



# PHYSICAL EDUCATION AND VISUAL IMPAIRMENTS

**A helpful guide to supporting children and young people with visual impairments in Physical Education**



*\*Click where you see this icon for a direct link*



## Visual Impairments and Blindness

The definition of visual impairment is “a decrease in the ability to see to a certain degree that causes problems not fixable by usual means, such as glasses.” Blindness is “the state of being unable to see due to injury, disease or genetic condition.”

## Clear and concise instructions

Use clear and concise instructions. It is important to ensure there is minimal or no background noise when speaking to the class or individual students. You should adopt a stop and listen strategy for your class.



## Environment

The working environment should be kept clear and organised. Keep changing and equipment arrangements consistent. When using a new or unfamiliar environment or equipment, be sure to allow your students time to familiarise themselves with the surroundings.

**Remember to use STEP - you can adapt the: SPACE, TASK, EQUIPMENT AND PEOPLE**



FOR MORE SUPPORT, CLICK ON THE  
ICON TO HEAD TO THE ROYAL  
NATIONAL INSTITUTE OF BLIND  
PEOPLE



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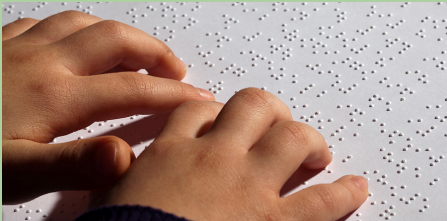


## Sensory objects

Sensory objects are a great tool for engaging a child in physical activity. These objects may be tactile, make a sound, scented, and / or visually stimulating.

## Resources

Resources for Physical Education should be accessible for all and may come in a variety of formats, such as; large print / text visuals, braille, immersive reader, text to speech software. As always, knowing the individuals needs is key and will support you in preparing resources to support the individuals learning.



## Adapted Equipment

Adapted equipment may support a visually impaired learner. Examples of some adapted equipment could be; a football with a bell, a different or brightly coloured ball for cricket or a larger bat.



FOR MORE SUPPORT CONTACT:  
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