# Literacy and Learning Profile (Blindness/Low Vision)

This profile summarises information drawn from a range of sources that detail the student’s vision (section 1), literacy preferences and capabilities (section 2), literacy and technology adjustments used by the student to access the curriculum and literacy activities (section 3), and recommended adjustments to facilitate the student’s full and equitable inclusion in education (section 4).

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| --- |
| **Student’s name:** **DOB:** **Age/Year level:** |
| **Profile completed by:** **Date: Profile review date:** |
| **Sources of information** (please list sources and their dates – see Appendix 1 for examples): |
| **Literacy and learning goals and aspirations of the student and their parents/carers:** |
| Section 1 Vision This section presents a summary of the student's vision and how they choose to use it for distance and near viewing. |
| **Diagnosis causing vision impairment:** |
| **Visual considerations that could impact on visual function** (e.g., nystagmus, restricted visual fields, glare, contrast, colour vision): |
| **Nature of eye condition:**  Unchanging  Variable  Likely to change  Progressive |
| **Additional disabilities, health conditions, other considerations** (please list): |
| **Sensory channels used:**  Visual  Tactual  Auditory  Other (please list)  Comments: |
| **Distance Visual Acuity with both eyes, or visual acuity of the better seeing eye** (select):  6/12–6/18 (mild VI)  <6/18–6/60 (moderate VI)  <6/60–3/60 (Severe VI)  <3/60 (no Light Perception: Blindness)  Comments: |

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| Section 2 Literacy This section presents a summary of the student’s literacy preferences and capabilities. |
| **Literacy media preferences** (select one or more formats):  Braille  Print  Audio  Digital  If digital is preferred, indicate student’s format preference:  Word  Plain Text  PDF  HTML  ePub3  If digital is preferred, indicate student’s preferred text size:  If braille is not preferred, should braille be prioritised in the future? Yes  No  N/A  Comments: |
| **Preference for near vision with both eyes, or near vision of the better seeing eye:**  N12-N18  <N18–N24  <N24–N36  <N36–N48 (please list)  N/A  Preferred font type (e.g., Arial, Verdana):  Preferred paper colour:  Comments: | |
| **Near viewing distance** (distance between eyes and reading material)**:**  30-40cms  <30-20cms  <20–10cms  <10–5cms)  Nose touches text  N/A  Comments: | |
| **Observed reading stamina:**  All day       2 hours          1 hour         Fluctuates        < 5mins  N/A |
| **Handwriting:**  Handwriting used: Yes  No  Comment:  Can student read their own handwriting? Yes  No  N/A  Quality of handwriting? (please comment): |
| **Keyboarding:**  Keyboarding: Yes  No  Keyboarding speed: Keyboarding accuracy:  Comments: |
| **Tactual discrimination:**  Can the student tactually discriminate shapes? Yes  No  N/A |

### Section 3 Literacy and technology adjustments

This section presents the literacy and technology adjustments used by the student to access the learning areas of the curriculum and other literacy activities, and sources of support for accessing alternative format provision.

**Note Column 4:** Sources of support for the student’s preferred alternative formats may include: Alternative Format Producer (AFP); Specialist Teacher (Vision Impairment) (SVT); Teacher (T); School Learning Support Officer (SLSO) or Teacher Aid/Assistant (TA);School staff (S); Family (parents, siblings) (F); the student themselves (ST), and Other (O).

| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
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### Section 4 Educational adjustments supporting inclusion

This section presents recommended vision-specific adjustments to facilitate the student’s full and equitable inclusion in education.

|  |  |
| --- | --- |
| **Educational area** | **Adjustments** |
| Curriculum |  |
| Teaching and learning strategies |  |
| Examinations and assessment |  |
| Learning environment and student safety |  |

### Section 5 Contributors to the Literacy and Learning Profile

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Date** |
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## Appendix 1

## Examples of potential sources of information for profile completion

**Vision**

* Reports from health professional (e.g., ophthalmologist, orthoptist)
* Sensory channels assessment

**Literacy and technology:**

* Learning media assessment (LMA)
* Functional vision assessment (FVA)
* Braille needs assessment
* Assessments of technology and optical devices (preferences, knowledge and skill in use and care)
* **Reading:** Assessments and observation of student’s oral and silent in preferred formats (e.g., braille, large print, digital) – including reading speed, accuracy and comprehension; reading stamina and near viewing distance
* **Font assessment**: Preferred print size, font type, paper colour, etc.
* **Writing:** Assessments of handwriting and keyboarding skills (quality, readability, speed, accuracy)

**Educational adjustments supporting inclusion:**

* Expanded core curriculum assessments and recommendations
* Observation of student; communication with student, teacher/s, and parents

## Appendix 2

## Examples of formats, technology and devices, software and Apps

|  |  |  |
| --- | --- | --- |
| **Format** | **Technology and Devices** | **Software and Apps** |
| Hard copy (paper-based) braille or print  Soft copy or digital braille or print  Audio content | Audio devices (e.g., radio, phone, CDs, book readers)  Augmentative and Alternative Communication (AAC) Devices  Computer/Laptop  Desktop Video Magnifier (e.g., CCTV)  Mechanical or electronic brailler  Refreshable braille display  Optical Low Vision Aids, e.g., Handheld digital magnifier, signature and other writing guides, reading pens  Smart Phone; Tablet | Braille translation Software  eBooks  Magnifier apps  Navigational apps  Online content  Reader apps  Screen magnification software  Screen reader software  Word processing and spreadsheets |

## Appendix 3

## Examples of educational adjustments supporting inclusion (Blindness and low vision)

|  |  |
| --- | --- |
| **Educational Area** | **Example adjustments (negotiated with student)** |
| Curriculum | Specific learning areas of the curriculum will require adjustments of content or material presentation  Expanded core curriculum areas to support full and equitable access and inclusion  Prioritising curriculum content, setting realistic workloads, quality over quantity of student output (if required)  Consider literacy media format, print size and clarity, use of optical and non-optical devices and technology  Student access and safety in practical classes, e.g., science, technology, sport; use of a buddy system; familiarisation with equipment; tactile markers or large print on equipment |
| Teaching and learning strategies | Cooperative learning approaches: Whole/small groups, pairs, individual work; mixed-ability and similar-ability groups  Descriptive language: Verbalise when writing on board, describe relevant parts or content  Universal Design for Learning, differentiated instruction  Hands-on, multisensory teaching/learning activities using concrete models, artefacts and 3D representations  Additional time allowances and rest breaks for visual and postural fatigue |
| Examinations and assessment | Refer to special provisions for external examinations (e.g., NAPLAN)  Additional time for completion of exams and assessments, including rest breaks; use of scribe or invigilator; separate room/assessment area; optimal seating and lighting; student use to their technology and optical aides; student’s alternative format requirements addressed |
| Learning environment and student safety | Classroom set up: Student’s seating position in relation to teacher, peers, power points and whiteboard; reduction in visual clutter; familiarisation with classroom layout; removal of obstacles from floor and corridors; securing of power cords and equipment  Lighting, glare and contrast: Adequate and diffused lighting; use of bold and contrasting colours for class materials; non-glare surfaces; high contrast stairs and railings; installation of curtains or blinds to reduce glare  Modifications to school environment: High contrast and protective railings, tactile surface indicators, safety measures for stair edges and drop-offs |

## Appendix 4

## Example of Literacy and Learning Profile: Student with blindness

This profile summarises information drawn from a range of sources that detail the student’s vision (section 1), literacy preferences and capabilities (section 2), literacy and technology adjustments used by the student to access the curriculum and literacy activities (section 3), and recommended adjustments to facilitate the student’s full and equitable inclusion in education (section 4).

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| --- |
| **Student’s name:** Ben Smith **DOB:** 10.5.2007 **Age/Year level:** 9 |
| **Profile completed by:** Fred Jones **Date:** 31.1.22 **Profile review date:** Term 4, 2022 |
| **Sources of information**:  Ophthalmologist report (2008), Orthoptist report (2021), LMA (2020), FVA (2021), technology assessment (2020), Sensory channels assessment (2021), Class literacy assessments (2021,2022), Observation of student (2021/2022), discussion with subject teachers and parents (2021/2022) |
| **Literacy and learning goals and aspirations of the student and their parents/carers:**  “Ben’s parents would like their son to access information in a variety of formats for study and future employment.” |
| Section 1 Vision This section presents a summary of the student’s vision and how they choose to use it for distance and near viewing. |
| **Diagnosis causing vision impairment:**  Optic Nerve Atrophy |
| **Visual considerations that could impact on visual function** (e.g., nystagmus, restricted visual fields, glare, contrast, colour vision):  Nil reported |
| **Nature of eye condition:**  Unchanging  Variable  Likely to change  Progressive |
| **Additional disabilities, health conditions, other considerations** (please list):  Nil reported |
| **Sensory channels used:**  Visual  Tactual  Auditory  Other (please list)  Comments: |
| **Distance Visual Acuity with both eyes, or visual acuity of the better seeing eye** (select):  6/12–6/18 (mild VI)  <6/18–6/60 (moderate VI)  <6/60–3/60 (Severe VI)  <3/60 (no Light Perception: Blindness)  Comments: |

## Appendix 4 Example profile - Student with blindness (cont.)

|  |
| --- |
| Section 2 Literacy This section presents a summary of Ben’s literacy preferences and capabilities. |
| **Literacy media preferences** (select one or more formats):  Braille  Print  Audio  Digital  If digital is preferred, indicate student’s format preference:  Word  Plain Text  PDF  HTML  ePub3  If digital is preferred, indicate student’s preferred text size:  If braille is not preferred, should braille be prioritised in the future? Yes  No  N/A  Comments: Ben has been a braille user since primary school. |
| **Preference for near vision with both eyes, or near vision of the better seeing eye:**  N12-N18  <N18–N24  <N24–N36  <N36–N48 (please list)  N/A  Preferred font type (e.g., Arial, Verdana):  Preferred paper colour:  Comments: Ben is unable to read print and uses digital technology to access print information. | |
| **Near viewing distance** (distance between eyes and reading material)**:**  30-40cms  <30-20cms  <20–10cms  <10–5cms  Nose touches text  N/A  Comments: | |
| **Observed reading stamina:**  All day       2 hours          1 hour         Fluctuates        < 5mins |
| **Handwriting:**  Handwriting used: Yes  No  Comment:  Can student read their own handwriting? Yes  No  N/A  Quality of handwriting? (please comment): |
| **Keyboarding:**  Keyboarding: Yes  No  Keyboarding speed: 35 wpm Keyboarding accuracy: 90%  Comments: Ben is proficient in keyboarding |
| **Tactual discrimination:**  Can the student tactually discriminate shapes? Yes  No  N/A |

## Appendix 4 Example profile - Student with blindness (cont.)

### Section 3 Literacy and technology adjustments

This section presents the literacy and technology adjustments used by the student to access the learning areas of the curriculum and other literacy activities, and sources of support for accessing alternative format provision.

| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| --- | --- | --- | --- |
| English | Novels: iPad, Voice Over, VoiceDream and iBooks  Format: digital - docx, PDF  Online Dictionary: laptop, JAWS, Internet Explorer. | Laptop, JAWS screen reader, Focus 40 refreshable braille display, MS Word | S, SVT, ST – combination sourcing novels |
| History | Textbook: laptop, JAWS, Focus 40 refreshable braille display, Word  Format: Digital - docx | Laptop, JAWS screen reader, Focus 40 refreshable braille display, MS Word | AFP – textbook |
| Mathematics | Textbook: Braille and graphics created with PIAF (Pictures in a Flash machine)  Format: Hard copy | Perkins brailler  Calculator: Laptop, JAWS screen reader, Windows Scientific Calculator. | AFP – brailled text book |
| Science | Textbook: Braille and graphics created with PIAF  Format: Hard copy | Laptop, JAWS screen reader , Focus 40 refreshable braille display, MS Word | AFP |

## Appendix 4 Example profile - Student with blindness (cont.)

### Section 3 Literacy and technology adjustments (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| PDHPE | Notebook class collection: Laptop, JAWS screen reader, Focus 40 refreshable braille display, Adobe Acrobat Pro  Format: Digital - accessible PDF files | Laptop, JAWS screen reader, MD Word | S – teacher created notes |
| Board work, Audio-Visual viewing | Laptop, JAWS, Focus 40 refreshable braille display, PowerPoint  Format: Digital - pptx | n/a | S – classroom teacher |
| Independent research and information collection | Laptop, JAWS, Focus 40 refreshable braille display, Internet Explorer.  iPad, VoiceOver, Safari | Laptop, JAWS, Focus 40 refreshable braille display, Outlook | O – Online content created by external sources. |
| Informal information (e.g. newsletters) | Laptop and JAWS or iPad and VoiceOver.  iPhone, KNFB reader for incidental material.  Format: Online content | n/a | O – Online content created by external sources. |
| Information Storage and Exchange | CANVAS; Dropbox | CANVAS; Dropbox | S, SVT, ST |
| Literature (e.g. novels, dictionaries) | (see English) | (see English) | (see English) |

## Appendix 4 Example profile - Student with blindness (cont.)

### Section 3 Literacy and technology adjustments (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| Social communication (at school, home, community, vocational) | Email communication: Laptop, JAWS, Focus 40 refreshable braille display, Outlook | Email communication: Laptop, JAWS, Focus 40 refreshable braille display, Outlook.  Video communication: Laptop, JAWS, Skype | SVT, S, P, ST |
| Voice recording of classes/notes | iPad, VoiceOver, FlexiVoice  Format: | iPad, VoiceOver, FlexiVoice | ST –record and listen to recordings, seeking permission for class recordings |
| Keyboarding | N/A | Laptop, JAWS, TypeAbility | N/A |

## Appendix 4 Example Profile - Student with blindness (cont.)

### Section 4 Educational adjustments supporting Ben’s inclusion

This section presents recommended vision-specific adjustments to facilitate the student’s full and equitable inclusion in education.

|  |  |
| --- | --- |
| **Educational area** | **Adjustments** |
| Curriculum | Provide texts and reading materials in braille and digital formats, as per Ben’s preferences for each learning area (see section 3 of Profile for details). Note, Ben generally uses digital format and his technology for reading, and his refreshable braille display and laptop for writing.  Ben requires hard copy braille and tactile resources for mathematics and science and uses his Perkins braille for mathematics. Consider a technology assessment to assess Ben’s use of an electronic braille notetaker mathematics.  Ben’s literacy skills are at year level. Adjustments to curriculum content should only address her vision requirements.  Ben is an active sportsman. Consider introducing goalball and other blind sports as whole school activities. |
| Teaching and learning strategies | Whole school approach to inclusion – involve all subject teachers in professional learning supporting Ben’s full access to the academic and social life of the school.  Provide Ben with additional storage space and easy access to power points for his devices in every subject classroom.  Seat Ben with his peers so that he can seek clarification of tasks when needed.  Use cooperative/collaborative learning approaches to promote academic and social inclusion (e.g., students completing work in pairs, small groups, mixed ability groups).  Verbalise when writing on the board and provide electronic copies of classwork and tactile/3D support materials.  Provide time allowances and rest breaks as recommended by health and vision professionals.  Maintain the same expectations for Ben as other Year 9 students; give Ben responsibilities to develop his social skills, communication and self-advocacy skills.  Involve Ben and his parents in teaching and learning decisions and seek Ben’s input into his learning preferences and capabilities. |

## Appendix 4 Example Profile - Student with blindness (cont.)

### Section 4 Educational adjustments supporting Ben’s inclusion

|  |  |
| --- | --- |
| Examinations and assessment | Ensure all exams and assessments are provided in Ben’s preferred formats, with additional time and separate exam space provided.  Ensure examination provisions are in place for external exams and Ben is knowledgeable of his entitlements for breaks and formats.  Provide Ben with opportunities to practice past exam/assessment papers in his preferred formats.  Ensure Ben’s technology is in working order prior to assessments. |
| Learning environment and student safety | Address Ben’s O&M requirements for sporting activities, excursions, school camps, etc.  Organise regular environmental assessments to ensure the classrooms and school grounds are safe and fully accessible.  Provide teacher assistant support (as required) for practical science activities and sporting events. |

### Section 5 Contributors to the Literacy and Learning Profile

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Date** |
| Ben Smith | Student | 31.1.22 |
| Mr and Mrs Smith | Parents | 31.1.22 |
| Fred Jones | Specialist Teacher (VI) | 31.1.22 |
| Patrick Evans | Learning Support Coordinator | 31.1.22 |
| Rachel Griffiths | Homeroom teacher | 31.1.22 |
| Sarah Moore | Mathematics and science teacher | 31.1.22 |
| Craig Cash | O&M instructor | 31.1.22 |
| Maggie Bush | Literacy Coordinator | 31.1.22 |

## Appendix 5 Example of Literacy and Learning Profile: Student with low vision

This profile summarises information drawn from a range of sources that detail the student’s vision (section 1), literacy preferences and capabilities (section 2), literacy and technology adjustments used by the student to access the curriculum and literacy activities (section 3), and recommended adjustments to facilitate the student’s full and equitable inclusion in education (section 4).

|  |
| --- |
| **Student’s name:** Mary Brown **DOB:** 03.10.2011 **Age/Year level:** 5 |
| **Profile completed by:** Sarah Clarke **Date:** 15.02.2022 **Profile review date:** Term 4, 2022 |
| **Sources of information**: Orthoptist report (2020), Learning Media Assessment (2020), Functional Vision Assessment (2021), Technology assessment (2021), Class literacy assessments (2021,2022), Observation of student (2021), discussion with school staff and parents (2021/2022) |
| **Literacy and learning goals and aspirations of the student and their parents/carers:**  “We want Mary to use a combination of large, clear print with an increasing use of audio output. Braille instruction and familiarity to continue.” |
| Section 1 Vision This section presents a summary of the student's vision and how they choose to use it for distance and near viewing. |
| **Diagnosis causing vision impairment:**  Oculocutaneous Albinism |
| **Visual considerations that could impact on visual function** (e.g., nystagmus, restricted visual fields, glare, contrast, colour vision):  Nystagmus (may increase when she is tired, anxious or unwell, sensitive to glare, visual fields normal range |
| **Nature of eye condition:**  Unchanging  Variable  Likely to change  Progressive |
| **Additional disabilities, health conditions, other considerations** (please list):  None reported |
| **Sensory channels used:**  Visual  Tactual  Auditory  Other (please list)  Comments: Tactile skills are developing with introduction of braille instruction. |
| **Distance Visual Acuity with both eyes, or visual acuity of the better seeing eye** (select):  6/12–6/18 (mild VI)  <6/18–6/60 (moderate VI)  <6/60–3/60 (Severe VI)  <3/60 (no Light Perception: Blindness)  Comments: Both eyes open: 4/60-1 (with glasses) |

## Appendix 5 Example profile - Student with low vision (cont.)

|  |
| --- |
| Section 2 Literacy This section presents a summary of the student’s literacy preferences and capabilities. |
| **Literacy media preferences** (select one or more formats):  Braille  Print  Audio  Digital  If digital is preferred, indicate student’s format preference:  Word  Plain Text  PDF  HTML  ePub3  If digital is preferred, indicate student’s preferred text size: N24  If braille is not preferred, should braille be prioritised in the future? Yes  No  N/A  Comments: Student uses ZoomText for enlargement of digital texts. |
| **Preference for near vision with both eyes, or near vision of the better seeing eye:**  N12-N18  <N18–N24  <N24–N36  <N36–N48 (please list)  N/A  Preferred font type (e.g., Arial, Verdana): Verdana  Preferred paper colour: Green  Comments: N36 and N48 font size preferred for different tasks (see section 3 for details). | |
| **Near viewing distance** (distance between eyes and reading material)**:**  30-40cms  <30-20cms  <20–10cms  <10–5cms)  Nose touches text  N/A  Comments: 20cms viewing distance | |
| **Observed reading stamina:**  All day       2 hours          1 hour         Fluctuates        < 5mins |
| **Handwriting:**  Handwriting used: Yes  No  Comment:  Can student read their own handwriting? Yes  No  N/A  Quality of handwriting? (please comment): Handwriting quality varies across the day. |
| **Keyboarding:**  Keyboarding: Yes  No  Keyboarding speed: 25wpm Keyboarding accuracy: 98%  Comments: |
| **Tactual discrimination:**  Can the student tactually discriminate shapes? Yes  No  N/A |

## Appendix 5 Example profile - Student with low vision (cont.)

### Section 3 Literacy and technology adjustments

This section presents the literacy and technology adjustments used by the student to access the learning areas of the curriculum and other literacy activities, and sources of support for accessing alternative format provision.

| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| --- | --- | --- | --- |
| Comprehension | CARS: hard copy, 40pt and 36pt  STARS: hard copy, 36pt | CARS: hard copy, handwritten  STARS: hard copy, handwritten | AFP |
| English | Worksheets: Windows laptop, Word Format: Hard copy, reformatted into large print | Windows laptop, MS Word, large print Word template or regular sized text with ZoomText 11  Formats: Digital and hard copy | T |
| French | Worksheets: iPad Pro, Noteability app, large print, Zoom  Format: Digital - PDF or similar format | Worksheet annotation: iPad Pro, Noteability, Zoom.  Format: Digital and hard copy | T |
| Mathematics | Electronic textbook (not currently being used).  Format: PDF; hard copy worksheets and practical maths activities (enlarged N36 or regular size and accessed with hand-held magnifier) | Format: Hard copy (print) | O (publisher)  AFP (hard copy print) |
| Mathematics homework | iPad Pro, Noteability app, Zoom (pan and scroll) (Maths Mentals). | iPad Pro, Noteability app, Zoom (pan and scroll) (Zara annotates on the document.) | O (publisher) |

## Appendix 5 Example profile - Student with low vision (cont.)

### Section 3 Literacy and technology adjustments (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| Science | Electronic Worksheets: iPad Pro, Notability app, Zoom.  Format: Digital | Electronic worksheet annotation: iPad Pro, Notability app, Zoom.  Format: Digital | T (teachers) |
| Spelling classwork and homework | iPad, Notability app, or  Windows laptop, Adobe Pro, large print PDF (40pt)  Formats: Digital; hard copy available but not currently being used. | iPad Pro, Windows laptop, Adobe Pro, large print PDF (40pt)  Formats: Digital; hard copy available but not currently being used. | AFP |
| Board work, Audio-Visual viewing | Large screen monitor (cable connected);  iPhone, camera app to take photograph of board, AirDrop to transfer image files;  iPad, Mocha Lite mirroring app;  Sitting closer  Format: Digital | n/a | n/a |
| Diary | Regular school diary  Format: Hard copy | Regular school diary, handwriting;  Reminders app: iPad Siri (being investigated)  Formats: Hard copy and digital | S |

## Appendix 5 Example profile - Student with low vision (cont.)

### Section 3 Literacy and technology adjustments (cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum learning areas and literacy activities** | **Adjustments for reading and viewing** | **Adjustments for writing and communicating** | **Sources of support for alternative formats** |
| Images | iPhone, iPad Pro; Optical magnifiers  Format: Digital | n/a | SVT, S, ST |
| Information Storage and Exchange | iPad Pro, Notability app, VST set up folders into Notability  Format: Digital | iPad Pro, Notability app, VST set up  Format: Digital | VST |
| Literature (e.g., novels, dictionaries) | iPad Pro, iBooks, built-in accessibility large print;  iPod nano: audio books at home  Format: Digital | n/a | VST, S  P to purchase audio books |
| Research and information collection  e.g., websites | iPad, Voice Dream, (built-in magnification and speech output) (Original and Rich Text) – NB not independent at this stage.  Format: Digital | n/a | SVT, ST |
| Writing and editing tasks | n/a | Laptop, Word, ZoomText 11;  iPad, Notability app, Zoom, built-in customisation  Format: Digital | n/a |

## Appendix 5 Example Profile - Student with low vision (cont.)

### Section 4 Educational adjustments supporting Mary’s inclusion

This section presents recommended vision-specific adjustments to facilitate the student’s full and equitable inclusion in education.

|  |  |
| --- | --- |
| **Educational area** | **Adjustments** |
| Curriculum | Provide texts and other reading materials in Mary’s preferred formats (print, digital, audio) for each learning area – see section 3 for details.  Note, Mary requires hard copy N36 print for mathematics and uses her hand-held magnifier to access.  Incorporate braille literacy instruction into Mary’s day, with some homework provided in braille (when her eyes will be tired).  Mary’s literacy skills are at year level. Adjustments to curriculum content should only address her vision requirements. |
| Teaching and learning strategies | Use cooperative/collaborative learning approaches to promote social inclusion (e.g., students to complete set tasks in pairs, small groups, mixed ability and same-ability groupings).  Verbalise when writing on the board, allow Mary to leave her desk to view classroom materials up close, provide tactile/3D support where possible.  Use black and blue markers and large font size when writing on the whiteboard to maximise contrast and readability from Mary’s desk.  Minimise visual clutter on worksheets and in the classroom.  Use strong contrast and clear print for class posters and displays.  Use concise, descriptive and positional language, rather than “here” and “there”.  Encourage Mary to request rest breaks when required.  Mary may require additional time to complete tasks due to the extra effort of visually accessing content and resources. |
| Examinations and assessment | Ensure exams and assessments are prepared in advance in Mary’s required formats for each learning area (see section 3 of profile for details).  Ensure Mary is provided with additional time for rest breaks in accordance with assessed requirements. |
| Learning environment and student safety | Seat Mary near the front, close to teacher’s desk and a power point for charging her devices. Secure power cords and equipment.  Mary will require additional storage space for her technology and large print mathematics texts and resources.  Ensure the classroom lighting is adequate and diffused; remove obstacles potential hazards from the floor and corridoors.  Encourage Mary to wear her hat and sunglasses outside. |

## Appendix 5 Example Profile - Student with low vision (cont.)

### Section 5 Contributors to the Literacy and Learning Profile

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Date** |
| Mary Brown | Student | 15.2.22 |
| Stephen and Julie Brown | Parents | 15.2.22 |
| Sarah C. | Specialist Teacher (VI) | 15.2.22 |
| Adam L. | Class teacher | 15.2.22 |
| Alice Prentice | Learning Support Teacher | 15.2.22 |
| John Price | Literacy Coordinator | 15.2.22 |