



DERBYSHIRE LOCAL OFFER VISION IMPAIRMENT

MONOCULAR VISION

What does this mean?

Monocular vision means 'sight in one eye only'. You will not meet the criteria to be certified 'sight impaired or partially sighted' if the vision in your good eye is in 'normal limits'. You must have significant visual loss in both eyes to meet the criteria for visual impairment. - *Royal National Institute for Blind People (RNIB)*

Most children with monocular vision experience few or no problems at all in their daily life, especially when they have had the condition from birth. Children who have recently lost vision in one eye often adapt very quickly to their change in sight.

The effects of monocular vision are:

- The field of vision is reduced on the affected side
- Perception of three dimensions is weaker

Implications for learning

Field of Vision

- The field of vision is reduced by approximately 20%. However, the good eye can see surprisingly far into the other half of the visual field.
- A child may be unaware of people and objects on their blind side. This can be especially hazardous in an unfamiliar, busy, or cluttered environment.

Depth of Vision

- A child with sight in one eye may have difficulty judging distances and depth.
- A child with sight in one eye lacks three-dimensional stereoscopic vision and they may sometimes not recognise steps or kerbs unless clearly marked.

Hand-eye co-ordination

- Difficult activities can include pouring liquid, threading, cutting out and tying shoelaces.

Judgement of speed and distance

- Games or playground activities may be frightening because of fast moving groups of children or objects. Speed and distance may be harder to judge. Children may get 'spooked' or jumpy when someone approaches quickly on their blind side.



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Ways to help

- Make sure everything of importance is either in front of the child or to the good side.
- Check that the child is in the best position in the classroom.
- The teacher or work partner should generally sit on the child's good side when working with them. Occasionally a partner can be on the child's blind side to remind them to scan and look in this direction.
- When approaching the child from behind, try to approach on their sighted side.
- Try to maintain eye-to-eye contact with the child's sighted eye.
- A child with monocular vision should never be expected to share a worksheet or textbook. When using text, the text should be placed on their seeing side.
- The reduced visual field is likely to slow the child down when scanning or searching for their place on the whiteboard, book, or shelf.
- During some PE lessons, the child may need to be positioned so they have a good view of the pitch with their seeing eye.