

Template Service Level Agreement

Between a specialist education service and an early years setting or school

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Preface



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A. Background

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

It has been developed to help services who want to put in place or review service level agreements (SLAs) with schools and early years settings for the provision of specialist education support to deaf children.

The template should be edited to reflect local circumstances. Any text in *blue* in this template should be deleted in the final version.

B. Introduction

This agreement assumes that the specialist education service is centrally funded by the local authority and that services are provided free at the point of delivery. However, it can be amended to use where there is a charge for any services to, for example, private schools. If so, the SLA should also include sections on payment, termination arrangements, etc.

Many local authorities will already have their own templates. If this is the case, this template can be used for comparison purposes.

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 a college
- 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).

There are further examples of SLAs available on the National Sensory Impairment Partnership website.¹

¹ See: <https://www.natsip.org.uk/doc-library-login/send-reforms-implementation-support/joint-commissioning-files/749-example-service-level-agreement-for-schools> and www.natsip.org.uk/doc-library-login/sersen-sesip-document-archive/113-model-sla

C. **Template service level agreement (SLA) for a specialist education support service and an early years setting or school for the provision of education support for deaf children**

SERVICE LEVEL AGREEMENT BETWEEN *(name of service)* AND *(name of school or EY setting)* FOR THE PROVISION OF SPECIALIST EDUCATION SUPPORT AND ADVICE

Purpose:

This agreement sets out the service to be provided to *(name of school or EY setting)* 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

1.1 To assist *(insert name of establishment)* in:

- a) ensuring children/pupils/students with hearing impairment on its roll make good progress and achieve good outcomes
- b) ensuring compliance with statutory obligations under the Equality Act 2010,² Part three of the Children and Families Act 2014,³ and the Special Educational Needs and Disability Code of Practice.⁴

(Note: This relates to English legislation and would need to be altered to reflect the statutory frameworks in if used in Scotland, Northern Ireland and Wales)

2. **Children/Pupils/Students supported by this agreement**

2.1 The following children/pupils/students with a hearing impairment will be supported under this agreement:

- a) *(insert name of child/pupil/student, year group)*
- 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 (TA), technician, for example)

- 3.1 The service will provide *N* visits by a Teacher of the Deaf lasting on average *Y* hours per visit.
- 3.2 This will be reviewed if there is a change in the numbers of children/pupils/students to be supported or a significant change in their needs.
- 3.3 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.
- 3.4 The service will inform the school immediately if it becomes aware a member of its team cannot attend an arranged appointment.

² See: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

³ See: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

⁴ See: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4. Type of support provided

- 4.1 The service provided will depend on the individual needs of the children/pupils/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 establishment's staff.
- 4.2 The service can offer a wide range of support to education establishments. This is set out in Appendix 1. The specific support provided to *(insert name of establishment)* will depend on the needs of the children/pupils/students and the needs of the establishment. 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 SENCO or head of establishment)* about what support will be provided from the time allocated to individual children/pupils/students and the establishment. A template for recording the agreement is given in Appendix 2.
- 4.3 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)*.

5. Requirements on the specialist education service

- 5.1 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 standards for sensory support services developed by the National Sensory Impairment Partnership⁵
 - c) ensure that all parents/carers have completed a consent form allowing for the service to engage with the child and family
 - d) keep and make available a record of all work with the child/pupil/student and *(insert name of establishment)* and keep parents informed of the support provided through a record of visit
 - e) inform the school 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 child or young person
 - h) follow all processes and procedures put in place by the local authority on, for example, safeguarding, and data protection

⁵ See: <https://www.natsip.org.uk/doc-library-login/quality-improvement-for-services/quality-standards-for-sensory-support-services/1044-quality-standards-for-sensory-support-services>

6. Requirements on *(insert name of establishment)*

- 6.1 To help ensure the specialist support is as effective as possible, *(insert name of establishment)* 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 child's/pupil'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 child/pupil
 - c) let the service know if the child/pupil is experiencing difficulty with or not using any hearing technology provided
 - d) circulate information and advice from the Teacher of the Deaf to appropriate staff
 - e) notify parents/carers of the service's support for their child
 - f) make time for regular liaison with the SENCO, teacher, teaching assistant and other relevant members of staff
 - g) 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 child
 - h) let the visiting Teacher of the Deaf know as soon as possible if pupils are absent and a visit is not necessary
 - i) release/encourage relevant staff to attend training
 - j) make arrangements to allow the Teacher of the Deaf to undertake classroom observation and/or support and implement agreed strategies and support
 - k) make time for individual tutorial sessions if these are needed/where applicable
 - l) comply with any agreements relating to the loan of hearing technology to support the child/pupil
 - m) ensure the service has good notice of the time of Annual Reviews and/or transition meetings
 - n) provide feedback on the service provided to help self-evaluation and improvement plans

7. Complaints and feedback procedure

- 7.1 If the *(name of establishment)* should have any concerns over the quality of service provided, it should contact *(insert 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.
- 7.2 If the service has any concerns about the educational establishment, it should contact *(insert the establishment's representative)*. If the concern cannot be resolved, it will be escalated using the establishment's complaints procedure.

8. Signatories

On behalf of *(name of establishment)*

Name:		Role:	
Signature:		Date:	

On behalf of *(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 that educational establishments in England are required to implement under the SEND Code of Practice (2015). Examples of what a service may offer under each of the APDR headings are given below. 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 child/pupil/student's progress
- b) identify the need for access 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 child/pupil/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 child/pupil/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 from year 9 onwards
- k) ensuring staff and other students are aware of the needs of the deaf pupil and what can be done to overcome barriers to learning and participation
- l) support transitions to a new education establishment or work
- m) collate and coordinate information from outside agencies

Do

The service can:

- a) support and advise the class teacher and teaching assistants on teaching and learning strategies and programmes to achieve the targets set out in the plan
- b) support and advise school 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 pupil in accordance with required quality standards and train 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 school training and/or training to identified staff on meeting the needs of pupils
- h) provide peer awareness training/assembly to tutor/year group
- i) support on liaison with outside agencies, e.g. audiology services and/or implant centres and social care
- j) 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 child's/pupil's/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

Other support

- a) provision of training for staff
- b) advice on the review and updating of the accessibility plan
- c) support any transitions to a new education setting

Appendix 2: Suggested template 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 or year. 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**

Pupil.....

Support Level.....

Pupil premium Yes/No

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/classroom observation</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) Advice for parents/carers</i> <i>(viii) Support for access to examinations/tests/concessions</i> <i>(ix) Contributing or attending annual review meeting</i>

Support to school 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 school training, support to accessibility plans, support for any transitions or work placements)

Agreed by:

SENCO:

Teacher of the Deaf:

Date:

cc. File. Setting. Parents.

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)*

- **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. Work collaboratively with SENCO and relevant staff, provide advice on audiological management. Complete specialist assessments and advise on target setting. Assist child to manage hearing loss and equipment, develop independence skills, monitor and track attainment. Advice on exam concessions, liaise with families and health services. Deliver training to staff and peer awareness to pupils. Contribute to SEN plans, reviews, EHC plans.
- **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.
- **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.
- **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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