

Children and Young People's Sight Loss MOT Checklist

Version 1, October 2021

Your Fact File

If you are going to share this assessment with other people, then it may be useful to record some information about your child and their vision impairment.

Your Child

Name of child/young person

Date of birth

Cause of vision impairment.....

Extent of vision

Visual acuity (if known)

CVI Certification details (if known).....

Registration details (if known)

You as Parent/Carer

Name

Address

.....

.....

Contact number

Email

The person/professional helping you go through the Checklist

Name.....

Organisation

Contact number

Date of assessment

Date for a review (if appropriate)

Section 1 – Understanding and managing your child’s visual impairment

Whether your child has recently been diagnosed with a visual impairment or has been vision impaired since birth, it is important that they receive on-going medical treatment and health care to manage their vision impairment and maintain their general eye health.

Q. What is the nature of your child’s vision impairment and how does it affect their everyday life? What clinical support are you receiving?

A) Understanding your child’s diagnosis

- Ask the consultant, or another member of the team at the eye unit to explain my child’s visual impairment.
- Contact organisations offering specialist information and support about your child’s particular visual impairment.

B) Visual Acuity

- Ask the consultant, or another member of the team at the eye unit to provide details of your child’s visual acuity.

C) Medical Treatment

- Ask the consultant, or another member of the team at the eye unit to talk through any medical treatment and care my child may need because of their condition.

- If necessary ask for support to help me manage my child's medical care at home

D) Managing Appointments

- Ask the hospital to schedule appointments, where possible, at a similar time to cut down on the number of visits you make.
- Let the hospital know if you need appointment details or reminders in an accessible format.

E) Eye Tests

- Check my child is having regular screening and sight tests, even if they have little usable sight.
- Make sure everyone in my family is having sight tests on a regular basis, and at least every two years.

F) Emergency care

- Take my child to Accident and Emergency if they experience any sudden change in sight or receive an injury to their eyes.

G) Registering your child as being vision impaired

- Check with the hospital eye unit if my child's visual impairment meets the criteria for Certification.
- If they are eligible and receive a CVI then speak to my Local Authority Sensory Team about Registration.

Other actions

Section 2 – Helping your child make the best use of their sight

If your child has some vision, there are many ways in which they can be supported to make the best use of it with the right equipment and training.

Q. Does your child already use any lighting, magnification or other equipment to help them make the most of their sight?

A) NHS Low Vision Assessment

- Check with the Hospital Eye Unit whether my child should have a Low Vision Assessment.
- If my child has already had an Assessment, but their sight has changed, then check whether they should have a review.

B) Magnification

- If my child finds an optical magnifier helpful for reading, then have a look what other optical and electronic magnifiers are available.

C) Lighting

- Get in contact with a local or national sight loss charity to find out more about what lighting might help my child.

D) Support from a SENCo, QTVI or Habilitation Specialist

- Ask my school for support from a SENCo or QTVI to help with my child's development and learning.
- Ask my Local Authority for a referral to a Habilitation Specialist to help with my child's development and learning at home.

Other actions

Section 3 – Health and Wellbeing

For some children vision impairment is the main issue they face, while for others it can be part of a number of health issues or disabilities, some of which may impact their eye health and use of their vision.

Q. Does your child have any other health issues, disabilities or a hearing impairment which have an impact on their daily life? What support are you currently receiving?

Q. Do other health issues or disabilities affect their vision, or use of their vision? For instance, are they able to hold a magnifier, can they keep their head steady?

A) Managing other health issues and disabilities

- Ask my GP or a specialist organisation for support with my managing my child's health needs or behaviour

B) Hearing loss

- Make sure my child has had their hearing checked– ask my health visitor or GP for a referral.

C) Nutrition

- Ask my GP to refer us to a specialist in Nutrition and Dietetics.

D) Exercise, Sport and Leisure

- Ask for advice from my Habilitation Specialist or QTVI on helping my child to keep active at home, at school and when playing with friends.
- Speak to British Blind Sport about sports activities available for my child.

E) Sleep

- Ask my child's GP for a referral to a Sleep Clinic.

F) Visual hallucinations

- If my child appears to be having hallucinations get in contact with my GP or with Esme's Umbrella.

Other actions

Section 4 – Living and Learning at Home

It is important for your child to be able to safely navigate your home and other environments, learn age appropriate skills and have access to books, toys and other learning resources.

Q. Is your child able to get about your house OK on their own? Do they have difficulty with any particular tasks? What support are you getting?

Q. Are there any books, toys, games or hobbies that they would like to take part in, but need help with? What other resources would help them enjoy these activities more?

A) Play

- Explore some of the specialist games and toys available for children with a vision impairment and, also speak to my child's teacher or QTVI if I have any concerns about their development.

B) Reading and Listening

- Try a variety of formats of books and stories to find out which my child enjoys most.

C) TV, Radio and other Media

- Find out about Audio Description and other access features which can make it easier to access TV, radio and online content

D) Information Technology

- Find out if there is any additional technology which may help with my child's education, interests, personal development or independence.

E) Mobility around the home

- If my child often trips and falls, or is struggling with their mobility, then contact my GP or Habilitation Specialist for support.

F) Housing Adaptations and Home Safety

- Speak to my Habilitation Specialist about what simple changes to lighting and colour might be helpful for my child.
- If my child is finding it difficult to access their bedroom, bathroom or living area then explore options for making adaptations in the home.
- Consider booking a Home Safety Check with your local Fire and Rescue Service to see if any additional safety measures could be taken in our home.

G) Care support

- If my caring responsibilities are having a significant impact on myself, my children's siblings or others in the family then ask for a carer's assessment from my local authority.
- Explore opportunities for respite care and short holidays.

H) Independent Living Skills

- If my child is finding it hard to develop independent living skills then ask our Habilitation Specialist for advice and support.

I) Equipment for home

- Have a look at what daily living aids are available to make it easier for my child to carry out daily tasks.

J) Buddy dogs

- Contact Guide Dogs to find out more about Buddy Dogs.

K) Information and support for siblings, family and friends

- Find out about support groups in my local area, social media groups, and national organisations that offer support to families.

L) Transition to Adult Services

- If my child has complex needs which means they will need ongoing care when they leave education then start planning their transition to Adult Services.

Other actions

Section 5 – Getting out and about

Your child should be able to enjoy outdoor play, organised activities and sport, both at home and school, and there are also a wide range of accessible holidays.

Q. Is your child able to get out and about with family and friends? Are there any particular tasks they find difficult as a result of their vision impairment? What support are you getting?

A) Mobility

- Ask my Local Authority for a referral to a Habilitation Specialist about orientation and mobility training for my child.

B) Training on guiding

- Find out about learning the Sighted Guide Techniques from your local Habilitation Specialist or My Guide training for friends and family from Guide Dogs.

C) Travel training

- Ask my local Habilitation Specialist about travel training.

D) Travel concessions and assistance

- Check for concessionary travel with my local bus and rail operators.
- Contact Network Rail or my local train operating company about assisted travel.

E) Motability and wheelchair accessible vehicles

- Contact Motability about wheelchair accessible vehicles.

F) Blue Badge Scheme

- Approach my local council for a Blue Badge application

G) Local sports and leisure activities

- Check out accessible sports and leisure opportunities for my child.

H) Accessible Holidays

- Check out some accessible holidays for my child or whole family.

I) Learning to driving

- Check regulations in relation to visual impairments and driving.

Other actions

Section 6 – Financial Support

There may be practical and financial support available to help you manage financially.

Q. Are you receiving any financial support to help you care for your child and to purchase specialist equipment that they may need?

A) Benefits and allowances

Check whether we may be entitled to any benefits or allowances because of my child's visual impairment and/or other disabilities.

- Concessions from being registered as sight impaired
- Disability Living Allowance (DLA)
- Personal Independence Payments (PIP)
- Carers Allowance
- Family Tax Credit
- Disabled Students' Allowance (DSA)
- Access to work

B. Grants and other support

- Apply to local or national grant making organisations for grants to cover the additional costs of having a child with a vision impairment.

C) Accessible Information

- Ask relevant organisations to provide information for my child in an accessible format.

D) Utility Companies - Priority Services Register

- Contact each of my utility providers to register for the Priority Services Register.

Other actions

Section 7 – Education, Transitions and the World of Work

Having a visual impairment should not be a barrier to accessing education at any stage of your child’s life; from nursery right through to further or higher education.

Q. What stage of education is your child at, how are they getting on, and what support are they receiving?

A) Early years support

- If I am worried about my child’s development at an early age then speak to my hospital eye unit about getting support from a QTVI or Habilitation Specialist.
- If my child has complex needs, then approach my Local Authority Portage / Early Years Complex Needs service for information and support.

B) Special Educational Needs at nursery, school and college

- Contact your child’s class teacher, head of year, SENDCo or head of school if you feel your child needs additional support.
- Contact the Local Authority or Sensory Support Team if you feel your child needs more support than the school are able to provide.
- Contact your local SENDIAS service if you need support with any aspect of the special educational needs service that you are seeking/receiving for your child.

C) Support in school

- If my child doesn't seem to be getting the support they need then speak to their teacher, SENCO or QTVI.

D) Advocacy

- If I feel that my child's educational needs are still not being met then approach an organisation that can offer advocacy.

E) Further Education (FE) 16-19 or 16-25

- Check what options my child has for FE once they reach 16 years of age.

F) Higher Education (HE) 18+

- If my child is planning to go into Higher Education then start looking at what funding and support will be available from the provider.

G) Work

- At the point of seeking work, find out about organisations supporting people with visual impairments, and about Access to Work.

Other actions

Section 8 – Feeling positive and making friends

Having a visual impairment can affect how a child sees themselves, and how others treat them. It may also create extra challenges within family life. But there are lots of people able to offer both practical and emotional support to you, your child and your whole family.

Q. What does your child love to do?

Q. Are there any particular stresses or challenges at the moment for you or your child? Are you receiving any support?

A) Meeting other children and families (Peer support groups)

- Look for local groups for children or parents/carers in our area, and find out about national groups offering support, activity days and holidays that we could take part in.

B) Social Media

- Help my child access social media groups to talk to people in the same situation.

C) Mental health and wellbeing

- If my child is finding things difficult, make sure they know that there are people they can talk to confidentially about any issues that are concerning them.

Other actions

Has anything been missed?

Having been through the checklist, is there anything important that has been missed?

Notes

Sight Loss MOT Traffic Light Summary



Red This is an area of concern and we would welcome information and support.

Amber We are doing OK, but have one or two things to address.

Green We feel happy with this area, and have all the information and support we need.



This section isn't relevant

		Initial	Review
<p>1. Managing your child's vision impairment We have enough information about the condition affecting my child's sight and what it means for them, our family and carers. We are confident that they are getting the right medical treatment and we know what care and medication may be need. We also understand the certification and registration process, and its benefits.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>2. Helping my child make best use of their sight My child's sight has been professionally assessed and they know how to use Low Vision Aids such as lighting and magnification. They have also received training to help them adjust to living with a vision impairment in and around the home.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>3. Health and Wellbeing Living a healthy lifestyle can improve our child's quality of life, improve their eye health and help prevent other injuries and illnesses. We have information on helping them child to eat well, get exercise, sleep well, address other health issues such as hearing loss, and about their mental health. We know where to get information and support to tackle specific issues if and when we need it.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<p>4. Managing at home</p> <p>My child feels safe and confident at home and has access to the care and support that they need on a daily basis. They receive habilitation training, have access to specialist equipment to help them with everyday tasks, have access to books and learning materials in an accessible format, and have appropriate IT for play and learning.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>5. Getting Out and About</p> <p>My child is able to get out and about and is receiving the mobility training they need. We have transport or access to community transport to get about. They know about social groups and leisure activities that they could attend if they want to, and we know about holidays we could take as a family if specific accessibility or support is needed.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>6. Benefits you and your child may be entitled to</p> <p>We are receiving the right benefits and allowances because of my child's vision impairment or because of other support needs they have. We know who to speak to in order to review these if our situation changes.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>7. Education, Transitions and the World of Work</p> <p>My child can access education and extra-curricular activities. We are aware of key transitions and how their support may change, and we know who to speak to about opportunities in further education, higher education and in the world of work. We are aware of the IT which may help them at school, college or in work and funding for this.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<p>8. Feeling Positive and Making Friends</p> <p>With the right support my child will be able to reach their full potential and look forward to a bright future. If they face challenges along the way, they have friends at home or at school that they can talk to. We know of local groups that we can attend, as well as national organisations that offer support, mentoring and holidays. If things get difficult, I know where to get professional support for my child or for myself as a parent/carer.</p>		<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Review of Progress

If it is helpful, you could come back and review the actions you identified, see what progress has been made, and identify any new or outstanding actions which still need addressing. You might want to do the review after 6 months, but you may feel it would be helpful to do it sooner, or indeed later.

Which Actions have been completed?

Are there new or outstanding actions which still need addressing?

As a result of new support, skills or equipment identified as part of this Sight Loss MOT, **is your child/young person more independent** (do more for themselves)?

As a result of the support provided as part of this Sight Loss MOT **does your child/young person feel more positive about daily life?**

Overall, **what is the biggest difference that this support has made** for your child/young person, and for you?

End of Checklist

Notes

Notes



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