

### 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	
<b>TOTAL SCORE</b>	
<b>CATEGORY</b>	

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

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

#### 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):

## 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)

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

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

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

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

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

## 2.1 Hearing Impaired *continued*

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

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

<b>7. Physical learning environment (N.B. Factors affecting the quality of acoustic environment are outlined in the Appendix at 2.4)</b>		
<b>CRITERIA</b>		<b>SCORE</b>
<b>a.</b>	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)	<b>2</b>
<b>b.</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)	<b>5</b>
<b>c.</b>	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise - background and external, poor lighting and technology for visual reinforcement)	<b>8</b>

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

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

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