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Sight impaired at age seven

Secondary analysis of the Millennium Cohort Survey

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November 2012
RLSB, RNIB and NatCen Social Research

Royal London Society for Blind People

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Acknowledgements

This report was a carried out as a collaboration between RLSB, RNIB and NatCen Social Research. Chris Lord and Sally McManus of NatCen Social Research led on the statistical analysis, and John Harris of RLSB and Sue Keil of RNIB led on the interpretation and written commentary.

We would like to thank the Millennium Study cohort members, and their parents and teachers, who all provided so much useful information for the study.

Errors and omissions are the authors own.

John Harris, Sue Keil, Chris Lord and Sally McManus

Report commentary

Social and emotional outcomes for sight impaired children age 7

Introduction

This study was undertaken to help us understand how sight impairment affects young children living in the UK in the first decades of the 21st Century.

There is abundant evidence to show that sight impairment can have a major impact on every aspect of a child's development, including delays in communication and language learning and difficulties in relating to others. When this happens, a child's ability to engage in formal education is likely to be compromised by both their visual impairment and broader developmental delays. Not surprisingly, children with a visual impairment are at risk of poor educational outcomes (Chanfreau and Cebulla, 2009). However, we also know that with the right kinds of early intervention, children with impaired sight can flourish, not only in the early years, but also during formal education, often matching or exceeding the academic achievements of their sighted peers.

The evidence is more equivocal regarding social and emotional development. For example, some research suggests that children with sight impairments are more likely to be unhappy, are at greater risk of distressing events such as bullying, miss out in respect of

informal social activities and experience difficulty in making friends (Nzegwu and Dooley, 2008; Keil et al, 2001; Franklin et al, 2001). Of course, in any large group of children there will be some variation on all these variables. In a group of children with sight impairments there are bound to be some who are less happy than the others and some with fewer friends, just as we would expect to find similar patterns among sighted children.

But there are good reasons to suspect that children with sight impairment may be particularly disadvantaged in respect of social experiences and social learning and that this might affect their overall sense of wellbeing. There are 4 strands of evidence.

Firstly, children's development is a cumulative process, with subsequent progress building on earlier achievements. A deficiency in one area of experience, for example initiating social contacts as an infant, is quite likely to have consequences later on, for example, a delay in the acquisition of the skills required for managing social interactions at primary school and, subsequently fewer friends. A child who would like to have more friends, but has not acquired the skills and confidence to make friends because they can't see, might feel increasingly angry, resentful or depressed about their sight impairment.

Secondly, the activities in schools are designed to create, first and foremost, the conditions for academic progress. While there is good evidence that children with impairment are provided with the support they need to complete academic tasks, it is possible that this is

accomplished to the detriment of informal social experiences and learning among peers (Ofsted 2010; Khadka et al 2012).

Thirdly, there is evidence from research with blind and partially sighted children and young people that a substantial minority experience difficulties in making friends (Nzegwu and Dooley 2008; Keil et al, 2001).

Fourthly, a previous study found that sight impaired children were more likely to describe themselves (or were described by their parents) as 'anxious', 'sometimes sad' and 'sometimes lonely' (Keil 2001).

One of the simplest and most direct ways of finding out how sight impairment affects the social and emotional development of children is to ask them directly, and, if there are questions that the children themselves might not be able to answer, to seek the views of parents and teachers. If the same questions are put to children with and without sight impairment, (and their parents and teachers) any consistent differences in the pattern of responses will be related to the presence of sight impairment. (Possible causal mechanisms are considered below, in the discussion section).

In view of the inevitable variations among any group of children, this approach only works if it is possible to gather information from a sufficiently large group of sighted and sight impaired children. Fortunately, in this study, we were able to use data from an existing large-scale survey of children in the United Kingdom.

The Millennium Cohort Study

The Millennium Cohort Study (MCS) is a longitudinal survey of 19,000 children born in 2000 with information collected from the child, their parents and teachers, on a variety of topics including childcare, parenting, behaviour and social experiences. Most importantly, the survey data are available for secondary analysis.

The survey has gathered detailed information on children's health and education. So far children and/or their families have been interviewed when the children were 9 months old, and then at 3, 5 and 7 years of age. From the information now available, it is possible to distinguish the children with and without sight impairment using a combination of clinical (e.g. certification) and functional criteria, based on the information provided by both parents and teachers. The findings, therefore, reflect the circumstances of children with a relatively wide range of sight problems.

The total number of children in this study (nearly 14,000) is somewhat smaller than the original cohort because during successive phases of data collection some families who participated in the first phase were unavailable, or choose not to take part. Of the 14,000 who did take part, 357 were identified as having a sight impairment.

In addition to identifying children with sight impairment, we can separate out a sizeable sub-group of children with sight impairment who also have another impairment that affects their activities outside school, or requires additional support within school. The data available for making comparisons are summarised below:

Children with sight loss, and no other impairment	Children with sight loss, and another impairment	Children with no sight impairment	Total
1%	1%	98%	100%
149	208	13,500	13,857

We compared responses relating to these three groups of children for 61 of the MCS questions that are specifically concerned with the social and emotional factors that contribute to 'wellbeing' (Govt Office for Science 2008; Marmot 2010; DfE 2012). These are divided into the following 6 clusters:

- **Emotional wellbeing** (23 questions)
- **Friends and social relationships** (8 questions)
- **Social activities** (8 questions)
- **Child's involvement in physical activity** (5 questions)
- **School work** (11 questions)
- **Family affected by financial hardship** (6 questions)

Two further questions do not fit comfortably into these clusters: one for parents on their aspirations for their son or daughter to have a university education and one for parents about the child's mode of transport to school. A list of the topics covered by these questions is included at the front of the report.

The next section provides a summary and overview of the results. For readers who are interested in the survey and secondary analysis methodology, this is explained in Chapters 1 to 3. Chapters 4 to 8 present tables showing the number and percentages in relation to each question for the three groups of children.

Emotional wellbeing

Emotional wellbeing and interventions to promote emotional wellbeing for children with disabilities and their families, has long been a priority in health, education and social care (Department of Health, 2004). Overall, 23 questions on emotional wellbeing were selected for this analysis from the MCS.

There were significant differences on 15 of the 23 questions concerned with emotional wellbeing between children with sight impairment and those with no impairment. These questions ranged from the child's experiences at school (being bullied at school, being fed-up with school, feeling left out at school) to being unhappy more generally, wetting the bed and not telling someone if they are worried.

When children with *sight loss only* were compared with children without impairments, there were significant differences on 6 of these questions. Both parents and teachers were more likely to report that children with sight impairment are bullied at school. Parents of sight impaired children were less likely to report that their son or daughter enjoys school and more likely to say that they have concentration or behavioural difficulties and that he or she wets the bed.

When children with *sight loss and another disability* were compared with sighted children, there were significant differences on a further 9 of these questions. These included 7 questions about the child's thoughts and feelings (has many worries; nervous or lacks confidence in new situations, does not like school; does not like answering questions in class).

This suggests that when considered as a group, children aged 7 with sight impairment are already markedly different from their sighted peers. Children with *sight impairment and another impairment* are characterised by additional differences, particularly with regard to general levels of anxiety and low levels of confidence in different social settings. The children with sight loss and an additional disability were also more likely than sighted children to describe themselves as 'never feeling happy'.

Friends and social relationships

The children with sight impairment differed from their sighted peers on 6 of the 8 questions concerning friends and relationships. These questions covered topics such as having at least one good friend, spending time with friends at least weekly and feeling that their disability interfered with their friendships.

None of these differences were statistically significant when the group of children with sight loss only were compared with the children without sight loss. This suggests that at age 7 children with *sight impairment only* experience relatively few difficulties in making friends and joining in activities with other children, *unless* they have additional disabilities. For the children with *sight impairment and additional*

disabilities, the survey data suggest that at this early age they already find it more difficult to form relationships with other children. This is of concern, not just because of the possible effects on the child's confidence and wellbeing, but because of the missed opportunities for acquiring the sophisticated skills children learn from each other during informal social interactions (Bohlin, Hagekull and Rydell, 2000).

Social and cultural activities

The MCS included 8 questions about children's visits to social and cultural events such as concerts, the cinema or attendance as a spectator at sports events during the previous 12 months. When these events are considered separately, for example, going to a theme park or fair, the only differences between the sighted and sight impaired children are for visits to the cinema and visits to a library (other than the school library). When parents were asked whether or not their son or daughter had attended *any* of these activities during the previous 12 months, there was a significant difference, with parents of the sight impaired children less likely to report visits. This difference was also evident when the children with *sight impairment only* were compared to sighted children.

The differences found with respect to discrete activities such as going to a library or cinema were maintained for comparisons between children with sight impairment and another impairment, but not when children with *sight impairment alone* were compared to sighted children. Interestingly, comparing the children with sight impairment and another disability with sighted children revealed two other significant differences not found for the sight impaired group overall;

these concerned going to a concert or show, and visiting a gallery or museum.

This pattern of results suggests that at aged 7 the children with sight impairment have a restricted range and variety of social experiences compared to those without sight impairment. This is particularly noticeable for children with *sight impairment and another impairment*.

Involvement in physical activity

Physical activity makes an important contribution to children's overall health and wellbeing and often provides opportunities for forming friendships and engaging in social activity. Concern has been expressed regarding low levels of physical activity among children generally (Scottish Government, 2012), and more specifically, with regard to children and young people with disabilities (Community Care 25th July 2007).

Five questions from the MCS examine the extent to which children with and without sight impairment participated in physical activity, including organised sports. Responses to 4 of these questions suggest that 7 year old children with a sight impairment have lower levels of physical activity compared to sighted children. Sight impaired children were more likely to report that they did no regular weekly physical activity and no sports activity outside school. These differences were also evident when children with *sight impairment only* were compared with sighted children.

Parents also described lower average levels of physical activity per week for children with sight impairment and teachers reported lower

levels of attainment in PE. The differences were also found when children with *sight impairment and another impairment* were compared with sighted children, but not when children with *sight impairment only* were compared.

This evidence suggests that seven year olds with sight impairment are doing less physical activity compared to their sighted peers and that children with sight impairment and another impairment are most affected.

School work

While there is a growing body of research on the educational attainments of children with sight impairment, much of this is based on statutory assessments and examination results. The MCS provides a valuable opportunity to examine parents' and teachers' views on sight impaired children's school attainments at a relatively young age.

Nine of the 11 questions extracted from the MCS, showed poorer school performance for children with sight impairment compared to sighted children. These questions covered perceived difficulties with maths, reading and writing, the child's level of reading, writing, maths and science, and patterns of reading, for example reading for enjoyment and whether or not the child liked reading. The differences, reflecting lower attainments, on 4 of these questions, remained when children with *sight impairment only* were compared with their sighted peers. These questions covered difficulties with reading and writing, reading ability and the child's level of maths and science. For children with *sight impairment and another disability*, not only were there indications of lower attainments on these questions answered by their

parents and teachers, but they also reported not liking number work and science.

Here again there is evidence from both parents and teachers that sight impaired children at age 7 are falling behind their sighted peers. And once again, these differences are most marked for children with sight impairment and another disability.

Financial hardship

Families with a disabled child are less affluent and are more likely to experience financial hardship compared to other families (Beresford and Rhodes 2008) and there is good evidence that long term family poverty is a predictor for adverse outcomes for children (Dickerson and Popli 2012).

Responses to 5 of the 6 questions concerned with family finances indicated that families with a child with sight impairment were less well off than the families of sighted children. For example, they were more likely to be behind with a bill payment, more likely to say they were finding it difficult to manage financially, and more likely to have a low income. Three of these measures showed significant differences when families with a child with *sight loss only* were compared with families with sighted children. The evidence for financial hardship was consistent across 5 of the 6 questions analysed for families with children with *sight loss and another disability.*

While at first glance the data on financial hardship may not appear related to emotional wellbeing, there is abundant evidence showing, on the one hand, that the costs associated with childcare are

significantly greater if the child has a disability and, on the other, that families who are struggling financially have fewer material and psychological resources available to support a disabled child. The data from the MCS enable us to make a direct link between the presence of a child with *sight impairment* and families struggling to cope financially. It seems plausible that other trends described here, such as attendance at social and cultural events, may reflect either the direct or indirect effects of financial hardship on family life.

Summary of findings

These data present a clear and consistent picture of the extent to which sight impairment affects the overall wellbeing of 7 year old children.

Children with sight impairment at age 7 differ across a range of characteristics associated with wellbeing when compared with sighted children of the same age. They are more likely to live in a family experiencing financial hardship. They are likely to have less exposure to social and cultural events, have fewer friends and do less physical activity. Parents and teachers perceive them as performing less well at school than their sighted peers. Not surprisingly, there is evidence to suggest that they are less secure and confident from a psychological perspective. They are more likely to be bullied at school, have concentration or behavioural problems and feel unhappy, downhearted or low.

There is a very consistent trend showing that for each cluster of variables (emotional wellbeing; friends and relationships; social and cultural activities; sports and physical activity; schools attainment)

children with *sight loss and an additional disability* experience even more adverse outcomes than children with sight loss alone.

This conclusion is underlined when these data are considered together. Children with sight impairment differed significantly from their sighted peers on 41 of the 61 variables included in this analysis. Responses in respect of children with *sight impairment only* were significantly different from those for sighted children on 16 variables. (This is at least partly attributable to the relatively small size of the sample of children who met the criteria of 'sight impairment only' (N=149) and the consequent reduction in power of the statistical test). The findings in respect of children with *sight impairment and another disability* are particularly striking; responses from these children, and their parents and teachers, showed significant differences for 47 of the 61 variables analysed.

Discussion

These results represent a snapshot at a particular point in time for a group of children with sight impairment. They suggest that, at age 7, the group differs significantly on a number of dimensions from sighted children of a similar age. Do these differences matter?

Taken individually, it might be argued that none of the differences we found is likely to make much difference. After all, the differences reflect 'statistical significance' in respect of particular response categories, and these are sometimes based on relatively small numbers (see for example Tables 7.13 and 8.7). And perhaps these differences have something to do with the age of the children, so that they will 'grow out of them' over time.

Our view is somewhat different. First, these are not a random selection of unconnected results. Rather they represent a pattern which can be related back to what we already know about children's development. As such they suggest that sight impairment results in lower wellbeing for children as young as seven years of age.

Secondly, rather than being anomalies, that will be left behind as the children get older, it is also likely that the differences found here will adversely affect future development, resulting in further variations from the social and psychological progress typical of sighted children. For example, it might be predicted that less exposure to social and cultural events, fewer close friends, a greater risk of being bullied and a lower frequency of physical activity are, in combination, likely to affect the ongoing development of a child's confidence and interpersonal skills.

Fortunately, the MCS is a longitudinal study that will collect more data as the children get older. In 2011, the same group of children at 11 years of age were interviewed, along with their parents and teachers, and these data will be available for secondary analysis.

Thirdly, it is clear that while sight impairment results in significant differences in the wellbeing of children with sight impairment, these differences are even more marked for children who have an additional disability. Child research suggests that this difference reflects the way in which additional disabilities impact on children's ability to learn from experience. Without appropriate intervention, and support for their families, the differences between this group and sighted children of a

similar age, highlighted in this report, are likely to increase dramatically over time.

Fourthly, these results provide a measure of how well we are meeting the needs of young children with visual impairment. On one hand, it seems that a substantial number of children with sight impairment are progressing at a similar rate, and are enjoying a similar social experiences, to their sighted peers. It is tempting to attribute this finding to the spread of evidenced based practice, for example, in respect of early interventions (Dale and Salt 2007) support for families (Rahi 2004) and education (Douglas et al 2009). However, given the enormous emphasis successive governments have placed on early intervention for disabled children, it is disconcerting that a significant number of young children with sight impairments (even whose sight impairment is not complicated by the presence of an additional disability) are still falling behind their sighted peers.

The reasons for this disparity are complex and while the data described here do not permit any firm conclusions to be drawn, it is possible to outline possible causal mechanisms.

As we have noted above, impaired sight is very likely to affect the way in which children interact with the social and physical environment. Their impaired sight will have consequences, not just in terms of their exposure to different experiences, but more importantly, in terms of how they *make sense of experience.*

The fact that sight impairment in children occurs relatively infrequently, means few parents or professionals are equipped with

the skills needed to support early development. On the contrary, a very natural reaction is to interpret sight impairment as a sign of extreme vulnerability and to protect the child as much as possible from new and potentially challenging experiences. When this happens, it will compound the primary disability by further limiting the child's opportunities for learning and developing.

A third possible causal mechanism concerns the association between the presence of a child with sight impairment and a family's financial circumstances. It is unclear whether or not the presence of childhood disability, itself, increases the likelihood of financial hardship in families, although there is abundant evidence to suggest that the costs of caring for disabled children are considerably higher than the costs of caring for non-disabled children. What is clear, is the association between financial hardship among families and poor outcomes for children (Dickerson and Popli 2012). This might be mediated by restricted exposure to experiences that cost money or by the indirect effects of other adverse circumstances associated with poorer families, such as the parental education or poor health.

In conclusion, from an ecological perspective (Bronfenbrenner 1979) sight impairment in early childhood is associated with 3 interrelated sets of risk factors: primary sensory impairment; insufficient or inappropriate support around social and educational experiences; factors associated with family hardship. From a 'positive psychology' perspective (Seligman, 2011) we might also consider the resources and characteristics that enable a substantial number of children with vision impairment to match the progress and experiences of their

sighted peers. Whichever approach is adopted, further research will be needed to systematically explore these relationships.
We hope that these findings contribute to a better understanding of the needs of children with vision impairment and their families and to the development of improved services and supports.

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1 Introduction

1.1 Background

The UK Vision Strategy,[1] launched in 2008, highlighted the fact that people with sight impairment experience a range of inequalities across many different aspects of their lives. This report uses independent, representative, general population survey data to describe the nature and extent of those inequalities among a cohort of children in Britain. Survey data provide an excellent resource for comparing the circumstances of children affected by sight impairment in their day-to-day lives with those of other children in the population.

The findings presented here draw on data collected from nearly 14,000 children aged seven (357 with sight impairment and 13,500 without), their parents and their teachers. The data are weighted to adjust for patterns of non-response and to ensure the sample is representative of children in Britain. Further data have recently been collected from this cohort, when the members were aged around eleven. These data will be made publicly available in 2013 and will enable their life chance trajectories to be examined further.

1.1.1 RLSB

Everyday, RLSB are in contact with blind young people who are adamant that they're not disabled, they just can't see everything. Young people, who are ambitious, determined and want the same things everyone else does. RLSB exists to help blind and partially

[1] http://www.vision2020uk.org.uk/ukvisionstrategy/

sighted young people live life without limits. With a history spanning more than 170 years, the RLSB has become an expert in helping blind people achieve their goals in life.

1.1.2 RNIB

RNIB is a UK sight loss charity. It offers support and advice to blind and partially sighted people in the UK, helping people who have lost their sight to find their lives again. RNIB offers practical support, advice and information to anyone with sight loss and those who work with them. We support education professionals to work effectively with blind and partially sighted learners from birth to 25, including those with complex needs. Our goal is to ensure every child with sight loss has the best possible start in life and goes on to achieve their full potential.

1.1.3 NatCen Social Research

NatCen Social Research is a non-profit research institute with charitable status. It is the country's largest social policy research centre, and it designs, conducts and analyses social research studies.

1.2 Report objectives

The objectives of this report are to:

- Profile the circumstances of children in Britain with sight impairment across a wide range of areas.
- Compare the experiences of children with sight impairment and other impairments, with those of children with sight impairment and no other impairments.
- Make comparisons with other children of the same age, in particular those with no reported impairment.

1.3 Methodology

A publicly available, longitudinal cohort survey dataset was used to produce the analysis in this report.

1.3.1 Dataset

The Millennium Cohort Study (MCS) is a multi-disciplinary research project following the lives of around 19,000 children born in the UK in 2000/1. The latest available dataset includes information from about 14,000 children. It is the most recent of Britain's world-renowned national longitudinal birth cohort studies. The study has been tracking the Millennium children through their early childhood years and plans to follow them into adulthood. The four surveys of MCS cohort members carried out so far – at age nine months, three, five and seven years – have built up a uniquely detailed portrait of the children of the new century. They have also amassed a vast amount of information on the children's siblings and parents. The study was commissioned by the Economic and Social Research Council (ESRC), whose funding has been supplemented by a consortium of Government departments and the Wellcome Trust. The next sweep of data collection recently took place, with data available in 2013.

1.3.2 Methods

The software package SPSS was used for data preparation and analysis. The analysis involved the following stages:

1. Familiarisation with the latest MCS dataset and documention. Development of a procedure for identifying the children in the dataset who are affected on a day-to-day basis by sight impairment.

2. A dataset suitable for analysis was produced. This involved:
    - Producing a child level dataset that included information collected directly from children, parents and teachers.
    - Running unweighted frequencies to check the distribution of response categories.
    - Combining response categories in a way that aided interpretation. (For example, combining those who 'agree slightly' and 'agree strongly' at an attitudinal question).
3. For each derived variable, tables were produced using weighted data to present:
    - The proportion of children with sight impairment, children without sight impairment, and the child population as a whole responding within each category.
    - A comparison of children with sight and another impairment and children with sight impairment only.
4. Differences between children with sight impairment and children without sight impairment were tested ($p<0.05$) and highlighted where significant. Differences between sight impaired children with and without other impairments were also tested, and are highlighted in the text where these differences are statistically significant.

While the report presents a wide range of outcomes for children with and without sight impairment, we can not draw definitive conclusions about causal pathways from these cross-sectional analyses. For example, we found that families with sight impaired children had lower incomes and were more likely to be in poverty than other families. While it is quite possible that some of the adverse outcomes

experienced by sight impaired children (for example, lower levels of reading ability), were mediated by the effects of low income on family dynamics, or indeed by other factors not included in this report, our data do not make it possible to do more than acknowledge the likely complexity of the processes that underlie these results.

1.3.3 Statistical significance

Although all the differences discussed in the text are statistically significant (unless explicitly stated otherwise), sometimes the proportion of children with sight impairment who are affected is low. For example, children with sight impairment were less likely to enjoy school than children without sight impairment. However, the great majority of children with sight impairment enjoyed school (88%).

Significant results are indicated in the tables with an asterix (*). The significance tests in this report are based on comparisons with 'children without sight loss'. For each topic three comparisons are made. In the first table for each topic all children with sight loss are compared with children without sight loss. In the second table for each topic children with sight loss combined with another impairment are compared with children without sight loss, **and** children with sight loss only are compared with children without sight loss.

If a variable shows a significant association between the reference group (children without sight loss) and the other groups of children, this is indicated in the tables with an asterix (*) and is shown in bold font.

1.3.4 Table conventions

1 In this report percentages are given to one decimal place.

2 Please note: a percentage may be quoted in the text that combines two or more of the figures in a table. The combined percentage may, because of rounding, differ from the sum of the two figures in the table. For example two cells each showing 2% could be 5% in combination, if the cells were each 2.4% (which combined would be 4.8%, or 5% after rounding)

3 Because of rounding, row or column percentages may also not add exactly to 100%.

4 The following conventions have been used in tables:

- no observations (zero value)

0 non-zero values of less than 0.5% and thus rounded to zero.

5 The survey data used in this report have all been weighted to adjust for survey design (the clustering and stratification of the sample) and attrition (non-response to all, or part, of the survey series). Using the weights developed by the organisations that conducted the survey, ensures the data are representative of seven year old children in Britain. The base sizes are always shown both weighted and unweighted at the foot of each table. The unweighted base shows the number of children, parents or teachers that each estimate is based on.

6 The ‘base’ description in the top left corner of each table indicates whether the table is based on data collected from children, their parents or their teachers.

7 Beneath the base description, the name of the variable used in the analysis shown in the table is given. This is provided to enable readers to replicate or extend these analyses.

8 ‘Missing values’ occur for several reasons, including refusal or inability to answer a particular question; refusal to co-operate to an entire section of the study (for example, to the second survey wave or where no permission for data linkage was given); and cases where a question is not applicable to the respondent. In general, missing values have been omitted.

9 The term ‘significant’ refers to statistical significance (at the 95% level) and is not intended to imply substantive importance. Unless otherwise stated, all differences mentioned in the text have been found to be statistically significant at the 95% confidence level. Standard errors that reflect the complex sampling design and weighting procedures used in the survey have been calculated and used in tests of statistical significance. For each topic, the following comparisons have been tested for statistical significance:

- children with sight impairment are compared with children without any impairment,
- children with sight impairment plus another impairment are compared with children without any impairment, and
- children with sight impairment only are compared with children without any impairment.

2 Available MCS data on sight impairment

General population surveys rely on self-reported measures to identify who in a survey sample has sight impairment and who does not. This provides a different picture to objective assessment. What it may lack in accuracy it arguably gains in terms of subjective insight into lived experience. Self-report measures can provide an excellent indication of who is affected by sight impairment on a day-to-day basis.

2.1 Longstanding health condition or disability

It is standard practice on many general population social surveys to ask whether the respondent (in this case, a respondent's child) has any longstanding health condition or disability. [2] If they report that they do, the type of illness or disability is asked about and coded using the World Health Organisation developed coding system, the International Classification of Disease (ICD), version 10. This question was asked of parents about their children. Codes beginning with the letter H all relate to conditions of the eye. In addition, code Q15 ('congenital malformation of the eye') and S15 ('injury of eye and orbit') were included as sight related.

[2] For a discussion of the issues around using different survey questions to identify a sample of people with sight loss for analysis please see: d'Ardenne J, Hall M and McManus S (2012) *Measurement of visual impairment in national surveys*. Thomas Pocklington Trust and NatCen: London.

A further question was asked about the extent to which any reported health condition limited the amount or kind of activities that the child could do.

2.2 Self-reported problems with sight

As well as the standard question on type of impairment (described in Section 2.1), parents were asked a series of questions specifically about sight impairment. While these are far more detailed than is usual on a general social survey of this type, they do not establish severity, functional capability or limitation associated with sight impairment. For this reason, we did not use these questions when identifying the sample of children with sight impairment for the analysis in this report.

QUESTIONS ASKED IN THE SIGHT IMPAIRMENT MODULE ON MCS4:

Has [Cohort child's name] ever had any problem(s) with [his/her] eyesight or [his/her] eyes?

1 Yes | 2 No

IF child has ever had eyesight problems collect details for ICD-10 coding.

Does or did it affect one or both eyes?

1 One | 2 Both

How old was [Cohort child's name] when this problem was first suspected?

1 Years | 2 Months | 3 At Birth |

Has [Cohort child's name] had, or is [he/she] due to have, any treatment for this problem such as ...

1 ... an operation?

2 ... a patch?

3 ... glasses?

95 ... or some other treatment?

96 No treatment

97 (SPONTANEOUS: Waiting for appointment / referral)

IF operation or other treatment ask:

Please specify, including the name or type of treatment or operation.

2.3 Registration for being blind or partially sighted

Parents were also asked whether their child was registered (or whether registration had been offered) because of poor vision. Registration is offered on the basis of a certificate of visual impairment from a paediatric ophthalmologist.

IF reported problem with eyesight or eyes AND not ever reported that have been registered, ask:

Has [Cohort child's name] been registered or offered registration as having poor vision? 1 Yes | 2 No

If registration was reported at waves 1-3, it was not asked about again at subsequent waves.

2.4 Additional help at school

Parents and teachers were asked whether their child received any additional support at school because of a disability or health problem. One of the reasons that both types of respondent could give for being in receipt of additional support was ‘problems with sight’.

2.5 Special Educational Need

There are two sources of information on the MCS datasets relating to SEN entitlement:

a) Parents were asked whether their child has extra provision at school because they have a Statement, and the reasons the Statement was given.
b) The survey data can be linked to the National Pupil Dataset. The variables available relate to whether or not the child has a Statement of SEN and what is the main reason (only reason). Very few reported sight impairment as the main reason for a statement, and all these respondents would be identifiable as having sight impairment through other variables in the dataset. Information on School Action Plus is not available for linkage to the survey dataset.

2.6 Problems observed by the class teacher

Each child’s class teacher was invited to complete a questionnaire on him/her. One section asked teachers to report problems that the child had exhibited at school, this included ‘problems with sight’.

3 Definition of sight impairment used in this report

From the sources of information available in the fourth wave of the MCS outlined in Chapter 2, a variable that identified the presence of sight impairment was derived. This is a binary variable, where children with sight impairment have a value of 1, and those without sight impairment were scored as 0.

For this variable, children were flagged as having a sight impairment that affected day-to-day functioning if:

- the parent reported a sight related impairment **and** impairments limited the amount or kind of activities that the child could do,
- **and/or** the parent reported in any wave of the survey that the child was registered with the local authority or had been offered registration because of low vision,
- **and/or** the parent reported that the child receives additional support in the classroom because of 'a problem with sight',
- **and/or** the parent reported that the child has a Statement of SEN because of 'a problem with sight',
- **and/or** the class teacher reported that the child receives additional support or has a SEN because of 'a problem with sight'.

Table 3.1 Children with sight impairment

Base: all children	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Percentage of children	2	98	100
Unweighted bases	357	13500	13857
Weighted bases	346	13924	14270

Table 3.1 shows the number and proportion of children in the survey sample with sight impairment identified using the definition applied in this report. There were 357 children with sight impairment in the sample, representing 2% of seven year olds in Britain. We do not recommend that this figure be cited as the prevalence of sight impairment among this group. The purpose of producing this variable was to identify a subsample of young people affected by sight impairment in their day to day lives, with at least moderate impact on their functioning. The definition applied is likely to be more inclusive than the clinical definitions applied in different contexts. For example, the proportion of the pupil population with sight impairment coded as their primary SEN is much lower, at 0.1%.

A variable was also derived to identify children with sight impairment as well as another type of impairment. This was a variable with three possible values; sight impairment only, sight impairment plus another impairment, or no sight impairment. For this variable, children with sight impairment were flagged as also having another impairment if:

- the parent reported a non-sight related impairment **and** impairments limited the amount or kind of activities that the child could do,

- **and/or** the parent reported that the child receives additional support in the classroom because of non-sight related reasons,
- **and/or** the parent reported that the child has a Statement of SEN for a non-sight related reason,
- **and/or** the class teacher reported that the child receives additional support or has a SEN for a non-sight related reason.

Table 3.2 Children with sight impairment plus other impairment

Base: all children	Sight impairment only	Sight and other impairment	Children without sight impairment
	%	%	%
Percentage of children	1	1	98
Unweighted bases	149	208	13500
Weighted bases	145	201	13924

Table 3.2 shows the number and proportion of children with sight impairment only and those with sight and another impairment, applying the definition described above. There were 149 children with sight impairment only in the survey sample, which when weighting is taken into account is 1% of the total sample. There were also 208 children with sight and another impairment, which made up just over 1% of the total number of children in the sample.

4 Health, mental health and wellbeing

Many different aspects of health and wellbeing were asked about on the survey. This chapter is divided into two sections, the first presents information collected from parents and the second information collected from the children themselves, in a short self-completion booklet. The two sources of data provide a very consistent picture.

Not all measures showed a significant difference in rate between children with sight impairment and those without, sometimes it is likely that this is because the sample size was not very large. However, where there were significant differences, a picture emerged of lower wellbeing among children with sight impairment. Very often this difference was only evident among children with sight impairment combined with another disability.

According to parents, children with sight loss were twice as likely as children without an impairment to regularly wet the bed, and twice as likely to always feel worried. Even children with sight loss and no other impairments were more likely to experience these things. Parents of children with sight impairment were also more likely to report concerns about their child's level of happiness, and were more likely to perceive emotional, concentration and behaviour difficulties in their children. The presence of these difficulties can not be explained as symptoms of other impairments; even parents of children with sight loss only were more likely to regard their children as affected.

4.1 Parents' perspective of child wellbeing

Table 4.1 Whether child is often unhappy, downhearted or low

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Somewhat/certainly true	**22***	12	12
Unweighted bases	348	13141	13489
Weighted bases	330	13298	13627

Table 4.2 Whether child is often unhappy, downhearted or low

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Somewhat/certainly true	**21***	**23***	12
Unweighted bases	147	201	13141
Weighted bases	140	190	13298

Table 4.3 Whether child is nervous or lacks confidence in new situations

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Certainly true	**16***	9	9
Unweighted bases	348	13140	13488
Weighted bases	330	13297	13626

Table 4.4 Whether child is nervous or lacks confidence in new situations

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Certainly true	11	**19***	9
Unweighted bases	147	201	13140
Weighted bases	140	190	13297

Table 4.5 Whether child wets the bed at least once a week

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**12***	5	5
Unweighted bases	355	13423	13778
Weighted bases	335	13466	13801

Table 4.6 Whether child wets the bed at least once a week

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**10***	**13***	5
Unweighted bases	148	207	13423
Weighted bases	140	195	13466

Table 4.7 Had an accident or injury requiring hospital visit in the past 12 months

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**29***	21	21
Unweighted bases	357	13499	13856
Weighted bases	336	13521	13857

Table 4.8 Had an accident or injury requiring hospital visit in the past 12 months

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	21	**34***	21
Unweighted bases	149	208	13499
Weighted bases	141	195	13521

Table 4.9 Has many worries or often seems worried

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Somewhat/certainly true	**29***	22	23
Unweighted bases	348	13141	13489
Weighted bases	330	13298	13627

Table 4.10 Has many worries or often seems worried

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Somewhat/certainly true	22	**34***	22
Unweighted bases	147	201	13141
Weighted bases	140	190	13298

Table 4.11 Child has emotional, concentration or behaviour difficulties

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**61***	31	31
Unweighted bases	348	13139	13487
Weighted bases	330	13296	13626

Table 4.12 Child has emotional, concentration or behaviour difficulties

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**49***	**69***	31
Unweighted bases	147	201	13139
Weighted bases	140	190	13296

4.2 Child's perspective of their own wellbeing

Table 4.13 How often child feels happy

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	36	36	36
Some of the time	60	63	63
Never	3	2	2
Unweighted bases	298	12579	12877
Weighted bases	285	12696	12980

Table 4.14 How often child feels happy

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	33	39	36
Some of the time	66	56	63
Never	1	**5***	2
Unweighted bases	137	161	12579
Weighted bases	129	156	12696

Table 4.15 How often child feels worried

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	**9***	5	5
Some of the time	59	64	64
Never	32	31	31
Unweighted bases	296	12504	12800
Weighted bases	285	12634	12919

Table 4.16 How often child feels worried

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	6	**11***	5
Some of the time	65	55	64
Never	30	34	31
Unweighted bases	138	158	12504
Weighted bases	131	154	12634

Table 4.17 How often child feels sad

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	5	3	3
Some of the time	69	70	70
Never	27	27	27
Unweighted bases	295	12546	12841
Weighted bases	284	12682	12966

Table 4.18 How often child feels sad

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	4	5	3
Some of the time	72	66	70
Never	25	29	27
Unweighted bases	136	159	12546
Weighted bases	129	155	12682

Table 4.19 Whether child tells someone if they are worried about something

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No	17	24	24
Unweighted bases	298	12590	12888
Weighted bases	286	12716	13003

Table 4.20 Whether child tells someone if they are worried about something

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No	19	16	24
Unweighted bases	137	161	12590
Weighted bases	130	156	12716

Table 4.21 Has fun with family at weekends

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	61	63	63
Some of the time	35	35	35
Never	3	3	3
Unweighted bases	297	12525	12822
Weighted bases	286	12646	12932

Table 4.22 Has fun with family at weekends

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	65	58	63
Some of the time	33	37	35
Never	2	4	3
Unweighted bases	137	160	12525
Weighted bases	130	156	12646

5 Social engagement

Having opportunities to make and sustain friendships is important for children. Equally important is having the opportunity to be able to spend positive time alone. Children with sight impairment combined with other impairments appear to be disadvantaged on both accounts. However, they do seem to have slightly more contact with grandparents.

Children with sight impairment were less likely than their fully sighted peers to spend time with friends at least weekly. They were also less likely to report having a good friend at all. Teachers confirmed this view.

5.1 Extended family

Table 5.1 Spend time with grandparents alone at least weekly

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Every day or almost every day	**22***	17	18
Several times a week	14	18	18
Once or twice a week	33	31	31
Once or twice a month	16	17	16
Less than once a month	14	15	15
Not at all	3	2	2
Unweighted bases	347	13167	13514
Weighted bases	331	13277	13608

Table 5.2 Spend time with grandparents alone at least weekly

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Every day or almost every day	18	**24***	17
Several times a week	15	13	18
Once or twice a week	31	33	31
Once or twice a month	20	13	17
Less than once a month	14	14	15
Not at all	2	3	2
Unweighted bases	146	201	13167
Weighted bases	139	192	13277

5.2 Friendships

Table 5.3 Spend time with friends outside of school alone at least weekly

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**67***	75	75
Unweighted bases	355	13423	13778
Weighted bases	335	13463	13798

Table 5.4 Spend time with friends outside of school alone at least weekly

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	70	**65***	75
Unweighted bases	148	207	13423
Weighted bases	140	195	13463

Table 5.5 Have at least one good friend

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**83***	90	90
Unweighted bases	339	13025	13364
Weighted bases	323	13193	13516

Table 5.6 Have at least one good friend

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	89	**78***	90
Unweighted bases	146	193	13025
Weighted bases	140	183	13193

Table 5.7 Have at least one good friend, according to teacher

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Certainly true	**57***	79	78
Unweighted bases	270	8448	8718
Weighted bases	261	8849	9110

Table 5.8 Have at least one good friend, according to teacher

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Certainly true	73	**49***	79
Unweighted bases	92	178	8448
Weighted bases	90	170	8849

Table 5.9 Have 'lots' of good friends

Base: **children** who completed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Lots	60	64	64
Unweighted bases	299	12640	12939
Weighted bases	287	12764	13052

Table 5.10 Have 'lots' of good friends

Base: **children** who completed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Lots	66	55	64
Unweighted bases	138	161	12640
Weighted bases	131	156	12764

Table 5.11 Difficulties interfere with friendships

Base: **children** with emotional, concentration, or behaviour difficulties	Children with sight impairment	Children without sight impairment	All children
	%	%	%
A lot	**23***	12	12
Unweighted bases	198	4047	4245
Weighted bases	192	4000	4191

Table 5.12 Difficulties interfere with friendships

Base: **children** with emotional, concentration, or behaviour difficulties	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
A lot	8	**31***	12
Unweighted bases	67	131	4047
Weighted bases	65	127	4000

5.3 Freedom to enjoy time alone

Table 5.13 Play outside in public space without close supervision

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	23	26	26
Unweighted bases	355	13411	13766
Weighted bases	335	13457	13792

Table 5.14 Play outside in public space without close supervision

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	24	22	26
Unweighted bases	148	207	13411
Weighted bases	140	195	13457

Table 5.15 Read for enjoyment on own

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Every day or almost every day	**27***	40	40
Several times a week	19	23	23
Once or twice a week	16	21	21
At least once a month	6	5	5
Every few months	3	2	2
At least once a year	1	0	0
Less often or never	**28***	9	10
Unweighted bases	355	13423	13778
Weighted bases	334	13464	13799

In addition to the significance results highlighted in the table, compared to children without sight impairment, children with sight impairment were also less likely to read at least once a week (62% compared with 84%).

Table 5.16 Read for enjoyment on own

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Every day or almost every day	35	**21**	40
Several times a week	23	17	23
Once or twice a week	20	13	21
At least once a month	5	6	5
Every few months	4	3	2
At least once a year	-	1	0
Less often or never	12	**39**	9
Unweighted bases	148	207	13423
Weighted bases	140	194	13464

In addition to the significant results highlighted in the table, compared to children without sight impairment, children with sight and other impairment were less likely to read at least once a week (51% compared with 84%).

6 Social and financial inclusion

The research literature on the financial situation of carers fits with the data reported in this chapter. Children with sight impairment are more likely to live in homes that find it hard to make ends meet. One likely cause is that it will be harder for parents to work if their child has further support needs. Another cause may be the additional costs that the family may face, for example in terms of equipment or specialist childcare. However, it is also possible that poverty may contribute to the onset of sight loss, for example because of reduced access to health care services.

Even in the households of children with sight loss and no other type of impairment, it was more likely that neither parent was in employment, that the household was behind with bill repayments, and that parents felt that they were struggling financially. This was not just a matter of parents feeling more disadvantaged, according to the reported household income, such households were also more likely to be below the median income level.

Table 6.1 At least one parent in employment

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**74***	87	87
Unweighted bases	357	13500	13857
Weighted bases	336	13521	13857

Table 6.2 At least one parent in employment

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	Children without sight impairment
	%	%	%
Yes	76	**73***	87
Unweighted bases	149	208	13500
Weighted bases	141	195	13521

Table 6.3 Total household income

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
Weekly household income	%	%	%
Less than £100	**4***	3	3
£100, less than £200	**21***	15	15
£200, less than £300	**24***	17	18
£300, less than £400	18	18	18
£400, less than £500	13	15	15
£500, less than £600	8	11	11
£600, less than £700	6	8	8
£700, less than £800	4	6	6
£800, less than £900	1	2	2
£900, less than £1000	1	2	2
Over £1000 a week	-	3	3
Unweighted bases	355	13312	13667
Weighted bases	333	13280	13613

Children with sight impairment were more likely than children without sight impairment to have a total household income less than £300 per week (49% compared with 35%).

Table 6.4 Total household income

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
Weekly household income	%	%	%
Less than £100	2	**6***	3
£100, less than £200	23	**19***	15
£200, less than £300	20	**27***	17
£300, less than £400	13	22	18
£400, less than £500	10	14	15
£500, less than £600	11	6	11
£600, less than £700	11	3	8
£700, less than £800	4	4	6
£800, less than £900	3	-	2
£900, less than £1000	3	-	2
Over £1000 a week	-	-	3
Unweighted bases	148	207	13312
Weighted bases	139	194	13280

Children with sight and other impairment were more likely than children without sight impairment to have a total household income less than £300 per week (52% compared with 35%).

Table 6.5 Household behind with bill payment

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**21***	13	13
Unweighted bases	355	13378	13733
Weighted bases	335	13428	13763

Table 6.6 Household behind with bill payment

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**21***	**21***	13
Unweighted bases	148	207	13378
Weighted bases	140	195	13428

Table 6.7 Home is damp or has condensation

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No damp	83	86	86
Not much of a problem	7	6	6
Some problems	7	6	6
Great problem	3	2	2
Unweighted bases	353	13409	13762
Weighted bases	334	13455	13789

Table 6.8 Home is damp or has condensation

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No damp	80	85	86
Not much of a problem	6	7	6
Some problems	11	5	6
Great problem	3	3	2
Unweighted bases	146	207	13409
Weighted bases	139	195	13455

Table 6.9 How well managing financially

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Living comfortably	16	24	24
Doing alright	38	36	36
Just about getting by	29	28	28
Finding it quite difficult	**12***	8	9
Finding it very difficult	**5***	3	3
Unweighted bases	355	13403	13758
Weighted bases	335	13447	13782

Children with sight impairment were more likely than children without sight impairment to live in a household finding it difficult financially (17% compared with 12%).

Table 6.10 How well managing financially

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Living comfortably	19	14	24
Doing alright	37	38	36
Just about getting by	25	31	28
Finding it quite difficult	**15***	**10***	8
Finding it very difficult	**4***	**6***	3
Unweighted bases	148	207	13403
Weighted bases	140	195	13447

Both children with sight loss only and children with both sight and another impairment were more likely to live in a household that had difficulties managing financially than children with no impairments.

Table 6.11 Whether below 60% median poverty indicator

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**35***	23	23
Unweighted bases	357	13480	13837
Weighted bases	336	13508	13844

Table 6.12 Whether below 60% median poverty indicator

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**35***	**35***	23
Unweighted bases	149	208	13480
Weighted bases	141	195	13508

7 Social and sport activities

For many social activities, children with sight impairment appear to have similar experiences to other children. However, there are particular areas where they are clearly disadvantaged. These include accessing libraries and the cinema, as well as sporting activities and other types of physical exercise.

One in ten children with sight impairment do, on average, no physical activity each week outside school, compared with one in twenty-five children without impairment. They were also more likely to report difficulties with Physical Education (PE) lessons at school than their fully sighted school peers. Sport participation was the key area of social activity where children with sight loss only were underrepresented.

7.1 Going out and having fun

Table 7.1 Been to a play, concert or live show in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	74	78	78
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.2 Been to a play, concert or live show in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	78	**72***	78
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.3 Been to an art gallery or museum in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	65	70	69
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.4 Been to an art gallery or museum in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	66	**65***	70
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.5 Been to a zoo, aquarium or farm in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	81	82	82
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.6 Been to a zoo, aquarium or farm in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	79	82	82
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.7 Been to a theme park or a fair in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	70	70	70
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.8 Been to a theme park or a fair in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	69	71	70
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.9 Been to a cinema in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**74***	83	83
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.10 Been to a cinema in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	79	**70***	83
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.11 Been a spectator at a professional sport event in past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	26	27	27
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

Table 7.12 Been a spectator at a professional sport event in past 12 months

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	28	24	27
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.13 Child has not done any of the activities asked about in the survey in the past 12 months

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**3***	1	1
Unweighted bases	356	13430	13786
Weighted bases	335	13472	13807

While children with sight impairment were more likely than children without sight impairment not to have done any of the activities asked about in the last 12 months (3% compared with 1%), it should be noted that the majority of children had done at least one of these activities.

Table 7.14 Child has not done any of the activities asked about in the survey in the past year

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**3***	**3***	1
Unweighted bases	148	208	13430
Weighted bases	140	195	13472

Table 7.15 Been to a library (not school library) in past year

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**63***	69	68
Unweighted bases	356	13428	13784
Weighted bases	335	13470	13805

Table 7.16 Been to a library (not school library) in past year

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	66	**60***	69
Unweighted bases	148	208	13428
Weighted bases	140	195	13470

7.2 Doing sport

Table 7.17 Do sport or physical activity outside school at least once a week

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	**90***	94	94
Unweighted bases	355	13429	13784
Weighted bases	335	13469	13804

Table 7.18 Do sport or physical activity outside school, at least once a week

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**91***	**89***	94
Unweighted bases	148	207	13429
Weighted bases	140	195	13469

Table 7.19 Average amount of physical activity per week

Base: all children - data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Five or more days a week	65	66	66
Four days a week	6	6	6
Three days a week	5	8	8
Two days a week	7	8	8
One day a week	7	6	6
Less often than once a week	1	2	2
Not at all	**10***	4	4
Unweighted bases	355	13429	13784
Weighted bases	335	13469	13804

Table 7.20 Average amount of physical activity per week

Base: all children - data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Five or more days a week	67	64	66
Four days a week	7	5	6
Three days a week	3	6	8
Two days a week	8	7	8
One day a week	6	8	6
Less often than once a week	1	1	2
Not at all	9	**11***	4
Unweighted bases	148	207	13429
Weighted bases	140	195	13469

8 Experience of school and learning

Children spend a large part of their lives in school. Those with sight impairment are more likely to not enjoy this time – some report having been bullied and not feeling safe in the playground. Their increased negative experience of schooling extends also to the classroom. Children with sight impairment are less likely to want to answer questions and more likely to feel that they are struggling with subjects. A view also shared by teachers. Parents, however, retain high aspirations for their children, whether or not they are visually impaired.

Overall, 40% of children reported that they read on their own for enjoyment at least daily. Among children with sight impairment the rate was much lower (27%). This is likely to be due to practical difficulties with learning to read – nearly two-thirds of children with sight impairment had difficulty with reading compared with a quarter of children overall. Accessible reading material, enabling reading to be an enjoyable and regular experience for children with sight loss, remains a cause for concern.

Parents of children with sight loss only were also less likely to report that their child reads at least once a week for pleasure (this was of borderline significance, p=0.077). Equally, children with sight loss only were less likely to report that they like reading (borderline significant, p=0.054). Difficulty with writing, as well as reading, was also perceived to be an issue for children with sight loss only. Teachers also felt that there were problems with maths (p=0.051) and science.

Despite this, the parents of children with sight loss only were actually more likely than the parents of children without impairments to aspire for their child to attend university.

The great majority of children – both those with and without sight impairments – are not bullied and do feel safe at school. However, children with sight impairment were three times more likely to have been bullied several times or more than other children. They were also twice as likely to 'never' feel safe in the playground (9% compared with 5%). Children with sight impairment were less likely to report enjoying school and more likely to report that they 'don't like it'. Nearly a quarter (23%) of children with sight impairment reported that they didn't like answering questions in class, compared with 16% of children without sight impairment.

Bullying was also more commonly experienced by children with sight loss only than by their peers without any impairment. This was reported by the parents of children with sight loss only, by the children themselves, as well as their teachers. They were also less likely than children without impairments to report enjoying school.

8.1 Bullying

Table 8.1 Bullied either several times or many times at school

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Never	**56***	67	66
Once or twice	28	27	27
Several times	12	5	5
Many times	4	2	2
Unweighted bases	355	13381	13736
Weighted bases	334	13418	13753

Not only were children with sight impairment more likely to have been bullied at all (as shown by the indication of significance in this table), they were also more likely to have been bullied a lot. 16% of children with sight impairment have been bullied several or many times, compared with 6% of children without sight impairment.

Table 8.2 Bullied either several times or many times at school

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Never	**51***	**59***	67
Once or twice	36	23	27
Several times	12	12	5
Many times	0	6	2
Unweighted bases	148	207	13381
Weighted bases	140	194	13418

Table 8.3 Gets bullied at school

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	**16***	8	8
Some of the time	45	40	40
Never	39	52	52
Unweighted bases	293	12579	12872
Weighted bases	280	12712	12993

Table 8.4 Gets bullied at school

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	11	**21***	8
Some of the time	46	44	40
Never	43	36	52
Unweighted bases	137	156	12579
Weighted bases	131	150	12712

Table 8.5 Whether child is bullied

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Not true	**85***	93	93
Somewhat true	**14***	5	5
Certainly true	2	2	2
Unweighted bases	271	8441	8712
Weighted bases	260	8844	9104

Note that teachers were less likely to report that bullying had taken place than children or parents were.

Table 8.6 Whether child is bullied

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Not true	**86***	**84***	93
Somewhat true	13	14	5
Certainly true	0	2	2
Unweighted bases	91	180	8441
Weighted bases	89	171	8844

Table 8.7 Feels safe in the playground

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	58	62	62
Some of the time	32	33	33
Never	**9***	5	5
Unweighted bases	293	12467	12760
Weighted bases	281	12598	12879

Table 8.8 Feels safe in the playground

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	63	54	62
Some of the time	31	34	33
Never	6	**12***	5
Unweighted bases	138	155	12467
Weighted bases	132	149	12598

8.2 Enjoyment of school

Table 8.9 Always/usually enjoy school

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Always	**58***	64	64
Usually	30	30	30
Sometimes	10	5	5
Not at all	2	1	1
Unweighted bases	356	13408	13764
Weighted bases	335	13444	13779

While children with sight impairment were less likely than children without sight impairment to always/usually enjoy school (88% compared with 94%), it is worth noting that most (nearly 9 in 10) children with sight impairment **did** enjoy school.

Table 8.10 Always/usually enjoy school

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Always	**60***	**56***	64
Usually	29	30	30
Sometimes	9	10	5
Not at all	1	4	1
Unweighted bases	148	208	13408
Weighted bases	140	195	13444

Table 8.11 Child likes school a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	48	52	52
I like it a bit	30	32	32
I don't like it	**22***	16	16
Unweighted bases	298	12517	12815
Weighted bases	287	12661	12948

Table 8.12 Child likes school a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	54	42	52
I like it a bit	31	30	32
I don't like it	15	**28***	16
Unweighted bases	138	160	12517
Weighted bases	132	155	12661

Table 8.13 Child feels unhappy at school

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	11	6	6
Some of the time	49	52	52
Never	41	42	42
Unweighted bases	296	12488	12784
Weighted bases	284	12620	12904

Table 8.14 Child feels unhappy at school

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	7	14	6
Some of the time	52	46	52
Never	42	40	42
Unweighted bases	138	158	12488
Weighted bases	132	152	12620

Table 8.15 Child gets fed up with school

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	17	15	15
Some of the time	41	42	42
Never	42	43	43
Unweighted bases	298	12634	12932
Weighted bases	286	12762	13048

Table 8.16 Child gets fed up with school

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	8	25	15
Some of the time	43	39	42
Never	49	36	43
Unweighted bases	139	159	12634
Weighted bases	132	153	12762

Table 8.17 Child feels left out of things at school

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	10	7	7
Some of the time	52	51	51
Never	38	42	42
Unweighted bases	295	12614	12909
Weighted bases	284	12741	13025

Table 8.18 Child feels left out of things at school

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	6	14	7
Some of the time	57	46	51
Never	37	40	42
Unweighted bases	138	157	12614
Weighted bases	132	152	12741

Table 8.19 Child likes answering questions in class a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	42	48	47
I like it a bit	35	40	40
I don't like it	**23***	13	13
Unweighted bases	295	12505	12800
Weighted bases	284	12648	12932

Table 8.20 Child likes answering questions in class a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	48	37	48
I like it a bit	37	33	40
I don't like it	15	**31***	13
Unweighted bases	137	158	12505
Weighted bases	131	153	12648

Table 8.21 Child feels teacher thinks they are clever

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
All of the time	48	46	46
Some of the time	42	50	49
Never	**9***	4	4
Unweighted bases	293	12379	12672
Weighted bases	281	12515	12796

Table 8.22 Child feels teacher thinks they are clever

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
All of the time	53	44	46
Some of the time	42	43	50
Never	5	**13***	4
Unweighted bases	135	158	12379
Weighted bases	129	152	12515

8.3 Reading

Table 8.23 Child has difficulties with reading

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No difficulty	37	75	74
Some difficulty	**42***	21	22
Great difficulty	**21***	4	4
Unweighted bases	355	13406	13761
Weighted bases	334	13444	13778

Children with sight impairment were more likely to have any difficulty - and also more likely to have great difficulty - with reading than children without impairment, according to parent reports.

Table 8.24 Child has difficulties with reading

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No difficulty	55	23	75
Some difficulty	**37***	**46***	21
Great difficulty	**8***	**30***	4
Unweighted bases	147	208	13406
Weighted bases	139	195	13444

Table 8.25 Child likes reading a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	48	57	57
I like it a bit	32	32	32
I don't like it	**20***	11	12
Unweighted bases	295	12506	12801
Weighted bases	285	12642	12927

Table 8.26 Child likes reading a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	50	46	57
I like it a bit	33	32	32
I don't like it	17	**23***	11
Unweighted bases	136	159	12506
Weighted bases	130	154	12642

Table 8.27 Child's level of reading

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Well above average	6	14	13
Above average	11	35	35
Average	27	32	32
Below average	**29***	14	15
Well below average	**28***	4	5
Unweighted bases	263	8288	8551
Weighted bases	255	8749	9004

Table 8.28 Child's level of reading

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Well above average	15	1	14
Above average	20	7	35
Average	39	21	32
Below average	**17***	**35***	14
Well below average	**10***	**37***	4
Unweighted bases	89	174	8288
Weighted bases	88	166	8749

8.4 Writing

Table 8.29 Child has difficulties with writing

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No difficulty	38	71	70
Some difficulty	**41***	25	26
Great difficulty	**21***	4	4
Unweighted bases	354	13404	13758
Weighted bases	334	13441	13775

Table 8.30 Child has difficulties with writing

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No difficulty	57	25	71
Some difficulty	**39***	**42***	25
Great difficulty	**4**	**33***	4
Unweighted bases	147	207	13404
Weighted bases	139	195	13441

Table 8.31 Child's level of writing

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Well above average	2	7	7
Above average	6	28	27
Average	25	39	39
Below average	**40***	21	21
Well below average	**27***	5	6
Unweighted bases	264	8279	8543
Weighted bases	255	8742	8998

Table 8.32 Child's level of writing

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Well above average	6	-	7
Above average	12	3	28
Average	55	9	39
Below average	17	**52***	21
Well below average	10	**36***	5
Unweighted bases	89	175	8279
Weighted bases	88	167	8742

8.5 Maths

Table 8.33 Difficulties with maths

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No difficulty	45	70	69
Some difficulty	**39***	27	27
Great difficulty	**16***	3	4
Unweighted bases	350	13385	13735
Weighted bases	332	13425	13757

Table 8.34 Difficulties with maths

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No difficulty	63	33	70
Some difficulty	34	**42***	27
Great difficulty	3	**25***	3
Unweighted bases	147	203	13385
Weighted bases	139	192	13425

Table 8.36 Likes number work a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	51	53	53
I like it a bit	31	32	32
I don't like it	18	15	15
Unweighted bases	295	12506	12801
Weighted bases	285	12645	12930

Table 8.37 Likes number work a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	53	49	53
I like it a bit	34	29	32
I don't like it	13	**22***	15
Unweighted bases	137	158	12506
Weighted bases	131	154	12645

Table 8.38 Child's level of maths

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Well above average	5	10	9
Above average	12	33	33
Average	31	40	40
Below average	**33***	14	15
Well below average	**20***	3	4
Unweighted bases	268	8389	8657
Weighted bases	257	8775	9032

Table 8.39 Child's level of maths

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Well above average	10	3	10
Above average	20	7	33
Average	42	24	40
Below average	23	**38***	14
Well below average	5	**28***	3
Unweighted bases	91	177	8389
Weighted bases	89	168	8775

8.6 Science

Table 8.40 Likes science a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	55	52	52
I like it a bit	27	33	33
I don't like it	18	16	16
Unweighted bases	283	12104	12387
Weighted bases	276	12399	12675

Table 8.41 Likes science a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	56	55	52
I like it a bit	32	22	33
I don't like it	12	**23***	16
Unweighted bases	133	150	12104
Weighted bases	128	147	12399

Table 8.42 Child's level of science

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Well above average	2	6	6
Above average	13	30	29
Average	41	53	53
Below average	**30***	9	9
Well below average	**13***	2	2
Unweighted bases	269	8339	8608
Weighted bases	258	8754	9012

Table 8.43 Child's level of science

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Well above average	6	1	6
Above average	19	10	30
Average	55	34	53
Below average	17	**37***	9
Well below average	4	**18***	2
Unweighted bases	91	178	8339
Weighted bases	89	169	8754

8.7 Physical education (PE)

Table 8.44 Difficulties with physical education

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
No difficulty	78	95	94
Some difficulty	**17***	5	5
Great difficulty	**5***	1	1
Unweighted bases	354	13391	13745
Weighted bases	333	13431	13764

Table 8.45 Difficulties with physical education

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
No difficulty	**89***	**70***	95
Some difficulty	10	**21***	5
Great difficulty	1	**8***	1
Unweighted bases	147	207	13391
Weighted bases	139	194	13431

Table 8.46 Likes PE a lot

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	67	75	75
I like it a bit	23	18	18
I don't like it	10	7	7
Unweighted bases	297	12508	12805
Weighted bases	287	12643	12929

Table 8.47 Likes PE a lot

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	74	**62***	75
I like it a bit	22	23	18
I don't like it	4	**15***	7
Unweighted bases	138	159	12508
Weighted bases	132	154	12643

Table 8.48 Child's level of PE

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Well above average	0	5	4
Above average	10	26	25
Average	62	62	62
Below average	**18***	6	7
Well below average	**10***	1	1
Unweighted bases	266	8404	8670
Weighted bases	254	8791	9045

Table 8.49 Child's level of PE

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Well above average	1	-	5
Above average	18	5	26
Average	74	55	62
Below average	6	**25***	6
Well below average	1	**15***	1
Unweighted bases	88	178	8404
Weighted bases	84	169	8791

8.8 Other school related information

Table 8.50 Parents aspire for the child to attend university

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Yes	96	98	98
Unweighted bases	320	12869	13189
Weighted bases	301	12852	13153

Table 8.51 Parents aspire for the child to attend university

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Yes	**100***	**93***	98
Unweighted bases	141	179	12869
Weighted bases	134	166	12852

Table 8.52 Main way travels to school

Base: all children – data from **parents**	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Public transport, such as bus or a train	1	2	2
School or local authority bus, minibus	**6***	3	3
Car or other vehicle (inc. Taxi)	45	45	45
Bicycle	-	1	1
Walking	48	49	49
Other	1	1	1
Unweighted bases	*356*	*13407*	*13763*
Weighted bases	*335*	*13444*	*13779*

Table 8.53 Main way travels to school

Base: all children – data from **parents**	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Public transport, such as bus or a train	1	1	2
School or local authority bus, minibus	3	**8***	3
Car or other vehicle (inc. Taxi)	46	44	45
Bicycle	-	-	1
Walking	50	46	49
Other	-	1	1
Unweighted bases	*148*	*208*	*13407*
Weighted bases	*140*	*195*	*13444*

Table 8.54 Likes drawing, painting or making things

Base: **children** who competed self-completion survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
I like it a lot	75	71	71
I like it a bit	20	25	25
I don't like it	5	5	5
Unweighted bases	299	12598	12897
Weighted bases	287	12733	13020

Table 8.55 Likes drawing, painting or making things

Base: **children** who competed self-completion survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
I like it a lot	73	76	71
I like it a bit	25	16	25
I don't like it	2	8	5
Unweighted bases	138	161	12598
Weighted bases	131	156	12733

Table 8.56 Whether child is rather solitary and tends to play alone at school

Base: children with completed **teacher** survey	Children with sight impairment	Children without sight impairment	All children
	%	%	%
Not true	**71***	81	81
Somewhat true	**22***	13	13
Certainly true	8	6	6
Unweighted bases	272	8453	8725
Weighted bases	261	8855	9116

Table 8.57 Whether child is rather solitary and tends to play alone at school

Base: children with completed **teacher** survey	Sight impairment only	Sight and other impairment	No sight impairment
	%	%	%
Not true	84	**64***	81
Somewhat true	12	**26***	13
Certainly true	4	10	6
Unweighted bases	92	180	8453
Weighted bases	90	170	8855

Appendix A Sources of further information

The data archive

The datasets used to produce this report were obtained from the UK Data Archive, which stores and curates key digital data resources for research purposes. These data are publicly available. For further information about accessing the datasets see:

http://www.data-archive.ac.uk/

http://www.esds.ac.uk/

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Please contact Sally or Chris if you have queries about this report or about carrying out other studies, either about people with sight impairment or other groups in society. Such an approach can be an effective and efficient way to generate a robust, high quality evidence base demonstrating the existence of life chance inequalities.