RNIB supporting blind and partially sighted people

Effective practice guide

Carrying out work-based assessments for blind and partially sighted people

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Contents

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1. What this document is for

This effective practice guide has been produced by RNIB to assist employment and access technology professionals with carrying out work-based assessments for blind and partially sighted people. It will be useful for:

- vocational rehabilitation advisers
- occupational health practitioners
- Access To Work contractors
- access technology specialists
- employment advisors
- anyone working in the field of workplace adaptations for blind and partially sighted people.

It will also be of use for trainee assessors as part of an induction programme.

The guidelines bring together best practice around the most important elements of the work-based assessment process, and have been written in consultation with employment and access technology specialists working within RNIB and Action for Blind People. They are intended to help structure an assessment, and provide suggestions and useful advice gleaned from specialists in this field.

The document is summarised in the **Assessment checklist (appendix 1),** which can be used as a helpful pro-forma to guide the assessment process.

Suggested equipment, software and low tech items to take to assessments are listed in **appendix 2**.

2. Published standards

This document compliments other guidelines and standards in this field.

For example, PAS150 (Publicly Available Specification) standards, published by the British Standards Institute, is a code of practice for the delivery of rehabilitation services for all disabilities and

health conditions, with both short and long-term needs. It covers providers in health, social care and employment and focuses on the interdependence between work, health and wellbeing. PAS 150 is available from:

www.bsigroup.co.uk/

The Vocational Rehabilitation Association also produce a standards of practice and code of ethics for vocational rehabilitation practitioners, available from:

www.vra.org.uk

3. Definitions

In the context of these guidelines, a **work-based assessment** involves a visit to a workplace by an employment or access technology specialist, to evaluate the potential for workplace adjustments that allow a blind or partially sighted person to better fulfil their role.

The blind or partially sighted person being assessed will be referred to throughout this document as **your client**, as distinct from the actual commissioner of the assessment.

An assessment is typically commissioned by an employer, their occupational health provider, or Jobcentre Plus as part of Access to Work provision.

The visit is followed up by a formal, written report, which should provide a professional appraisal of your client's needs, and a set of impartial recommendations to address the issues that are highlighted through the assessment process.

4. Arranging the assessment

- You need to approach an assessment knowing clearly who has commissioned you to carry out the work, and why. It is therefore important to study all the referral details in advance.
- Phone your client first to let them know you have received a referral, and to arrange a convenient date and time.

- Ensure that your client sets aside plenty of time for the assessment. Inform them that it should typically last up to 2 hours. However, it is useful to advise them that it may take longer.
- Find out if they would like to meet in a confidential place. If so, ask them to book a room.
- Inform them they you will ideally need to see them at their normal workstation.
- It is important that their employer is informed, and you have permission to enter the premises. It can sometimes be useful to speak to the employer before the assessment, but in any event make sure that your client informs their line manager the time and date of the appointment.
- It can be useful to find out at some point in the assessment process if there is a known person or team within your client's organisation to champion their case; for example, someone working for a disability management team, HR, or even another blind or partially sighted person. This can help bring previous similar cases to light within the organisation, and avoid duplication.
- It is helpful to find out the range of tasks that your client is expected to carry out. Asking for a job description and list of duties prior to the assessment will let you know what to expect.

5. Engagement with the employer

An assessment cannot take place without the request or permission of the employer. However, the employer does not need to take part in the actual assessment, unless your client has specifically requested them to do so.

5.1 Line manager

- A line manager does not necessarily need to attend the actual assessment.
- Whilst it is normal to carry out the majority of the assessment with your client only, it is good practice to talk to the line manager afterwards to explain the process you have just been through, and explain what the next steps will be.

- If the line manager is in attendance during the assessment, it is good practice to at least get some time alone with your client.

5.2 IT support

- It can be useful to speak to your client's IT support before the assessment, particularly if you have been given their details in the referral.
- IT support do not need to be present at the assessment but it can be useful to have them on hand.
- It is useful to know who will be supporting any access technology software that you recommend. You may need to ask your client to find this out.
- It is good practice to speak with IT support after the assessment in order to check the compatibility of any software you might be considering recommending. You can also ascertain if they have any prior experience of installing access technology, or if there is a prescribed list of supported software and hardware.
- Guidance on web and software accessibility, as well as information for employers on how to test the compatibility of access technology with corporate IT systems is available on the RNIB website at:

www.rnib.org.uk/itatwork

6. General guidance and assessment methodology

- The primary methodology for carrying out an assessment is by a process of **discussion** and **demonstration**.
- You will mainly be discussing and demonstrating potential solutions to the issues your client describes, and then talking about what they think would most help them carry out a particular task.
- You are **not** there to test your client's ability to perform tasks, or their capability to carry out certain roles.
- The duration of the assessment should last approximately 1-2 hours. This will vary depending on circumstance.

- Remember that your main task is to carry out the referral instructions, although there are likely to be many other issues your client will want to discuss that you may need to report on.
- Recognise that you might be the first person that your client has spoken to about the impact of their sight loss on their work.
- Encouraging them to 'tell their story' can help to reveal other issues that may be important.
- Use the **assessment checklist (appendix 1)** to help cover all the points you need to consider.

7. Carrying out the assessment

7.1 Introductions and setting the scene

- Ensure your client is comfortable with the situation. Are they happy this is the right level of privacy for them?
- Reassure your client that you are there for **them**. Introduce yourself and your role.
- Explain the process of referral, who has asked you to carry out the assessment, and how you have come to be there. For example, whether their employer has asked you to come and conduct this assessment, or, if your client has applied for ATW funding, explain that their ATW advisor has asked you to come and conduct this assessment.
- Describe the assessment process:
  - This is an opportunity for your client to flag up any difficulties they may be experiencing as a result of their sight loss.
  - You will hopefully be able to suggest and recommend some potential solutions.
  - It is also an opportunity for your client to suggest any solutions they are aware of.
- Describe the outcome. Explain that you will produce a report outlining the issues and recommendations identified during the assessment. You can describe the contents in more detail at the end.
- Explain that any notes you take are solely for the purpose of writing the report.

7.2 Background information gathering

Primary issues

- Find out what are the main issues or problems your client is facing. Why has their employer requested an assessment, or what was the reason they applied for Access To Work support (if applicable)?

Duties

- It is important to consider all of the tasks that your client is (or will be) expected to do, taking each task in turn. Refer to any job description or list of duties, if available.
- Consider whether your client works in multiple areas. For example, even if they have a desk-based office job, their duties might also require them to use equipment (for example, a photocopier) elsewhere, or work at separate locations.

Client's suggestions

- It can be helpful to let your client shape the assessment. Ask your client what their issues are, and what they think would help them.
- Ask if they know of any equipment or software they think could help. Have they used anything in the past? Have their employers suggested anything?

Eye condition

- A primary objective of the assessment is to ascertain the **functional effect** of your client's sight loss, rather than physiological details about their medical condition.
- However, do ask your client if they know the nature of their eye condition, and if they know its medical name. Importantly, try to find out:
    - how it affects what they see
    - whether they have lost central, peripheral or patches of vision
    - is it stable or degenerative, and what the prognosis is
    - their ability to read print (for example, newspaper headlines as opposed to the text in an article)

    - whether it affects their mobility.
- There are tactful ways to elicit information about a person's functional vision. For example, ask your client to simply describe what they can see in various circumstances (for example, close-up, distance, on-screen, under different lighting conditions, etc).
- A rudimentary field of vision test can be carried out, if you are qualified to do so, to give you an idea of your client's peripheral vision. However, if you are carrying out any type of visual test, explain that the purpose is to allow you to make recommendations that will allow your client to do their job better. Reassure them that the purpose of the test is **not** to determine whether they are able to do their job.
- Be mindful that your client may be trying to conceal their eye condition from their colleagues. See comments in section 7.1 on reassuring your client, and ensuring they know why you are there.
- Try not to make assumptions about the functional effect of a particular condition. For example, if your client has macular degeneration, it does not necessarily mean that they can't read standard-size print.

Preferred format

- Ask your client what their preferred reading format is. For example:
    - clear print (14 point Arial)
    - large print
    - electronic
    - audio
    - braille.
- If large print is preferred, ascertain font size and weight (for example, 18 point bold).

Existing equipment

- Find out if there are any existing adaptations in place, and whether they are being used. If not ask why.

Other disabilities

- Does your client have any other disabilities or long-term health problems, that impact upon their ability to carry out their role?

7.3 Using a computer

The use of a computer, often installed with access technology software, can have a significant impact on a blind or partially sighted person’s ability to work in a variety of roles.

If there is a need to use or recommend a computer, consider the following:

Standard display settings

Is your client aware of the changes that can be made to the standard computer display? For example:

- Windows display setting.
- Word's view settings.
- size of fonts in programs and emails.

Access software

To anyone unfamiliar with access technology software, it is important to demonstrate the software (typically on a laptop) rather than try to describe what it does. Demonstrate one or more of the following as appropriate:

- Speech output (screen reading) software.
- Magnification (screen magnification) software.
- Combined speech and magnification software.
- Colour change options.

Monitor(s)

Is there a requirement for a different type or size of monitor? Consider the following:

- Replacing an old monitor.
- Size.
- Brightness, resolution and clarity.
- Weight and mounting options.

Monitor arm

- Consider and discuss the benefits and use of a monitor arm.

Braille output

- Consider if braille output will be useful.

Keyboard

- Is there a need for a large character keyboard, keyboard stickers, or both?
- Note whether there is any added functionality on the existing keyboard, such as a data card reader, that may need to be provided separately if a different keyboard is recommended.

Keyboard skills

- Can your client touch-type? Are they struggling to see the keys, or is the constant re-focussing from keyboard to monitor causing eyestrain?

Printer

- If sharing a networked printer, consider whether a separate printer will be beneficial.

7.4 Reading written or printed material

Does your client need to read written or printed material? If so, it is important to emphasise that your client tells you what is most comfortable for them, rather than what the limit of their vision is. This is not an eye test.

For many partially sighted people, video magnifiers, or CCTVs as they are also known, provide an effective method of viewing printed and handwritten material.

The following options should be explored, and demonstrated as appropriate:

Preferred format

- Ascertain whether it is possible to reproduce material in your client's preferred format (see section 7.2).
- Explore the use of coloured paper or overlays.

Video magnifiers

- Is a desktop video magnifier required?
- Does it need to output to PC monitor?
- Is split screen required?
- Would a portable or pocket video magnifier be useful? If so, which size screen?

Optical magnification

- Does your client use, or would they benefit from the use of low vision, optical aids?
- Have they ever attended a low vision assessment? If so, how recently?
- Would an optical magnifier be useful?
- Consider the size, shape, strength and type of magnifier, and whether it should be illuminated.
- It is important not to make recommendations for specific low-vision aids without proper knowledge or experience. If in doubt, please refer your client, (or suggest how they can obtain a referral), to a low vision clinic.

Scanner & optical character recognition software

- Is a scanner and optical character recognition (OCR) software required?
- What type of scanner?
- What type of OCR? For example, a specialist product such as Kurzweil 1000, or mainstream product such as OmniPage.

Specialist reading machine

- Would your client benefit from the use of a specialist OCR reading machine with either magnified video or speech output. For example, a video magnifier with speech output, or scanning device with built-in OCR.
- Would a portable, text to speech document reader be useful for listening to documents away from the main workstation?

7.5 Note taking

Does your client need to take notes? If so, ascertain what would be the best medium, indicated by their preferred reading format (see section 7.2). Consider the following:

Voice recorders

- Specialist voice recording / playback devices such as the Milestone or Victor Stream, versus mainstream products such as the Olympus series.
- Is a transcription pedal and software required for playing back audio recordings, or audio transcription?
- Will the device require a large display, voiced navigation, or tactile buttons?
- Is there a need to read DAISY files?
- Ascertain whether voice recorders are permissible on grounds of data protection or data security.

Braille notetakers

- Is there a need for a braille notetaker - i.e. portable devices that are designed specifically for blind and partially sighted people?
- Is there a need for braille and/or speech output?
- Is there a need for a QWERTY keyboard or six-key braille input?

Lightweight laptop

- Consider the option of using a lightweight laptop PC installed with speech output and/or magnification software.

Tablet or smartphone

- Consider whether a tablet or smartphone will be suitable. Many come with pre-installed speech output and/or magnification software, although not all employers will permit the use of such devices for security reasons.

7.6 Telephones

Ascertain if and how your client uses a telephone, and whether they are required to use a mobile phone. Consider the following:

- Is a headset required? If so, does the telephone have a suitable headset socket?
- Does your client need to listen to the speech output of screen reading software at the same time as using a telephone? If so, a splitter box may be useful.
- Are all the **required** functions, such as caller display or speed dials, on the base unit accessible?
- Is software-based, IP telephony being used? Could this be installed or adapted using access technology software?
- Is there a need for a mobile phone or smart phone to pick up calls and messages remotely? Are all the required functions available and accessible?

7.7 Accessibility and compatibility of IT systems

Ascertain compatibility between access technology and employer's systems, and identify if further access technology consultancy services (such as scripting) will be required.

You may need to sit at the computer to do this part of the assessment yourself, rather than expect your client to answer questions. Consider the following:

Hardware specifications:

- Ascertain the specifications of your client's PC, such as:
  - amount of RAM
  - processor speed (or type)
  - capacity of hard disk drive.

Software:

- Which operating system (e.g. Windows, Mac OS) is installed?
- Which version of Microsoft Office is installed?
- Is there any bespoke, work-related software in use?
- Which software is used to handle emails?

Network and software environment:

- Is Citrix or Microsoft Terminal Server being used?

- Are there any programs being run via terminal emulation software?
- Are any programs browser-based?
- Is Java or Oracle being used?

Accessibility of bespoke software:

- Can controls be accessed with keyboard commands?
- Are graphics clearly labelled?
- Can colours and text size be adjusted?
- Does the software have a logical tabbing order for fields in forms?
- Will specialised access technology configuration or scripting be required?

7.8 Lighting

Lighting is an important issue for people with low vision, and adjustments to lighting depends on individual requirements. Your client is likely to be a good judge of what works well, and what kind of lighting is best. Consider the following:

- Your client's preferences (for example, plenty of light vs dim light).
- Exposure to fluorescent lamps, and use of baffled enclosures.
- Ability to isolate and turn off some lights.
- Will a task lamp be useful?
- Horizontal or vertical blinds. Are they working? Are they effective at reducing glare?
- Changes to lighting levels at different times of the year and during the day.
- Position of desk in relation to light sources.
- Use of partitions to reduce light around desk.
- Will a referral to a lighting specialist be required?

7.9 Labelling

Does your client need to carry out a significant amount of labelling, or would some labels help with identifying items? If so, one of the following may help:

- Braille dymo labellers.
- Bar-code labellers.
- PenFriend audio labeller.
- Large print labels.
- Use of support worker or colleague to assist.

7.10 Workstation ergonomics

Adjustments to a person's physical working environment and workstation can have a significant impact on their ability to work in a particular role. Typical things to consider include:

- Reading / writing aids such as slopes and copy stands.
- Is there sufficient workstation or desk space? Ensure there is adequate desk space and/or storage space for specialist and additional equipment.
- Is there a need for more room around the workstation?
- Should the desk be tidied or clutter reduced?
- Is there a need for extra shelf space?
- Should the desk be moved or the premises adapted?
- Will a referral to an ergonomics specialist be required?

7.11 Working environment

If more detailed observations of a person's workplace or environment are required, (for example in a non-office based or manual working environment), walk through the entire job to ascertain the person's full range of duties, having discussed the role beforehand. Things to consider include:

- routes in and out of the building, to their workstation and other places of work, plus routes to amenities
- stairs and banisters
- contrasting and warning strips
- adequacy of lighting

- clutter along main routes, particularly fire exits
- referral to a health and saftety specialist if required.

RNIB publish guidance on health and safety, and risk management for blind and partially sighted people in the workplace on our website:
www.rnib.org.uk/employingsomeone

7.12 Training

Your client will need training in the use of any new equipment, as well as assistance with software configuration. This work is typically commissioned from an access technology specialist, and can help a person develop new, more effective working strategies. Inform your client that training will be recommended in using any new equipment or software, and provide an indication of what is likely to be involved. Things to consider include:

- Familiarisation with access technology software
- Use of new equipment
- Accessing a computer using a keyboard rather than a mouse
- Adjusting built-in accessibility settings
- Optimising display settings such as font size and colour
- Strategies for operating a PC that can help reduce visual fatigue
- Whether the training would be best delivered in whole or half-day sessions.

7.13 Additional support

- Find out if your client can utilise a support worker for certain tasks, and whether they are aware that this may be eligible for ATW funding. Some contracts may require assessors to recommend the number of hours of support required.
- Ask your client if they need help getting to and from work. In many cases, ATW can help fund all or part of this.
- Further information about ATW funding for support and travel is available at:

www.gov.uk/access-to-work/overview

- Ascertain if your client could benefit from mobility training, or route familiarisation.

- If appropriate, you could ask your client if they have received, or have thought about, emotional support or counselling.
- Find out if your client's colleagues would benefit from visual awareness training, to help them better understand the needs of a blind or partially sighted person. RNIB and Action for Blind People can provide this training. For more information, contact:

employmentservices@rnib.org.uk

7.14 Other adjustments

Adjustments to conditions of employment might be an important factor in enabling your client to continue in their role. It is important that you consult the employer before considering this type of recommendation. Examples of these sorts of adjustments include:

- making documentation or IT systems more accessible
- adjustment of targets
- more flexible working hours
- time off for assessments, treatment or rehabilitation
- training or retraining if they can't do their current job due to sight loss
- reallocating some minor duties to another colleague
- transferring to another post (redeployment) or another location (relocation).

7.15 Ongoing support

- Recognise that your client's sight may deteriorate with time, and discuss or demonstrate anything that you think might benefit them in the future.
- Suggest your client gets back in touch if there is a change in their circumstance.
- Find out if your client is registered as blind or partially sighted, and, if necessary, outline what the benefits are. RNIB have useful information on our website at:

www.rnib.org.uk/registration

- Pass on details of any other useful services for information, advice and guidance, and ensure they have your own contact details for any further enquiries.

7.16 Conclusion

- Outline what you are intending to put in the report. For sensitive recommendations, ask your client how they would feel about it being included it in the report.
- Explain the next steps of the process. For example:
  - report to be written and sent to whoever commissioned the assessment
  - employers typically obtain quotes and arrange the purchase of equipment, software and training
  - next steps in the ATW process (if applicable).
- Check contact details for follow-up, and (if appropriate) ask if they are willing to be contacted to evaluate the effectiveness of your service and recommendations.

8. After the assessment

- To identify the best products and the right recommendations for your client, use your professional expertise, peer support and professional networks. Discuss recommendations with colleagues and/or contract managers, and seek out the professional expertise of peers and more experienced assessors.
- RNIB host internal and external networks to facilitate peer support and communication. As part of its employment practice and research network (EPRN), RNIB hosts an email discussion forum, where you can discuss queries you may have in relation to your practice and experience in a secure environment with peers. Details of the EPRN is available at:

www.rnib.org.uk/eprn

- Refer to any lists of approved equipment for specific employers.
- If you are unsure about whether a recommendation is appropriate, consider:
  - what your client has used previously
  - what their employer supports
  - what other professionals or assessment providers (for example your colleagues or peers) would recommend.

9. Writing the report

A report is completed after the work-based assessment has taken place, and is normally submitted to the commissioner of the assessment only.

The aim of the report is to provide a professional appraisal of your client's needs, and a set of impartial recommendations as to what workplace adaptations, including any assistive technology, that would allow them to better carry out the duties of their particular role.

The report should include your client's information, introduction and background to the case, an evaluation of issues and recommendations, summary of action points, and further contact and referral details.

A report should be peer-reviewed for factual accuracy and appropriateness of recommendations. It should also be proof-read prior to submission.

10. Safety and security

10.1 Protection of vulnerable adults

- If your client discloses sensitive or confidential information (for example, illegal discrimination, assault, harassment, etc), take the information and discuss with your line manager, contractor, or contract manager.

10.2 Your safety

- Ensure that someone knows where you are, what time you should be back, and that someone has your contact number.

11. Items to take to an assessment

- A checklist outlining the points to be covered during an assessment is included in appendix 1
- A list of useful items to take to assessments are suggested in appendix 2.

Appendix 1: Work-based assessments checklist

This checklist is intended to support RNIB's **Effective practice guide: carrying out work-based assessments for blind and partially sighted people**.

It outlines the points to be covered during an assessment, and includes questions to help assessors explore various solutions. It is intended to be used as a helpful pro-forma to guide the assessment process.

1. Introductions and setting the scene

- Ensure your client is comfortable with the situation, and that they are happy with the level of privacy.
- Introduce yourself and your role.
- Reassure your client that you are there for **them**.
- Explain the process of referral, who has asked you to carry out the assessment, and how you have come to be there.
- Describe the assessment process:
  - This is an opportunity for your client to flag up any difficulties they may be experiencing as a result of their sight loss.
  - You will hopefully be able to suggest and recommend some potential solutions.
  - It is also an opportunity for your client to suggest any solutions they are aware of.
- Describe the outcome. Explain that a report will be produced, which you can describe in more detail at the end.

2. Background information gathering

- What are the primary issues that your client is facing?
- What duties is your client expected to perform?
- Are there any adaptations your client is already aware of?
- Ascertain the functional effect of your client's vision.
- What is their preferred format for reading?

- Are any existing adaptations already in place?
- Does your client have any additional disabilities or long term health conditions that you need to be aware of?

3. Using a PC

If there is a need to use a computer, consider the following:

- Access technology software
- Adjusting standard computer display settings
- Monitor(s)
- Monitor arm
- Braille output
- Keyboard and/or keyboard stickers
- Printer

4. Reading printed material

If there is a need to read or access printed material, the following options should be explored and / or demonstrated:

- Reproducing in preferred format
- Use of coloured paper or coloured overlays
- Video magnifiers (pocket, portable and desktop)
- Scanner & OCR software
- Optical magnification
- Specialist reading machine (audio or visual)
- Portable text to speech document reader.

5. Note taking

If there is a need to take notes, consider the best medium based on your client's preferred format. Consider:

- Voice recorders
- Braille notetakers

- QWERTY notetakers
- Laptop PC running access technology software
- Tablets and smartphones.

6. Telephones

If there is a need to use a telephone or mobile phone, consider:

- use of headset
- splitter box
- suitability and accessibility of base unit
- software-based IP telephony
- accessibility of mobile phone or smart phone.

7. Accessibility and compatibility of IT systems

Ascertain the accessibility of any computer system, and its compatibility with access technology software. You may need to sit at the computer to do this part of the assessment yourself, rather than expect your client to answer questions. Consider the following:

- Hardware specifications
- Software
- Network and software environment (e.g. Citrix, Java, Oracle)
- Accessibility of bespoke software
- Scripting required?

8. Lighting

If the lighting in and around the workstation affects your client, consider:

- preferred amount and type of light
- exposure to fluorescent lamps
- isolating switches
- task lighting
- horizontal or vertical blinds

- changes in light at different times of the year and during the day
- position of the desk in relation to light sources
- use of partitions to reduce light around desk
- referral to a lighting specialist if required.

9. Labelling

Is a significant amount of labelling required, or could labels help with identifying items? If so, consider the following:

- Braille dymo labellers.
- Bar-code labellers.
- PenFriend audio labeller.
- Large print labels.
- Use of support worker or assistance of colleagues.

10. Workstation and ergonomics

Consider the environment around the immediate workstation, and any ergonomic issues:

- Desk / workstation space
- Tidiness and clutter
- Shelf space
- Reading / writing slopes and copy stands.
- Storage space
- Moving desk or adapting premises
- Referral to an ergonomics specialist required?

11. Working environment

If required, consider the lighting, ergonomics, environment, and health and safety around the building. For example:

- routes in and out of building, to workstation and other places of work, plus routes to amenities
- stairs and banisters
- contrasting and warning strips

- lighting levels
- clutter
- referral to a health and saftety specialist required?

12. Training

Consider and discuss what training will be required, and how much time is likely to be involved. Things to consider include:

- access technology software
- new equipment
- keyboard access
- built-in accessibility settings
- display settings such as font size and colour
- strategies for reducing visual fatigue
- whole or half-day sessions.

13. Additional support

Consider additional support requirements such as:

- support worker
- transport to, from and within work
- mobility training or route familiarisation
- visual awareness training for colleagues.

14. Other adjustments

It is important that you consult the employer before considering any of the following types of recommendation:

- adjustment of targets
- more flexible working hours
- time off to have assessment, treatment or rehabilitation
- training or retraining if they can't do their current job due to sight loss

- making instruction manuals and / or work-related systems more accessible
- reallocating some minor duties to another colleague
- transferring to another post (redeployment) or another location (relocation).

15. Ongoing support

Provide details of the following as appropriate:

- strategies to deal with change in sight
- strategies to deal with change in circumstance
- emotional support or counselling
- registration
- details of other useful services
- your own contact details for any further enquiries.

16. Conclusion

Before finishing the assessment, explain the next steps in the process:

- Outline what you are intending to put in the report.
- Explain how the recommendations will be taken forward.
- Check contact details for follow-up.
- Ascertain (if appropriate) if they are willing to be contacted to evaluate the effectiveness of your service and recommendations.

Appendix 2: Suggested items to take to an assessment

Technology and software for demonstration.

- Laptop with access technology software (screen magnification and screen reader).
- Portable video magnifier.
- Large character keyboard or large character stickers.
- Accessible voice recorder.
- Mobile phone.
- Portable text to speech document reader (e.g. Victor Stream or Milestone).
- PenFriend labeller.

Low tech

- Large character keyboard stickers (different colour backgrounds).
- Bump-ons.
- Tacti-mark.
- Coloured overlays.
- Black felt pens.
- Sample font sizes.

Low vision aids

- Bar magnifier.
- Dome magnifier.

Other

- Tape measure
- Checklist detailing the specific points to be covered during an assessment (appendix 1).

Document control:

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For more information please contact
employmentservices@rnib.org.uk