

Template Service Level Agreement

Between a specialist education service and a post-16 education provider

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Preface

This document was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:



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A. Background

This document has been developed by the National Deaf Children's Society.

It has been developed to help specialist education hearing support services and providers of post-16 education develop a service level agreement for the provision of specialist education support services for students who have a hearing impairment.

Many local authorities will already have their own templates. If so, this template can be used for comparison purposes. Any text in this template should be edited to reflect local circumstances. Text in *blue* in this template should be deleted in the final version.

B. Introduction

This template SLA covers circumstances where the services are fully funded by the local authority, fully funded by the college using High Needs Funding allocated to individual students or its delegated formula budget or partly funded by the local authority and partly funded by the post-16 provider. It can be amended to be used where there is a charge for any services.

This document is one of a range of template SLAs that we have produced, including:

- A template SLA for the provision of education support to an early years setting/school
- A template SLA and for the delegation of funding for a resource provision to a mainstream school
- A template specification for a local authority to use when commissioning centrally funded specialist services from a third party (such as a school providing outreach support, a private company or a social enterprise).

C. Template service level agreement (SLA) for a specialist education support service and a post-16 education provider for the provision of education support for deaf young people

SERVICE LEVEL AGREEMENT BETWEEN *(insert name of service)* AND *(insert name of provider)* FOR THE PROVISION OF SPECIALIST EDUCATION SUPPORT AND ADVICE

Purpose:

This agreement sets out the service to be provided to *(name of provider)* by *(name of service)* and the terms under which the service is provided.

The service level agreement is for the *YYYY/YY* academic year

1. Aim of the support provided

Insert the objectives of the service provision. A suggestion is below

To assist *(name of provider)* in:

- a) ensuring students with hearing impairment on its roll make good progress and achieve good outcomes.
- b) ensuring compliance with statutory obligations under the Equality Act 2010, part three of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice.

(Note: This relates to English legislation and would need to be re-written to reflect the statutory frameworks in Scotland, Northern Ireland and Wales)

2. Students supported by this agreement

The following students with a hearing impairment will be supported under this agreement

- a) *(name)*
- b) *(name)*
- c) *(name)*

3. Level of support:

(Set out the level of support to be provided by the service and by whom: Teacher of the Deaf (ToD), specialist teaching assistant (), technician, for example)

The service will provide *N* visits by a Teacher of the Deaf lasting on average *Y* hours per visit.

This will be reviewed if there is a change in the numbers of students to be support or a significant change in their needs.

The service will make all reasonable endeavours to provide these visits but there may be variations due to circumstances normally beyond management control. For example, poor weather that prevents travel, school closures, a pupil absent from school, sudden and unexpected illness of staff.

The service will inform the provider immediately if it becomes aware a member of its team cannot attend an arranged appointment.

4. Type of support provided

The service provided will depend on the individual needs of the students with a hearing impairment (including any provision set for those with an Education, Health or Care plan) and the knowledge, skills and needs of the provider's staff.

The service can offer a wide range of support to providers. This is set out in Appendix 1. The specific support provided to *(name of provider)* will depend on the needs of the students and the needs of the provider. This can change during the year. Therefore, at the end of each term, agreement will be reached between the *(insert details of the people who would make this agreement e.g. the ToD or Head of Service and a head of provider)* about what support will be provided from the time allocated to individual students and the provider. A template for recording the agreement is given in Appendix 2.

Appendix 3 provides information on the service and a list of specialist staff who may provide support in the setting depending on the type of support required in an establishment.

Any support centrally funded by the local authority will be allocated with reference to the local authority's eligibility criteria which can be found at *(insert link to where the eligibility criteria can be viewed)*. Any support funded by *(insert name of post-16 provider)* will be determined by the college with reference to the needs of the students.

5. Financial Arrangements

This section is required if the service is fully or partly funded by the post-16 provider.

For a service partly funded by the local authority and partly by the post-16 establishment:

The local authority will fund the following level of support: *(set out the level of support such as support from a ToD a day a week, weekly visit by a technician)*

The college/post-16 provider will fund the following level of support: *(set out the level of support)*

The annual cost to the college/post-16 provider will be £XX per academic year. This will be paid *(insert payment arrangements e.g. at the end of each month, at the end of each term on receipt of an invoice from the local authority/service provider)*

For a service fully funded by the post-16 establishment:

The local authority will fund the following level of support: *(set out the level of support such as support from a ToD a day a week, weekly visit by a technician)*

The college/post-16 provider will fund the following level of support: *(set out the level of support)*

The annual cost to the *provider* will be £XX per academic year. This will be paid *(insert payment arrangements e.g. at the end of each month, at the end of each term on receipt of an invoice from the local authority/service provider)*

(Note: You should include details of whether the charges apply if for any reason the service cannot be provided such as unexpected closure of the college, student being absent, illness of the ToD. Usually a factor for staff illness would be built into the service's charging/fees structure)

6. Requirements on the specialist education service

(The details of the support the specialist service provides are set out in the section above and Appendix 1. This section sets out some key conditions under which the service is provided.)

The service will

- a) ensure its staff have the necessary specialist qualification to undertake their role. Teachers of the Deaf will have the mandatory qualification in deaf education or will be undertaking this training.
- b) be delivered in accordance with the quality standards¹ for sensory support services developed by the National Sensory Impairment Partnership.
- c) ensure that the student is closely involved in developing their support plan and kept informed at all stages
- d) keep and make available a record of all work with the student and *(insert name of provider)* and (where the young person has consented) keep parents informed of the support provided through a record of visit
- e) inform the young person and the provider when a member of staff is unable to attend an arranged appointment due to illness or other professional duties
- f) in the case of prolonged staff absence, make every effort to ensure that a replacement is able to visit (visits may not be as frequent as those carried out by usual staff)
- g) provide input on the recruitment and selection process of support staff for the student
- h) follow all processes and procedures put in place by the local authority on, for example, safeguarding and data protection

7. Requirements on *(name of provider)*

To help ensure the specialist support is as effective as possible, *(name of provider)* will use its best endeavours to *(insert the factors that need to be in place to help ensure effective provision - some examples are given below)*:

- a) ensure the Teacher of the Deaf has ongoing access to the student's education records (including information on progress in key areas of development, assessment results, behaviour and bullying incidents) to ensure assessment and advice is as informed as possible
- b) let the service have details of other professionals supporting the student
- c) circulate information and advice from the Teacher of the Deaf to appropriate staff
- d) notify parents/carers of the service's support for their child (if under 18)
- e) make time for regular liaison with relevant members of staff
- f) provide an appropriate space (for example, a room with minimum background noise and good lighting) for the service to undertake specialist assessments, check hearing equipment and work individually with the student
- g) let the visiting Teacher of the Deaf know as soon as possible if students are absent and a visit is not necessary
- h) release/encourage relevant staff to attend training
- i) make arrangements to allow the Teacher of the Deaf to undertake observation and/or support and implement agreed strategies and support

¹ See: www.natsip.org.uk/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack

- j) make time for individual tutorial sessions if these are needed
- k) comply with any agreements relating to the loan of hearing technology to support the student
- l) ensure the service has good notice of the time of Annual Reviews and/or transition meetings
- m) provide feedback on the service provided to help self-evaluation and improvement plans

The consent of the student for any sharing of information on any of the above will be sought.

8. Complaints and feedback procedure

If the provider should have any concerns over the quality of service provided it should contact (*name of contact in the service – probably the head of service or team manager*). If the concern cannot be resolved, it will be escalated using the local authority’s complaints procedure.

If the service should have concerns about the provider it should contact (*insert the provider’s representative*). If the concern cannot be resolved, it will be escalated using the provider’s complaints procedure.

9. Signatories

On behalf of (*insert name of provider*)

Name:		Role:	
Signature:		Date:	

On behalf of (*insert name of service*)

Name:		Role:	
Signature:		Date:	

Appendix 1: Service Menu

(It is suggested that the service menu is aligned with the Assess-Plan-Do-Review cycle given that educational providers in England are required to implement by the SEND Code of Practice (2015). Examples of what a service may offer under each of the APDR headings are given below. Services may wish to use a different structure for describing their offer to providers. Services, particularly those in Northern Ireland, Scotland and Wales, may wish to use a different structure for describing their offer to establishments, although the assess, plan, implement/do, review cycle is a commonly adopted approach to supporting children who need additional support and is not unique to England)

Supporting the implementation of the Assess, Plan, Do, Review cycle

The service can support the Assess, Plan, Do, Review cycle required by the SEND Code of Practice:

Assess

The service can:

- a) undertake specialist assessments to identify a better understanding of needs and factors that may be impeding a student's progress
- b) identify the need for access to technology, communication support and required adjustments to listening conditions
- c) identify support needed to meet any specific subject requirements
- d) advise on the impact of a hearing impairment on key aspects of the student's development in areas such as: listening skills; language development; working memory; auditory memory; processing time; attention and concentration; literacy skills; self-esteem; social skills; incidental learning; and independence skills.

Plan

The service can assist in the planning of provision by:

- a) helping to define the outcomes the student is expecting to achieve
- b) advising on the steps and shorter term targets required to achieve these outcomes
- c) advising on the provision and adjustments required to achieve the outcomes and targets or steps to meet needs and overcome any barriers to accessing teaching and learning. This would include support strategies and interventions, access arrangements and support from external agencies
- d) advising on the arrangements for monitoring and review

In particular the service can advise on:

- a) targets related to the development of language, communication, literacy, confidence and social skills and the support and interventions required to achieve the targets
- b) the provision and maintenance of hearing equipment
- c) the provision of communication support such as interpreters and notetakers
- d) measures to ensure teaching and learning takes place in rooms which provide a good listening environment and have good acoustics
- e) access arrangements for assessments/examinations
- f) the provision of pre- and post-lesson teaching
- g) specific teaching strategies and resources to ensure access to teaching and learning
- h) any support required to improve self-esteem and social skills
- i) measures to develop independence skills including independence as a learner, the ability to use and maintain equipment, improving understanding of own hearing loss and strategies to support this, and self-advocacy/self-determination skills

- j) access to specialist careers advice and preparing for adulthood
- k) ensuring staff and other students are aware of the needs of the student and what can be done to overcome barriers to learning and participation
- l) support transitions to work or to further or higher education
- m) collate and coordinate information from outside agencies

Do

The service can:

- a) support and advise the tutors and teaching assistants on teaching and learning strategies and programmes to achieve the targets set out in the plan
- b) support and advise provider staff on how they can check that hearing technology is working and how to use it
- c) undertake specialist checks on hearing aids using a hearing aid test box to measure the frequency response, distortion and output level of a hearing aid
- d) set up a radio aid for a student in accordance with required quality standards and train the student and, as appropriate, staff on its use, including how to perform daily listening checks. Undertake electroacoustic checks regularly and whenever a part of the system is changed
- e) advise on other technologies
- f) undertake checks on the listening environment (including acoustic checks) and advise on measures to improve it
- g) provide whole provider training and/or training to identified staff on meeting the needs of students
- h) support on liaison with outside agencies, e.g. audiology services and/or implant centres and social care
- i) support in making applications to examination boards for examination access and concessions

Review

The service can:

- a) use specialist assessments in key areas to assess progress and/or identify particular barriers and strengths
- b) advise on new targets
- c) advise on any changes to the student's level of hearing loss
- d) advise on changes to interventions and support required to ensure good progress is made
- e) contribute to annual reviews and attend annual review meetings

Whole college and other support

- a) provision of training for staff
- b) advice on improving the listening environment
- c) support the transition of deaf school leavers to college
- d) advice to work experience providers/employers
- e) support for the transition to Higher Education or work including providing information to support disabled student allowance and Access to Work
- f) supporting assessment of young people on apprenticeships for the purpose of claiming Access to Work Funding and additional Learner Support

Appendix 2: Suggested format for a termly or annual support agreement

(Note: This appendix is designed to ensure there is a focus on achieving learner targets as these will be the key focus over a term. Some services may wish to include the broader longer term outcomes to give context for the targets but it does add further to the amount of information on a form that should already be recorded elsewhere.) During consultations it has been suggested that to reduce administration processes, termly reports would be more appropriate for students requiring regularly ongoing support and that annual agreement would be adequate for those with lower levels of support).

Academic year **Term**

Student.....

Support Level.....

Equipment on loan.....

Support provided by.....

Overall outcomes	Targets	Support to be provided
<i>(list the overall outcomes which have been agreed)</i>	<i>(list the targets that the learner will be working on)</i>	<i>List the support the ToD or other service staff will be providing such as:</i> <ul style="list-style-type: none"> <i>i) Assessment</i> <i>ii) Advice on target setting</i> <i>iii) Strategies to support teaching and learning</i> <i>iv) Support for social and emotional development</i> <i>v) Advice on hearing technology</i> <i>vi) Support for transition</i> <i>vii) Support for access to examinations/tests/concessions</i> <i>viii) Contributing to or attending annual review meeting</i>

Support to provider staff

Name and role of staff member	Support provided
	<i>(For example, help with understanding need/assessments, setting targets, using and checking technology, teaching approaches and delivery of interventions, differentiation of the curriculum, reasonable adjustments, improving the listening environment, etc.)</i>

Other support

(include any other support such as whole provider training, support for work placements, support for transitions)

Agreed by:

Tutor:

Teacher of the Deaf:

Date:

Appendix 3: Information about the service

(This section is optional for services who wish to add in more information about themselves and the role of different staff)

Service mission/vision statement

(insert text)

Roles of staff in the service *(amend as appropriate or remove)*

- a) **Teacher of the Deaf (ToD)** A teacher who has gained an additional post graduate qualification as a Teacher of the Deaf. Visits to observe specific lessons and evaluate access to the curriculum, deliver specialised support. Works collaboratively with SENCO and relevant staff, provide advice on audiological management. Completes specialist assessments and advise on target setting. Assists child to manage hearing loss and equipment, develop independence skills, monitor and track attainment. Advises on exam concessions, liaises with families and health services. Delivers training to staff and peer awareness to pupils. Contributes to SEN plans, reviews, EHC plans.
- b) **Specialist Teaching Assistant (TA)** A teaching assistant who has received additional specialised training and has experience of working with children with a hearing impairment. Support TA in school, model good practice, signpost to resources. Support pupil, teaching staff. Deliver short term interventions.
- c) **Educational Audiologist** A Teacher of the Deaf with an additional qualification in audiology. Support the effective use of amplification system and listening devices in the classroom. Acoustic surveys, speech discrimination testing, assessment of hearing and aided listening levels in setting. Advising on hearing aids and radio aids.
- d) **Audiological technicians** A technician who has received training in hearing technology and has experience of working with children with a hearing impairment. Provide, maintain and advise on audiological equipment

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