department has an open door policy for staff where staff can seek expert advice and support from the SEN Department on teaching and learning needs of their students or advice on specific cohorts.

- Concerns regarding individuals or groups.
- Requests for support.
- Information regarding specific additional needs.
- Information regarding strategies or differentiation.
- Consultation with Progress Support Staff
- Information from Educational Psychologists consultations

Any queries please contact the SENCO or a member of the team regarding any students you are concerned about or any advice on already identified students.

## 15 Guidance for teachers and teaching assistants

Meeting the needs of EAL learners at Sirius Academy North:

- 15.1 Class and EAL support teachers need to plan collaboratively in order to agree their specific roles in scaffolding teaching and providing targeted support to learners of EAL. Such support will often include pre-teaching to enable students to access the lesson, as well as support during the lesson and follow-up consolidation.

Models of collaboration include:

- **team teaching** - both teachers work together during whole-class teaching to support modelling, demonstration and strategies for engaging all students in dialogue and discussion
- **observation** - either teacher acts as an observer in the whole-class context with an agreed focus while the other teacher maintains an interactive role, encouraging, explaining or reinforcing. The observation focus might also be on assessing the impact of particular teaching strategies by observing the students' responses
- **working with target groups** - the support teacher, teaching assistant and/or class teacher focuses support on a specific group of students during the main part of the lesson or in order to provide preparatory teaching to support children in better accessing a lesson
- **one-to-one support** - the EAL/class teacher or teaching assistant may, on occasions when specific difficulties and misconceptions arise, need to provide individual support either before or during the main lesson
- **resource provision and development** - collecting, suggesting, modifying or designing specific resources to support the learning or curriculum access needs of bilingual students
- **monitoring** progress of bilingual learners.

**Resource list:** Guidance for teachers working in collaboration with EAL teachers and bilingual teaching assistants

[Beyond the models: Effective practice for teachers](#) is a web resource produced by the National Association for Language Development in the Curriculum (NALDIC) which gives further details on the specific roles of the EAL teacher and the class/subject teacher in a collaborative context and the different models of collaboration they may consider in relation to student needs and teaching contexts.

## 16 Guidance for teachers in settings with little or no access to expert support

## Strategies to help the beginner in the classroom

16.1 The following suggestions for teachers draw on guidelines developed by Manchester City Council's Ethnic Minority Achievement Service and elaborate on the guidance to be found in the booklet *Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools* (DfES0416/2004).

- Make sure the student knows your name. Introduce yourself and write it down for him/her
- Demonstrate the meaning of instructions such as sit down, stand up, and come here
- Do not worry if the beginner says very little at first. Plenty of listening time is important when starting to learn a new language. There should be emphasis on communication rather than correction until the student is more confident in English
- Involve the student in routine tasks such as giving out books and equipment.
- Wherever possible, include links within the curriculum to the culture and language of newly arrived students
- Give the student opportunities to listen to the sounds and patterns of English, for example through audio tapes
- Identify the key vocabulary and language structures of the text/activity
- Although the student cannot be expected to understand the content of all the lessons, do try to give him/her a meaningful task that is related to the lesson
- Integrate the student into the class activity as far as possible, while differentiating at his/her level. If they are to maintain confidence, students need to feel they can complete a task, such as copying words or sentences under pictures; matching pictures to names, words or sentences; filling in missing words; sequencing; text marking; labelling; matching sentence halves; filling in tables and grids; giving yes/no, true/false responses
- Many of the above tasks could be used to develop listening skills and to focus the student's attention on key information during the teacher led parts of the lesson
- Students not familiar with the alphabet will need help with handwriting and correct use of capital and lower case letters
- Model or demonstrate the use of key vocabulary and language structures.
- Involve the student in using language from an early point of the lesson onwards
- Provide opportunities for the student to repeat and produce the language in context, for example through well-planned pair or group work
- The student will need as much of your time as possible to explain the tasks. If you are not available, encourage peers to assist

- Encourage the use of bilingual and/or picture dictionaries
- Encourage the use of home language for content learning, discussion and the development of new concepts. Support for the first language will enhance, not hinder, the acquisition of English. Whenever possible, pair the child with a proficient speaker of their home language
- Exploit previously used language and link to students' experience

## 17 Meeting the Needs of Hearing Impaired Learners at Sirius Academy North

17.1 It has been estimated that over 10% of school children in Britain may have some degree of hearing loss. Staff need to be aware of the effect of hearing loss on attainment in school.

### **General Guidance:**

Staff can improve students' access to the curriculum by:-

- Standing still and facing the hearing impaired student when speaking
- Speaking clearly and in full sentences
- Being close to the hearing impaired student when speaking
- Using visual aids
- Writing new vocabulary and pertinent points on the board
- Repeating other students' questions and answers
- Writing on the board then turning to address the class
- Gaining the students attention before speaking to them or to the class
- Rephrasing information if they do not understand
- Checking that news and information has been heard and understood i.e. from assembly
- Reading and speaking without covering or obstructing the face
- Writing homework on the board

### **Seating Position:**

17.2 Hearing Impaired students benefit from being able to see the speaker's face clearly to supplement what they hear. This can be facilitated by:-

- Seating the student near to the front of the class
- Seating them slightly to one side so that other students' responses can be more easily followed.
- Seating the student away from extraneous noise, e.g. fan assisted heating
- Encouraging the student to be responsible for choosing an appropriate seating position

- Using a circular seating arrangement in class discussions to help all students follow
- Ensuring that any adult support worker has an appropriate seating position that does not obstruct any student's views
- Allowing hearing impaired students to sit with a peer to avoid isolation
- Permitting students to sit near the front of the hall in assembly
- Sitting small discussion groups in the quietest environments

### **Acoustics:**

17.3 A good acoustic environment is beneficial to all students and essential for hearing aid users. Hearing aids amplify all sounds. Classrooms can be acoustically improved by:-

- Carpeting the floor
- Putting rubber ends on chair legs – (scraping chairs are particularly noisy)
- Fitting curtains and other soft furnishings
- Fitting blinds and acoustic tiles
- Taking measures to minimise external noise by closing doors and windows
- Keeping general classroom noise to a minimum

### **Lighting:**

17.4 Good lighting conditions are necessary for lip reading. This can be achieved by:-

- Making sure that your normal teaching position is with the light on your face i.e. not standing with your back to the window.
- Making sure the lights are switched on in poor lighting conditions
- Closing blinds in bright sunlight

### **Audio Visual Media:**

17.5 Maximise the benefits from audio visual resources by:-

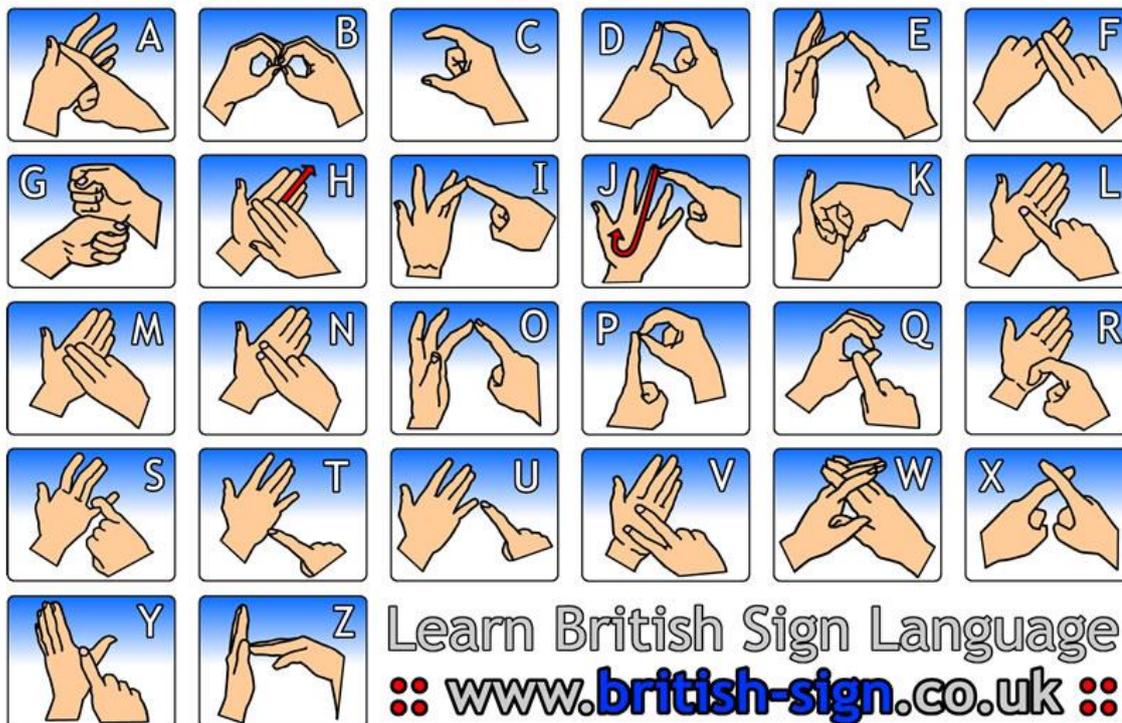
- Sitting the student close to T.V.
- Using subtitles videos where possible
- Allowing the student to take the video/tape home to review
- Previewing or reviewing the video/tape with a support teacher or teacher's aide

- Providing the child with written information about the content of the video
- Using an anti-static shield on computer monitors is essential for cochlea implant users
- Using a direct input lead from the radio aid to TV or cassette player where appropriate

#### **17.6 Additional Points to Consider:**

- Hearing impaired students find it difficult to carry out 'listen and do' tasks simultaneously e.g. spelling tests, mental maths work and following instructions for using ICT equipment. A slightly slower pace may be necessary, allowing them to 'look, think and then do' before looking back up for the next part of the task
- Additional advice is available on MFL and exam concessions
- Check that information has been understood by asking: What? How? Where? etc. rather than do you understand?
- Sudden changes of topic and jokes can often confuse
- Some students like to watch what others are doing before starting themselves and often need lots of reassurance
- Long periods of lip reading, listening and watching are very tiring and difficult, particularly towards the end of the day
- For younger students, a home/school book can be very useful for positive comments and information.

# BSL Fingerspelling Alphabet



## 18 Meeting the Needs of Visually Impaired Students at Sirius Academy North

This guidance comes from the Educational Service for Hearing and Vision. More information and advice can be found at the ESHV website at [www.eshv.org.uk](http://www.eshv.org.uk)

### Classroom Management

- Make sure the student knows when you enter/leave the room
- Show awareness, understanding and empathy- not pity or over-indulgence
- Don't correct an unusual head posture or viewing angle
- Be aware that vision may fluctuate from day to day
- Prepare materials in advance as it may need reformatting
- Give audible and clear verbal descriptions of visual demonstrations
- Allow sufficient time to complete tasks
- Give opportunities to handle objects to maximise experience in class
- Follow the Discipline for Learning code in the same way as for other students

## **Classroom and Environmental Organisation**

- Always tell VI students when furniture is being moved
- Remember to keep doors fully opened or firmly closed to avoid accidents
- Corridors should be well lit and free from litter
- Put chairs under tables when not in use – make this a routine for students
- Coats and bags should not be left as trip hazards
- When addressing the class stand away from the window so that the light is shining onto your face

## **Boardwork**

- As an alternative, present work as a desktop copy or worksheet
- Read aloud what is written on the board
- Make the layout simple and logical, using both upper and lower case letters to maintain the shape of the word
- Use dark colours on the whiteboard
- Give the whiteboard a pale colour to reduce glare

## **Lighting**

- Ensure that there is appropriate, good overall level of lighting, relevant to the student's visual condition
- Avoid glare from windows, tables and books
- Make use of blinds to adjust lighting as appropriate
- If necessary use task lighting specific to the student's workspace

## **Demonstrations and Practical's**

- Seating distance to the demonstration area should be appropriate to the student's visual condition
- Make an opportunity to repeat demonstrations and or video them so the student can review them
- Use high contrast equipment e.g. place white flour in an orange bowl
- Use non-slip trays to contain materials

## **Reading**

- Investigate whether an alternative edition is available – VI service has a list of larger type-face editions with clearer layout to support VI students
- Never expect VI students to share texts or any reading materials
- Put pictures or diagrams to assist understanding
- Allow students to move text close to their eyes if they wish to

## **Print**

- The spacing and density of print needs to be considered
- Use non-reflective paper, preferably black on white, or yellow or buff if the student is light sensitive
- Print size is determined by the student's **best reading speed**
- Enlarged materials should be presented on A4 whenever possible

## **Low Vision Aids (LVAs)**

- Encourage the student to care for their glasses and magnifiers if these are prescribed
- Encourage the student to wear their glasses/use the magnifier as recommended

## **Mobility**

- Be aware that the student may become confused in large, open spaces, crowded situations or noisy areas
- The student will need clear guidance in unfamiliar surroundings
- The visually impaired student needs to be familiarized with a new room or area
- Encourage visually impaired students who are sensitive to light to wear tinted or sunglasses and a peaked cap
- During out of academy activities ensure that staff are aware of the needs of the visually impaired student and use the correct guiding techniques

## **Physical Activities**

- Check that the student is medically able to take part in all physical activities, particularly contact and impact sports
- Ensure that safety rules are interpreted correctly by the VI student
- If the student should wear glasses for practical sessions, let them do so. Not to wear them could constitute a Health and Safety issue
- Where possible use high contrast equipment e.g. contrasting football, coloured shuttlecocks and tennis balls
- If a student cannot operate efficiently and is becoming frustrated in games, try to find an alternative physical activity
- Avoid the use of a hard ball
- Allow the student to be involved in the setting-up and putting away of equipment as this helps to develop orientation skills

## **Social Skills**

- Social Skills are very important as a VI student rarely learns incidentally and almost always needs to be shown

- Good personal organization and self-help skills are essential
- The student may miss or misinterpret facial gestures and visual prompts
- Always use students' names so the VI student knows to whom you are speaking
- If the student is able to use eye-contact then encourage them to do so
- The student may need to be taught the importance of turn-taking and sharing
- Help the student to develop a sense of humour