

## **Written reports of visual status are valued and utilised by parents of children with special educational needs.**

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### **Introduction**

Good communication between stakeholders involved in a child's eyecare is vital to ensure vision difficulties are fully accounted for at home and school. Within healthcare, information following clinical assessments is often communicated verbally to patients/parents. Where considerable information is provided, key advice may be forgotten or misunderstood which can negatively impact the child's daily living.

### **Methods**

Children attending a large special education school received a full vision assessment at school. A bespoke written report based on a standardised template provided parents and teachers with information detailing outcomes of the assessment. If modifications were required at home or school to ensure the child is making best use of their vision, e.g. wearing glasses, reducing visual clutter, the report detailed this. To determine the value of this approach, parents were asked to complete a feedback questionnaire.

### **Results**

Questionnaires were returned by 123/196 parents (62.8%). Ninety (73.2%) found the information in the report 'quite useful' or 'very useful' day-to-day. Thirty-six parents (31.6%) gained new information about their child's vision. Of 68 parents who were given suggestions for modifications, 60 provided feedback. 53.3% reported implementation of suggested home adjustments. Fifteen of 56 parents (26.8%) were aware that their child's school environment had been modified. However, over half (60.8%) were unaware if the school had actioned suggested in-classroom modifications.

### **Discussion/conclusions**

Parents found the jargon-free, written reports on their child's visual status useful. Further support is required to help parent's action environmental modifications at home. Improved communication between parents and teachers regarding how children's visual needs are met by schools is required.

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