

Workstream 3D.6

Habilitation Eligibility Framework for Scoring Support Levels

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Preface



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1. Foreword

1.1 Acknowledgements

This guidance has been prepared as part of Workstream 3D.6 within NatSIP, with the aim of improving outcomes for children and young people with sensory impairments. We are grateful to the following people for their support:

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1.2 Glossary

Term or abbreviation	Expansion
CVI	Cerebral Vision Impairment
CYP	Children and Young People
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
LA	Local Authority
MISE	Mobility and Independence Specialists in Education (now known as Habilitation VI UK)
MSI	Multi-Sensory Impairment
NatSIP	The National Sensory Impairment Partnership
OT	Occupational Therapist
QHS	Qualified Habilitation Specialist
QTMSI	Qualified Teacher of children and young people with Multi-Sensory Impairment
QTVI	Qualified Teacher of children and young people with Vision Impairment (or a qualified teacher undergoing specialist training to become a QTVI)
RQHS	Registered Qualified Habilitation Specialist
SEND	Special Educational Needs and Disability
SI	Sensory Impairment
ToD	Teacher of the Deaf
VI	Vision Impairment (including blindness)

1.3 Definition of terms

Complex needs	Needs are often described in terms of severity and multiplicity. Complex needs typically refers to needs which span more than one of the four main areas of need, i.e. cognition and learning; communication and interaction; behaviour, emotional and social development; sensory and/or physical.
Early years	Birth to statutory school age
Parents/carers	All those who have a responsibility for the care of CYP

1.4 Classification of sensory loss

1.4.1 Vision loss

From a functional standpoint, a CYP can be considered to have VI if this interferes with optimal development, learning and achievements, unless adaptations are made in the methods of presenting learning experiences, the nature of the materials used and/or the learning environment (ref. Barragan's definition cited in Flanagan et al, 2003, p 497). This definition includes children and young people with other disabilities/impairments in addition to VI, including those with profound and complex needs. Note that the term 'learning' includes not just academic learning, but the acquisition of mobility, life and social skills that, in the case of a CYP with VI, would be provided through habilitation education.

Acuity criteria are for guidance purposes only. The professional judgement of a QTVI should be applied as necessary to decide on the classification. For example, a CYP may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition, e.g. an oculomotor disorder such as nystagmus, visual field reduction, cerebral vision impairment, and/or additional learning difficulties.

In the case of a CYP undergoing a patching programme, the Habilitation Eligibility Framework can be applied whilst the CYP is patched with further vision assessment carried out following the patching programme.

The following classifications apply to corrected vision with both eyes open.

1.4.1.1 Distance Vision

Distance Vision	
Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/19 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/120 Snellen/Kay (LogMAR 0.8 – 1.3)
Profound vision loss	Less than 6/120 Snellen/Kay (LogMAR 1.32+)

1.4.1.2 Near vision

Refer to standardized tests such as Kays, BUST, Maclure at 33 cms. Please use professional judgement and note any additional factors such as crowding or processing.

Near Vision	
Mild vision loss	N14-18
Moderate vision loss	N18-24
Severe vision loss	N24-36
Profound vision loss	Educationally blind/Braille user/can access small quantities of print larger than N36

1.4.2 Multi-sensory loss

For the purposes of the Habilitation Eligibility Framework, MSI applies where a CYP has combined vision and hearing impairments, which may include a functional loss in one or both of these senses that creates difficulty in accessing the curriculum and engaging in daily life experiences.

The Policy Statement *Pupil Level Annual School Census Definitions (PLASC)* published by the DfES (2005), states:

[Pupils with MSI] have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Note: As a unilateral loss has significant implications for CYP with MSI (i.e. they are unable to rely on the other distance sense to compensate for/support access to information) the criteria within the Habilitation Eligibility Framework apply to CYP with unilateral as well as those with bilateral vision impairment.

For CYP with MSI, the classification of hearing loss below should be used.

1.4.3 Hearing loss

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1,000, 2,000 and 4,000Hz in the better ear. No response is taken to have a value of 130 dBHL.

Hearing loss	
Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

1.5 Unilateral sensory loss

Unilateral loss refers to either a hearing loss affecting only one ear or a vision loss affecting only one eye.

2. Guidance

2.1 Introduction

Following the surveys carried out as part of the revision of the NatSIP Eligibility Criteria for Scoring Support Levels (now renamed Eligibility Framework for Scoring Support Levels), a proposal was made to develop stand-alone eligibility criteria for habilitation.

The recommendation was to produce a more extensive set of habilitation criteria than those contained within the vision impairment (VI) and multi-sensory impairment (MSI) sections of the main Eligibility Framework Document (see [appendix](#) for these sections extracted from the main document), building on the NatSIP VI specific independence outcomes¹ (specifically the 'mobility' and 'independent living' sections). The recommendation was intended to ensure better identification of support needs by an RQHS in order to promote individual learner progress in habilitation skills. It was recommended that habilitation criteria be produced as a supplement to the Eligibility Framework for Scoring Support Levels.

The NatSIP Habilitation Eligibility Framework for Scoring Support Levels document has been developed for use by RQHSs in LA sensory support services offering outreach support to CYP and their families and educational settings (except for SI specialist provisions).

This framework embraces changing legislation with recognition of the need for coverage of the 0-25 year age range in a multi-agency context, and in a variety of educational settings. These range from home and early years settings at the pre-school stage, where early intervention is of such importance, to schools, including academies and free schools, through to post-16 further educational placements.

This document, the Habilitation Eligibility Framework, is a tool for sensory services to use to guide decision-making over support allocation for individual CYP with VI or MSI through systematic consideration of a wide range of relevant factors.

Although devised by experienced practitioners, the framework is intended as a guide to good practice for the allocation of appropriate levels of support and not as a rigid set of criteria.

2.2 Purpose

This document is intended to serve several purposes in service support for CYP and their families:

- to show how the work of the RQHS informs the work of QTVIs and other professionals
- to facilitate benchmarking across LA Sensory 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 the local offer – the LA's information on the services it expects to be available locally
- to inform EHC Plans – the multi-agency need assessments and plans for CYP
- to inform staffing level considerations, the nature of support and allocation of caseloads
- to support the development of service level agreements
- to support service quality assurance and self-evaluation
- to reflect compliance with the Equality Act (2010).

¹ <https://www.natsip.org.uk/index.php/doc-library-login/better-assessments-including-model-ehc-plans/1038-vision-impairment-specific-independence-outcomes>

With respect to benchmarking, meaningful comparisons of sensory support services across different LAs will only be feasible once a common set of eligibility criteria is in use, and there is transparency over the support allocation matrices operated by individual services.

Whilst this framework is designed to provide the basis for a fair allocation of available resources, it relies on professional judgement and should only be used as part of a full assessment by an RQHS. Professionals will know that use of the framework is leading to effective identification of support when CYP are making good progress and achieving good outcomes.

2.3 The importance of Habilitation

Habilitation combines both mobility and orientation training with the teaching of the life-skills needed to perform everyday tasks. The skills and strategies taught by habilitation specialists help children and young people with vision impairment to develop in line with their sighted peers, enabling them to achieve the greatest possible independence and to maximise their educational outcomes and life chances.

Quality standards for the delivery of habilitation for CYP with VI²

The *Quality standards for the delivery of habilitation for CYP with VI²* are designed to ensure that CYP with VI are enabled, through high quality mobility and independence training and support, to achieve the greatest possible independence and maximise their educational outcomes and life chances.

The quality standards establish a baseline for habilitation practice and, for the CYP being trained, indicate the quality of services required to achieve the following outcomes:

- the maximum degree of independent living
- the maximum degree of independent travel and mobility
- emotional well-being, including self-confidence and self-esteem
- the maximum degree of social inclusion
- competence in the use of any specialist habilitation tools as aids to mobility and independence
- the ability to assess risks and anticipate likely areas of personal difficulty in mobility and independent living.

2.4 Practice Guidance

For good practice, the following guidance is offered:

- the criteria apply to CYP of all ages, accepting that a personalized approach is needed which should start in the early years
- the criteria apply to CYP with VI and MSI
- the criteria should be scored by an RQHS following assessment
- the findings from the habilitation framework should form the basis for the completion of Criterion 4 in the VI section, and Criteria 4.2 and 4.3 in the MSI section, of the main NatSIP Eligibility Framework for Scoring Support Levels document.³ They will also contribute to other criteria within the main document
- the importance of out-of-term work and home area work, including parental support, is fully recognised
- the purpose of habilitation in relation to independent functioning and the statutory requirements to implement habilitation programmes with reference to the Habilitation Quality Standards² is acknowledged

² Miller, O., Wall, K.R. and Garner, M. (2011) *Quality Standards: Delivery of Habilitation Training (Mobility and Independent Living Skills) for Children and young people with visual impairment*. London.M21/IOE/RNIB/DCSF/DfE.

³ <https://www.natsip.org.uk/index.php/doc-library-login/eligibility-framework/916-eligibility-framework-document>

- a developmental approach from birth that focuses on developmental age, not chronological age, is the basis of assessment and support
- partnership working with the QTVI is seen as core to the process
- work should be carried out under the direction of the RQHS, but not always by them. For example it may be more appropriate for a habilitation assistant or parent to carry out the work
- some work may be better carried out as part of a group rather than on an individual basis
- the approach is seen as preventative, avoiding dependency in later life, especially on transition to adulthood
- based on assessment of the CYP's development, the RQHS should decide on the best way of achieving desired outcomes, including what programme to use (e.g. MISE mobility and independence scheme – early years) and what level of support is needed
- the Framework should be cross referenced to the 'Mobility' and 'Independent living' sections in the NatSIP VI Specific Independence Outcomes document (February 2016 edition)¹
- the importance of having close RQHS involvement with family and school staff involved with the learner is paramount.

1.5 Operation

The single set of criteria within the Habilitation Eligibility Framework document covers seven extended criteria as defined by the International Classification of Functioning, Disability and Health – Children and Youth Version (World Health Organization 2007):

- Early movement (fine and gross motor skills)
- Sensory development and functioning (hearing, vision, touch, taste, smell, proprioception, kinaesthetic, vestibular, haptic)
- Concepts (body, spatial and environmental awareness)
- Social and communication skills (including keeping safe)
- Independent living skills (organization skills, personal hygiene, money, dressing)
- Orientation
- General mobility

Abbreviations, definitions of terms and the classification of sensory loss used within the Habilitation Eligibility Framework are provided in [§§ 1.2-1.5](#).

1.5.1 Applying the NatSIP Eligibility Habilitation Framework

To apply the NatSIP Habilitation Eligibility Framework, RQHSs should follow the steps below:

Step 1: Download the NatSIP Habilitation Eligibility Framework Form⁴ from the NatSIP Website. The form can be downloaded separately from the manual and either completed online or printed off for completion.

To access the documents on the NatSIP website, you will need to register and be logged in. Registration is free and open to all. If you need help with registration, a guide/walkthrough⁵ is available.

Step 2: Enter the CYP's details on the NatSIP Habilitation Eligibility Framework Form.

Step 3: Work through the seven criterion tables, selecting only one of the options within each table and enter the CYP's score into the appropriate box at the base of the table. The 'Comments' box allows the RQHS to enter any information or evidence that was taken into account when making the option selection within the criterion table.

Step 4: Enter the CYP's scores for each of the criterion tables in the CYP Score Table on the Habilitation Scoring Summary Sheet at the end of the NatSIP Habilitation Eligibility Framework Form and add to calculate the CYP's Total Score. NB: the maximum score for the eligibility criteria is 100. An individual's Total Score can therefore be expressed as a percentage.

Step 5: Use the Total Score as a basis for support allocation decisions according to service policy. In determining the support allocation, each service will need to agree its Service Habilitation Support Allocation Matrix according to what it considers to be the support levels required to meet needs. Implicit within the support allocation will be the CYP's ability to be independent, to make good progress and to achieve good outcomes.

Using the downloadable NatSIP Habilitation Eligibility Framework Form on the NatSIP Website, services can enter their Service Habilitation Support Allocation Matrix to the Habilitation Scoring Summary Sheet.

It is envisaged that the NatSIP Habilitation Eligibility Framework Form would be completed by the RQHS together with a QTVI for CYP with VI or specialist teachers for HI/VI and, where available, MSI for CYP with MSI. (This would also inform the overall scoring on the NatSIP Eligibility Framework). Following this, decisions could be made between the professionals involved regarding who should deliver specified elements of the allocated support.

Once a service has decided upon its Habilitation Support Allocation Matrix, the CYP's Total Score can be translated into the associated level/category of support on the matrix. It is suggested that a final decision upon the actual support allocation should then be made 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. It is stressed that the support allocation derived from the CYP's Total Score should be treated as a starting point for consideration/discussion with the potential for the level of support to be increased or lowered.

Step 6: Review - the intention is that the completion of the NatSIP Habilitation Eligibility Framework exercise should inform an ongoing review around the support for a CYP's needs. It is suggested that a review of a CYP's scoring on the Habilitation Form should be carried out annually, typically towards the end of the academic year or to correspond with a CYP's statutory Annual Review, unless changes in circumstances call for earlier action.

⁴ <https://www.natsip.org.uk/index.php/doc-library-login/eligibility-framework/habilitattion-eligibility-framework/1043-habilitation-eligibility-framework-form>

⁵ <https://www.natsip.org.uk/index.php/public-documents/public-documents/139-natsip-registration-howto>

To provide a comparative record over time, the [Habilitation Record Sheet](#) allows a CYP's scores from three applications of the NatSIP Habilitation Eligibility Framework to be entered on a single form. The Record Sheet⁶ can be downloaded from NatSIP Website.

1.5.2 Additional considerations

1.5.2.1 Early Years

In considering the application of the NatSIP Habilitation Eligibility Framework within Early Years, services are expected to pursue the Early Support ethos of keeping families at the heart of discussion and decision-making about their children. 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.

1.5.2.2 Developmental factors

Whilst specific developmental and educational stages are not specified within the criterion tables, the impact of a sensory impairment will vary according to such stages and will of course need to be recognised where appropriate in completing the Habilitation Eligibility Framework. For example, a mild VI may have more significant impact on younger children who are in the early stages of independent living skills than in older children whose independence and mobility skills are more secure.

1.5.2.3 Additional SEND

All services involved in the education and support for CYP with VI/MSI will need to ensure a co-ordinated approach for CYP with additional SEND/complex needs.

Although additional SEND in conjunction with VI/MSI may impact upon a CYP's learning and development, it should be remembered that the prime focus of the Habilitation Eligibility Framework concerns the appropriate contribution of support to be provided by LA Sensory Support Services through an RQHS and not the total package of provision and support for the CYP.

With respect to CYP with learning difficulties, whilst it is understood that the interaction of learning difficulties with VI/MSI may in certain cases call for increased Sensory Service support, it has also been argued that CYP with significant learning difficulties can often receive a high level of educational support in their settings which in fact calls for less Sensory Service input than might otherwise be required. In this circumstance it is considered that any adjustments to the contribution of support by Sensory Services on account of learning difficulties should be made at the support allocation moderation stage.

1.5.2.4 Post-16

The nature of the different settings which young people within the 16-25 age range may attend is of a breadth that may have a greater influence on the allocation of support needed than is the case for Early Years settings and schools.

1.5.2.5 Specialist provision

The NatSIP Habilitation Eligibility Framework has been developed for LA Sensory Support Services offering outreach support to non-VI/MSI specialist educational settings. These settings may include Special Schools, Units and Resource Bases which are not VI/MSI specialist provisions but which have CYP with VI/MSI on roll.

⁶ <https://www.natsip.org.uk/index.php/doc-library-login/eligibility-framework/habilitattion-eligibility-framework/1047-habilitation-eligibility-framework-record-sheet>

The NatSIP Habilitation Eligibility Framework was not developed for VI/MSI specialist provisions such as Special Schools, Units and Resource Bases for CYP with VI or MSI which, it is assumed, will offer the staffing expertise and resources to meet the needs of learners with VI/MSI. Support from a Sensory Service may however need to be considered in the circumstance of a CYP with MSI being placed in a specialist provision for HI or VI only which does not specifically have the MSI expertise.

1.5.3 Habilitation Support Allocation Matrices

As already stated in Step 5, each service will need to agree its Habilitation Support Allocation Matrix according to what it considers to be the support levels required to meet needs.

2. NatSIP Habilitation Eligibility Framework Form

Name of CYP:	Date of Birth:	RQHS:
Please <input checked="" type="checkbox"/> : VI <input type="checkbox"/> MSI <input type="checkbox"/>		QTVI:
		QTMSI:
		ToD:
Educational placement:		Date:

Note: The score allocated for a CYP in each of the criterion tables should be selected from the options available following assessment by a Registered Qualified Habilitation Specialist (RQHS)

Criterion 1: Early Movement		Score
a	The learner has age appropriate early movement skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of early movement skills appropriate to age and ability	4
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing early movement skills, appropriate to age and ability (both gross and fine motor), overseen by an RQHS and supported by those working with the individual, including family	6
d	The learner has multiple needs affecting the development of early movement skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	6
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop early movement skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	8
f	The learner requires a structured longer-term programme of assessed interventions to develop early movement skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	10
Comments		CYP Score

Criterion 2: Sensory development and functioning		Score
a	The learner has age appropriate sensory skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of sensory skills appropriate to age and ability	4
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing sensory skills, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	6
d	The learner has multiple needs affecting the development of sensory skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	6
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop sensory skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	8
f	The learner requires a structured longer-term programme of assessed interventions to develop sensory skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	10
Comments		CYP Score

Criterion 3: Concepts		Score
a	The learner has age appropriate understanding of concepts	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of concepts appropriate to age and ability	4
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing concepts, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	6
d	The learner has multiple needs affecting the development of concepts and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	6
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop concepts, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	8
f	The learner requires a structured longer-term programme of assessed interventions to develop concepts, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	10
Comments		CYP Score

Criterion 4: Social and communication skills		Score
a	The learner has age appropriate social interaction and communication skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of social and communication skills appropriate to age and ability	4
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing social and communication skills, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	6
d	The learner has multiple needs affecting the development of social and communication skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	6
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop social and communication skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	8
f	The learner requires a structured longer-term programme of assessed interventions to develop social and communication skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	10
Comments		CYP Score

Criterion 5: Independent living		Score
a	The learner has age appropriate independent living skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of independent living skills appropriate to age and ability	8
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing independent living skills, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	12
d	The learner has multiple needs affecting the development of independent living skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	12
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop independent living skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	16
f	The learner requires a structured longer-term programme of assessed interventions to develop independent living skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	20
Comments		CYP Score

Criterion 6: Orientation		Score
a	The learner has age appropriate orientation skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of orientation skills appropriate to age and ability	8
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing orientation skills, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	12
d	The learner has multiple needs affecting the development of orientation skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	12
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop orientation skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	16
f	The learner requires a structured longer-term programme of assessed interventions to develop orientation skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	20
Comments		CYP Score

Criterion 7: General mobility		Score
a	The learner has age appropriate mobility skills	0
b	The family and, as appropriate, other professionals, require structured, timely and systematic advice from an RQHS to support the development of mobility skills appropriate to age and ability	8
c	The learner requires a structured, systematic and coordinated multi-professional approach to developing mobility skills, appropriate to age and ability, overseen by an RQHS and supported by those working with the individual, including family	12
d	The learner has multiple needs affecting the development of mobility skills and requires structured, timely and systematic support from an RQHS in liaison with the family and other key professionals	12
e	The learner requires a structured programme of assessed interventions, which may be short term, to develop mobility skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	16
f	The learner requires a structured longer-term programme of assessed interventions to develop mobility skills, appropriate to age and ability, delivered and monitored by an RQHS (in conjunction with other key professionals), reinforced by the family	20
Comments		CYP Score

NatSIP Habilitation Eligibility Framework Form

Habilitation Scoring Summary Sheet

CYP Score Table

Criterion	Score
1	
2	
3	
4	
5	
6	
7	
Total Score:	

Service Habilitation Support Allocation Matrix

Total Score Range	Support Category	Habilitation Support Allocation

Evidence underpinning any professional adjustment made to the CYP's matrix support allocation:

3. Habilitation Record Sheet

Name of CYP:	Date of Birth:
--------------	----------------

Date:		Date:		Date:	
Criterion	Score	Criterion	Score	Criterion	Score
1		1		1	
2		2		2	
3		3		3	
4		4		4	
5		5		5	
6		6		6	
7		7		7	
Total Score		Total Score		Total Score	
Category		Category		Category	

Service Habilitation Support Allocation Matrix

Total Score Range	Support Category	Habilitation Support Allocation
Evidence underpinning any professional adjustment made to the CYP's matrix support allocation:		

Appendix: NatSIP Eligibility Framework for Scoring Support Levels - Habilitation criterion tables

A1.1 Vision Impairment

Criterion 4: Development of Habilitation skills		Score
a	The learner has no issues affecting independent mobility or daily living skills	0
b	The learner requires assessment and advice by a Habilitation Specialist qualified to work with CYP	2
c	The learner needs a structured approach to develop independence, self-organisational skills and functional life skills	3
d	The learner requires a short-term programme delivered by a Habilitation Specialist	4
e	The learner has CVI/complex needs/is non-ambulant (wheelchair)/has developmental mobility or balance and co-ordination issues affecting independent mobility. Requires support from a Habilitation Specialist and liaison with an Occupational Therapist or Physiotherapist	6
f	The learner requires a long-term programme delivered and maintained by a Habilitation Specialist	8
Comments		CYP Score

A1.2 Multi-sensory impairment

Criterion 4.2: Development of movement and orientation		Score
a	The learner is independently mobile in familiar and unfamiliar environments and requires no intervention	0
b	The learner is independently mobile in a familiar environment but needs support from a specialist teacher to develop skills in unfamiliar environments	2
c	The combined impact of the visual/hearing impairment requires intervention to structure the environment to motivate the CYP's movement and learning about their immediate environment	4
d	The learner requires intervention in collaboration with a physiotherapist and OT to develop independent mobility and orientation within familiar environments	5
e	The learner is independently mobile (by walking or wheelchair). Learner receives input from a Habilitation Specialist and requires advice and support from a Specialist SI Teacher (MSI/HI/VI) to embed the skills in a range of contexts	6
Comments		CYP Score

Criterion 4.3: Independence, self-organisational skills and functional life skills		Score
a	The learner has age/development appropriate skills in all areas	0
b	The learner has acquired some skills but needs planned intervention to generalise these to a range of contexts	2
c	The learner needs a structured approach to develop skills in independence and personal hygiene	4
d	The learner requires some intervention from a specialist teacher to develop and apply their self-organisational skills	5
Comments		CYP Score

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