

# CVI Strategy Handbook

Supporting children with Cerebral Vision Impairment in mainstream schools

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Authors: Anu Alex & Namita Jacob

Illustrations: Aparna Sreeprakash

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## **Who is this handbook for?**

This handbook is designed to help you recognise CVI-related visual processing challenges in children within mainstream school settings. It builds an understanding of how everyday environments at home, in school, and in the community can create barriers to visual processing, and offers simple, practical ways to make these environments more accessible.

It is a useful resource for:

- Mainstream school teachers
- Inclusive education practitioners
- Special educators
- Parents and caregivers

The focus is on observing patterns, trying small adaptations, and building on what works for each child.

### **Note**

This is not a diagnostic tool. If you suspect Cerebral Visual Impairment (CVI), please seek evaluation and guidance from a qualified professional.

You may consider reaching out to:

- Paediatric ophthalmologists
- Developmental paediatricians
- Special educators
- Vision rehabilitation professionals
- Occupational therapists

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## A child you may know



*In a busy classroom, managing visual attention while reading may be difficult*

Rohan is a bright, active, and helpful student who listens well and participates actively in class. However, his teacher has begun to notice him struggling with things that surprise her given his obvious intelligence. He performs well when the class is quietly working on a task, yet in a busy classroom activity he seems to go blank. When asked to take out a book, he takes an unusually long time to find it, even when it is right in front of him. While reading, he can decode words correctly but often loses his place or skips lines. His eye check-up is normal. So what might be happening?

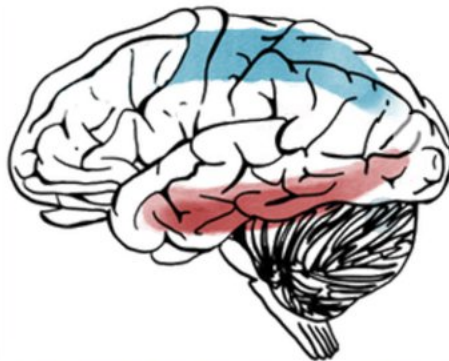
Children like Rohan are often labelled distracted, careless, clumsy, or slow. However, the issue may not be about effort or understanding; it could instead be related to how the brain processes visual information.

# What is CVI?

There are many reasons why children struggle with visual tasks, but when these challenges are persistent, they may be linked to some underlying difficulty. A child may have a mild visual impairment, coordination difficulties, a learning difficulty, or other developmental differences. For some children, these challenges are linked to a condition called Cerebral Visual Impairment (CVI). These behaviours can look similar to those seen in other conditions, so CVI should be considered alongside other possible causes.

Cerebral Visual Impairment (CVI) is a difficulty with how the brain processes visual information, rather than a problem in the eyes themselves. Routine eye check-ups may look normal, yet the child still finds it hard to make sense of what they see, especially in busy, complex, or unfamiliar environments. As vision is central to development, CVI can affect learning, behaviour, and engagement with the world.

- visual guidance of body parts
- finding objects in clutter
- seeing multiple objects together
- visual attention
- spatial relationships



- recognising words / letters / numbers
- identifying colour
- recognising facial expressions
- form constancy

*Visual skills are highly specific, each linked to very specific areas in the brain*

Across the brain lie many specialized areas, each responsible for a different visual function and all requiring efficient, multi-directional information flow. Because these areas are separate, damage to visual function can be highly selective. One specific skill can be impaired while others remain completely intact. This means a child can read well yet still struggle with another visual task, such as finding their way home, simply because the part of the brain handling that task has been impacted.

# When might this be CVI?

- Often misses clearly visible things especially in clutter
- Easily distracted and stressed in busy environments
- Looks away to listen or focus
- Bumps into objects or misjudges steps
- Typically looks down while moving
- Struggles to find a person or object among many
- Skips words or lines when reading.
- Avoids dense text or has to point while reading
- Avoids outdoor activities that involve fast-paced and unpredictable movement
- Performance is inconsistent across situations
- Tires easily with visual tasks



*In clutter, picking out a single item is difficult*



- ★ Not all children show all signs
- ★ Look for patterns across home and school
- ★ Notice what improves with changes in environment or task

# A typical classroom in India



*Busy classrooms place multiple visual demands at once, making it hard to focus on what matters*

A classroom environment can be challenging. It is filled with noise, movement, faces, and constant activity. There is a lot of talking and attention must shift quickly between the teacher and friends, the front of the class and the things on the table. Most children are able to process this easily, reacting and responding without much stress. However, for a child with CVI, this can feel overwhelming.

In the classroom, the child must:

- Track movement, while gathering meaning (e.g., teacher writing, gestures)
- Identify and find items in clutter (e.g., the right book, or page)
- Recognise faces, expressions, objects and images (e.g., who is speaking, what a diagram shows)
- Switch between things at a distance and those nearby, between seeing the whole and focusing on details
- Sustain visual attention despite all the distractions

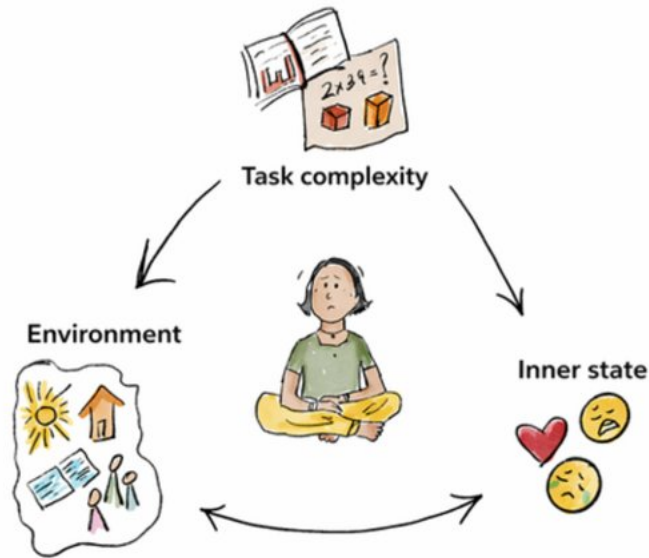
# What's happening visually during a typical classroom lesson?

A classroom requires the ability to use multiple visual skills and process and act on the information quickly and smoothly. For a child with CVI, each of these things requires effort. When the demands are continuous or several demands occur together, the overall visual load can become overwhelming.

The table below shows where these challenges often appear during a typical classroom lesson.

<b>Classroom situation</b>	<b>What is happening visually?</b>	<b>How a child with CVI might experience this</b>
Teacher explaining	Teacher is moving, using gestures and expressions	May look away to listen and understand better
Reading from the board	Writing in poor contrast' glare on the board, small or unclear text	May struggle to find or focus on the right words
Copying from board to notebook	Looking back and forth between board and page	May lose place, work slowly, or get tired
Looking at charts or diagrams	Many things shown together	May notice parts but not understand the whole
Reading worksheets or textbooks	Busy pages with text and images	May skip lines, mix up words, or avoid reading
Group discussion	Many students, similar faces, movement	May find it hard to know who is speaking
Watching demonstrations	Objects moving or changing	May miss parts or find it hard to follow

# Factors affecting child performance



*A child's performance depends on the interaction between task, environment, and their internal state*

A child's abilities may look different across the day. This is not because they are inconsistent or careless, but because performance is shaped by the interaction of three key factors :

- the complexity of the task
- the visual and sensory demands of the environment
- the child's inner state

When one or more of these become demanding, the child may appear to struggle. When these three factors are supported through balanced accommodations, the child copes and participates much more successfully.

## Let's meet Maya:

In English class, she copies a poem neatly from the board. In the next period, geography, her notebook is messy and incomplete—why?

The board is now grey, not black, and harder to see. The lesson involves visually complex maps. As she works through this, effort increases and she becomes more stressed.

By the time she begins copying from the board, she is no longer able to easily hold what she sees in her tired mind. She repeatedly looks up and back at her notebook, losing her place and becoming confused.

# Everyday life and CVI challenges

In the sections that follow, we walk through a typical school day in a child's life: from getting ready in the morning to learning in the classroom and moving around school and public spaces. Each part of the day brings different visual demands, and for a child with CVI, these moments can feel more effortful and tiring.



*Different parts of the day bring different visual demands*

The examples shared here reflect challenges that are most commonly experienced by children with CVI in mainstream school settings. Not every child will experience all of these difficulties, and the same child may manage well in one situation while struggling in another.

The aim is to help parents and teachers recognise patterns and choose practical strategies that can support each individual child. These strategies are intended as a helpful starting point for support, and seeking further professional guidance is always recommended to better understand and address a child's specific needs.

# Getting ready for school

Mornings can be visually demanding. A child moves through home spaces filled with many objects and a sense of hurry. They must navigate clothes in cupboards, shoes near the door, books and assorted items on shelves, things spread across tables, and several family members rushing to get ready for the day.

## What's hard?

- Finding and recognising what they need in clutter
- Managing multiple steps in a rushed routine
- Locating items when they are not in their usual place



*Visual clutter, time pressure, and busy routines increase effort*

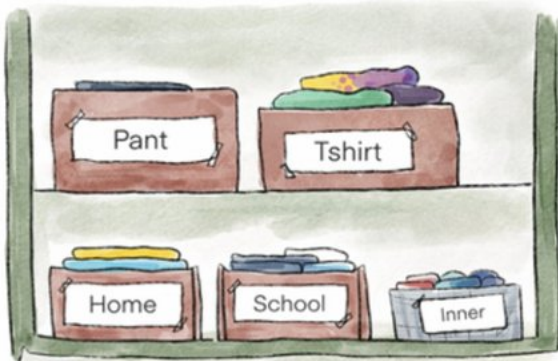
What may look like avoidance, hesitation, or distraction is often the extra effort needed to make sense of a visually busy environment.

# What helps?

Children with CVI benefit from environments that are predictable, uncluttered, and clearly organised. Adults play an important role in setting up and supporting these systems at the beginning. Over time, however, the goal is for the child to rely less on adult guidance and more on the environmental structure to guide their own actions.

## Create clear systems for organisation

- Use separate containers for different kinds of items (trays, boxes, cartons)
- Store items in consistent, fixed places every day
- Label shelves, boxes, or drawers using pictures, photos, colour codes, or words
- Use partitioned boxes or trays to organise small items like clips and accessories
- Pair socks immediately after washing (clip, roll, or tie together)
- Involve the child in setting up and managing storage systems
- Encourage returning items to their designated place after use



**Class Timetable**

	1	2	3	4	5	6
MON	ENGLISH	HISTORY	TAMIL	LAB	ENGLISH	SCIENCE
TUE	MATHS	ENGLISH	SCIENCE	TAMIL	HISTORY	PT
WED	TAMIL	LAB	MATHS	ENGLISH	SCIENCE	PT
THUR	LIBRARY	ENGLISH	SCIENCE	MATHS	HISTORY	TAMIL
FRI	TAMIL	HISTORY	MATHS	LIBRARY	SCIENCE	PT
SAT						

*Structured organisation makes it easier to find and manage items*

## Use colour coded systems

- Use colour-coded stickers on books and notebooks
- Match these with a colour-coded timetable to help the child quickly identify what to pack, unpack, and use



*Colour cues help the child quickly identify and organise what they need*

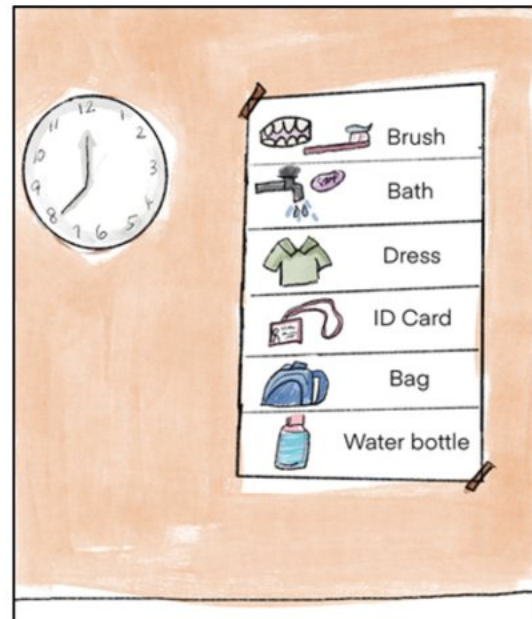
### **A parent shares :**

I don't understand how she can't find things that are right in front of her and I scold her for it.

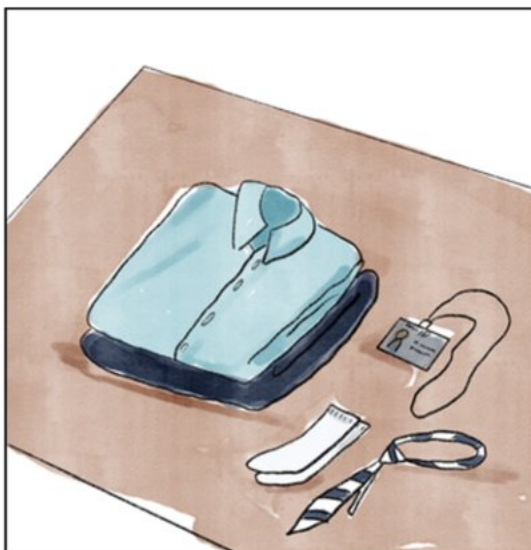
## What helps?

### **Build predictable routines**

- Follow the same sequence every morning based on what works for the child
- Use a visual schedule if necessary



*Predictable routines reduce effort and support independence*



*Planning ahead makes tasks easier to manage*

### **Reduce stress through planning**

- Lay out clothes for the next morning before bed
- Pack the school bag and keep it in its designated spot

# Getting to and from school

While on the road and travelling, the environment is constantly changing. There is movement, noise, traffic, and crowds to process all at once. Sometimes there is a change in route or a familiar structure is suddenly no longer there. In these situations, the child may find it difficult to navigate even familiar routes or safely cross roads.

Judging direction and speed can be hard and vehicles may seem to appear suddenly, making roads feel unpredictable and stressful to navigate. During busy times, such as arrival and dispersal, large numbers of people move together in crowded spaces. Faces can look similar as people keep shifting positions and recognition is hindered.

## What's hard?

- Navigating familiar routes when they are busy or visually complex
- Crossing crowded or fast-moving roads
- Judging the speed and distance of vehicles
- Finding the school van or bus in a busy area
- Finding their own house when many look similar
- Locating a friend, sibling, or caregiver at dispersal time



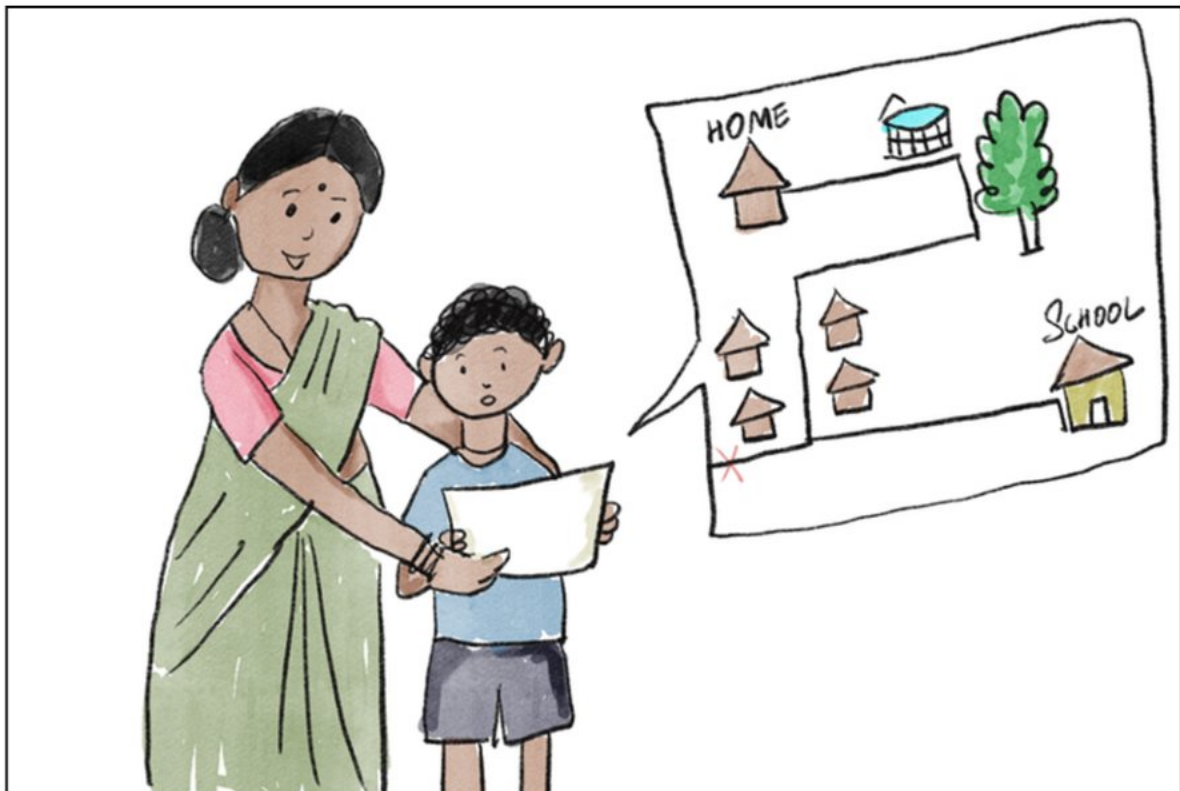
*Busy, changing environments make it hard to judge movement and navigate safely*

# What helps?

## Navigating roads and routes

Adult guidance helps build essential skills, confidence, and a sense of safety for independent travel.

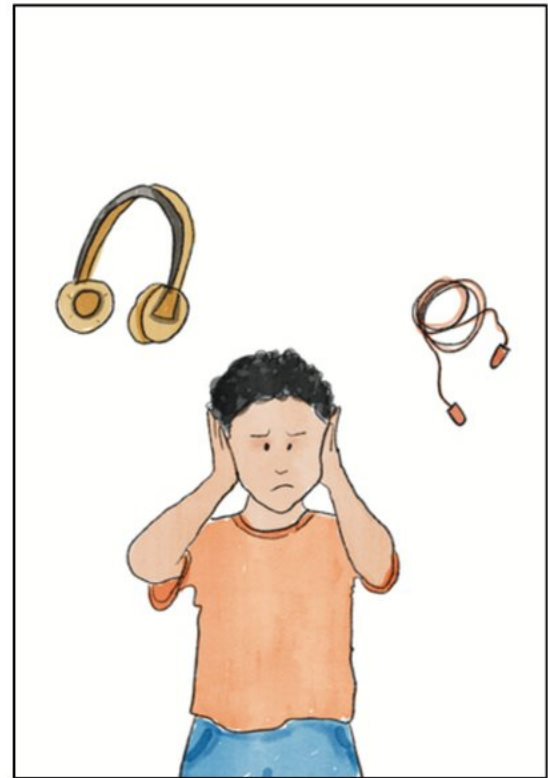
- Walk commonly used routes with the child and point out clear landmarks
- After the walk, review the route together—write or draw the sequence of landmarks
- On the next few walks, ask the child to point out landmarks and name what comes next
- As confidence grows, and the child can recall the sequence, gradually step back and let the child lead
- The reference (map, drawings, or photos) can be kept by the child and used when needed
- Remind the child to look down or up at the sky if visually overwhelmed (to reduce visual crowding)
- Teach the child to wait for others to cross and cross along with them



*Guided practice supports independent navigation*

## Managing busy public spaces

- Visit crowded places (markets, shops) during quieter hours where possible
- Allow extra time so the child does not feel rushed
- Use noise-reducing earplugs or headphones if helpful
- Identify calm waiting spots where the child can pause if overwhelmed



*Managing noise helps reduce overwhelm*



*Clear visual cues make it easier to locate people in busy spaces*

## Finding someone in a crowd

- Agree on a fixed meeting point to reduce visual searching
- Keep pick-up routines predictable and consistent
- Help the person stand out (e.g., bright cap, scarf, or bag)
- Use clear landmarks like a gate, tree, or signboard as reference points

## Finding the right van or home


- Use an easy-to-recognise visual cue on the school van or bus (e.g., coloured sticker, ribbon, symbol)
- Add a clear visual identifier at home (e.g., coloured doormat, plant, name board, or object near the entrance)



*Visual markers help the child recognise and locate familiar places*

## Emergency and contingency planning

- Create a simple “lost plan”: Stop, Look for a safe helper, Show your emergency card
- Make a small emergency contact card with: Child’s name, Caregiver phone numbers, A simple message (e.g., “I need help finding my parents”)
- Teach the child to identify safe places (e.g., shops, pharmacies, community spaces with staff)

Emergency ID Card	
	<b>Name</b> Athira John
	<b>Address:</b> 64 Shastri Road, Chennai - 600041
	<b>DOB:</b> 7/10/2016
	<b>Parents:</b> John & Laya
	<b>Contact Number:</b> 9434241410
<b>I need help finding my parents</b>	

*Visual supports make it easier to ask for help*

# Moving around indoors

School and public environments involve frequent movement and transitions - through classrooms, corridors, doorways, stairs, and crowded spaces.

A child with CVI may move more slowly, look down often, or use railings for support. They may appear confident in familiar areas but become hesitant in new or busy spaces, especially with changes in lighting or unclear obstacles.

These challenges are often related to difficulty processing movement, judging depth, and orienting in space. Some children may also have reduced awareness of their lower visual field, making steps and objects on the ground harder to notice.

## What's hard?

- Navigating crowded corridors, hallways, roads and footpaths
- Moving safely on stairs or uneven surfaces
- Judging depth and distance while moving and playing
- Noticing objects on the floor or in the lower field
- Difficulty with floor surface changes
- Adjusting to new or unfamiliar spaces
- Managing movement when lighting or shadows change



*Movement through spaces may require conscious thought and effort*

# What helps?

## Create a safe and predictable environment

- Keep pathways and corridors clear and free of clutter at home.
- Avoid leaving objects, furniture on the floor or in unexpected places.
- Arrange furniture consistently and avoid frequent changes.
- Use designated areas for bags, shoes, or lunch boxes so they are not in walking paths.
- Use strong visual contrast. For example, light furniture against dark floors, or contrasting colours around door frames.
- Allow extra time to move through spaces, especially unfamiliar ones.
- Encourage the child to pause, look around, and scan the area before starting to walk.
- When introducing new spaces, walk through them together and point out key landmarks.
- Offer gentle verbal cues such as “step coming up” or “turn left here.”



*Clear, predictable spaces make movement easier.*

# What helps?

## Make stairs easier to see and use

- Mark the edges of steps with bold colour tape or contrasting paint.
- Use different colours at the top and bottom of stairs to emphasise start and finish.
- Ensure handrails are available, sturdy, and easy to grip.
- Use consistent, even lighting in stairwells and hallways; avoid shadows and glare.
- Teach the child to gently run their heel along the edge of each step while going downstairs to gain tactile guidance when visual cues are limited.



*Clear contrast helps make steps easier to see.*

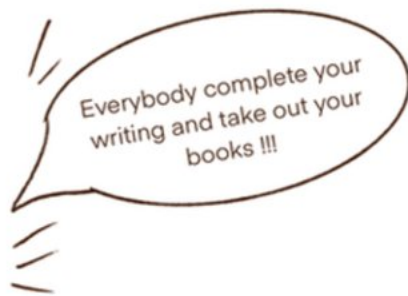
# In the classroom

We have already seen that the classroom presents many visual demands, requiring children to look at and shift attention between different sources of information. These difficulties are often linked to challenges with visual clutter, attention, and managing visual complexity.



## What's hard?

- Managing multiple sources of visual information
- Finding and keeping place when reading or copying
- Filtering important details from clutter
- Sustaining attention in busy, moving environments
- Locating specific information on a crowded page or screen
- Copying from the board
- Recognising faces of peers and teachers
- Working under time pressure
- Coping with glare, reflections, or uneven lighting
- Using vision together with listening



*Competing visual and auditory inputs can make it hard to focus*

# What helps?

## Seating, lighting and organisation

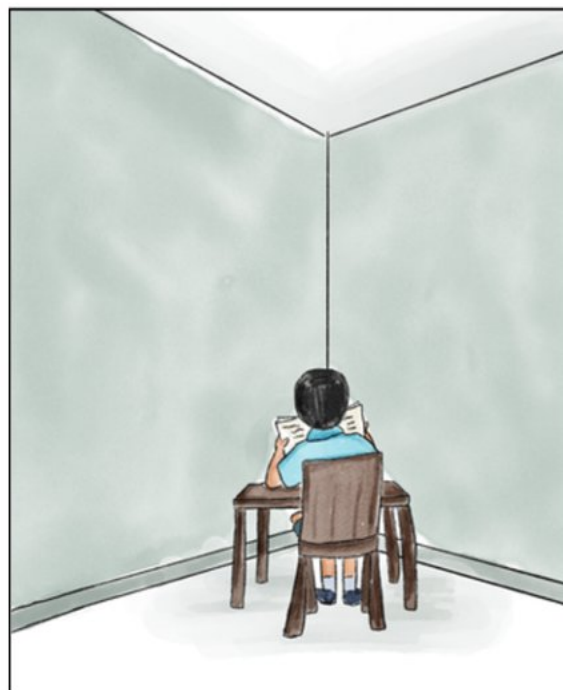
- Involve the child in all decisions. Ask what works and what feels tiring.
- Sit in the child's seat to check their view and clear away items in their viewing path, so it is easy to see the teacher and the board.
- Sitting closer to the board and teacher may help some children. However, closer does not always mean better. Ask the child
- Avoid seating near doorways, windows, or cluttered areas
- Reduce glare with curtains or blinds. Minimise reflections from windows or smartboards
- Consider a desk lamp with adjustable brightness for even lighting and individual control
- Allow the child to move closer temporarily when copying from the board or provide material near the child
- Position the child to see the teacher's face clearly
- Leave the wall near the teacher blank



*Small changes in the environment make visual demands easier to manage*

## Quiet work corner

- Create a space with plain walls and a small table for children to use during high-demand reading or writing tasks.
- You can also place a fold-out tri-board on the desk to block surrounding visual clutter.



*Reducing visual clutter helps the child focus on what matters.*

## Adapt position and environment

- Use a slant board or book stand for optimal viewing angle
- Try using colour overlays (like OHP sheets) to reduce visual stress and glare from white paper



*Good lighting and positioning make materials easier to see.*



*Reducing visual stress makes reading more comfortable.*

## Reading text presentation

- Use large, clear fonts (sans serif such as Arial, Verdana, Atkinson Hyperlegible, Inter). Choose the font size that's most comfortable for the child, not the smallest size they can manage.
- Increase line spacing and letter spacing
- Break text into short chunks - short paragraphs, few sentences per page

### How chocolate is made

Chocolate begins far away from shops and supermarkets. It starts on a small tree that grows in warm, rainy places near the equator. This tree is called the cocoa tree. It grows best in countries where the weather is hot and humid all year round. They grow under the shade of taller trees and need careful attention from farmers to stay healthy.

Large, colourful fruits called pods grow directly on the trunk and thick branches of the cocoa tree. The pods can be yellow, orange, red, or even purple. When a farmer cuts open a ripe pod, he finds rows of seeds packed tightly inside. These seeds are called cocoa beans. They are covered in a soft, white pulp that tastes slightly sweet. At this stage, the beans do not look or taste like chocolate at all. They are pale in colour and quite bitter.

### How chocolate is made

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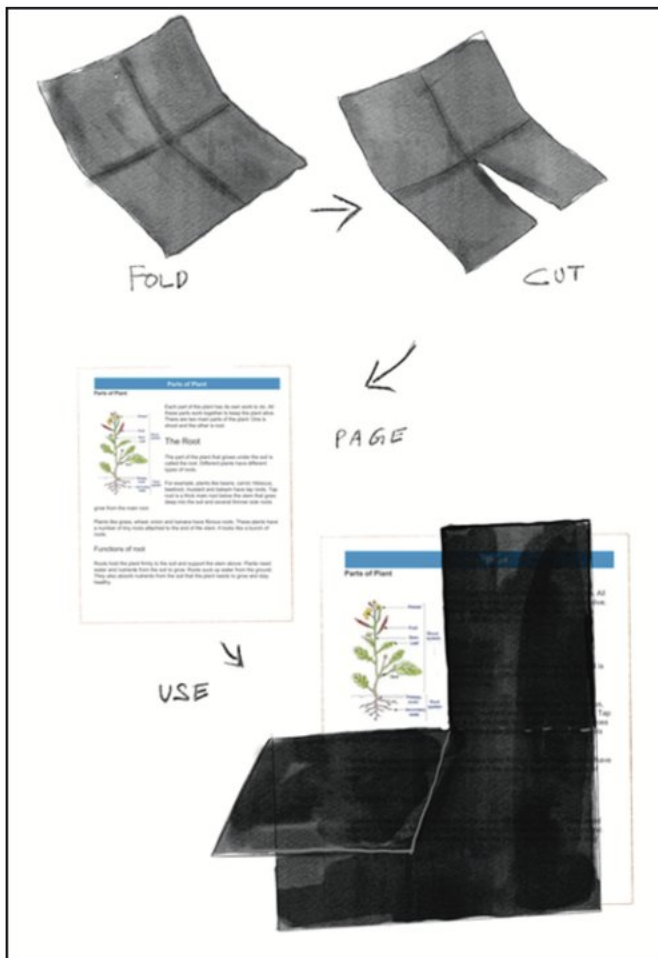
*Clear and simple text layout makes reading easier.*

## Reading - Line tracking

- Use a reading window, typoscope, or cover sheet to isolate a line, a few lines, or a short paragraph, depending on what the child can manage comfortably
- Encourage finger tracking to maintain place while reading



*Reducing visible text helps with tracking and attention.*



- Use a folded black blank page or foot ruler to underline the text being read
- Highlight the start of each line
- Use apps that present one word or one line at a time (e.g., Look CVI Scotland)
- Mark key information with tape or sticky notes
- Provide concise revision notes instead of full text

### **At a minimum**





Use a thick black paper to block out extra text. Cover surrounding lines or place it under the line being read.

*Limiting what is visible helps the child focus on one part at a time.*

## Reading tools

Reading is an essential life skill. However, without adaptations to support children with CVI, both could require significant effort. Toward the end of a school day when visual exhaustion is high, or when teaching new material, when all energy should focus on comprehension, it is helpful to offer children alternatives that reduce visual effort.

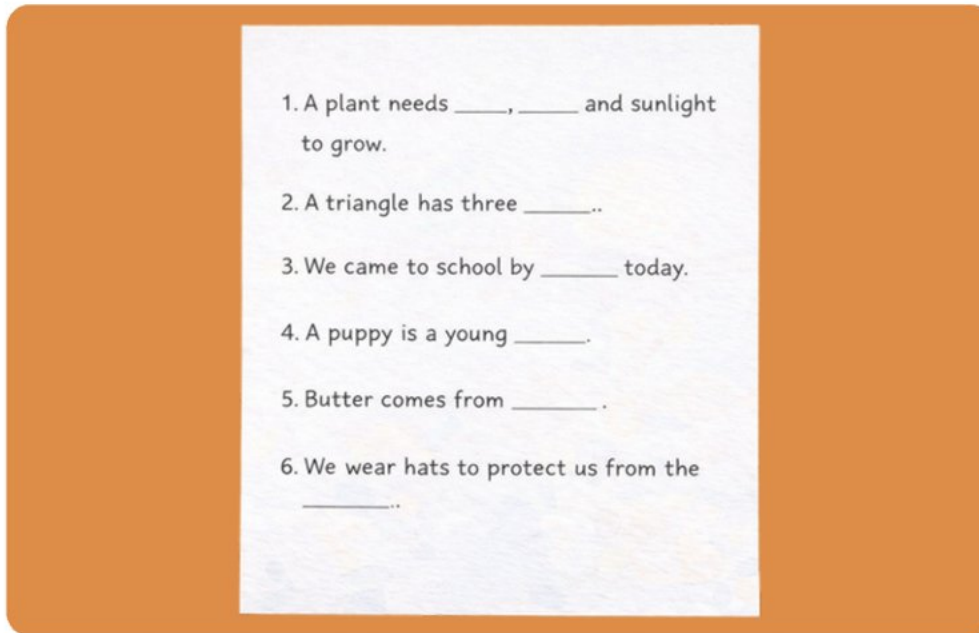
These tools support access to written content by reading text aloud, helping children who may find visual reading difficult.

	<b>Select to Speak (Android)</b> <ul style="list-style-type: none"><li>• Reads selected on-screen text</li><li>• Available in the phone's accessibility settings</li></ul>
	<b>Speak Screen (IOS)</b> <ul style="list-style-type: none"><li>• Reads all on-screen text</li><li>• Available in accessibility settings on iPhone and iPad</li></ul>
	<b>NaturalReader</b> <ul style="list-style-type: none"><li>• Reads PDF, documents, and typed text</li><li>• Works on phone and laptop</li></ul>
	<b>Speechify</b> <ul style="list-style-type: none"><li>• Reads PDF, web pages, and documents</li><li>• Works across phone, tablet and laptop</li></ul>

# Writing

## Minimise copying load

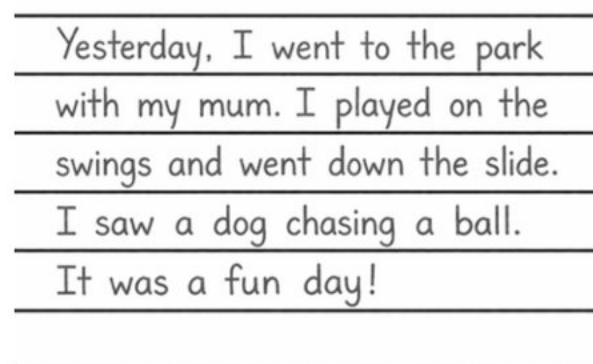
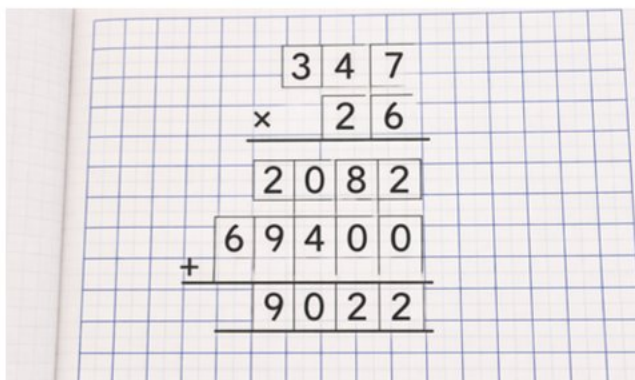
- Provide printed notes or allow use of peer's notes instead of requiring copying from the board
- Reduce the amount to be copied at one time
- Use partially completed worksheets so the child only fills in key words



*Adapted worksheets reduce effort and support participation.*

## Improve page layout

- Provide ruled paper with bold, dark lines and increased spacing
- Increase spacing between lines (e.g., leave alternate lines blank)
- Use pages with grids or boxes for maths to support alignment
- Use writing frames with clear spaces for each answer



# Writing

## Alternative ways to record information

- Allow typing or voice to text apps where possible
- Accept alternative methods such as mind maps or voice recordings
- Provide a scribe for longer or more demanding tasks



# Examinations and Assessment

- Use approved accommodations (scribe, extra time, reader, or use of computer where permitted)
- Provide question paper adaptations (large print, fewer items per page, clear spacing)
- Allow reading support (questions read aloud or simplified without changing meaning)
- Allow alternative response methods (oral answers, typing, use of a scribe)
- Reduce writing load where possible (focus on key responses rather than volume)
- Give extra time and rest breaks to manage fatigue



# Computer Access

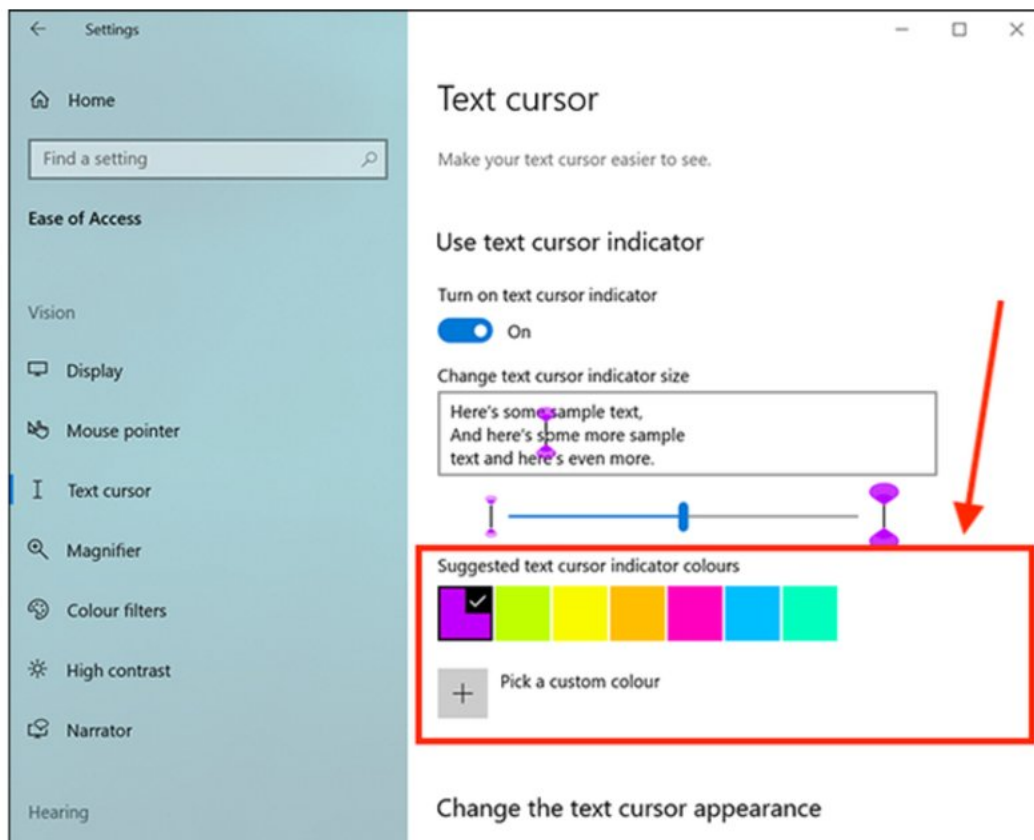
## What's hard?

- Cluttered screens with too many icons and tabs make it hard to focus
- Small text and icons are difficult to see
- Moving elements (pop-ups, animations) create distraction and overload
- Using a mouse to locate and click small targets is challenging
- Glare and screen brightness cause visual fatigue and discomfort

## What helps?

### Built-in accessibility

- Increase text size system-wide
- Enable high contrast mode or dark mode
- Adjust brightness to child's comfort level
- Turn off notifications, close extra tabs, hide dock
- Enlarge cursor and change its colour for easier tracking



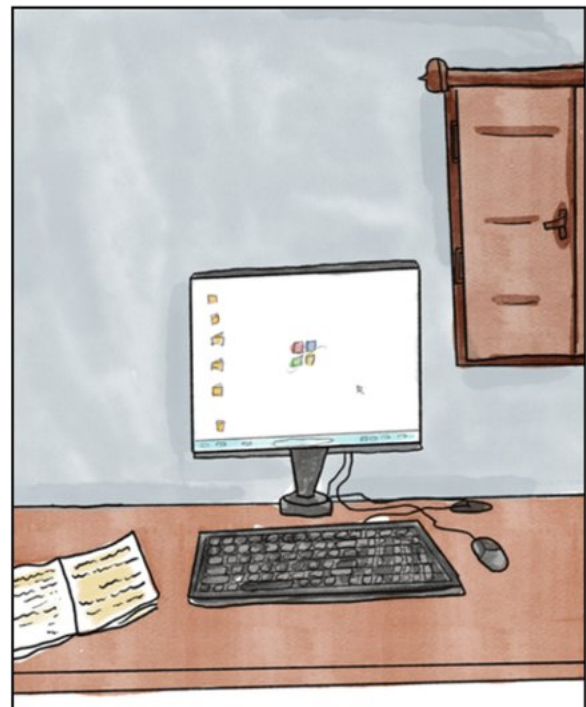
*Adjusting screen settings can make tasks easier to see*

## Structure the digital environment

- Keep desktop plain with no extra icons
- Show only one window or tab at a time
- Schedule short breaks every 10-15 minutes
- Watch for signs: eye rubbing, moving closer, irritability

## Position the device thoughtfully

- Place screen at child's optimal viewing distance
- Tilt to reduce glare
- Use matte screen protector to reduce glare
- Reduce clutter around



*A simple, well-organised setup improves visual comfort and access*

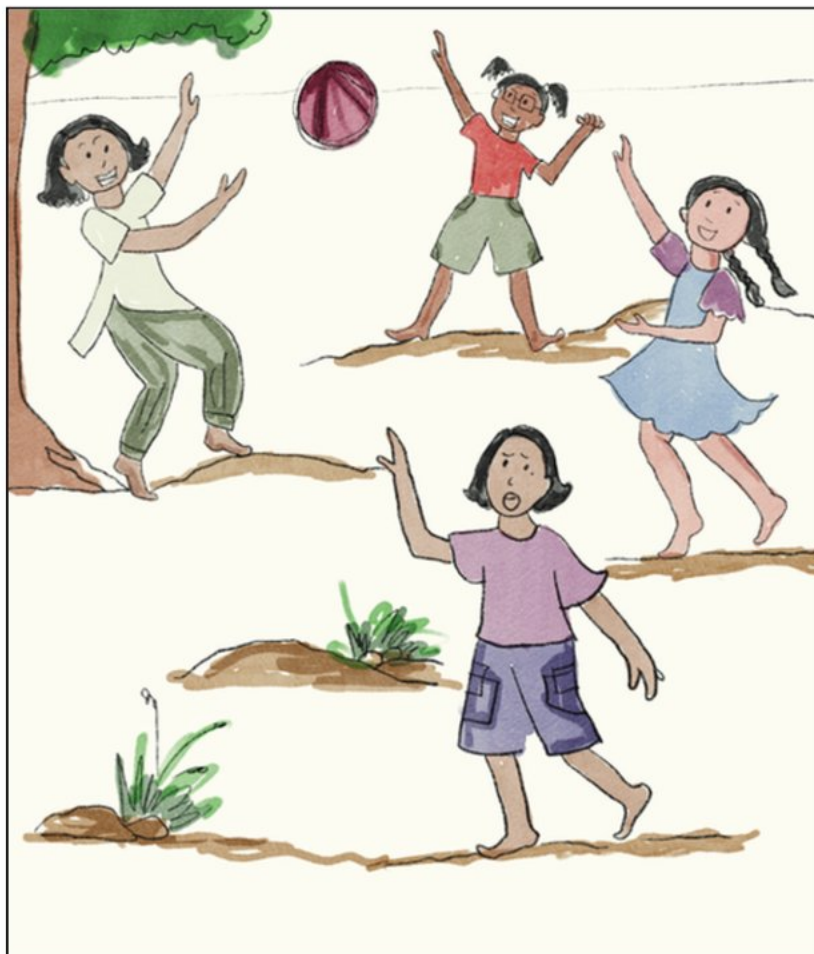
# Playgrounds and physical activity

Playgrounds are dynamic and unpredictable environments. Children run in different directions, games change quickly, and objects move constantly. For most children, this fast pace can feel exciting but for a child with CVI, it can be overwhelming.

Because of this, a child with CVI may prefer to watch from the side, avoid fast-moving games, or choose activities that are slower and more predictable.

## What's hard?

- Tracking moving objects, like a ball in play
- Judging where something will land or how fast it is coming
- Coordinating their own movement with others nearby
- Navigating uneven ground, steps, or changing surfaces
- Coping with bright sunlight or glare



*Keeping up with moving objects and people can be challenging*

# What helps?



*Guided exploration helps the child understand and navigate spaces more easily.*

## **Orientation and safety**

- Introduce the playground during quiet times before free play
- Walk the space together and explore equipment tactually
- Use clear, short verbal cues (e.g., “step forward,” “catch now”)
- Add high-contrast markers on edges, steps, and key areas
- Keep pathways clear of obstacles

## **Managing sunlight and visibility**

- Use caps or hats to reduce overhead glare
- Consider sunglasses if tolerated



*Reducing glare from sunlight makes it easier to see.*

## Adapting games and activities

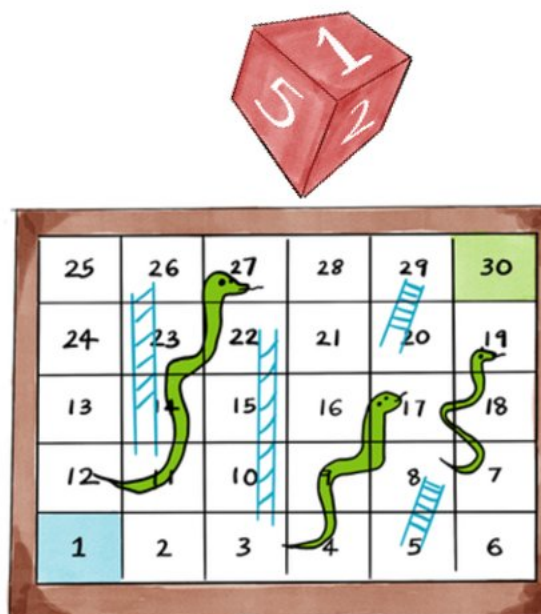
- Teach games step-by-step and allow practice before full participation
- Start with slower, more visible objects (e.g., balloons), then progress to balls
- Use bright, solid-coloured equipment
- Add sound or verbal cues (e.g., clapping, bells, verbal cues) to guide movement
- Adapt games. For example, basketball with a lower hoop, smaller play area, and high contrast boundary lines
- Choose structured, predictable games rather than fast, chaotic ones



*Structured, predictable activities make play more accessible and enjoyable*

## Alternatives to free, outdoor play

- Provide a quiet space for rest and regulation
- Offer small-group or structured activities instead of large, unstructured play. Eg :  
Indoor and board games ,  
Obstacle courses, Balancing board



*Adapting games makes them easier to play and take part*

# Solutions at a whole school level

## Creating calm spaces

A designated calm area gives the child a safe place to pause, reduce stress, and recover from visual fatigue. Short, predictable breaks help the child return to class feeling calmer and more focused. The child should also be able to ask for a break when needed.

- Use plain, solid coloured walls and keep the space uncluttered
- Provide comfortable seating (mat, cushion, beanbag, or chair)
- Use soft or dim lighting; reduce glare where possible
- Set this up in a quiet corner of the library, classroom, or home when a separate room is not possible



*Calm spaces help the child feel settled and ready to return to learning*

Include a few structured calming options:

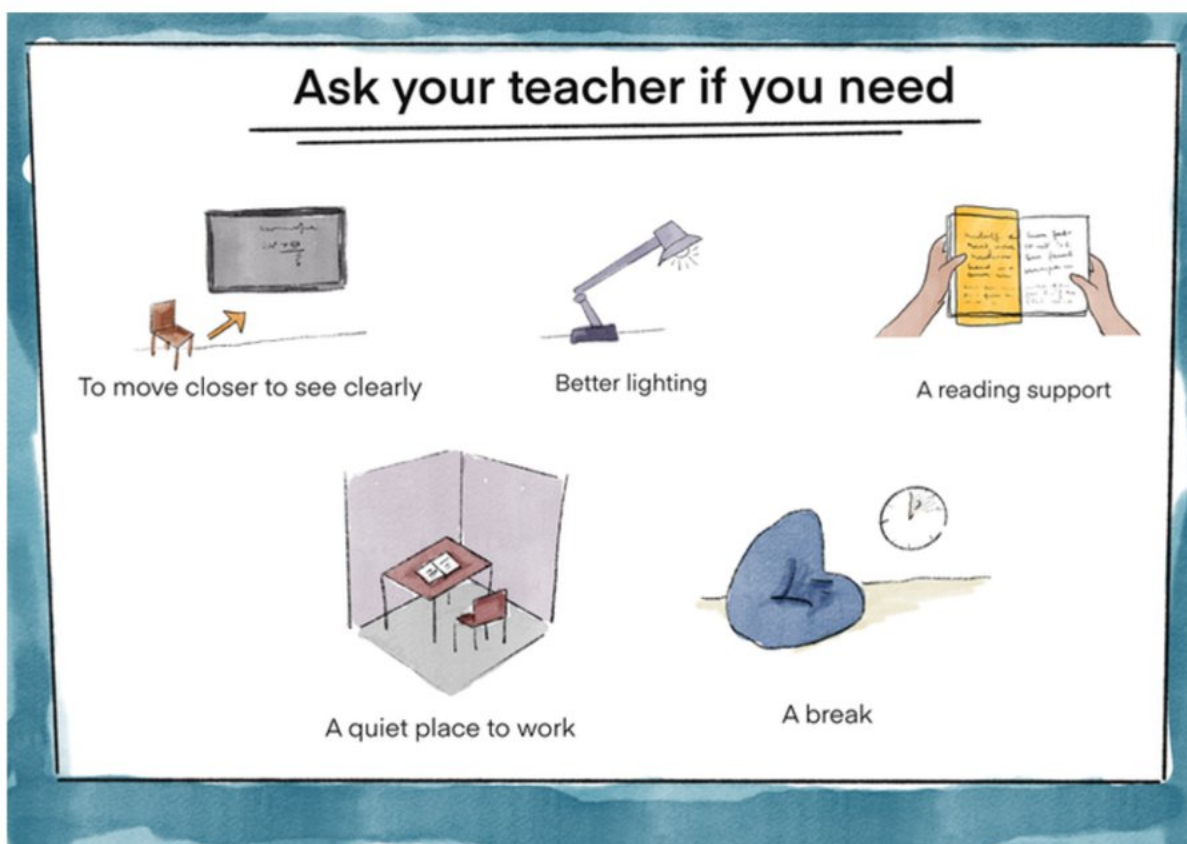
- Simple fidgets (squeeze balls, clay, spinners)
- Soft cushion or weighted lap pad
- Headphones or earplugs for reducing noise
- Calm auditory input (soft music, chants or stories)
- Gentle movement (rocking chair or wobble cushion)
- Breathing tools (bubbles, pinwheel)

# CVI friendly policies at a school level

Adopting inclusive, CVI-friendly policies helps create environments that are easier to access, understand, and navigate for all children, not just those with CVI. Key policy areas include:

- CVI aware teachers
- Clutter free classrooms
- Organized common spaces
- Reasonable accommodations policy

These policies become meaningful when they are translated into everyday classroom practice. One simple and effective way to do this is to have a consistent visual display in every classroom. A shared classroom display helps children remember that they can ask for support. It makes options clearly visible and easy to understand, supporting children to recognize what they need and communicate it with confidence.



*Clear visual displays make support options visible and easier to ask for*

# Self advocacy

We need to support students to recognise and communicate their needs.

- Help children understand the reason for their difficulties and that it is not intelligence or in-attention or clumsiness
- Ask regularly: “What works? What doesn’t?”
- Help them build the language and confidence to describe what is difficult
- Encourage them to ask for adaptations (e.g., a break, a closer seat, less clutter)
- Teach them to request tools or spaces independently

Over time, this helps children become more confident, independent, and able to advocate for themselves in different environments.



*Understanding their needs helps children ask for support with confidence*

# Small changes, big difference

Supporting a child with CVI does not require complex equipment or drastic changes. The strategies children already use - moving closer, using a finger to track, looking away to listen, getting exhausted as the day progresses - are all clues for what may be difficult and what may help. The most valuable tools we have are observation, flexibility, and listening to the child. When we notice, respect, and respond to these behaviours, children feel understood and empowered.

With awareness and collaboration between teachers, parents, and children, we can create environments where visual challenges are reduced. When vision becomes easier to use, children are free to engage, learn, participate, and grow in confidence.



*When barriers are reduced, children can engage, participate, and grow with confidence*