

Practical Classroom Pointers for Supporting Blind Students

- Teachers identify themselves to blind or low vision students, especially when a teacher is new or unfamiliar to a student.
- Teachers can also encourage their students to do the same when it comes to identity, as this helps to foster inclusion and connection to the broader school community.
- When you're leaving the room, tell the students you are leaving.
- In a group, address a blind person by name if they are expected to reply.
- When a group discussion is happening make sure there is one person talking at a time (no 2 or more people talking over each other)
- When a group discussion is happening make sure people say their name before they start talking (teachers make sure you say your name when you start talking again)
- DO give specific directions like, "The desk is five feet to your right."
- DO give a clear word picture when describing things to an individual with vision loss. Include details such as color, texture, shape and landmarks.
- When writing on the board make sure you are saying what is being written

Tips on identifying:

- decide what you are comfortable saying
- Keep it to one or two sentences at most, and to important information.

- restrict yourself to three key elements
- Link below goes into more details about self description
<https://vocaleyes.co.uk/services/resources/digital-accessibility-and-inclusion/self-description-for-inclusive-meetings/>