

The recommendations may include:

- **Modifications** and recommendations for print size and/or Braille, or changes to the environment, such as providing additional lighting for certain tasks or seating your child with the glare from the window behind them.
- **Technological recommendations** such as the use of a laptop with speech and magnification software and/or an iPad, as well as low visual aids such as hand held magnifiers.
- **Adaptations** or materials that may help your child, such as the use of a black marker and bolder thicker lined paper to increase the contrast between the letters and the paper being used when writing or additional time for completing a test and specific exam recommendations.
- **Strategies** such as teaching the child how to use their vision and the best seating position in class to maximize vision.
- **Referrals** to other professionals, such as a habilitation and mobility specialist.

You will receive a copy of the report written by the Teacher of the Vision Impaired summarising the information gathered and their recommendations. The Teacher of the Vision Impaired will be pleased to discuss the assessments carried out and what they mean.



Contact SaPTS

Contact the Sensory and Physical Teaching Service (SaPTS) by email, phone or post:

 specialistservices.hub@eastriding.gcsx.gov.uk

 (01482) 394000

 The Specialist Services Hub
Springhead Lane, Anlaby Common
East Riding of Yorkshire HU5 5YJ

The SaPTS adheres to the Council's Data Protection and Child Protection Policies. When families, children and young people are supported by the Service their details are kept securely on our database which will not be shared with any other parties.

SaPTS Sensory and Physical
Teaching Service

Functional Vision Assessment



What is a functional vision assessment?

The functional vision assessment is a non-clinical assessment of how a child uses the vision he or she has in everyday life.

It is usually not carried out with children who are totally blind or have light perception only. Since a child's visual condition and abilities can change over time, the functional vision assessment needs to be repeated periodically.

A functional vision assessment will investigate how a child or young person uses their vision for:

■ Near tasks

- Closer than 40 cms

■ Distance tasks

- Up to 3 metres away

The assessment is carried out by a Teacher of the Vision Impaired or sometimes a habilitation and mobility specialist, who uses a combination of formal tests and informal measures, which may differ depending on your child's age.

He or she will read the medical information about your child's vision, spend time observing your child as they go through their day, and will seek the views of parents and the child as well as their classroom teacher.



The assessment looks at:

- **Visual acuity**, or how clear and sharp the child's vision is. Both near and distance visual acuity will be measured.
- **Visual field**, the area your child sees to the sides, above, and below (known as the peripheral area of vision).
- **Contrast sensitivity**, or the ability of the child to detect differences in greyness and between objects and their background – that is, how clearly your child can see the elements of an image.
- **Colour vision**, or the ability to detect different colours and also hues within a colour.

- **Light sensitivity**, or response to light (sunlight or artificial light), which can be extreme for some children with some eye conditions.

- **Depth perception**, or the ability to see in 3D and accurately assess speed, depth and distance.

Informal measures might include observing your child to see which eye he or she prefers to use when looking at materials or if they can locate an object in a picture that has a lot of detail.

Based on the information gathered through these various activities, the Teacher of the Vision Impaired can make recommendations about ways to help your child learn to use their vision more effectively.