

Parenting with vision impairment: Part 2

R N I B

See differently



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Foreword

Hi

My name is Charlene. I was born with my eye condition and am registered severely sight impaired. I have two daughters, Charlotte and Emily, neither of whom have a vision impairment. Finding out I was expecting my first child was the most exciting – and scary – experience of my life!

Being a visually impaired parent has its challenges as you navigate through life with your child: from bringing them home as a newborn, through the toddler years, into preschool and – as with my girls now – into primary school.

The simple, everyday tasks that most parents take for granted can sometimes be a challenge, but being a mother to my daughters is such a rewarding experience and I wouldn't change it for the world. Getting to experience things through the eyes of my children has been amazing.

This guide will offer information, advice, resources and support to help you parent. I would have loved this booklet to have been available when I was expecting my first child, as it would have taken a lot of the worries and fear I had away.

The best advice anyone has given to me?

"Just go with your gut every time."



Parenting with vision impairment: the early years

Children develop and grow at different rates but, for all families, the early years is a time of huge and often fast-paced change. There are some universal milestones and moments that parents and carers will want to prepare for.

This guide is the second in our series written for parents and carers with a vision impairment. It has been produced by a group of blind and partially sighted parents who share their experiences of having children. They offer tips, ideas and advice for how to approach some of these milestones in the exciting and ever-changing early years.

If you have any experiences of parenting with a vision impairment that you would like to share, please contact the Children, Young People, Families and Education Team at RNIB by email at cypf@rnib.org.uk



You can download the first guide, which covers pregnancy to age one, from: rnib.in/ResourcesForParents



Parenting at home

Personal care

Toilet training

“Wearing shoes protects your feet from any mess!”

VI parent

Potty-training is rarely a smooth process and can be a lot to take on for any parent. When you have a vision impairment, you need to be even more organised.

Although every child will be ready in their own time, it's difficult not to feel the potty peer pressure. You may need to stop and restart the process a few times and it could take a while to get it right. It's important not to put too much pressure on your child – or yourself.

Good communication, vocal cues and the use of purposeful language will help you on this journey. As will learning to spot those distinctive sounds and smells!

Tips for toilet-training

- First, it's important to be super organised! Start planning early so that you are ready to begin when your child is.
- You might need:
 - A potty or toilet seat
 - Plenty of pants and/or pull-up nappies
 - Wipes
- Having a bowl, sponge and cleaning products available will mean you are prepared for any accidents too.
- Talk to your child and get them used to the terms that you will be using to describe the different processes. Some people advise using technical, anatomically correct language whilst others prefer the sillier, more fun words associated with potty-time. The most important thing is to feel comfortable with the words you use and be consistent with them.



- Some people like to set designated weeks aside to focus on toilet training. You need to be led by your child in terms of when is a good time to start but planning means you can organise things like trips out to keep things as stress-free as possible.
- If your child will be using a potty, designate a specific area for this. Put the potty on a washable rug or area of flooring so you can clean up any accidents easily. Some people prefer to keep the potty in the bathroom as this then becomes the area the child associates with all things toilet related.
- Remember to leave the light on in the bathroom if your child is likely to use it at night.
- Get in the habit of checking with your child regularly, to ask if they need to go to the bathroom. Keep this relaxed, so they don't start to feel anxious. During this stage you could also try taking the child to the toilet/potty. Set a timer to help you remember.
- To clean your child's bottom, use wipes rather than toilet paper. This will make it easier to catch all the mess and they are handy for cleaning up any spills elsewhere too! Check whether the wipes you buy are suitable to be flushed down the toilet as not all are.
- Make sure you continue to communicate openly with your child. Let them know that's it's ok to have accidents and, if it happens, they just need to tell you.
- Don't be worried about throwing away messy underwear. Sometimes it's far less stressful than managing the extra laundry!
- Keep a spare set of clothes nearby so you are not trying to find them under pressure. Remember to pack spares for when you go out too.
- Words of encouragement, reward charts and small treats can be useful to make this a more positive – and even fun! – process.



Apps for toilet training

Poo goes to Pooland

Wonderbaby recommend their 5 favourite apps for potty training:

www.wonderbaby.org/articles/potty-training-app

Brushing teeth

Teaching your child to brush their teeth can be a tricky process but, approached in the right way, can also be quite fun.

You could start by trying a finger toothbrush that you use on your index finger to gently massage your baby's gums. These are recommended for ages 0 – 3 years and will get your child used to the brushing sensation. Gradually introduce standard toothbrushes and encourage your child to have a go themselves, holding the handle of their own brush. Chances are, they will want to assert their independence, so having their own brush to hold can help with the process whilst you make sure the teeth are actually being brushed!

Using toothpaste

NHS guidance recommends using only a 'smear' of toothpaste for children up to age three then a 'pea-sized' amount from around ages 3 – 6. You might find it easier to get the correct amount onto their toothbrush by first squeezing the toothpaste onto your clean finger.





Tips for brushing teeth

- Make it fun! Get your child excited about what they are going to do by introducing a song or encouraging them to brush dolly's or teddy's teeth too. There are lots of popular songs about brushing teeth but you can always make up your own.
- Brush your teeth at the same time as they do theirs, so they can copy what you do.
- Name what they have eaten and say things like, "Brush that broccoli away!" or "Let's clean off that ice cream!" This adds an element of challenge and can help their understanding of the process too.
- Check out different gadgets designed to help, such as toothbrushes that vibrate or light up for two minutes, so children know when to stop brushing.
- Alternatively, set a timer so that you and your child know when two minutes is up.
- Reinforce how important it is that they clean all their teeth, gums and tongue. Encourage your children to explore and feel for their teeth as they come through, so they understand that every one needs to be kept clean and healthy.



Apps for teeth brushing

Aquafresh Brush Time App

bit.ly/AquafreshBrushingApp

Dressing

The many different skills involved in dressing and undressing can be tricky for children to master. Breaking these down into manageable sections can help.

It's often easier to take clothes off than to put them on so you might want to encourage your child to undress themselves independently before moving on to the more complicated process of dressing.

Start simply, with things like taking off and putting on socks. Gradually introduce loose fitting items, such as trousers with elasticated waists, before moving onto figuring out Velcro, buttons and other fiddly fasteners. There are many toys and activity boards that can help children learn how to zip, button, fasten and so on.

“Because both of my kids are boys and were a similar size, I often couldn't tell their clothes apart when I was doing laundry. My carer sewed a few stitches into the labels of my youngest's clothing, so I could feel to check whose they were.”

VI parent

You can support your child's first attempts to dress independently by sorting their clothes into outfits. Most children will go through a phase of wanting to choose their own clothes, though, so be prepared for some weird and wonderful combinations!

In the early days, choose clothes for your child that have obvious fronts and backs as that will help both of you identify which way to put the item on.





Tips for dressing

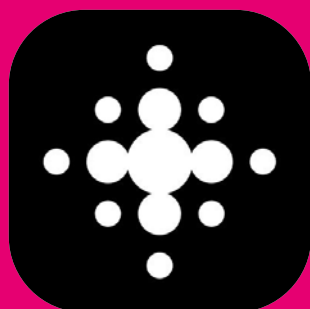
- Punch different shaped holes or sew buttons on to tags to help identify them.
- Keep socks plain and the same colour so you don't have to worry about matching them.
- Buy sock snaps that you put around pairs of socks. These can be put in the washing machine and used in a tumble dryer.
- Keep clothes in sets so you know they all go together. This can be done by hanging them together in the same part of the wardrobe or even on the same hanger where possible.
- Some apps can identify the colour of clothing or you could try a device such as Penfriend to record your own clothing labels.

Apps for helping to identify clothing

Seeing AI App from
Microsoft
[www.microsoft.com/
en-us/ai/seeing-ai](http://www.microsoft.com/en-us/ai/seeing-ai)



Envision – Perceive
Possibility
letsenvision.com



Be My Eyes – See the
world together
www.bemyeyes.com



Bedtime and sleep routine

Smooth and easy bedtimes can be achieved but you'll need to establish a positive routine that you can stick to. Choose activities near bedtime that are quiet and relaxing to help your child to wind down, rather than wind up.

A good routine should create habits that let your child know it's time for sleeping.

"There was the odd occasion when I would forget to turn on the light or forget to turn off the big light. The kids quickly learnt to tell me when this happened."

VI Parent

Tips for bedtime

- Turn off electronics at least an hour beforehand.
- For many children, bedtime follows bathtime, a drink, teeth brushing and a story.
- Well-chosen stories and rhymes can help to create a relaxing environment for sleep. Tell stories from memory or use audio books or other methods.
- Bedtime is a good opportunity to talk about things that have happened during the day or what they will be doing the following day. Talking about everyday events is great for developing young children's literacy and it's also a lovely bonding exercise if done alongside bedtime cuddles.
- Use this time to meditate or engage in some mindfulness activities. Talk about things that make your child happy and encourage them to take slow, deep breaths to relax.

"I have some sight and my kids love a bedtime story. When they were young, I would make them up but now that they are older, we look for books with large print."

VI Parent



Apps for meditation

Breathe, think, do with Sesame

bit.ly/BreatheThinkDoWithSesame-APP

Creating a safe home environment

Children are naturally inquisitive, and the home environment is their first playground, so it is important to have precautions in place to keep your growing explorers safe around the house.

Tips for home safety

- Never leave your child unattended on a high surface – today might be the day they learn to roll or jump off for the first time.
- Plan ahead: put up stair gates before your child can crawl and climb.
- Use childproof locks on cupboards and drawers containing medicines or hazardous substances such as bleach or washing detergent; breakables such as glass or pottery; sharp objects such as knives, graters or blenders.
- Learn about your house from your child's height and size. Consider exploring it on your hands and knees to get a child's perspective and discover first hand any safety hazards.
- Encourage tidying of toys into plastic crates to avoid trip hazards. Don't allow toys to be left in the kitchen, where you could trip while carrying something hot. Encouraging your child to put things away not only fosters responsibility but also helps the development of organisational skills for a blind or partially sighted child in locating items they want to play with next time.
- Leave doors fully open or fully closed to prevent bumps and collisions.
- Pin back trailing wires from telephones, computers and other electrical devices.
- Pad sharp edges of furniture, shelves or around fireplaces. You can buy extendable safety fireguards to fit around a fireplace but ensure these are securely fastened to a wall to avoid tipping over.
- Keep entrance and exit doors locked and keys out of reach.



Apps for home safety

Make safe happen – Home safety

bit.ly/MakeSafeHappenGoogleApps

Playing with your child

Play is an important part of every child's development and learning. It helps them learn new skills, increase in confidence, feel loved and cared for as well as teaching them about their environment and how to interact with others.

However, play isn't just good for your child; it has benefits for you as a parent. It will help to create lasting bonds, as well as provide a way to keep in touch with your child's likes and dislikes. It's also an opportunity to talk about different things.

Playtimes might seem a little daunting and not easy when you can't see what your child is doing but there are lots of ways to ensure that you and your children get the most out of playing together.

"The most important thing for me is that they are learning and having fun."

VI Parent



Tips for playing with your child

- Keep all games with lots of pieces, like bricks, Duplo or small world sets packed up in labelled boxes.
- Encourage your child to get one thing out at a time and to put it away before moving on to the next toy or activity.
- Set up a designated play area in your house or try to keep toys to a certain area of the room or on a mat so you know where it is safe to stand.
- Many games can be purchased with adaptations, such as Connect 4, Scrabble, Monopoly, playing cards etc but you can adapt standard games easily yourself, by adding braille, tape or Tacti-Mark.
- Messy play is always popular with children: use the back of a picnic blanket, tuff spot, or plastic tablecloth on the floor to make cleaning up easier.
- Drawing and colouring are activities that most children enjoy. Make tactile pictures, use different types of textured paints or invest in some scented markers. If your child draws in pencil or with something you may not be able to see very well, encourage them to describe their picture and talk about it together – your child will love sharing their work in this way!
- Accidents and spills do happen; just encourage children to let you know about them straight away.

Resources for play

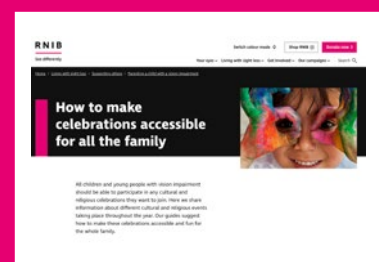
Let's Play – a guide to toy and play ideas
rnib.org.uk/play



Messy and Muddy – a guide to outdoor play
rnib.org.uk/messy



How to make celebrations accessible for all the family
rnib.org.uk/celebrations



Parenting away from home

Getting out and about

Getting out and about is important and fun for everyone. Whether you are going to the park or shops, it can be useful to establish some rules very early on so children learn safe habits when away from the home.

- From a very early age, get your child used to holding your hand when out and about. Ensure that family members, friends and child minders also hold your child's hand, so it is reinforced to them.
- When they are younger, you could use a light wrist strap, reins or backpack harness to prevent them from running off too far.
- Introduce the rule that, when they are called, they must respond or come over to you. Practise this at home and reinforce from an early age.
- Invest in a good toddler carrier for when your child is too tired to walk. This will allow you to use a cane or hold your guide dog and still have a spare hand for another child, shopping bag and so on.
- Take snacks and drinks with you just in case you can't find somewhere to eat.

"A hungry child is not a happy child"

VI parent



Visiting parks and playgrounds

Parents and carers tell us that going to the park can be a particularly worrying experience to begin with. Trying to keep track of children in a busy and noisy space is difficult enough and making sure they are safe can be daunting.

There are things you can do to ensure that this is a fun experience for the family.

Tips for visiting parks and playgrounds

- Find a park or playground that is fenced off, so you know your children are in a confined space. Make sure you are familiar with the entry or exit points and close any gates behind you.
- Dress your child in brightly coloured clothes so they are easier to spot. Some parents have suggested attaching a small bell to younger children's shoes or around their wrists so you can hear their location.
- Stay close by when they are using the equipment and ensure they know where to find you if needed.
- If you are reluctant to leave your child to explore on their own, follow them around and chat to them while they play on the different equipment.
- Base yourself in one spot and ensure your children know where to find you. Call them back to you every so often – you can make this into a game or set a challenge for them to return to base to report back on how much fun each activity is.

“My children are very good and understand that I can't see far away so we have a call back system where I call their names and they respond to let me know they are ok.”

VI Parent



Swimming pools and water

It is important that your child knows how to be safe around water. Talk to your children about water safety and how they must act sensibly if they want to have fun. Reinforce to them from a young age that they don't play or run near water unless you or another responsible adult says it's ok.

- Sign your children up for swimming lessons as soon as you can. As well as learning to swim, they will be taught about water safety by trained instructors.
- If you are taking your child swimming yourself, make sure they stay in the shallow end of the pool until they can swim confidently.
- Try and attend smaller, quieter groups. The acoustics at swimming pools aren't brilliant and can be even more challenging at busy times.
- Choose swimwear for your child that is brightly coloured or has a distinctive pattern that you will be able to see easily.
- Ensure that they have the correct water aids with them, such as arm bands and rubber rings. Again, choose colours that are easier to spot.
- Make sure you talk to your children frequently when they are in the water.
- Reinforce how important it is to walk and not run at the edge of a pool or near water. They must stay away from the edge until a grown up says it is safe.

"When I first signed up for the baby classes I emailed and let the swimming teacher know about my sight... she was great and so welcoming."

VI Parent

Resources for water safety

Royal Life Saving Society UK – Water Safety booklet

Water Safety Advice | Royal Life Saving Society UK (RLSS UK)



bit.ly/WaterSafetyAdvicePDF

Parent and toddler groups

Parents can sometimes feel isolated and it's easy to end up stuck at home with just your children for company.

It's important for your physical and emotional wellbeing to get out and about, meet other parents and be able to talk and share experiences.

It might not be easy to begin with, and thinking about trying to fit in with new people can be daunting.

Whilst parent and toddler groups are all very different, the one thing they are likely to have in common is they can be busy and quite chaotic at times!

You may have to try a few different groups until you find the one that suits you best. Just remember, all parents there will have been new once and most people will just be keen to help and get to know you.

“(These groups are) not for everyone – don't be too hard on yourself if it just isn't working.”

VI Parent



Finding the right group

- Ask for recommendations from people you know about groups that they have attended.
- Contact the groups beforehand by email or phone. You might want to ask what they do during a session or how many parents and children attend and so on. Ask about quieter sessions, if that appeals more.
- Once you have found one you think will suit you, go and give it a try. Aim to visit a couple of times so you can really get the feel of the place.
- If the first group you try isn't the right one for you, don't just assume they will all be the same: keep trying until you find the one that you feel comfortable in.
- If you don't feel confident about getting there, contact your local sensory team to see if they can support you to learn the new route.

Attending a group

- Talk to the staff and make them aware of your needs. This might be something you do beforehand if you've made contact in advance.
- Get to the session early and familiarise yourself with the space and activities available.
- Dress your child in bright clothes so you can easily see them when they are with other children in the group.
- Ask staff to introduce you to a few of the parents, so you get to know people at your own pace.
- Don't be afraid to ask for help, or to speak up and say when something is inaccessible or not working for you.

Starting nursery and school

Finding a nursery or school

“For us it was purely about the quality of care...they just got it right and were totally ok with our sight issues”

VI parent

Starting at a new educational setting can be an overwhelming experience for parents and children alike. There are things that you can do that will make this transition easier for you and your children.

You may have had recommendations about different settings from friends or family, however, make sure you take the time to go round them yourself. Meet the staff, speak to other children and get a sense of the place and how it works. Recommendations are great but everyone looks for different things in a setting and you want to find one that works for you and your family.

Once you have chosen a setting, visit it on several occasions to get a sense of the route and ways in, so you feel confident when taking your child for the first time. It's important that you feel comfortable as any anxiety you feel might affect how your child reacts.

Familiarise yourself with the whole school site. You could arrange to meet with the senior staff for a full tour. This would also be a good opportunity to explain to them about your requirements and talk about your access needs.



Some things you might discuss are

- What format you want to receive written communications in. Talk to them about your preferences for large print or email.
- Many schools now have text reminder services. Find out about what platform the setting will use and whether this will be a helpful way for you to access information.
- You might want to ask for a member of staff to call you if there are any important events or you need a reminder for a deadline and so on.
- Find out what happens at the start and end of the school day. If you need to, ask for a handover from parent to teacher to ensure your child gets into and out of school safely.
- Children play in very close contact and the likelihood of germs spreading in nursery or school is high. Speak to the setting if you feel you might need support identifying or treating common childhood ailments such as conjunctivitis or head lice.

Some settings also use apps or other programs for things like homework, reporting absence, rewards and so on. Find out about the different platforms and applications they plan to use and check them out for accessibility.



Visit www.nhs.uk/live-well/is-my-child-too-ill-for-school for information and advice on common illnesses in young children.



Supporting your child with schoolwork

Younger children will need help with homework, whether that's learning spellings, practising reading, or creating a piece of art. Although this can sometimes be time-consuming and will have its challenges, it's important to try and make whatever you do fun for your children, so they see the value in their work.

- Speak to your child's teachers and be honest about what you can and can't do. Is there a way that they can help you to support your child?
- Does having work emailed home allow you to access it easier?
- Is it helpful to have two sheets sent home instead of one, so your child can work on one and you can use a magnifier or app to read the other?

"My wife is partially sighted and can help with the homework using her magnifier ... I do tend to focus more on the mental arithmetic"

VI Parent

You might want to use technology and apps to help you. Magnifiers, camera phones and different apps can be helpful. Devices such as Amazon Alexa, which are voice activated, enable you to ask questions and play games to support your child's learning and spark their curiosity.

Spellings

Top tips for practising spellings:

- Using magnetic letters with a magnetic board or surface ensures the letters stay where they are meant to be. Try playing games, matching upper and lower-case letters and spelling words or short sentences. Other options might be to use wooden letters spread out on the table or on a tray with raised edges.
- Try writing in a tray of sand or shaving foam – this is a great way to make learning fun!
- Get out the play dough and roll it into letter shapes. You might need to focus on shorter words, unless you have a lot of the stuff!
- Ask your child to write or draw on embossing film. This will leave a raised image of the spellings on the film that you can check by touch.
- Use a white board and pen – great for starting again if your child needs a few goes to get the right spelling.
- For high-frequency words that your child will need to practise regularly, you could use a braille labeller and make up cards.
- Flash cards are usually in large print but can also be labelled with braille.

Reading

We have already discussed the importance of reading and sharing books with your children at bedtime, but reading is often something children are required to do as part of their homework.

When children first start to read, books are short, and the font is usually large which can be helpful. If you use a magnifier to help you read the text, speak to the teacher, and ask if they can send home two copies of your child's book. This will ensure that you and your child are not struggling over one copy.

“As a blind mum, I found this to be one of my favourite pastimes with my son growing up. Now I have two sighted grandsons too, the joy of reading is back!”

VI parent

Reading and sharing a story can be real quality time with your child. Whether it's sitting on the sofa or snuggled up in bed, there are lots of different ways to access books as a blind or partially sighted parent. Try to remember, it's the sharing of a story with your child which is important, not the reading of it. Whether large print, braille or audio, find the methods that work for you.



Reading resources

RNIB Library

The RNIB Library is the largest library of its kind in the UK and allows access to braille, large print and audio books: [rnib.in/LibraryHome](https://www.rnib.in/LibraryHome)

Bookshare

RNIB Bookshare is a UK education collection that can be read by learners with a print-disability: www.rnibbookshare.org/cms/

Clear Vision Project

A postal lending library of children's books in print and braille, and tactile books: www.clearvisionproject.org/

Living Paintings

Tactile and audio books for blind and partially sighted people: www.livingpaintings.org/what-we-do-for-you/overview

Tonie Box

A small portable audio box that allows you to listen to stories and music. tonies® – Toniebox <https://tonies.com/en-gb/tonieboxes/>

Yoto Player

A small portable audio player that allows you to listen to stories, music and educational content by placing a card in it. Yoto – The Screen-Free Audio Player for Children: yotoplay.com

Audible

A subscription service that allows access to a library of stories and podcasts. Download Audiobooks With Audible's Audiobook App: www.audible.co.uk/howtolisten



Encourage your children to read to you. This will give them lots of practice and develop their confidence while taking the pressure off you.

“I have also talked to my child’s school about Bookshare and they have signed up, which means that I can get the book in the format that I need as well as for my child.”

VI Parent

Apps to help you support your child’s reading



Seeing AI App from Microsoft:
www.microsoft.com/en-us/ai/seeing-ai



Voice dream Scanner is an app that allows you to scan paper documents, labels and signs with a camera and recognise the text. There is a cost to the App. www.voicedream.com/scanner/



Voice Dream Reader is a Text-to-Speech app.
www.voicedream.com



Be My Eyes – See the world together: Visual Interpreting – Get Live, On-demand Access to Visual Information (aira.io)
www.bemyeyes.com



Maths/Numeracy

Love it or hate it, maths is a subject that we all have to learn!

As with spellings, often the easiest way to support your child is to find methods that are practical and make learning as much fun as possible.

Tips for supporting numeracy

- Use magnetic numbers on a magnetic board or fridge. Try leaving 'surprise sums' for your child that they have to solve when they go to get a drink or snack.
- Use real items to make addition and subtraction more tactile. Some examples could be counters, buttons, raisins or sweets.
- Use real coins when working out problems relating to money.
- For fractions, use cake slices, pizza, apples or other fruit. That way the reward for getting the answer correct is right in front of you!

Remember to focus on what you are good at – mental arithmetic, for example – and don't worry if there are things you can't do.

If completing any tasks are too challenging or causing issues at home, speak to the school. Most schools offer support for parents, particularly for maths where the teaching is very specific, and methods do change. You might want to ask if it is possible for your children to complete the homework during the school day or in an after-school club.



Resources for supporting schoolwork

LEGO® Play with Braille gives the whole family a way to play together.

bit.ly/LegoBrailleBricksSet

Talking to your child about your vision impairment

It is never too early to talk to your children about your vision impairment. Try to follow your child's lead, though, and make sure that any conversations are framed in an age-appropriate way and only happen when they are ready. Being honest will help them understand why you do things the way you do.

“Bedtime is a good time to talk about stuff like how daddy’s eyes don’t work or why the doctor can’t fix it”

VI Parent

Your child is likely to ask questions when they begin to notice that the way you do things is different. Answer them in simple terms, in a way that they will understand but that you also feel comfortable with.

Be sure to explain the practical aspects of your vision impairment, for example why it is so important for them to follow instructions such as not to run off, to always hold your hands and come back when called.

Even from a young age your child will pick up on what they can do to help you and will begin to do things naturally without being asked. This might be holding objects close to your face or telling you what other people around you are doing. They might even tell tales on their siblings if they are misbehaving because they know you can't see them!

“My kids quickly learnt that to show me anything, daddy needs to see it with his hands.”

VI Parent



Resources for talking to children about vision impairment

Tough talks – Talking to children about vision impairment
rnib.in/ToughTalksPDF

Useful contacts

Blind Parents UK

Supporting Blind and Visually-impaired parents throughout the United Kingdom
Tel: 01905 886252
blindparents.uk

Guide Dogs

Helpline: 0345 143 0229
www.guidedogs.org.uk

VI parents and carers together

(20+) VI Parents And Carers Together Facebook Group
bit.ly/VIParentsCarersFacebookGroup

RNIB Children, Young People, Families, and Education Team (CYPF)

Tel: 0303 123 9999
cypf@rnib.org.uk

RNIB VI Parents Talk and Support Telephone Group

Call: 0303 123 9999
or visit: rnib.in/TalkAndSupport

Sight Advice FAQ | Welcome

www.sightadvicefaq.org.uk/

NHS

NHS App help and support
Call: 111
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