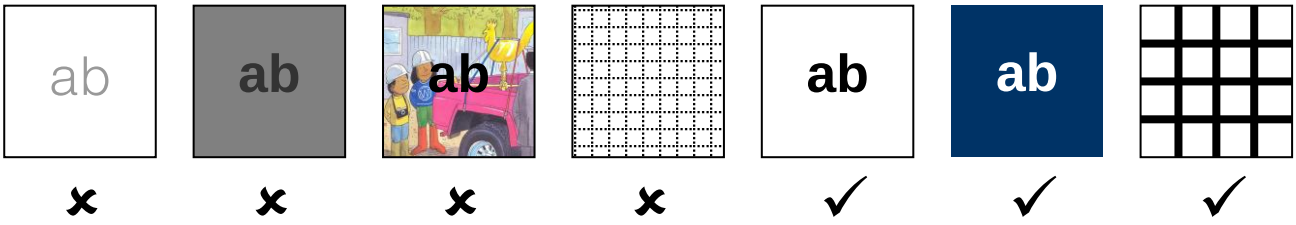
Modifying Classroom Resources

What points do I need to consider?

1) Contrast against background

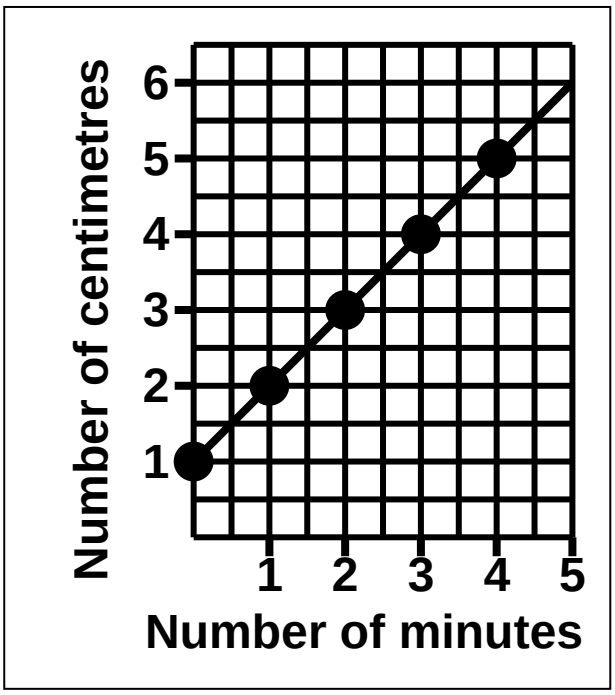
All text and pictures need to have a clear contrast against the background – this means bold lines and good colour contrast.

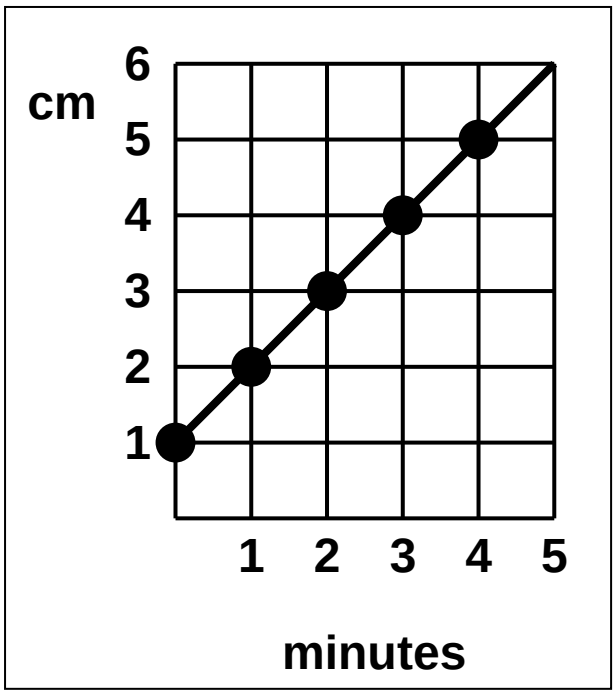


2) Simplification

Often, just increasing the boldness and contrast of a page may not be enough.

You also need to think about how to simplify the information, by removing clutter and other unneeded elements.





3) Layout

All the elements of the page – text, pictures and diagrams - need to be carefully laid out with plenty of space between them.

You may need to significantly alter the layout from the original text.

Make sure that relevant pieces of information go next to one another (e.g. a question and a picture) so the pupil doesn't need to keep flicking back and forth.

4) Paper & Lamination

Always use:

- paper that contrasts well with the text (e.g. good quality white paper)
- non-glossy paper
- matt laminating pouches

If you are printing on both sides, make sure that the print doesn't show through from the other side.

Text

1) Print Size

Pupils with a visual impairment often use large print.

This document is produced in 14pt Arial. However, lots of text is often smaller than this – size 10 or even size 8.

You should work with the Teacher of the Visually Impaired to make sure you are using the correct font size for your pupil's needs.

2) Font/ typeface

Use a clear, even font. You may be required to make it **bold**.

Some good, clear fonts are:

Arial **Comic Sans** **Sassoon Primary Infant**

You also might want to change "handwritten" text into typed print.

3) Formatting

Although you often need to make the text **bold**, try not to use **underlining** or ***italics*.**

4) Justification

Always align text to the left. Do not justify text as it makes the spaces between words irregular:

Justified text like this has irregular spaces between the words.

5) Spacing

Leave plenty of space between paragraphs, sections, diagrams and pictures. If you need to leave space for the pupil to write, remember that their handwriting might be quite large.

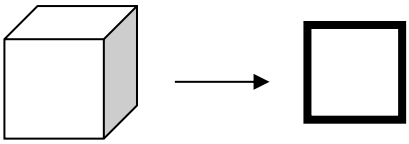
Pictures & Diagrams

At first, modifying pictures may seem like a challenge! However, you can use some easy steps to help you decide what to do with them.

Pictures are not always essential to the text. If they are decorative, or can be replaced by a different way of presenting the information, they can be removed. Also, they can often be simplified so that they present the information in a clearer way.

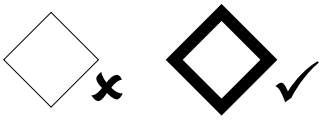
Follow these steps to work out what to do with a picture or diagram …

1. Is the picture essential? If not, get rid of it!
2. Can the picture be replaced with a written description, a real object, or a non-visual way of presenting the information? If so, replace or supplement it.
3. Which **parts** of the picture are essential? Can you reduce the amount of information it contains?
4. Does the picture contain any clutter that can be removed or simplified?
5. Is it a three-dimensional picture? If so, try and get rid of any perspective:



The simplified picture also needs:

- bold lines, symbols or patterns



- solid shading



This ensures that all the elements are **well contrasted and clear**.

If you are modifying a diagram or graph which has labels, consider using a key instead.

Finally, make sure the picture isn't too big – the pupil needs to be able to access the whole picture, without 'scanning across' too much.