



SOUTH EAST SENSORY IMPAIRMENT PARTNERSHIP (SESIP)

Eligibility Criteria
for Scoring
Support Levels

Revised 2009





ACKNOWLEDGEMENTS

The revision of the 2005 South East Regional Partnership's (SERSEN) Eligibility Criteria for Scoring Support Levels to children and young people (CYP) with sensory impairment (SI) was carried out by a SESIP task group during Autumn 2008/Spring 2009, supported by post Regional Partnerships transitional funding from the DCSF.

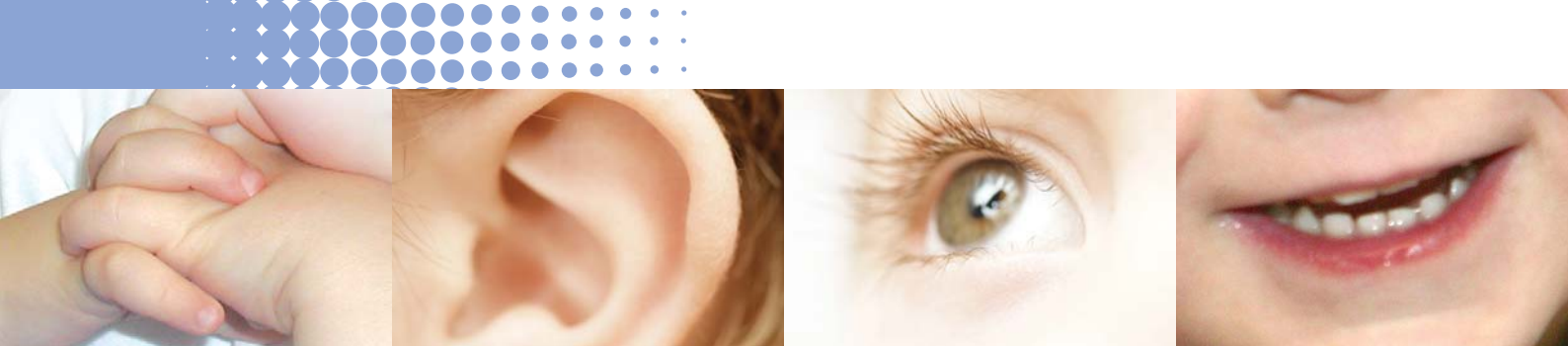
Special thanks are expressed to the wide range of SI Support Service personnel who contributed to the review through the telephone interviews and consultation processes.

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1. GUIDANCE

1.1 Introduction

The original version of the South East Regional Partnership's (SERSEN) Eligibility Criteria for Scoring Support Levels to CYP with SI was developed in 2005. Following three years of operation and supported by post Regional Partnerships transitional funding from the DCSF, a full review was carried out by SESIP during Autumn 2008/Spring 2009.

The review involved extensive consultation across 24 local authority (LA) SI Support Services, including detailed telephone interviews with specialist SI teachers with experience of applying the Eligibility Criteria.

The revised Eligibility Criteria primarily apply to CYP in LA mainstream and special (non SI) educational settings. The scoring system should be adjusted if they are to be applied to specialist schools for SI.

1.2 Purpose

The revised Eligibility Criteria are intended to fulfil several purposes in relation to service support for CYP and their families:

- to facilitate **benchmarking** across LA SI Support Services;
- to enable services to provide an **equitable allocation** of their resources;
- to provide services with **entry and exit criteria** for support;
- to provide a means of **identifying the levels of support** required;
- to provide a means of **justifying the support** provided;
- to inform **Statutory Assessment** and provide evidence for **SENDIST**;
- to inform **staffing level** considerations;
- to support the development of **Service Level Agreements**;
- to support service **quality assurance**.

With respect to benchmarking, it is argued that meaningful comparisons of SI Support Services across different LAs will only be feasible once a common set of Eligibility Criteria is in use, coupled with transparency over the associated support allocation matrices (see examples below) operated by individual services.

Whilst the Eligibility Criteria are comprehensive and are designed to provide the basis for a fair allocation of available resources, they are not intended to exclude professional judgement and do not attempt to replace a full assessment by a qualified specialist SI teacher. For example, a detailed language profile may be used alongside these criteria to support an adjustment in levels of provision.

1.3 Operation

There are three sets of Eligibility Criteria:

- Hearing Impaired (10 sections, one of which is divided into 2 subsections);
- Visually Impaired (10 sections, one of which is divided into 2 subsections);
- Multi-Sensory Impaired (10 sections, 4 of which are divided into 2 subsections).

Each section/subsection within a set of Eligibility Criteria comprises a range of criteria with a score being allocated to each criterion.

Abbreviations, the classification of sensory loss and the definitions of the terms used within the Eligibility Criteria are provided in the Glossary (ref. 1.4)



In **applying** the Eligibility Criteria, SI specialist teachers will need to:

- select the appropriate set of Eligibility Criteria according to the CYP's type of sensory impairment;
- enter the CYP's details on the appropriate Record Sheet (ref. part 3);
- work through the Eligibility Criteria, selecting only one criterion per section/subsection, and enter the score for each section/subsection into the appropriate box on the Record Sheet. If none of the criteria apply within a section/subsection, enter a score of 0 in the box. (N.B. The Record Sheets have been designed to provide a comparative record over time with three separate recording tables);
- add the scores for each section/subsection to provide the Total Score. (N.B. The maximum score for each of the three sets of Eligibility Criteria is 100. An individual's Total Score can therefore be expressed as a percentage without additional calculation);
- use the Total Score as a basis for support allocation decisions according to service policy. (N.B. It is anticipated that the Multi-Sensory Impaired support allocation matrix will include an appropriate combination of specialist sensory professionals).

In determining the **support allocation**, services will need to:

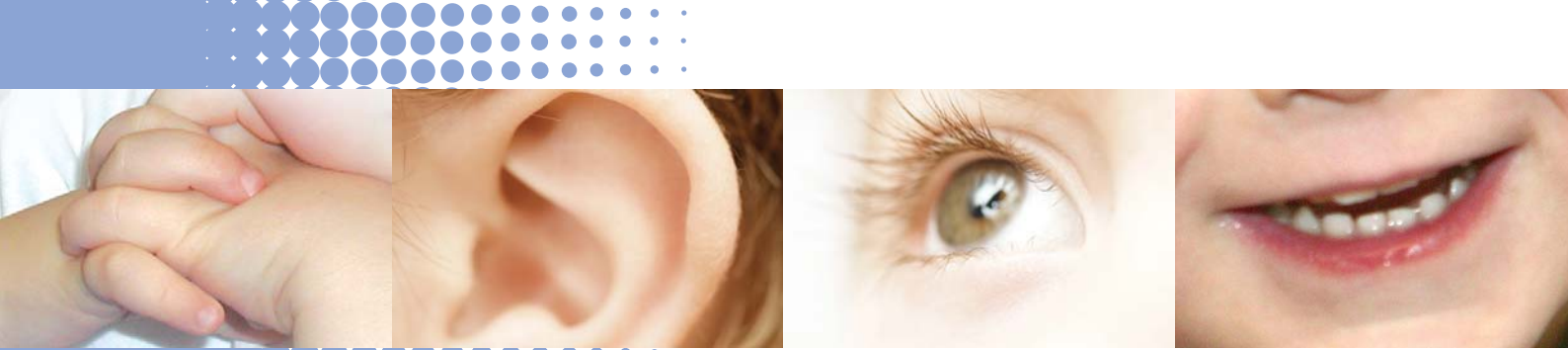
- devise their own support allocation matrix according to what is considered deliverable within their resources and to reflect a whole service approach. Implicit within the support allocation will be the CYP's ability to access the curriculum. (N.B. A blank matrix has been added to the Record Sheets which, when completed by a service, will act as a convenient reference).

No attempt has been made to specify levels of support appropriate to Total Score ranges. It is intended, however, to gather information on the support allocation matrices adopted by services so that normative data will eventually become available.

Two **examples** of a matrix developed by LA SI Support Services for use with the original version of the Eligibility Criteria are shown here:

EXAMPLE 1

Total Score Range	Support Category	Support Allocation
75% and above	Support Plus	Active caseload/very high level of support/probably includes pupils seen twice or more each week/may include HI Early Years children who have one visit but high level of multi-agency liaison required/reports required.
50 – 74%	Support	Active caseload/specialist SI teachers decide on frequency and timing of visits/flexibility required/may include pupils seen for blocks of time/must let school know time and date of next visit/reports required.
25 – 49%	Monitor	Active caseload/one or two visits annually/troubleshooting for radio aids, CCTV's etc. may generate additional visit/single report giving advice specific to pupil/report on request from Senior Teacher/Team Leader for specific reason.
24% and below	Advice	Not on active caseload/lists held centrally/advice sent to schools following referral/advice by telephone following request by school/no reports provided.



EXAMPLE 2

Total Score Range	Support Category	Support Allocation
70% >	A 1	2 or more visits per week
50 – 69%	A 2	Weekly
40 – 49%	A 3	Fortnightly
30 – 39%	B 1	Monthly
25 – 29%	B 2	Twice termly (3 term year)
20 – 24%	C 1	Termly (3 term year)
15 – 19%	C 2	Twice yearly visit
< 15%	NFA	Off caseload

- translate an individual’s Total Score into the associated category of support on the matrix and then decide upon the actual support allocation through whatever moderation processes are established within the service.

Apart from professional judgement considerations, temporary issues such as staffing vacancies and long term illness cover may also need to be taken into account.

With respect to the frequency of review of the support allocation, the intention is that the completion of the Eligibility Criteria exercise should inform an ongoing review around the support for a CYP’s needs. The consultation undertaken during the revision of the Eligibility Criteria indicated that, in the majority of cases, a review was carried out annually, typically in the summer term(s), unless changes in circumstances called for earlier action. As referred to previously, the scores from three applications of the Eligibility Criteria can be entered on a single Record Sheet.

In considering the application of the Eligibility Criteria within the Early Years Context, services are expected to pursue the Early Support ethos of keeping families at the heart of discussion and decision making about their children (www.earlysupport.org.uk). This ethos is indeed embedded within the quality assurance programme associated with the Newborn Hearing Screening Programme, which carries an expectation that the support offered to families of infants with a newly confirmed hearing loss will be responsive to the families’ concerns and wishes.

Clearly, many factors influence the level and type of support that a family may request in the early stages and these can change within a relatively short time frame.

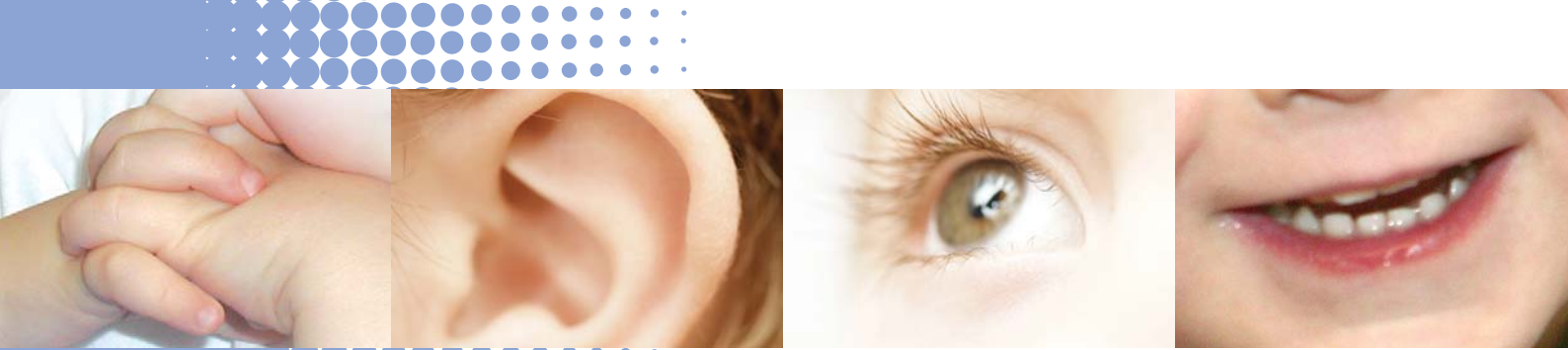
In this circumstance the Eligibility Criteria may not be applicable in relation to early intervention within the home.



1.4 Glossary

1.4.1 Abbreviations:

BSL:	British Sign Language
CCTV:	Close Circuit Television
CI:	Cochlear Implant
CYP:	Child and Young Person/Children and Young People
EAL:	English as an Additional Language
FM Systems:	Radio Aids
HI:	Hearing Impairment or Deafness
LA:	Local Authority
LVA:	Low Vision Aid
MSI:	Multi-Sensory Impairment/ Deafblindness
SERSEN:	South East Regional Partnership
SESIP:	South East Sensory Impairment Partnership
SI:	Sensory Impairment
TA:	Teaching Assistant
VI:	Visual Impairment



1.4.2 Classification of sensory loss:

(N.B. The British Society of Audiology descriptors have been adopted for hearing loss)

Mild sensory loss:	hearing:	unaided threshold 21-40 dBHL
	vision:	better than 6/18 Snellen/Kay better than 0.5 LogMAR but with visual field loss
	multi-sensory:	dual impairment with a mild loss in both modalities
Moderate sensory loss:	hearing:	unaided threshold 41-70 dBHL
	vision:	within the range 6/18-6/36 Snellen/Kay within the range 0.5-0.7 LogMAR
	multi-sensory:	dual impairment with a moderate loss in both or the most affected modality
Severe sensory loss:	hearing:	unaided threshold 71-95 dBHL
	vision:	within the range 6/36-6/60 Snellen/Kay within the range 0.8-1.2 LogMAR
	multi-sensory:	dual impairment with a severe loss in both or the most affected modality
Profound sensory loss:	hearing:	unaided threshold in excess of 95 dBHL
	vision:	blind 6/60 or less Snellen/Kay blind 1.3 LogMAR or worse
	multi-sensory:	dual impairment with a profound loss in both or the most affected modality
Unilateral sensory loss:	either unilateral hearing or monocular vision	
Multi-sensory impairment:	a diagnosed visual and hearing impairment with at least a mild loss in each modality	

1.4.3 Definition of terms:

Children and Young People:	all learners in the target group
Curriculum:	an holistic view is taken and this covers all aspects of the curriculum and ethos
Early Years:	birth to statutory school age
Mainstream:	LA maintained mainstream early years/school provision
Paediatric Mobility Officer:	a person trained and qualified to provide mobility training for CYP in educational settings
Parents/carers:	all those who have responsibility for the care of CYP
Special School:	LA maintained special school (non SI)

2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

2.1 Hearing Impaired

(N.B. If none of the criteria apply within a section/subsection, score 0 for that section/subsection on the Record Sheet)

1. Degree of hearing impairment (average hearing loss for better ear using British Society of Audiology descriptors)		
CRITERIA		SCORE
a.	Unilateral/Mild HI/Fluctuating conductive HI/CI functioning as mild HI	4
b.	Moderate longstanding conductive HI/Moderate HI/CI functioning as moderate HI Mild HI with conductive overlay/Unilateral with conductive overlay Neo-natal conductive and throughout early years/Functional moderate loss due to auditory neuropathy	8
c.	Severe HI (including significant high frequency)/CI functioning as severe HI Moderate HI with conductive overlay/Functional severe loss due to auditory neuropathy	12
d.	Profound HI/Profound functional loss due to auditory neuropathy	15

2. Additional factors relating to hearing impairment		
CRITERIA		SCORE
a.	Late diagnosis of permanent HI which continues to impact on language development – period from presumed onset: 6 mths - 2 yrs	2
	Over 2 yrs	5
b.	Continuing assessment of HI required e.g. fluctuating condition, deteriorating/degenerative progressive loss	5
c.	Recently acquired permanent HI (within last 12 months)	5

3. Impact of hearing impairment on functional ability (language, learning and communication, including impact of EAL)		
CRITERIA		SCORE
a.	Functional language and communication good given appropriate management strategies and service monitoring and advice	2
b.	Functional language and communication needs targeted support by specialist teacher in order for pupil to access the curriculum	8
c.	Functional language and communication needs high level of targeted support by specialist teacher at individual pupil level to establish and develop skills for learning	14

4. Use of personal hearing aids or cochlear implant		
CRITERIA		SCORE
a.	CYP uses personal aids/CI at home and/or in educational placement effectively	2
b.	CYP uses personal aids/CI effectively and consistently but does not independently manage personal aids/CI	4
c.	CYP uses personal aids/CI reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	6
d.	CYP recently issued with personal aids/use of equipment still being assessed/established	8
e.	CYP has received CI within the last two years	8

5.1 Training requirement		
CRITERIA		SCORE
a.	Qualified Teacher of the HI available within educational placement	2
b.	Key staff/parents/carers have knowledge and understanding of the impact of HI	4
c.	Key staff/parents/carers require additional or continuing training on HI	6
d.	Key staff/parents/carers new to HI	8
e.	Key staff need tuition in signing skills/use of specialist equipment	10

2.1 Hearing Impaired *continued*

5.2 Additional training requirement relating to change of placement		
CRITERIA		SCORE
a.	Low contribution required	3
b.	Moderate contribution required	5
c.	High contribution required	10

6. Support for effective use of specialist equipment by child/young person (e.g. FM systems)		
CRITERIA		SCORE
a.	Low level of support – e.g. equipment checks needed 3 x 1 year	2
b.	Moderate level of support – e.g. equipment checks needed 6 x 1 year	4
c.	New user of equipment	6
d.	High level of support – e.g. monthly equipment checks and support for use of equipment needed	8

7. Physical learning environment (N.B. Factors affecting the quality of acoustic environment are outlined in the Appendix at 2.4)		
CRITERIA		SCORE
a.	Contained learning environment which supports inclusive learning for the HI pupil and which will include reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. interactive whiteboards)	2
b.	Contained learning environment which supports aspects of inclusive learning for the HI pupil and which will include some reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. interactive whiteboards)	5
c.	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise - background and external, poor lighting and technology for visual reinforcement)	8

8. Impact of hearing impairment on personal/social learning needs		
CRITERIA		SCORE
a.	Short term specialist intervention to develop personal/social learning skills	2
b.	Long term specialist intervention required to develop personal/social learning skills	4
c.	Intensive and significant specialist intervention required because hearing impairment severely inhibits motivation, attention and interaction and relationship with others	6

9. Additional factors relating to family support		
CRITERIA		SCORE
a.	Family requires a low level of additional support	2
b.	Family requires a moderate level of support	4
c.	Family requires a high level of support	6

10. Multi-agency liaison/role		
CRITERIA		SCORE
a.	Teacher of the HI contributes to multi-agency working for CYP	2
b.	Teacher of the HI contributes to multi-agency working for CYP with complex needs	4
c.	Teacher of the HI is lead professional identified for school-aged CYP	6
d.	Teacher of the HI is lead professional for early years child or lead support worker for nursery/school aged CYP with high level of liaison and joint working with other professionals	8
e.	Teacher of the HI is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals	10

2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

2.2 Visually Impaired

(N.B. If none of the criteria apply within a section/subsection, score 0 for that section/subsection on the Record Sheet)

1. Degree of visual impairment		
CRITERIA		SCORE
a.	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time)	4
b.	Moderate VI/Functional moderate loss due to cerebral VI	8
c.	Severe VI/Functional severe loss due to cerebral VI	12
d.	Profound VI/ Profound loss due to cerebral VI	15

2. Additional factors relating to visual impairment		
CRITERIA		SCORE
a.	Late diagnosis of permanent VI – period from presumed onset: 6 mths - 2 yrs	2
	Over 2 yrs	5
b.	Continuing assessment of VI required e.g. fluctuating condition, deteriorating/degenerative progressive loss	5
c.	Recently acquired permanent VI (within last 12 months)	5

3. Impact of visual impairment on functional ability (language and communication skills including Braille learning)		
CRITERIA		SCORE
a.	Compensatory strategies well developed and student requires minimal intervention to support optimum visual functioning	2
b.	Functional vision needs targeted support by specialist teacher in order to access the curriculum. Compensatory strategies require targeted intervention to improve visual functioning	8
c.	Functional vision needs high level of targeted support by specialist teacher at individual pupil level to establish and develop skills for learning. Compensatory strategies require high level of intervention to enable visual functioning or non-sighted learning	14

4. Development of mobility skills		
CRITERIA		SCORE
a.	CYP requires assessment and advice by Paediatric Mobility Officer/Paediatric Mobility Educator qualified to work with CYP	2
b.	CYP requires short term programme delivered by Paediatric Mobility Officer/Paediatric Mobility Educator	4
c.	CYP has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from Paediatric Mobility Officer/Paediatric Mobility Educator and liaison with an Occupational Therapist or Physiotherapist	6
d.	CYP requires long term programme delivered and maintained by Paediatric Mobility Officer/ Paediatric Mobility Educator	8

5.1 Training requirement		
CRITERIA		SCORE
a.	Qualified Teacher of the VI available within educational placement	2
b.	Key staff/parents/carers have knowledge and understanding of the impact of VI	4
c.	Key staff/parents/carers require additional or continuing training on VI	6
d.	Key staff/parents/carers new to VI	8
e.	Key staff need tuition in Braille /use of specialist equipment	10

2.2 Visually Impaired *continued*

5.2 Additional training requirement relating to change of placement		
CRITERIA		SCORE
a.	Low contribution required	3
b.	Moderate contribution required	5
c.	High contribution required	10

6. Support for effective use of specialist equipment by child/young person (may include CCTVs, LVAs, Braille, tactile and speech access)		
CRITERIA		SCORE
a.	Low level of support including short term programme	2
b.	Moderate level of support including short term programme and some regular monitoring	4
c.	New user of equipment requiring longer term programme and refresher programmes	6
d.	High level of support including Braille equipment	8

7. Physical learning environment		
CRITERIA		SCORE
a.	Contained learning environment which supports inclusive learning for the VI pupil and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	2
b.	Contained learning environment which supports aspects of inclusive learning for the VI pupil and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast	5
c.	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise-interference, inconsistent room layout, inappropriate lighting, physical hazards)	8

8. Impact of visual impairment on personal/social learning needs		
CRITERIA		SCORE
a.	Short term specialist intervention to develop personal/social learning skills	2
b.	Long term specialist intervention required to develop personal/social learning skills	4
c.	Intensive and significant specialist intervention required because visual impairment severely inhibits motivation, attention and interaction and relationship with others	6

9. Additional factors relating to family support		
CRITERIA		SCORE
a.	Family requires a low level of additional support	2
b.	Family requires a moderate level of support	4
c.	Family requires a high level of support	6

10. Multi-agency liaison/role		
CRITERIA		SCORE
a.	Teacher of the VI contributes to multi-agency working for CYP	2
b.	Teacher of the VI contributes to multi-agency working for CYP with complex needs	4
c.	Teacher of the VI is lead professional identified for school-aged CYP	6
d.	Teacher of the VI is lead professional for early years child or lead support worker for nursery/school aged CYP with high level of liaison and joint working with other professionals	8
e.	Teacher of the VI is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals	10

2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

2.3 Multi-Sensory Impaired

(N.B. If none of the criteria apply within a section/subsection, score 0 for that section/subsection on the Record Sheet)

1. Degree of multi-sensory impairment/deafblindness		
CRITERIA		SCORE
a.	Mild MSI – dual impairment with a mild loss in both modalities (i.e. hearing and vision)	3
b.	Moderate MSI – dual impairment with a moderate loss in both or the most affected modality	6
c.	Severe MSI – dual impairment with a severe loss in both or the most affected modality	7
d.	Profound MSI – dual impairment with a profound loss in both or the most affected modality	8

2. Additional factors relating to sensory impairment		
CRITERIA		SCORE
a.	Late diagnosis of permanent MSI – period from presumed onset: 6 months to 2 years	2
	Over 2 years	5
b.	Continuing assessment of MSI required e.g. fluctuating condition, deteriorating/degenerative progressive loss (e.g. metabolic disorders, Usher's Syndrome)	5
c.	Recently acquired permanent sensory loss (within last 12 months)	5

3.1 Impact of multi-sensory impairment on functional ability (language, learning and communication, including impact of EAL) – Part 1		
CRITERIA		SCORE
a.	Functional language and communication good given appropriate management strategies and service monitoring and advice. May be skilled user of alternative mode of communication (e.g. BSL)	2
b.	Functional language and communication needs targeted support in order for pupil to access the curriculum. Requires augmentative strategies to support communication, (e.g. signing approaches, symbols, photos...)	5
c.	Functional language and communication needs high level of targeted support by specialist teacher at individual pupil level to establish and develop skills for learning. Requires MSI specific/individual alternative and augmentative communication approaches (e.g. hands on signing approaches, symbols, photos, objects of reference, tactile symbols, light tech. or high-tech. aids...)	8

3.2 Impact of multi-sensory impairment on functional ability (language, learning and communication, including impact of EAL) – Part 2		
CRITERIA		SCORE
a.	Compensatory strategies well developed and student requires minimal intervention to support optimum sensory function	2
b.	Functional hearing/vision needs targeted support in order to access the curriculum. Compensatory strategies require targeted intervention to improve visual and auditory functioning	5
c.	Functional hearing/vision needs high level of targeted support by MSI/HI/VI specialist teacher at individual teacher level to establish and develop skills for learning. Compensatory strategies require high level of intervention to enable optimum sensory function and access to information	8

4.1 Use of personal hearing aids or cochlear implant		
CRITERIA		SCORE
a.	CYP uses personal aids/CI at home and/or in educational placement effectively	2
b.	CYP uses personal aids/CI effectively and consistently but does not independently manage personal aids/CI	3
c.	CYP uses personal aids/CI reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	4
d.	CYP recently issued with personal aids/use of equipment still being assessed/established	6
e.	CYP has received CI within the last two years	6

2.3 Multi-Sensory Impaired *continued*

4.2 Development of mobility skills		
CRITERIA		SCORE
a.	CYP requires assessment and advice by Paediatric Mobility Officer/Paediatric Mobility Educator qualified to work with CYP	2
b.	CYP requires short term programme delivered by Paediatric Mobility Officer/Paediatric Mobility Educator	4
c.	CYP has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from specialist MSI teacher and liaison with an Occupational Therapist or Physiotherapist working with Paediatric Mobility Officer/Paediatric Mobility Educator	5
d.	CYP requires long term programme delivered and maintained by Paediatric Mobility Officer/Paediatric Mobility Educator	6

5.1 Training requirement		
CRITERIA		SCORE
a.	Qualified Teacher of the MSI available within educational placement	2
b.	Key staff/parents/carers have knowledge and understanding of the impact of MSI	4
c.	Key staff/parents/carers require additional or continuing training on MSI	6
d.	Key staff/parents/carers new to MSI	7
e.	Key staff need tuition in Braille/mobility/augmentative or alternative communication/use of specialist equipment	8

5.2 Additional training requirement relating to change of placement		
CRITERIA		SCORE
a.	Low contribution required	3
b.	Moderate contribution required	5
c.	High contribution required	9

6.1 Support for effective use of specialist HI equipment by child/young person (e.g. FM systems)		
CRITERIA		SCORE
a.	Low level of support – e.g. equipment checks needed 3 x 1 year	2
b.	Moderate level of support – e.g. equipment checks needed 6 x 1 year	4
c.	New user of equipment	6
d.	High level of support – e.g. monthly equipment checks and support for use of equipment needed	8

6.2 Support for effective use of specialist VI equipment by child/young person (may include CCTVs, LVAs, Braille, tactile and speech access)		
CRITERIA		SCORE
a.	Low level of support including short term programme	2
b.	Moderate level of support including short term programme and some regular monitoring	4
c.	New user of equipment requiring longer term programme and refresher programmes	6
d.	High level of support including Braille equipment	8

2.3 Multi-Sensory Impaired *continued*

7. Physical Learning environment (N.B. Factors affecting the quality of acoustic environment are outlined in the Appendix at 2.4)		
CRITERIA		SCORE
a.	Contained learning environment which supports inclusive learning for the pupil with MSI and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds, minimal reflections off surfaces and visual reinforcement (e.g. interactive whiteboards), as well as opportunities built into the day to address sensory integration needs	2
b.	Contained learning environment which supports aspects of inclusive learning for the pupil with MSI and which will include some reasonable adjustments in relation to acoustics, lighting, visual contrast, and visual reinforcement (e.g. interactive whiteboards)	4
c.	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise-interference, inconsistent room layout, poor lighting and technology for visual reinforcement, physical hazards)	6

8. Impact of multi-sensory impairment on personal/social learning needs		
CRITERIA		SCORE
a.	Short term specialist intervention to develop personal/social learning skills	2
b.	Long term specialist intervention required to develop personal/social learning skills	4
c.	Intensive and significant specialist interventions required because sensory impairment severely inhibits motivation, attention, interaction and relationships with others	6

9. Additional factors relating to family support		
CRITERIA		SCORE
a.	Family requires a low level of additional support	2
b.	Family requires a moderate level of support	4
c.	Family requires a high level of support	6

10. Multi-agency liaison/role		
CRITERIA		SCORE
a.	Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for CYP	2
b.	Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for CYP with complex needs	4
c.	Specialist SI teacher (MSI/HI/VI) is lead professional identified for school-aged CYP	5
d.	Specialist SI teacher (MSI/HI/VI) is lead professional for early years setting or lead support worker for nursery/school aged CYP, with high level of liaison and joint working with other professionals	6
e.	Specialist SI teacher (MSI/HI/VI) is lead professional for CYP with complex needs requiring a high level of liaison and joint working with other professionals	8

2. ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

Appendix 2.4 Classroom Environment/Acoustics

When considering scoring the acoustic environment for the Eligibility Criteria it should be remembered:

Early diagnosis of hearing loss, together with good pre-school guidance, consistent and appropriate hearing aid fitting, and cochlear implants are making it possible for deaf pupils to be educated in mainstream classes. The government policy of inclusion also encourages this situation.

It is therefore important to have realistic targets for acoustic conditions in schools in order to influence either existing provision or new building regulations. Good acoustic conditions benefit both hearing and deaf pupils. However, classroom acoustics is only one of many factors which will support or inhibit the successful inclusion of deaf pupils.

Recommended standards need to be used sensitively and put in the context of other strategies used by pupils and staff. They would be one factor in the learning environment and the impact on individuals will be variable.

Background Noise Levels (BNL) and Reverberation Times (RT) can be improved by:

- acoustic treatment: carpets, curtains, doors (and closing doors), soft covers on display tables, ceilings etc.
- INSET to mainstream teachers re. management of hearing loss and use of personal FM systems
- Auditory Training Units (ATU), conference microphones etc.
- good classroom management
- provision of quiet areas
- monitoring and evaluating the use of hearing aids (including modern technology e.g. digital hearing aids)
- use of visual clues and access through text
- provision of Soundfield FM system
- skilled use of a personal FM system by deaf pupils i.e.
 - knowing when it is working correctly
 - being able to assist in fault finding (when competent enough)
 - being able to decide the situations when a radio aid is useful
 - using additional leads and adaptors with TVs, computers, etc.
 - having confidence to explain use to other pupils and teachers

3. RECORD SHEETS

3.1 CYP with HI/VI

Name of CYP: _____ Date of Birth: _____ HI/VI

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

3. RECORD SHEETS

3.2 CYP with MSI

Name of CYP: _____ Date of Birth: _____

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):



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