

Recommendations for pupils with Nystagmus

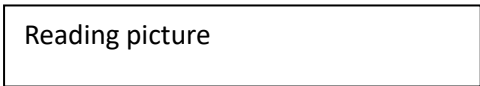
Pupils with a Vision Impairment have a special educational needs which can impact upon their learning and progress, unless sufficient adaptations to the curriculum are made. Detailed below are the recommendations for supporting a child with a nystagmus and a vision impairment. Specific recommendations are also recommended alongside these, which are personalised to their individual visual condition.

Nystagmus is a fluctuating condition with specific recommendations to reduce its impact on the learner.

Recommendations for Nystagmus

- All staff must be aware that vision can fluctuate throughout the day.
- All staff must be aware that vision is impacted by fatigue and emotional state e.g. stress, unwell, excitement.
- Visual rest breaks should be used to reduce visual fatigue.
- Head tilts or unusual viewing positions should not be discouraged. Individuals with nystagmus often have a null point which is a head position where the nystagmus dampens and vision becomes clearer – this is different for everyone.
- Additional time to complete visual based tasks needs to be incorporated into tasks. Completing alternate question on worksheets is useful.
- Additional time must be factored in for reading tasks , due to the increased time for reding. This is not reflective of ability. Please see picture below to explain this.

Reading picture



Recommendations for accessing work

- Work must be produced in the minimum font size detailed in the report.
- Work must not be enlarged on the photocopier at any time.
- All resources need to clear, and free from clutter and detail. Only present the essential information.
- All resources must well contrasting- black text on a white background is best- both work sheets and screen.
- The student with VI must have their own copy of resources or text books.
- The student must be positioned appropriately in the classroom at all times, as detailed on the child's report

- Technology must be utilised at all times in order to access work, where this is advised by the QTVI. This may be provided by school or by the VI team- please link with the QTVI for more information.
- Where pupils record their work by handwriting, black pen or 6B pencil must be used.
- Technology needs to be utilised to support pupils in accessing the board. Copying from the board is difficult and should be avoided. Discuss options for this with the QTVI.
- Pre – learning is a useful tool in ensuring the young people can access learning alongside their peers.

Environmental and social recommendations

- Ensure clear pathways around the classroom.
- Keep environmental clutter to a minimum.
- Blinds must be utilised to minimise glare in the classroom.
- Children will need a designated meeting place at playtime to ensure they can find their friends.
- Non-verbal methods of classroom management must be avoided. Auditory methods or verbal description must be used instead of or alongside to ensure pupils keep up with their peers in classroom expectations.
- Adults should describe their facial expression/actions, and identify themselves by name, where vision loss is moderate.
- Consider implications for PE, especially outdoor sessions in line with pupils visual needs. Please see QTVI for more information.