



Cap sur l'école inclusive  
en Europe



## Best Practice

### Welcoming a visually impaired student (1)

#### Section of the module / E

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#### 1/ Context

Welcoming a visually impaired student can raise questions and stir concern. Some tips that can promote a good welcome.

This presentation is often made before the reception of the visually impaired student in the classroom with teachers and / or caregivers.

#### 2/ Goals

Proposing information about visually impaired students working "in black" (an expression used by blind people to designate the writing of persons who can see) to promote good inclusion.

This information given to teachers and caregivers can help raising awareness of the difficulties encountered and putting in place essentially practical aids.

The objectives are, on the one hand, to remove the anxiety caused by the arrival of a special pupil, on the other hand, to provide pedagogical and technical aids when setting up learning situations.

#### Sources

[http://media.eduscol.education.fr/file/ASH/35/7/guide\\_élèves\\_déficients\\_visuels\\_116357.pdf](http://media.eduscol.education.fr/file/ASH/35/7/guide_élèves_déficients_visuels_116357.pdf)

#### 3/ « Best practice » conduct

##### 1. Definitions - Reminders

There are many visual disorders. In France, about 10% of the population have visual difficulties. Most of the time, these are benign abnormalities that, once corrected, do not necessarily lead to deficiencies. There are, however, fewer important visual impairments leading to significant functional discomfort.

Visual impairment is defined by regulation by:

- The state of the visual field (extent of the space that a motionless eye can embrace);

- Measurement of visual acuity (ability of the eye to appreciate details).

In France, any person whose visual acuity (V.A.) is less than or equal to  $4/10^{\text{th}}$  at the best eye after correction and a visual field reduced to  $20^{\circ}$  is considered to be visually impaired. Anyone whose vision is less than or equal to  $1/20^{\text{th}}$  in the best eye after correction and a visual field reduced to  $10^{\circ}$  for each eye is considered legally blind.

If we refer to the World Health Organization, there are 5 categories of visual impairment:

- Moderate: Binocular VA corrected between 1 and  $3/10^{\text{th}}$
- Serious: Binocular VA corrected between  $1/20^{\text{th}}$  and  $1/10^{\text{th}}$
- Deep: Binocular VA corrected between  $1/50^{\text{th}}$  and  $1/20^{\text{th}}$
- Almost total:  $VA < 1/50^{\text{th}}$  with light perception
- Total absolute blindness, no light perception.

It is important to note that visual impairment will have a different impact depending on whether it is congenital or acquired, early or late, isolated or associated with another pathology or reaction disorders.

In the same vein, new approaches to visual impairment discuss its definition no longer in terms of lacks, but in terms of possibilities, not in terms of repair, but in terms of rehabilitation.

Visual impairment generates functional problems that will lead, to varying degrees, to learning difficulties.

Most of the problems encountered by the visually impaired child are related to the difficulties of taking visual information, particularly the transmission of written knowledge in all disciplines.

If all content is to be addressed, difficulties will arise, related to reading, writing, and the switch reading/writing.

To compensate for these negative aspects:

- the child will develop abilities and means of compensation that will allow him to obtain an efficiency comparable to that of his comrades;
- the teacher will put in place educational adaptations and propose essential technical aids.

#### 4/ Evaluation of best practice

Implementation of the help needed for the reception.

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#### 5/ Limitations

Availability of people caring for visually impaired children.

#### 6/ Prospects