ACCESSIBLE CONTINUOUS PROVISION CHECKLIST FOR A RECEPTION CHILD WITH A VISION IMPAIRMENT.

STAFF GUIDANCE

Before provision: examples
- Place black pens on a pale tray and pale objects on a dark mat.
- Position the child away from glare and bring resources to the preferred viewing distance.
- Let the child handle new story props before the whole-class session.

Promoting independence: examples
- Keep scissors, pencils and aprons in the same labelled location.
- Ask "What would help you see or find it?" before stepping in.
- Offer a close view, tactile exploration or reduced visual clutter before adult help.

During provision: examples
- Say "the glue is on your left" rather than "it is over there".
- Describe actions while modelling: "I am joining the two blocks at the corners".
- Pause after an instruction so the child can look, locate and respond.

Recording evidence: examples
- "Found the paint independently when placed on a contrasting tray."
- "Needed one verbal prompt to locate the outdoor step."
- "Joined small-world play after exploring the figures by touch."

Area	Accessibility check	Evidence/Action
Environment & organisation	The classroom layout is consistent and predictable.	☐
	Pathways are clear and free from bags, furniture and other obstacles.	☐
	Lighting is suitable and glare is minimised.	☐
	Visual clutter is reduced on tables, walls and displays.	☐
	Resources are kept in consistent, clearly defined locations.	☐
	Colour contrast highlights important resources, surfaces and boundaries.	☐
	Changes to the environment are explained in advance.	☐
Communication	Adults gain the child's attention before speaking.	☐
	Adults use clear positional language, such as "on your left".	☐
	Visual information, gestures and demonstrations are described aloud.	☐
	Instructions are short, specific and given one step at a time when needed.	☐
	The child is given sufficient time to look, process and respond.	☐
Access to learning	Real objects are introduced before, or alongside, pictures.	☐
	Learning includes touch, sound, movement and practical exploration.	☐
	Materials are clear, uncluttered and visually accessible.	☐

Area	Accessibility check	Evidence/Action
Reading & stories	Accessible books, tactile resources and story props are available.	☐
	time or a reduced quantity of work is provided when appropriate	
	Books can be viewed at the child's preferred distance and position.	☐
	Pictures and important visual details are described verbally.	☐
Writing & mark-making	Tools are organised consistently and are easy to locate.	☐
	Paper, writing tools and working surfaces provide good contrast.	☐
	Adult modelling includes clear verbal description.	☐
Construction & small world	Resources are well spaced and contrast with the play surface.	☐
	The child can handle and explore objects and completed models.	☐
Creative & role play	Real objects and materials with clear tactile features are provided.	☐
	Props, equipment and changes to provision are introduced explicitly.	☐
Mathematics	Practical resources support concepts and can be explored through touch.	☐
	Activities do not rely solely on visual information.	☐
Outdoor learning	The child is familiar with routes, boundaries and equipment locations.	☐
	Outdoor pathways are clear and hazards are identified promptly.	☐
Independence & inclusion	The child finds, uses and returns familiar resources independently.	☐
	Adults support participation without completing tasks for the child.	☐
	The child is taught to request help, adaptations or a closer view.	☐
	The child is included in play, routines, transitions and peer activities.	☐