



**EDUCATIONAL SUPPORT FOR
CHILDREN AND YOUNG PEOPLE
WITH SENSORY IMPAIRMENT**

**TRADED OR CHARGED
SERVICES**

**INFORMATION FOR SCHOOLS
AND LOCAL AUTHORITIES**

CONTENTS	Page
1. Background	3
2. Introduction	3
2.1 Educational SI Support Services	3
2.2 Early years	4
2.3 School age	4
3. What SI Support Services might provide	5
3.1 Services for schools and individual CYP	5
3.2 Services for LAs	6
4. What SI Support Service might cost	6
4.1 Introduction	6
4.2 Pre-school funding	6
4.3 School age funding	7
4.4 Costing arrangements	7
Appendices	
Appendix 1: If not statutory then essential – maintaining services in challenging times	16
Appendix 2: Examples of specialist equipment loan costs	25
Appendix 3: Allocation model for CYP with complex needs	27
References	29

1. BACKGROUND

During 2010 – 2011 a NatSIP (National Sensory Impairment Partnership) workstream, led by Gillian Coles (gillian.coles@rbwm.gov.uk) was asked to consider the increasing interest in Traded or Charged SI Support Services.

In this context, a Traded Service may make a profit whereas a Charged Service is provided on a full cost recovery basis with no actual profit made.

The members of this working group sought evidence, from their own experience and using NatSIP networks, of the current situation for a number of services.

2. INTRODUCTION

2.1 Educational SI Support Services

Educational SI Support Services are provided for children and young people (CYP) with SI from diagnosis, through the early years and throughout their Local Authority (LA) school and potentially further and higher education.

The staff within SI Support Services have specialist knowledge and qualification in SI which may be in hearing impairment (HI), vision impairment (VI) and, or multi-sensory impairment (MSI).

Whilst these services have traditionally been provided from centrally retained LA resources, the current higher level of delegation of resources to schools encourages services to consider charging for their services. More money for schools means more choice for schools, more flexibility of provision and services tailored to pupils' individual needs. Schools now have more choice about the services they buy to improve outcomes for their pupils, when they buy them and where they buy them from.

Many LA educational SI Support Services already provide a bought in service for Colleges and Independent Schools.

For a more in depth consideration of the present climate and challenges facing SI Support Services refer to Appendix 1.

2.2 Early years

Early support for children with SI aims to empower the family to support their child to achieve longer term independence, confidence and self-esteem. *'It's important to remember that you know your child better than any professional who works with you. The role of professionals is to support you and your child and encourage your child to develop as fully and quickly as possible.'* (DfES, 2004).

Research shows that early intervention may minimise the risk of developmental set back. *'If intensive health and education developmental support is provided in the first two years of life, including visual promotion (for form vision), it can lead to improved outcomes in social and communication skills.'* (Dale and Sonksen, 2002).

Early intervention has also been shown to provide long term cost effectiveness. *'Bilateral congenital permanent childhood hearing impairment (PCHI) of moderate or greater degree can be expected to lead to major deficits in the development of language as well as secondary effects on the child and the family. This is largely avoidable with early intervention in the first two years, thus providing the rationale for neonatal screening.'* (Kennedy, 2000).

The majority of LA educational SI Support Services make provision for pre-school children using Dedicated Schools Grant (DSG) money that has been held centrally by the authority.

2.3 School age

Specialist teachers with mandatory qualifications to work with children with VI, HI or MSI can ensure that appropriate staff training, curriculum access and physical environment are provided, enabling CYP to participate in the wider aspects of learning to enjoy full social as well as educational inclusion. *'Children who are judged to be more independent are, on average, more confident and more mobile.'* (Guide Dogs, 2008).

3. WHAT SI SUPPORT SERVICES MIGHT PROVIDE

3.1 Services for schools and individual CYP

- Access to a qualified teacher of VI, HI or MSI and specialist trained support staff
- Regular assessment of functional vision and/or hearing to provide close monitoring of visual and/or hearing development and functioning
- Assessment for ICT requirements as appropriate
- Direct specialist teaching in all curriculum areas
- Advice on environmental adaptations and alternative or additional curriculum arrangements to meet the individual needs of CYP with SI
- Development of strategies and compensatory skills for use by schools, families and CYP, including access to specialist equipment and modified curriculum materials
- Access to centrally held resources, including provision of ICT as appropriate
- Preparation of appropriate resources and materials – Braille/Moon/large print/tape
- Advice and training on education by different communication systems, such as: British Sign Language (BSL), Sign supported English (SSE), Auditory Oral, Braille, etc.
- Teaching of mobility, orientation and independence skills
- Assessment and training in the use of low vision aids / hearing amplification as appropriate
- Training, support and advice for mainstream teachers, including classroom management, curriculum differentiation, and specific skill areas, including advice on levels of non-teaching support as appropriate
- Training for school support staff: Education Support Assistants (ESAs)/Learning Support Assistants (LSAs)/Teaching Assistants (TAs), etc
- Liaison with parents, colleagues, and outside agencies
- Production of reports and attendance at annual reviews/ staged reviews as appropriate
- Contribution to school Individual Education Plans (IEPs) and Provision Management Plans and/or preparation and implementation of Individual Support Plans (ISPs)
- Transition programmes and support.

3.2 Services for LAs

- Resource school support
- Casework (non-SI Service caseload pupils) including phone calls exceeding 15 minutes with LA officers about CYP not on caseload
- Training events
- LA projects/working groups
- Local office organisation
- Ofsted/Audit/Best Value
- Specialist equipment
- National/regional/cross authority developments/projects
- Preparation for and representation at SENDIST
- Advice for statutory assessment
- Other.

4. WHAT SI SUPPORT SERVICES MIGHT COST

4.1 Introduction

Services are diverse in the way they have been set up.

Should a service move to a system which is wholly funded through individual contracts with schools and educational providers, there is a strong argument for the appointment of a Business Manager and it would also be likely that additional Finance and Legal support would be required.

As it is a difficult area to staff and plan for in terms of needs, there should be some capability to carry over earnings to enable staffing against small but often critical fluctuations.

4.2 Pre – school funding

How the provision for pre-school children could be funded needs exploration within the LA and other agencies. Examples of existing funding arrangements include:

- Sure Start
- Health
- LA Early Intervention Grant

- Schools being charged individually for children in their catchment area
- A percentage rate attached to the costs for visits to school children to cover the requisite costs for the pre-school caseloads, applied on an average basis.

N.B. The legality of using DSG funding for children less than 2 ½ years old has been questioned in some LAs.

4.3 School age funding

Funding may be arranged through:

- The centrally held budget from the DSG (agreed with DfE for CYP with severe/profound SI)
- The centrally held budget from the DSG for CYP with moderate/mild sensory impairment
- Moving the budget to a school and setting up the SI provision as a Virtual School.

4.4 Costing arrangements

A survey was undertaken by the NatSIP working group in 2010 regarding SI Support Services current costing arrangements. Whilst all respondents indicated that they were currently centrally funded, the survey found that:

- Where some delegation occurred in non-SI provisions, central funding was still being provided for CYP with a Statement and for pre-school children.
- One SI service had worked in a delegated model for a period of years and then both purchasing schools and the Local Authority agreed to move back to a centrally funded model for SI.
- There is a challenge to the organisation and staffing of SI Support Services when the quantity of work for CYP without Statements is unknown.
- Where SI Support Services were bought back by schools, their charges usually included only the staff salaries and on-costs. There was more likely to be a higher rate charge for work outside their own LA in some recognition that their costs were still in part borne by the LA for the purchased provision.

- Some SI Support Services identified specific job roles in their menu of provisions and charged different rates accordingly.
- Some SI Support Services made a Service charge and then believed it was the role of the Service to deploy the existing staff according to how it was considered they could best meet the needs of the caseload. It was recognised that, where a whole Service was sold out on a caseload basis, it would be very difficult to provide an individual menu of services without incurring significant additional costs to the established charges to afford the staffing capacity required for the selection of services from the menu.
- Specialist equipment was also being charged differently with some SI Support Services providing a loan system for named equipment whilst others were including it as an average cost within the visit cost of the teacher. Equipment provision costs for an individual pupil were found to range from £500 - £12,000. Examples of specialist equipment loan costs are provided at Appendix 2.

Table 1 summarises the survey responses from SI Support Services regarding what they currently include in their charges. Issues for consideration are also presented against the listed costs.

This is followed by an example of an average cost per visit calculation for an SI Support Service in Table 2a, based on the listed cost items in Table 1. Some further issues for consideration are then presented in relation to visit costs. Table 2a is supplemented by a Personal Caseload Allocation/Annual Record Form (Table 2b) and a School Visit Planner - Core Form (Table 2c).

Table 1: Costs currently included in the charge for SI Support Services – survey responses

Cost item	Included in charge?		Issues for consideration
	Yes	No	
Staff salaries	9	2	As an average of salary costs or related to individual staff? Non-contact time to be included?
Staff on costs	9	2	
Staff costs for Maternity Leave/Absence	3	6	Including a cancellation policy in the agreement - if the school cancel they will continue to pay or is the capacity to rearrange or carry the loss in earnings built in?
Staff Training costs general	3	6	
Staff training mandatory qualification	7	3	Based on an average cost per year – what happens regarding the need to carry over monies year on year?
Travel time	5	4	Based on average time or related to mileage?
Travel costs	10	1	Average or actual?
Management costs	10	1	How is this calculated – cost of non-contact time?
LA costs: Line Management, HR, IT, Law	4	6	Is the contract with LA costs for specific work or a set charge per year?
Pupil equipment	7	3	Based on average or specific requirements?
Liaison time with other professionals	5	5	Average allocation per CYP or specific to individual CYP?
Service administration costs/ clerical support	7	4	
Local office costs	6	5	LA agreed within a host charge?

Table 2a: Example of average cost calculation:

Budget plan 2010/11				
Service provider				Budget Estimate 2010/11
	It should be noted that in this table a FTE staff member is allocated 660 visits as against the 628 identified in the budget table. This allows the difference required for management and non-caseload delivery time. A further planning form for each pupil allows staff to plan how the time allocation for each pupil is used.			
Employees				1,201,510
Premises				
Supplies & Services				
Office Expenses For Central Office				6,020
Equipment Fund				64,300
Training/Resources				25,160
Transport (itemise over £5,000)				
Travel Expenses & Claims				46,130
Total Direct Costs				1,343,120
less Income (itemise over £5,000)				
Net Cost	1,343,120			
6% Admin. On-Cost	75,347			
Other Admin./Establishment Credit for Threshold grants)	(25,116)			
Cost of Joint Arrangements	(87,342)			
	1,306,009			
Illustration of Proposed Method of Allocation	Statistics			
	FTEs	Visits	%	Effect (£)
Total Cost	22.50	14,130	100.00	1,306,009
Average no of visits per FTE employee and cost per visit		628		92.43

Visit cost issues for consideration

(NB: Visit cost typically involves 1hr direct engagement)

1. Should the average visit cost be calculated by:

All employees cost/visit frequency?

or

Individual staff member cost/visit frequency

+

TA cost/visit frequency?

2. Are the following being included in the costs:

- Travel time and costs?
- Salaries?
- Infrastructure costs?

3. Does the visit frequency allow for costs incurred through:

- Absence
- Training
- Named pupil casework
- Equipment provision and maintenance for pupils

4. Are equipment costs:

- Built in to the visit provision as an element of the cost?
- An additional cost provided through a loan arrangement?
- An additional cost provided through a hire arrangement to the placement?

Table 2b: Personal Caseload Allocation / Annual Record Form

All numbers equate to visits (4 visits/day: 4 x 1.625 hours)

FTE	Caseload Annual Visits	Training	Service Meetings	Team Meetings	Planning and Preparation	Performance Management	Absence Cover
1.0	660	20	6	12	66	4	12
0.9	592	18	6	12	59	4	11
0.8	524	16	6	12	52	4	10
0.7	455	14	6	12	46	4	9
0.6	387	12	6	12	39	4	8
0.5	318	10	6	12	32	4	7
0.4	256	8	6	8	25	4	5
0.3	188	6	6	8	19	4	3
0.2	119	4	6	8	12	4	3
0.1	52	2	6	8	5	4	1

Personal Record (1 square = 1.625 hrs = 0.25 of a day)

Training

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Service Meetings

Team Meetings

s	s	s	s	s	s	t	t	t	t	t	t	t	t	t	t	t	t	t	t
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Performance Management

--	--	--	--	--

Absence Cover

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

You will need to notify your Co-ordinator if absence or other reasons mean that you are falling behind in your caseload delivery against agreed targets.

Table 2c: School Visit Planner - Core Form

Pupil Name:

School:

SCS Key Teacher:

Annual Caseload Visits Allocated Core _____

Summary for Academic Year:

Visits Provided:

Actual number of visits over academic year	Purpose	<u>Autumn Term (Sep to Dec)</u>		<u>Spring Term (Jan to Apr)</u>		<u>Summer Term (Apr to Jul)</u>	
		Planned	Provided	Planned	Provided	Planned	Provided
	In-Service/ Training						
Totals							

When a visit is cancelled by the Service, no delivery is recorded. Visits cancelled by school or purchaser with less than 48 hours' notice for a termly/single visit or for less than 8 weeks for more frequent commitment will be recorded as a staff delivery with pupil absence unless alternative arrangements can be established.

<u>B&C Programme Objectives</u> (annually or more frequently if relevant) relevant) <u>ECM Code</u>	<u>B&C Programme Targets</u> (annually or more frequently if relevant)
---	--

Visit Planners agree with monitoring records. _____

Planned/provided changes due to change of need (see monitoring record) tick if applicable

Intervention records available on request.

Copies to: School / Head of Service termly (only when pupil is also on a Top-Up programme) / Pupil File

How staff time is allocated based on need can vary greatly depending upon the environment and experience and skills of the support staff and teachers working with the CYP. The SESIP Revised Eligibility Criteria on the NatSIP website (www.natsip.org.uk) provide some guidance. A further model specifically for those with more complex needs is provided at Appendix 3

APPENDICES

Appendix 1: If not statutory then essential - maintaining services in challenging times

(Adapted from the BATOD document, February 2011)

Background

For many years Local Authorities (LAs) have provided specialist support services to deaf children in mainstream and in special schools.

The complexity of the task of supporting deaf children / children with visual impairment has been recognised by government in some form or other since 1908 and several re-examinations of the role have concluded that not only are Teachers of the Deaf (ToD) / Qualified Teachers of Vision impairment (QTVI) / MSI teachers essential but they should also have a mandatory qualification.

Nationally there is broad variation in the structure of services and the role of the ToD, QTVI and MSI. In some areas they have a largely advisory function. In others, they have retained a direct teaching role. In addition to ToD, QTVI and MSI teachers, SI Support Services often employ a range of support staff: TAs, CSWs, BSL, Mobility instructors for example. The common aim of each of these services must be to meet the needs of the children with a sensory impairment in their local community as effectively as possible.

In recent months/years, the changes to the political and financial context for Local Authorities have put increasing pressure on centrally retained services. As LAs seek to respond to government requirements to significantly reduce spending, all activity is being scrutinised.

It is in this context that many services are being asked the question, “Is your service statutory?” As LAs look to reduce costs, the first response must be to ensure that all statutory services remain in place.

The next question must then be – if not statutory, is it essential? What would be the risks of reducing or removing the service?

Thirdly, if the support is necessary, can it be delivered in an alternative way that is more cost-effective and yet meets needs?

BATOD/VIEW's Response

BATOD and VIEW believe that the role of the Teacher of the Deaf, QTVI and MSI teacher and of SI support services remains vital if children with a sensory impairment are to achieve positive outcomes.

The need for services has not reduced. However, at this time of challenge, all services must be realistic, identify the need within their LA, and demonstrate that their model of services represents clear value for money.

The BATOD Steering Group convened a special meeting in mid-January to discuss this new climate and the demands being made on heads of SI services and other colleagues.

At this meeting, a number of heads of service considered what the statutory roles for support services are. If elements of the work are not statutory, how can it be demonstrated that they are still, in fact, essential?

Statutory provision

Initially, we looked at the following legislation and the duties which are placed on LAs – bearing in mind that the LA has to ensure that provision is made but does not necessarily have to provide the service themselves – they may commission it.

Children Act 1989 - Duty of Care to pupils

LA Social Care has a general duty to provide services for children in need; i.e. those who need services to attain a reasonable standard of health and development. The LA must co-operate with this provision in a number of areas but especially;

- a) for under 8's, day care, nursery provision;
- b) out of school activities;
- c) special educational needs, and
- d) school attendance.

Education Act 1996 - Duty to promote and monitor SEN and disabilities outlined in the Education Act

The Council has a duty to identify, assess and make provision to meet the special educational needs of children within its area.

Section 316A of the Education Act 1996 requires maintained schools and local education authorities to have regard to guidance on the statutory framework for inclusion.

An essential function of the LA is to make effective arrangements for SEN by ensuring that:

- the needs of children and young people with SEN are identified and assessed quickly and matched by appropriate provision
- high quality support is provided for schools and early education settings – including through educational psychology and other support services, and arrangements for sharing good practice in provision for children and young people with SEN
- children and young people with SEN can benefit from co-ordinated provision – by developing close partnerships with parents, schools, health and social services and the voluntary sector
- strategic planning for SEN is carried out in consultation with schools and others to develop systems for monitoring and accountability for SEN
- LA arrangements for SEN provision are kept under review as required under section 315 of the Education Act 1996.

The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001 set out at Annex A require LAs to publish their policies on SEN and information about how the authority is:

- promoting high standards of education for children with SEN
- encouraging children with SEN to participate fully in their school and community and to take part in decisions about their education
- encouraging schools in their area to share their practice in providing for children with SEN working with other statutory and voluntary bodies to provide support for children with SEN.

LAs must also publish their general arrangements, including any plans setting out objectives, targets and timescales covering local arrangements for:

- identifying children with SEN

- monitoring the admission of children with SEN (whether or not those children have a statement) to maintained schools in their area
- organising the assessment of children's SEN statements, including any local protocols for so doing
- providing support to schools with regard to making provision for children with SEN
- auditing, planning, monitoring and reviewing provision for children with SEN (generally and in relation to individual pupils)
- supporting pupils with SEN through *School Action* and *School Action Plus*
- securing training, advice and support for staff working in SEN
- reviewing and updating the policy and development plans on a regular basis
- explaining that element of provision for children with SEN (but without statements) which the LA expects normally to be met from maintained schools' budget shares and that element of such provision that the authority expects normally to be met from funds which it holds centrally.

To fulfil their role effectively, LAs' planning should provide for the inclusion of children with SEN in mainstream schools. They should monitor and review the role and quality of central SEN support services and parent partnership services; take account of current and predicted pupil numbers; monitor the kinds of needs that are identified and where children are placed; and develop their SEN policies in consultation with schools and their other partners and keep them under review.

Academies are still bound by this – no child should be disadvantaged by the change of status. At the time of the passing of the Academies Bill Lord Hill said:

"We are absolutely committed to ensuring academies play a full and fair role in meeting the needs of children with SEN," he said. "Parents and children will have the same safeguards they enjoy at the moment."

SEN and Disability Act 2001(subsumed into the Equality Act 2010)

A LA must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.

‘The authority must take such steps as they consider appropriate for making the services provided under subsection (1) known to:

- (a) the parents of children in their area,
- (b) the head teachers and proprietors of schools in their area, and
- (c) such other persons as they consider appropriate.’

SEN Code of Practice 2001

Statutory rights of vision impaired / deaf / MSI pupils stated in their statements of educational need; involvement of QTVI, MIS, TOD in assessment.

Ministerial comment

In November 2010, Sarah Teather, Minister of State, made a specific reference to the Mandatory Qualification in response to a question from NDCS:

“Local authorities are responsible for ensuring that teachers of hearing impaired and deaf children possess the appropriate mandatory qualification to undertake the role. It is a matter for local authorities to ensure that they have enough qualified teachers to meet their statutory commitments.”

The Importance of Teaching 2010

The recent White Paper also highlights the role of the LA:

5.30 Role of LAs: Support vulnerable pupils – including Looked After Children, those with Special Educational Needs and those outside mainstream education.

At the time of writing we are awaiting the publication of the responses to the Green Paper on SEN and Disability. It will be important to ensure that this is brought into any discussions as it may raise relevant issues particularly related to the role of LAs.

‘Cemented to the floor by law’: Respecting legal duties in a time of cuts by Steve Broach, Barrister, Doughty Street Chambers

Heads of service may wish to consult this document which provides further interpretation of what is statutory and what is not.

Here are some helpful extracts:

- A series of important judgments over the past 20 years have established that there are a number of duties owed to individual disabled children in relation to which either (i) resource constraints are an irrelevant consideration or (ii) resources may be relevant but the duty cannot be avoided by reason of resources alone. The following non-exhaustive list of these duties will be considered in the remainder of the first part of this paper:
- The duty to arrange the provision specified in a child’s Statement of SEN (s 324(5)(a)(i) Education Act 1996);
- The duty to provide suitable education for children who may be without such education for any period (s 19(1) Education Act 1996);
- The duty to assess a child’s need for ‘social care’ services and, where necessary, provide services to meet assessed needs (s 17 Children Act 1989, s 2 Chronically Sick and Disabled Persons Act 1970);
- The duty to accommodate children whose parents are ‘prevented’ from providing them with suitable accommodation and care (s 20(1) Children Act 1989); and
- The duty to respect disabled children’s right to family and private life under Article 8 ECHR.
- While only children with substantial special educational needs will benefit from a SEN, all disabled children have the protection afforded by the duty found in s 19 EA 1996, which requires local authorities to make arrangements for the provision of ‘suitable education at school or otherwise’ for children who ‘may not for any period receive suitable education
- s 19(6) EA 1996 defines ‘suitable’ as meaning ‘suitable to his age, ability and aptitude and to any special educational needs he may have’ (emphasis added).
- 29. While an authority must exercise its *judgment* at the conclusion of an assessment as to whether services are necessary, if it concludes that services are necessary it has no *discretion* as to whether or not to provide services – the necessary services must be provided.

- 36. the legal duties remain to assess an individual disabled child's needs, determine whether those needs should be met through the provision of services and if so provide services to meet needs.
- As budgets shrink and while the legal duties remain, it is likely that local authorities will increasingly be required by the Courts to comply with what the law mandates rather than what central or local government proposes as policy at any given time.
- 17. All disabled children are children 'in need';

If not statutory – are the services essential?

Having considered the statutory basis for support service provision, the group then turned to a more practical approach. Do the services provide good value for money? What would be the risks of a reduction or removal of services?

The outcome of any risk analysis will vary from LA to LA, However, there are a number of key themes which each LA should consider. In developing a risk analysis it is important to describe clearly the current structures, costs, numbers of pupils and families supported and wherever possible, outcomes. Implications of potential reductions in service could then be evaluated under the following areas of risk.

What are the financial risks?

Will savings made by reducing the level of service result in additional expenditure elsewhere, through for example:

- An increase in requests for statutory assessment
- Increased requests for specialist placements with associated costs
- Increased requests for out LA placements
- Increasing numbers of appeals to SENDIST
- Increased need for support throughout education as a result of lack of early intervention?

What are the risks re outcomes?

Will a reduction in service have a significant impact on schools/the LA outcomes data? Will it affect priority areas such as:

- Impact on attainment data
- Impact on attendance – a high percentage of pupils who are persistently absent have special educational needs. A loss of

confidence for young people, their families and schools that needs will be met may lead to increasing non-attendance/disaffection

- Increased risk of social and emotional difficulties, leading to exclusion
- Impact on NEET figures?

Models of provision

The group considered a range of models of provision. No one model of provision can be promoted above another. Within each LA a model should evolve that will best meet the needs of the local context. With the increasing expectation that LAs will commission rather than provide services in the future, LA services are having to question many previously accepted practices and consider very new ways of working.

Whatever the model of service delivery, certain principles and standards should be adhered to. Please see the References section for relevant documents.

Making a case

In order to support an argument for retention of services or a change in service structure, in addition to providing a clear risk analysis and value for money argument, it is always helpful to base the proposal on research evidence, national and local benchmarks and feedback from stakeholders.

Examples of similar good practice and case studies may be helpful when making presentations to decision makers such as elected members.

Case Studies

Case studies could describe the pathway of an individual child or group of children as well as the service as a whole. They should show how the service is organised and be illustrated with evidence of the impact on pupil outcomes including attainment and achievement showing how services are responding to need. **Demonstrating progress and outcomes is key**. They would make clear the consequences of reductions or withdrawal of support.

Conclusion

This document deliberately does not provide solutions as each LA's response must reflect the local context. We hope however it gives ideas and suggestions which may be useful when making a case for the retention of high quality specialist services for children and young people with sensory impairment from the point of diagnosis.

Appendix 2: Examples of specialist equipment loan costs
Equipment Costs for VI - 2010

Supplier	Item	Purchase Cost as at Nov 2010 (£)	Annual Hire Charge Over 3 Years (£)	Annual Hire Charge Over 5 Years (£)
Humanware	Victor Reader Stream	235	78	47
	BrailleNote Apex: 18 Cell	3,350	1,117	670
	BrailleNote Apex: 32 Cell	4,395	1,465	879
	Perkins Next Generation Braille	495	165	99
	Index Basic Embosser	1,495	498	299
	Index Basic Embosser & Hood	2,005	668	401
	Index Everset Embosser	2,195	732	439
	Zoom Ex	1,750	583	350
	Zoom Extra	2,350	783	470
	Zychem Ltd	Zyfuse Starter Kit	625	208
RNIB	Perkins Light Touch Braille	510	170	102
	Perkins Next Generation Braille	495	165	99
Optelec Ltd	Sentry	1,895	632	379
	Sentry PC	2,295	765	459
VisualEyes Ltd	OptiVerso Board Camera	1,878	626	376

Equipment Costs for HI: Radio Aids at 2011 prices

CONNEVANS (Body worn)

Genie

Cost of Connevans Radio Aid + Parts	£1000	
Assume RA has a life expectancy of 5/6 years		
Average cost per year	£200	per year
Spare parts and repairs per year	£100	
	TOTAL	£300 per year
		£100 per term

PHONAK MLxS (Discrete Ear level)

Dynamic

Cost of Phonak MLx + Parts	£1500	
Assume RA has a life expectancy of 5/6 years		
Average cost per year (2,200 / 11)	£300	per year
Spare parts and repairs per year	£150	
	TOTAL	£450 per year
		£150 per term

The cost of the hire would cover all radio aid parts, spare parts, leads for computer/TV connection and any repairs.

Termly visits from a Teacher of the Hearing Impaired are required as a condition of the agreement throughout the loan period. These will be invoiced separately at a cost of £99 per hour. The minimum loan period is one academic year, this must be renewed each year and one term's notice would be required to change the agreement. The Teacher of the Hearing Impaired will check the radio aid to ensure that it is being used appropriately and to the child's advantage. We could not sanction the issue of a radio aid if this were not done.

Appendix 3: Allocation model for CYP with complex needs

The following table illustrates one approach to assessing the staff time needed per pupil, in terms of teacher and special support assistants (SSA), to take account of the particular learning difficulties of each child. It is based on observation of educational practice.

Band of Learning Difficulty	Primary Teacher	SSA	Secondary Teacher	SSA
Profound and Multiple Learning difficulties	0.20	0.30*	0.20	0.30*
Severe communication difficulties	0.18	0.18	0.18	0.10
Severe emotional and behavioural difficulties	0.15	0.15	0.15	0.15
Severe developmental difficulties	0.13	0.13	0.13	0.13
Other learning difficulties	0.10	0.10	0.10	0.05

*In a group of 10 pupils the maximum number of SSAs will be 3.

Pupils aged under 6yrs may need an addition to the basic teacher time set out in the table above for each band of learning difficulty in order to cater for their particular needs.

Similar considerations apply to older pupils. For pupils in Years 10 and 11 it is especially important to provide for groups of varying sizes; to make appropriate arrangements for work experience, community involvement and link or bridging courses with colleges of further education; and to provide courses leading to public examinations, as well as non-examination courses for those pupils for whom this is appropriate. Teachers will also need to attend essential case conferences and procedures associated with pupils leaving school.

Pupils over 16 should have a distinct curriculum appropriate to their age group; staffing for them should be at least as favourable as for the pupils in years 10 and 11 described above. In particular, provision of extended

school education should include a substantial proportion of out of classroom experience. This will often be off-site and expensive in terms of staff time in relation to the organisation, travelling time and monitoring of students. The staffing of such provision should be independent of the staffing arrangements for the rest of the school.

References

DCSF, (2004). Removing Barriers to Achievement.

(<http://media.education.gov.uk/assets/files/pdf/r/removing%20barriers%20to%20achievement.pdf>)

DCSF, (2009). Quality Standards for Support and Outreach Services.

(<http://www.teachernet.gov.uk/docbank/index.cfm?id=12896>)

DfEE (2002) Quality Standards for Educational Support Services for Children and Young People with Visual Impairment. (Ref. LEA/0138/2002).

DfES, (2004). Information for parents: Deafness. Early Support. ESPP11.

Early Support National New-Born Hearing Screening Protocols. (<http://www.education.gov.uk/childrenandyoungpeople/sen/earlysupport>)

Guide Dogs. (2008). Functionality and the Needs of Blind and Partially-Sighted Young People in the UK. ISBN 978-0-9524038-7-6.

Kennedy, C. (29/06/2000) Neonatal screening for hearing impairment. Department of Child Health, Southampton General Hospital, Southampton, UK. Dr Kennedy, Mailpoint 21, Child Health, Southampton General Hospital, Southampton SO51 OQJ, UK crk1@soton.ac.uk

Lamb Inquiry Report (2009). Special Educational Needs and Parental Confidence.

(<http://www.dcsf.gov.uk/lambinquiry/downloads/8553-lamb-inquiry.pdf>)

Mandatory qualifications – content of the training which is a requirement.

(http://www.tda.gov.uk/teacher/developing-career/sen-and-disability/specialist-skills/~media/resources/teacher/sen/mandatory_qualifications_spec_hearing.ashx)

NDCS, (2009). Quality Standards for HI Support Services.

NDCS document re statutory support for the under-2s (HOSS forum).

Ofsted Review of SEND.

(<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-special-educational-needs-and-disability-review>)

SESIP (2009) Revised Eligibility Criteria for Scoring Support Levels.
(www.natsip.org.uk)

Sonksen P.M. and Dale M., (2002). Visual impairment in infancy: Impact on neurodevelopmental and neurobiological processes. Developmental Medicine and Child Neurology.

UN Charter on the Rights of the Disabled Child
(<http://www.cirp.org/library/ethics/UN-convention/>)

UNHS Quality Standards for Universal Neonatal Hearing Screening Programme.