

# Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

## 3.5 Physical and/or Sensory Needs – Visual Impairment (VI)

### 3.5.2b : Provision Expected to be Available – Suggested SEN Support strategies in the classroom

Suggested SEN support strategies in the classroom:		Tick box
1	As soon as concerns are identified, complete the checklist: <a href="#">Identifying Vision Impairment</a>	
2	Identify appropriate differentiation or modifications to the curriculum or to the environment and assessment and exam materials and recording of answers	
3	Consider how the classroom is organised (e.g. Is the space clear and tidy to allow easier movement? Are frequently used resources kept in the same accessible place, and labelled? Is the level of lighting right for the CYP?	
4	Ensure CYP has all the curriculum materials and equipment required and that these are organised and contained consistently and securely (e.g. nonslip mat, a high sided tray or container with compartments)	
5	Use pre-teaching to prepare CYPs for lesson (e.g. explaining concepts that rely on vision for understanding)	
6	Avoid the CYP having to look directly into a light source – do not sit or stand with the light behind you	
7	Adapt the format and content of homework tasks to maximise accessibility	
8	Ensure CYP consistently uses any learning aids or assistive technology supplied	
9	Include as many multi-sensory real-life learning experiences as possible	

Suggested SEN support strategies in the classroom:		Tick box
10	Be aware that facial expressions, hand gestures and body language may not be seen or may be indistinct. Give verbal information to replace or supplement	
11	Use real/tactile experience to replace or supplement visual input or stimuli	
12	Check that the CYP is sitting in the most appropriate place	
13	Use clear, well-spaced print suitably contrasted with the background according to individual needs (for x, y colour on z background)	
14	Adapt the format and content of tasks to maximise accessibility – think of font type and print size for example	
15	Ensure CYP has an individual copy of print materials being read or written on the IWB. Ensure an appropriate format is used (e.g. large print, Braille)	
16	Think about whether a dark pen would help the CYP and whether paper with darker ruled lines is appropriate	
17	Monitor noise levels in the classroom carefully, as these have significant impact on concentration	
18	Allow additional time to complete tasks and be aware of fatigue that the CYP may experience because of the extra effort needed	
19	Raise the position of text e.g. sloping desk, reading stands	
20	Use non-glossy, non-reflective paper and clear photocopies of originals (not faint, blurred versions)	
21	When alerting CYP to an action, artefact, illustration or example don't just point – describe what you want the CYP to take notice of and if necessary, describe what it is	
22	Provide individual copies of prompts and information on classroom walls e.g. working walls, posters, key vocabulary lists	

Suggested SEN support strategies in the classroom:		Tick box
23	Reduce the need for extensive handwriting and ensure that the CYP has access to the most appropriate medium for recording their work	
24	Explicitly teach and explore the meaning of any new vocabulary and concepts introduced	

## Notes