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| Section 1 - Details of child | |
| Child’s name | **Stephanie** |
| D.O.B | **Age 6 years** |
| School | **Forrest Primary** |
| Date of test | **30th May 2020** |

Enter practice/optometrist details here

**Results of your child’s vision assessment**

We hope the following information is useful. We have used the information you gave us about your child and the results we obtained when testing their eyes, to describe their vision.

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| **Section 2 - Additional detail about the eye test** | |
| Who was present at the eye test? | **Classroom assistant present, parent unable to attend.** |
| What was already known about eyes and vision?  Did anyone have questions about eyes and vision? | **No parental concerns regarding vision. No previous history of spectacle wear or previous eye test.** |
| **Section 3 – Summary: The child’s eyes and vision** | |
| **Stephanie doesn’t need glasses and appears to have quite good vision when looking straight at something. However, she has a major problem with moving her eyes in a smooth and coordinated way when she wants to look towards an object of interest or follow a target. This is a significant visual impairment and needs to be considered in educational and recreational settings. Because she can’t move her eyes easily to new positions it is difficult for her to find what she is looking for (e.g. a specific picture on her PEC board, something pointed out to her) or to follow moving targets (e.g. people moving around the classroom or in live-action TV programmes). Stephanie will have to move her head more to compensate for this. Sometimes it seems like she isn’t interested or can’t see what is being shown to her – but it may be that she is just struggling to look towards what is being shown. She finds moving her eyes up and down easier than moving them from left to right.** | |
| **Actions from today’s test:** | |
| Glasses needed  Modifications to classroom/ schoolwork needed    Statement of Educational Need should include  information about vision needs  **Classroom work and play material needs to be placed directly ahead of Stephanie so that she doesn’t need to move her eyes to ‘find’ it. She needs to be given extra time to get her eyes in position to look at what the teacher is showing her and her PEC board should be modified to take account of her better vertical (up/down) eye movements. It may be helpful to encourage Stephanie to touch what is shown to her in order to help her eyes ‘find’ the object too. She needs to be free to move her head freely in order to help with her eye movement problem.**  Child is eligible for certification as visually impaired  GP Action required  Another specialist needs to see this child  **Stephanie would benefit from input from a Qualified Teacher for the Visually Impaired (QTVI) in view of her significant eye movement difficulties. We will arrange for this to happen.** | |

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| **Section 4 – We tested to see if glasses are needed** |
| This was tested: Yes  No  This was difficult to assess today  We measured for **focusing accuracy**:  This was tested: Yes  No  This was difficult to assess today  **Details: Focussing is accurate.**  We gave a new prescription for glasses: Yes  No  **Details:**  **Stephanie does not require glasses at this time.** |

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| **Section 5 – Results of the vision tests we did today** |
| **Visual acuity:** describes how well a person sees black on white detail with glasses if needed. |
| We were able to measure visual acuity for looking at things:  in the distance  close up  both were difficult to test today  **Details: Stephanie found it difficult to co-operate with our visual acuity tests today. From what we observed today, we suspect that she can see quite well, but that she isn’t able to move her eyes easily or smoothly (see below) which limits her ability to co-operate with visual acuity testing.** |
| **Binocular vision and eye movements:** This is how well your child’s eyes work together |
| This was tested today: Yes  No  This was difficult to assess today  **Details:**   **Stephanie has poor control over her eye movements and can’t move her eyes from side to side to smoothly to look towards things she is interested in. She appears to move her eyes up and down more easily.** |

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| **Visual Field:** This is how well your child can see things to the side of their central vision |
| This was tested today: Yes  No  This was difficult to assess today  **Details:**   **Stephanie’s peripheral (side) vision appears normal.** |
| **Contrast Sensitivity**: This is how well objects are seen against different backgrounds |
| This was tested today: Yes  No  This was difficult to assess today |
| **Evidence of Cerebral Visual Impairment (CVI):** This is when there are visual difficulties caused by problems in the brain rather than the eyes. |
| This was tested today: Yes  No  This was difficult to assess today |

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| **Section 6 – Results of the eye health check** |
| This was tested today: Yes  No  This was difficult to assess today  Does the child need to see another specialist about their eye health? Yes  No  **Details:**   **Both Stephanie’s eyes appear healthy.** |

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| **Section 7 – Technical details for other health professionals** | | |
| **Visual Acuity** | *Cardiff acuity test at 50cm.* | **No eye movement response to Cardiff acuity test. Not able to letter/picture match.** |
| **Refractive Error** | *Without cycloplegia* | **R +0.75DS L +0.50DS** |
| **Accommodative Function** | *Dynamic ret* | **No significant lag unaided** |
| **Ocular Posture and Eye Movement** | *Cover test, ocular motility* | **No manifest strabismus at distance or near to light or target.**  **Ocular motor apraxia. Uses head thrusts and turn to ‘find’ targets.** |
| **Contrast** | *Cardiff contrast test* | **Not assessed** |
| **Visual Field** | *Gross confrontation* | **appears full, uses head turns rather than eye movements to locate peripheral targets** |
| **Eye Health Exam** | *Direct ophthalmoscopy* | **External eyes healthy. Media clear R & L; fundi healthy R&L; healthy discs, good colour, clear margins; maculae healthy; vessels healthy.** |
| **CVI** | *Dutton key questions* | **Not attempted** |
| **Section 8: Assessors** | | |
| Whom is this report from?  Name: Mr A Optom Role: Optometrist  Address:  Who is getting a copy of this report? Parents, Teacher, QTVI/Vision Support services, Educational Psychology, Occupational therapist, Paediatrician, Ophthalmology, Speech and language therapist, GP | | |