



NatSIP
National **Sensory Impairment** Partnership

Improving practice in
Sensory Impairment Services
by using the DfE Quality
Standards for SEN and
Outreach Services

CASE STUDIES

December 2012



Department
for Education

Acknowledgements

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1. Introduction

1.1 Purpose

This document, which is targeted at managers and staff in Sensory Support Services and senior managers who commission specialist services in local authorities, is intended to help improve specialist services for children and young people with a sensory impairment.

It seeks to do this by providing case studies that illustrate how Sensory Support Services have used the Quality Standards for Special Educational Needs (SEN) Support and Outreach Services¹ to improve what they provide to families, early years settings, schools and colleges.

1.2 Further case studies

The case studies provided will undoubtedly represent only a small fraction of the good practice that is taking place nationally and NatSIP is very keen to update the document on a regular basis with further contributions.

If your service is using the DfE Quality Standards to develop practice and to improve outcomes and you are willing to share details, please email Brian Gale at brian.gale@ndcs.org.uk or Lindsey Rousseau at lindsey.rousseau@natsip.org.uk

¹ Department for Children, Schools and Families (2008) Quality Standards for Special Educational Needs (SEN) Support and Outreach Services. DCSF-00582-2008

2. The sixteen DfE Standards

Section One: Outcomes

- STANDARD 1: Progress towards outcomes is systematically recorded and monitored.
- STANDARD 2: The service promotes the use of interventions based on up-to-date specialist knowledge and expertise of suitably qualified professional staff.
- STANDARD 3: Parents should always be consulted and, where appropriate, involved in supporting the learning and development of their child as part of any intervention.
- STANDARD 4: Clear outcomes are agreed by the service and user, and steps taken to avoid the development of a culture of dependency.
- STANDARD 5: Services have a clear purpose which takes into account local authority policies, the Children and Young People's Plan, the needs of particular schools, early years settings and other provision in the area, and the range of CYP needs.
- STANDARD 6: The service regularly collects feedback about its interventions and uses it to improve the quality of service.

Section Two: Service management and delivery

- STANDARD 7: Leaders have a clear vision, develop the aims and objectives of the service and embrace diversity.
- STANDARD 8: Leaders motivate, support and recognise a culture of continuous improvement and excellence amongst all staff.
- STANDARD 9: Leaders maintain positive relationships with CYP, parents, schools, early years settings and other provision.
- STANDARD 10: CYP, parents, schools, early years settings, and other provision are fully involved in the development of services.
- STANDARD 11: There is a service development plan which is developed, reviewed and updated regularly.
- STANDARD 12: Key processes fully satisfy, and generate increasing value for, service users and other stakeholders.
- STANDARD 13: Staff resources are planned, managed and improved.
- STANDARD 14: Staff experience, knowledge and competencies are identified, developed, sustained, and recognised.
- STANDARD 15: There is collaboration with other service providers to ensure that services are complementary, simple to use, effective and joined-up to deliver a better service to the user.
- STANDARD 16: Finance and resources are managed effectively to support the performance and operational requirements of the service.

3. Case Studies

3.1 Using the Quality Standards to review the service - Durham

Background

In July 2009 the Sensory Support Service in Durham undertook a self review using the DfE Quality Standards for Support and Outreach services. The purpose of this self review was to improve the quality of service delivery by:

- Identifying existing evidence of good practice across each quality standard
- Identifying areas for development across each quality standard

The outcomes of the self review were shared with all staff. The priority areas identified for development were within Section One of the Quality Standards concerning outcomes. These areas became key actions for the service development plan 2009-10 which in turn became key objectives in the staff performance review cycle. This meant that the whole Service was engaged in the actions to improve service delivery. Achievements in 2009-10 led to further identified actions across these themes for development during 2010 -11

Activity Undertaken

Action 1: All caseworker planning files were reviewed by the Service management. Discussions with staff led to agreement as to efficient and appropriate tracking/monitoring/recording systems. Paperwork was refined and introduced consistently across the whole service. Data collection systems for pupil progress data across National Indicators and specialist data sets were set up both to feed directly into the NatSIP benchmarking exercise and regional and Local Authority data sets. This should enable, over time, data to be compared locally, regionally and nationally. Specialist teachers are expected to link their specialist interventions more directly to predicted targets. Progression guidance materials were used in 2010-11 to record progress of those children working at 'P'levels. The service reviewed its processes for evaluating the impact of INSET given to schools towards raising capacity to include and meet the needs of children / young people with sensory impairment.

Action 2: The Service reviewed its levels of support according to the SERSEN / NatSIP eligibility criteria and published descriptors for schools, families and other partners. This document also included indicative provision guidance for schools describing expectations for provision across School Action, SA+ and Statements. Individual Provision Plans were prepared for sensory children which clearly outlined expectations at Quality First teaching, targets for specialist staff, including audiology, and speech therapy and included expectations of the families and of the child / young person as appropriate. These gave a very clear focus to the specialist interventions which were monitored via the performance review cycle. They were shared with school staff / parents / children / young people and other partners. All staff received training on setting SMART targets. A person centred approach to review meetings was introduced to improve parental confidence in SEN processes. A regular termly forum for families was convened during 2010-11 to build on this work and increase the engagement and involvement of families in improving service delivery. A further outcome of this engagement has been to link families with the countywide children's network and also plan a programme of short break and leisure activities for the holiday period. This has included the families of children in out of county placements.

Action 3: The service planned for development of the key worker / mentoring role to provide more effective pastoral support for the children / young people with sensory loss. Specific training was delivered by Local Authority staff experienced in listening and engaging with young people and this was extended to include the 'Think Right, Feel Good' materials. A flexible approach was adopted to the timetabling of pastoral / mentoring sessions to meet individual pupil need. Time was specifically given to prepare children / young people to take an active part in their review meetings. An officer from 'Investing in children' has also developed a sensory group, engaging with secondary students around areas of concern. This has enabled more robust feedback from the young people in relation to service delivery

Outcomes

The outcomes from the review included:

- Tracking of pupil progress is consistent across the service
- Tracking enables more effective monitoring, triggering timely specific interventions
- Target setting is SMARTer
- Schools have a much clearer understanding of the levels of specialist provision and are more aware of their role at Quality First teaching with between 82% and 90% of school staff following through service advice during 2010-11
- Of the INSET given to schools during 2010-11, 50% of staff said that their confidence levels had increased by 50% as a result of the training. When asked six months post training, 43% of staff rated their confidence level at 75% plus
- A person centred approach to review meetings is embedded and has been adopted county wide through the confident schools, confident parents programme. In 2009-10, 95% of sensory families said they were very confident their views had been listened to and respected, 90% were very confident that action outcomes were clearly agreed and 75% were very confident (25% fairly confident) that agreed action outcomes would be fulfilled
- The short breaks programme for summer 2011 was planned to meet family requests and has covered a range of individual and family activities. Feedback from families has rated these events as 'excellent', 'brilliant'
- The mentoring / pastoral role has strengthened during 2010-11 with 38% of children / young people with hearing or visual loss engaging in pastoral conversations. Of these, 60% has focussed on identity / self esteem / VI/HI loss issues, 20% on issues related to emotional wellbeing and 20% on relationship / family issues

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3.2 Using the Quality Standards to review the service - Nottingham City

Purpose

The service decided to use the Quality Standards as a basis for self-evaluation and as part of our ongoing commitment to service improvement.

We were particularly keen to evidence the quality of service provision in the light of financial pressures and the increasing move to traded services.

We needed to evidence that we provide effective support that is good value for money.

We wanted to ensure we provide good information about our services and that we can clearly articulate our role in the climate of challenge and change.

We were also keen to identify gaps so that we could take appropriate action.

Process

The Inclusive Education Service comprises 3 teams: Autism Team, Learning Support Team, Sensory and Physical Team.

The standards were introduced to the team leaders at a management meeting – so that team leaders had a common understanding of the document and aims and could agree a template for completion.

The focus for discussion at this point was standards 1-4 (see below for details).

The template stated: Standard/evidence/gaps/action required and gave a 'rag' rating against each standard.

The documents were shared with the whole service at an INSET day and each team completed the template.

The completed templates were then collated by the management team and a service action plan was developed.

Outcomes

The activity led to the recognition of strengths and areas for development.

Similar themes were identified across all teams. As all team members contributed to the identification of gaps so too could they contribute to the identification of solutions – leading to an action plan devised and accepted by all staff.

At the same time, staff recognised that some standards are dependent on factors beyond the direct control of the service and that to really make a difference we need to work in partnership with other teams/services to effectively implement the changes.

What action have we taken as a result of the evaluation?

STANDARD 1: *Progress towards outcomes is systematically recorded and monitored*

We have conducted a service wide review of paperwork to:

- promote consistency across the service
- support more effective evaluation of interventions
- provide better feedback for service users and commissioners

STANDARD 2: *Outcome data is systematically identified, collected and analysed to evaluate the effectiveness of intervention strategies*

We have worked with the LA data analysis team to develop more effective SEN data sets providing clear information re incidence and outcomes in City schools so that we can:

- target resources more effectively
- demonstrate impact
- benchmark outcomes across the LA
- use the information to support and challenge schools where pupil progress is less than expected given age and prior attainment of pupils

STANDARD 3: *Parents should always be consulted and where appropriate involved in supporting the learning of their child*

As we in develop new ways of working and extend service provision we take into account parent/carer feedback and ensure parent/carer and pupil feedback in the evaluation.

The service regularly adopts an action research approach to service development and views of the parents are taken into consideration at each stage of the evaluation.

STANDARD 4: Clear outcomes are agreed by the service and user and steps taken to avoid the development of a culture of dependency

The service has reviewed and improved paperwork to ensure that all support agreed is for a finite period and has clearly defined desired outcomes. The responsibilities of the service user as well as service staff are clearly stated.

In addition, each team has invested in time to promote the moderation and consistency in allocation of resources (support time) across schools. The improved use of data also supports these discussions.

In conclusion, this self-evaluation process has contributed to other activities. Looking for evidence and identifying gaps has supported broader discussions including:

- Preparation for commissioning/traded services
- Developing new ways of working in an ever changing world and ever shrinking resources

We now have an action plan and a baseline of service provision which we should review on an annual basis.

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3.3 STANDARD 1: Recording and monitoring outcomes - Oxfordshire

STANDARD 1: *Progress towards outcomes is systematically recorded and monitored.*

Supporting evidence:

- Programmes and interventions are regularly monitored.
- Intervention strategies are modified to take account of the response of CYP, feedback is given to them and their own views are acted upon.
- Outcome data is systematically identified, collected and analysed over time to evaluate the effectiveness of intervention strategies.
- The progress of individuals or particular groups of CYP is monitored after intervention has finished, where appropriate, especially at important transition times between settings.

Description

A *How's it going?* questionnaire is usually used annually with children and young people and more frequently when there are concerns regarding a child's social inclusion. It address key outcomes for children set out in the Children's Act (i.e. the every child matters outcomes) ensuring they are formally monitored on a regular basis and is intended to promote a more holistic approach to tracking. The questionnaire is intentionally simple to enable a greater number of children and young people to access and answer the questions independently. The questions tend to stimulate more in-depth discussions and this further helps to identify areas of difficulty and tease out possible intervention strategies with the young person. The percentage score provides a statistical measure where this is appropriate to demonstrate the effectiveness of interventions and improved outcomes.

A *How well can you access in class?* questionnaire is used at least once a year and ideally during term 1 in order to identify and address any access issues in a particular subject area. This questionnaire helps to identify areas of difficulty and supports the evaluation of intervention strategies. C&YP can use various means to complete the table, such as ticks and crosses, colour coding or faces - 😞 😊 😊. It is important that a note is kept of any difficulties that are discussed as well as any agreed action. This can then be reviewed after a suitable period of time.

The questionnaires are shown below including an example of a completed *How well can you access in class?*

Outcomes

The benefit the *How's it going?* tracking questionnaire was exemplified by a student with a hearing impairment who had never mentioned any difficulties socialising at break and lunchtimes. When she completed this questionnaire, she recorded that she enjoyed break and lunchtimes only **some of the time** and this was primarily because she felt lonely when her friend was involved in lunchtime drama and music clubs. From this, we drew up intervention strategies to help broaden her friendship links. These included: exploring extra-curricular options; encouragement to get involved in school/community work; liaising with staff to select particular students for group work tasks; social skills work in tutorials and encouraging links with other deaf young people at a secondary activity day for hearing aid wearers. As a result of these interventions, the student became involved in a social club at least twice a week and felt more comfortable with members of her teaching group due to selective groupings and seating arrangements. Social skills work in individual and group tutorials (with SALT and TOD) focused on conversational skills and making new friends and the student felt that this gave her more confidence in social situations. Mobile and Facebook contact details were collated at the end of the secondary activity day and friendships links have developed from this. When the questionnaire was reintroduced two terms later, the student recorded that she 'always' enjoyed break and lunchtimes.

The *How well can you access in class?* questionnaire has helped to explore with students how effectively facilitative teaching strategies are being employed. For one Year 9 student, it was apparent that the introduction of Soundfield systems to specific classrooms had been extremely beneficial. Seating, visibility of lip patterns, use of visual aids and the radio system, the management of pair/group work and reiteration of student comments in class discussions were also rated highly by the student. However, the questionnaire and discussion also highlighted that subtitles were not consistently used in Science and that the noise levels were sometimes high when the teacher was talking. Intervention strategies were discussed with the student and the teaching assistant and included the following:

- Pre and post Science teaching in tutorials
- Purchase of additional materials to support the Science curriculum
- Change of seating away from noisier areas of the room
- Deaf awareness session to peers in a Science lessons - the student would like to deliver this

- TOD to find out whether transcripts for 21st Century Science are available and if not, to produce transcripts
- Email reminder to staff about the issue of subtitles/transcripts
- Timetabling change to ensure that a proportion of Science lessons are supported
- Liaison with Head of Department regarding teaching group for Year 10
- Liaison with class teacher re. syllabus and lesson content for Year 10
- Ensure Soundfield system is installed in Science Lab. for Year 10

These interventions were carried out and reviewed with the student and teaching assistant. The interventions helped to ensure that subtitles or a transcript were available for the student for the remainder of Year 9.

While the listening environment improved, noise levels were still less than ideal and so TA support was used to facilitate access in class and focused pre and post teaching work was carried out in tutorials. The student achieved a level 6B in Year 9 for Science, exceeding her target of 5A and the Head of Department considered the student's listening needs when putting together class lists for Year 10. The questionnaire promotes the value and importance of the 'voice of the child' and has received a great deal of positive feedback from C&YP. One student commented that the questionnaire was extremely helpful and said that *it was good to think about each subject and to give my views about how to improve things.*

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Recording and Monitoring Outcomes: Oxfordshire's Questionnaires

How's it going?

Please could you fill in this form to help us to help you.



point score

10

7

4

0

	always	most of the time	some of the time	never
I enjoy school	always	most of the time	some of the time	never
I feel safe at school	always	most of the time	some of the time	never
I do well at school	always	most of the time	some of the time	never
I am able to take part in activities that other children do	always	most of the time	some of the time	never
I feel I have friends	always	most of the time	some of the time	never
I enjoy break and lunchtimes	always	most of the time	some of the time	never
I feel comfortable when there is pair or group work	always	most of the time	some of the time	never
I can talk to an adult if I am worried about something	always	most of the time	some of the time	never
My teachers understand what I need and do things to help	always	most of the time	some of the time	never
My support workers understand what I need and do things to help	always	most of the time	some of the time	never
At school I enjoy . . .				
At school I don't enjoy . . .				
Other things that would help me				

Total point score/percentage:

Primary: How well can you access in class?

	Literacy	Maths	Science	ICT/RM Maths	Topic	PHSCE	Assembly	PE/games	Art	Drama	Music	Carpet or circle time
Seating												
Lip patterns												
Repeating children's comments												
Visual aids												
Clear speaking voice												
DVDs/ videos												
CDs/ audiotapes												
Pair/group work												
Radio aid												
Soundfield system												
Other comments												
TA support	Things that really help me						Things that could be changed/improved					
TOD support	Things that really help me						Things that could be changed/improved					

NOTES:

ACTION:

Secondary: How well can you access in class?

	English	Maths	Science	ICT	History	Geography	RE	PE	Art	Drama	Music	Tutor
Seating												
Lip patterns												
Repeating student comments												
Visual aids												
Clear speaking voice												
DVDs/ videos												
CDs/ audiotapes												
Pair/group work												
Radio aid												
Soundfield system												
Other comments												
TA support	Things that really help me						Things that could be changed/improved					
TOD support	Things that really help me						Things that could be changed/improved					

NOTES:

ACTION:

Completed Example How well can you access in class?

	English	Maths	Science	ICT	History	Geography	P&R	PE	Art	Drama	Music	Tutor
Seating	☺	☺	☺	☺	☺	☺	☺	NA	☺	NA	☺	☺
Lip patterns	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Repeating student comments	☺ 1	☺	☺	NA	☺	☺	☺	NA	☺	☺	☺	☺
Visual aids	☺	☺	☺	☺	☺	☺	☺	NA	☺	☺	☺	☺
Clear speaking voice	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
DVDs/ videos	☺	☹ 2	☹ 3	NA	☹	NA	☺	NA	NA	☺	NA	NA
CDs/ audiotapes	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Pair/group work	☺	☺	☺	NA	☺	☺	NA	☺	NA	☺	NA	☺
Radio aid	☺	☺	☺	NA 5	☺	☺	☺	☺	☺	☺	☺	☺
Soundfield system	☺	☺	☺	NA	NA	NA	☺	NA	NA	NA	NA	☹ 4
TA support	<p>Things that really help me</p> <p>Notes are very helpful, especially in the lesson She makes sure I understand the task and any homework She gives me independence too Everything</p>						<p>Things that could be changed/improved</p> <p>Nothing</p>					
TOD support	<p>Things that really help me</p> <p>Problem solving (social) Curriculum trouble shooting Language work Everything</p>						<p>Things that could be changed/improved</p> <p>Nothing</p>					

NOTES

1. In English, the handheld Microphone really helps me because I can hear students at the other side much more clearly.
2. In Maths, we do watch clips, but there are no subtitles. However I can usually follow because it's visual.
3. In Science, Mrs X uses the IR Classmate transmitter when we have a clip to watch. This makes the sound clearer so I can hear some words however not all of them. Subtitles would make it much easier. Sometimes it is too noisy when the teacher is talking.
4. In Tutor, we don't use it because I prefer the radio then the sound field system because the timings are so short.
5. In ICT, I feel it's pointless to use the radio for 5 minutes when the teacher is talking. After 5 minutes we get on with the task. I can hear the teacher well for the 5 minutes.
6. In Art, I don't use the radio, because the teacher only talks to the class for a short period of time. Also I don't feel comfortable her shouting through the radio when the class is noisy.

ACTION

Number 3

- Find out about transcripts for 21st Century– if these are not available TOD to produce transcripts
- Session to peers in Science re. deafness delivered by student
- Email reminder to staff about the issue of subtitles
- Timetabling to ensure that a proportion of Science lessons are supported
- Liaison with class teacher re. syllabus and lesson content for Year 10
- Pre and post teaching in tutorials
- Purchase of additional materials to support the Science curriculum
- Change of seating away from noisier areas of the room
- Ensure Soundfield system is installed in Science Lab. for Year 10

3.4 STANDARD 3: Parents should always be consulted and, where appropriate, involved in supporting the learning and development of their child in any intervention - Telford and Wrekin, Shropshire

Purpose

To incorporate a range of activities into the work of the service which ensure parents are consulted and involved in supporting learning and development for their child.

Description

The service has a range of practices which ensure that parents are involved in supporting their child's learning and development.

These include:

1. The use of home school diaries for children with significantly delayed language. Parents and school support staff are encouraged to use an illustrated home-school book as a focus for language development and to promote the child's ability to communicate out of context both at home and school.
2. Parent involvement in Family Plans and IEP target setting including setting audiological targets to promote independence in management of equipment.
3. Parents contribute to the choice of speakers at the weekly family group. They have chosen sessions including 'how to use a home school book', sign language sessions and 'how to support early communication.'

Outcomes

- Through appropriate use of home-school books with advice from the Teacher of the Deaf, parents are able to support their hearing impaired child to develop spoken and written language through real life, meaningful interaction allowing for greater inclusion within their mainstream or special school setting.

For example, at Foundation Stage the home-school book is used for children to share their 'news' from home when language delay may make this more challenging than for their hearing peers. The HI child will be able to discuss with family and friends away from school what they have been doing in school, this will not only promote linguistic development and emotional

well-being but also helps parents to be more actively engaged in their child's education on a day to day basis.

- Through the use of a family Plan in the early years followed by IEP's on entry to nursery, parents are encouraged to identify their priorities for their child's development. These may be audiological or linguistically based but are often more practical priorities such as toilet training. At the pupil's hearing aid or annual review parents are asked to help decide on which area of developing audiological independence they see as a priority for their child. This may be learning how to put their hearing aid in, being able to report if the aid isn't working or being able to describe their hearing loss to an unfamiliar person. This is then recorded as an annual audiological target which will be included in the pupil's Annual report and then subsequently transferred into a child's IEP. Setting targets with parents and sharing this information across health and education allows for improved interdisciplinary working and helps parents to see professionals across disciplines working together for their child.
- Through involvement of parents in planning topics/activities to be included in the Family Group Sessions, parents become more actively engaged not only in the group sessions themselves but in thinking about and deciding what is important for their child's development and their family's needs in relation to nurturing their hearing impaired child.

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3.5 Standard 6: The service regularly collects feedback about its interventions and uses it to improve the quality of service - The Berkshire Sensory Consortium Service

Purpose

To receive feedback from parents of children with a sensory impairment, early years setting and schools to:

- a) Promote a culture of continuous improvement and excellence amongst all staff (see DfE standard 8)
- b) Inform service planning
- c) Help commissioners monitor the quality of the service they are paying for

Description

The **Service Development Plan** provides the context for review and evaluation. Service performance guarantees were revised as part of the revision of the Service Development Plan:

- Provide a written report on all pupils at least annually.
- Complete all formal assessment reports within statutory time limits.
- Provide an initial response to all new school referrals within five working days, and 24 hours for Pre-school.
- Submit a written report within eight working weeks following receipt of a new referral.
- Evaluate our Service annually using staff and user surveys, pupil outcomes, and an analysis of our praise/complaints log. This will be undertaken annually but alternating three Authorities starting in the Spring Term 2005.
- Support all Teaching programmes with Service Level Agreements. (B and C pupils are currently not supported by an SLA except through the School Programme Planner.)

Bi-Annual User Survey (Parents, Early Years Settings and Schools)

The service undertakes a bi-annual user survey as one of its quality assurances processes¹. The survey is sent out via the offices of the Local Authority officers who commission the service to enable anonymous responses. Respondents are asked to rate on a 5 point scale the extent to which they agree with statements about the way the service has helped them.

Outcomes

The results for the most recent survey are shown below

(1= strongly disagree with the statement, 5 = strongly agree with the statement).

Scores as a percentage and summary of outcomes

Reading / Bracknell / Wokingham 2011

Results from the survey of parents of pre-school children

SCORES AS PERCENTAGES AND SUMMARY OF OUTCOMES							
	Rating (% of respondents)					Question	
	1	2	3	4	5	As a result of our input:	
Q1	0.0	0.0	5.3	36.8	57.9	100.0	% felt their SCS teacher helped them gain knowledge and understanding of their child's hearing/visual impairment
Q2	0.0	0.0	16.7	25.0	58.3	100.0	% felt their SCS teacher supported them in understanding and knowledge of their child's hearing aids/cochlear implant
Q3	0.0	5.3	10.5	21.1	63.2	94.7	% felt SCS teacher helped them to support their child's communication and learning
Q4	0.0	0.0	10.5	15.8	73.7	100.0	% felt it was easy to talk to their SCS teacher
Q5	0.0	0.0	5.3	21.1	73.7	100.0	% felt confident in asking their SCS teacher questions about their child's visual/hearing impairment
Q6	0.0	0.0	15.8	15.8	68.4	100.0	% felt their SCS teacher had helped them to feel confident in helping their child

¹ For example: (i) The service evaluates itself using Sensory Quality Standards and areas for development have been included in the Service Development Plan. It has also evaluated our provision for Deaf/Blind pupils using the SENSE audit provided and this has been done in conjunction with Health and Social Care teams and a multi-agency working party led by a specialist teacher. (ii) The service asked the RNIB and the head of Sensory Services in Bristol to undertake an external evaluation of its support for visually impaired children using the Yorkshire and Humberside Charter mark as a framework.

Results from the survey of early years settings

SCORES AS PERCENTAGES AND SUMMARY OF OUTCOMES							
	Rating (% of respondents)					Question	
	1	2	3	4	5	As a result of our input:	
Q1	0.0	0.0	0.0	0.0	100.0	100.0	% felt that teaching and learning strategies were maintained or improved as a result of SCS involvement
Q2	0.0	0.0	0.0	0.0	100.0	100.0	% felt staff confidence was maintained or increased as a result of SCS involvement
Q3	0.0	0.0	0.0	0.0	100.0	100.0	% felt social inclusion was maintained or increased as a result of SCS involvement
Q4	0.0	0.0	0.0	0.0	100.0	100.0	% felt pupils maintained or made progress as a result of SCS involvement

Results from the survey of schools

SCORES AS PERCENTAGES AND SUMMARY OF OUTCOMES							
	Rating (% of respondents)					Question	
	1	2	3	4	5	As a result of our input:	
	3.0	5.1	29.3	32.3	30.3	91.9	% felt that teaching and learning strategies were maintained or improved as a result of SCS involvement
	3.0	8.1	30.3	26.3	32.3	88.9	% felt school teacher confidence with hearing/visually impaired pupils was maintained or increased as a result of SCS involvement
	2.5	11.1	27.2	22.2	37.0	86.4	% felt Teaching Assistant confidence with hearing/visually impaired pupils was maintained or increased as a result of SCS involvement
	1.0	8.2	24.5	36.7	29.6	90.8	% felt pupils maintained or made progress

Results from survey of parents of school-age children and young people

SCORES AS PERCENTAGES AND SUMMARY OF OUTCOMES							
	Rating (% of respondents)					Question	
	1	2	3	4	5	As a result of our input:	
Q1	0.0	0.0	16.7	11.1	72.2	100.0	% felt their SCS Teacher helped their child at school
Q2	0.0	0.0	0.0	22.2	77.8	100.0	% felt their SCS Teacher had visited often enough to meet their child's needs
Q3	0.0	0.0	11.1	0.0	88.9	100.0	% felt confident about asking their SCS Teacher questions about their child's visual/hearing impairment and progress
Q4	0.0	0.0	5.6	11.1	83.3	100.0	% were satisfied with the service received from the SCS

The results from the user feedback are compared with previous years to identify whether there have been improvements. The 2011 survey for example found that the feedback from schools had improved but that they remained the least satisfactory of the groups. Although the survey indicated overall high levels of satisfaction the service was able to identify the main causes of dissatisfaction from the comments boxes at the end of each survey. Changing specialist staff school allocation and school staff feeling that they had not had enough time to communicate with the specialist teacher were the main problems although school staff recognised this was in part due to their own teaching commitments. Respondents can choose to identify themselves and most do, thus enabling better address to the concerns raised.

Contact: Gillian Coles, Head of Sensory Consortium Service, Town Hall, St Ives Rd

Maidenhead SL6 1RF. Tel. 01628 796786

Gillian.Coles@RBWM.gov.uk

Review of Involvement – Pre-School

(for completion by Parent)

Please rate the following on a scale of 1-5 where

5 = strongly agree and 1 = strongly disagree.

- | | | |
|----|--|----------------------|
| 1. | Your SCS teacher has helped you in gaining knowledge and understanding of your child's hearing/visual impairment. | <input type="text"/> |
| 2. | Your SCS teacher has supported you in your understanding and knowledge of your child's hearing aids/cochlear implant (hearing only). | <input type="text"/> |
| 3. | Your SCS teacher has helped you to support your child's communication and learning | <input type="text"/> |
| 4. | You find it easy to talk to your SCS teacher | <input type="text"/> |
| 5. | You feel confident about asking your SCS teacher questions about your child's visual/hearing impairment | <input type="text"/> |
| 1. | Your SCS teacher helps you to feel confident in helping your child | <input type="text"/> |

If I could change one thing about the service received from the Sensory Consortium Service it would be:

You may choose to provide your child's name and contact details.

Child's Name:

Parent's Name:

Please return to Service Administrator, Sensory Consortium Service, Children's Services, Town Hall, St. Ives Road, Maidenhead, Berkshire SL6 1RF before the end of June.

Reading, Bracknell and RBWM will be surveyed during May in odd years. West Berkshire, Wokingham and Slough will be surveyed in May during even years.

SCS website: http://www.rbwm.gov.uk/web/ed_sens-consortium_index.htm

Review of Involvement – Early Years Setting

(for completion by SENCO or Headteacher)

Child's Name:

Early Years Setting:

Please rate the following on a scale of 1-5 where

5 = substantial(ly) and 1 = minimal(ly).

7. **Play and learning strategies**

To what extent has SCS involvement contributed to developing effective play and learning strategies for the child?

8. **Confidence of staff involved with the child**

To what extent has staff confidence been positively affected as a result of SCS involvement?

9. **Social inclusion**

To what extent has social inclusion been positively affected as a result of SCS involvement?

10. **Child's learning/performance**

What progress has been made by the child?

If I could change one thing about the service received from the Sensory Consortium Service it would be:

Completed by _____ SENCO or
Headteacher

Date: _____

Please return to Service Administrator, Sensory Consortium Service, Children's Services, Town Hall, St. Ives Road, Maidenhead, Berkshire SL6 1RF before the end of June.

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SCS website: http://www.rbwm.gov.uk/web/ed_sens-consortium_index.htm

Review of Involvement – Parents of School-Age Children

Please rate the following on a scale of 1-5 where

5 = strongly agree and 1 = strongly disagree.

11. Your child's Sensory Consortium Service (SCS) teacher has helped your child at school
12. Your SCS teacher has visited often enough to meet your child's needs
13. You feel confident about asking your SCS teacher questions about your child's visual/hearing impairment and progress
14. On the whole, what do you think of the service you received from us? (Please rate 1-5 where 5 = Excellent and 1 = Unsatisfactory)
15. Is there anything else you would like to say about the service you have received?

If I could change one thing about the service received from the Sensory Consortium Service it would be:

You may choose to provide your child's name and contact details.

Child's Name

Parent's Name

Please return to Service Administrator, Sensory Consortium Service, Children's Services, Town Hall, St. Ives Road, Maidenhead, Berkshire SL6 1RF before the end of June.

Reading, Bracknell and RBWM will be surveyed during May in odd years. West Berkshire, Wokingham and Slough will be surveyed in May during even years.

SCS website: http://www.rbwm.gov.uk/web/ed_sens-consortium_index.htm

Review of Involvement – School

(for completion by SENCO or Headteacher)

Pupil's Name:

School:

Please rate the following on a scale of 1-5 where

5 = substantial(ly) and 1 = minimal(ly).

16. **Teaching and learning strategies**

To what extent has SCS involvement contributed to developing effective teaching and learning strategies for the pupil?

17. **Confidence of teacher(s) involved with the pupil**

To what extent has school teacher confidence with hearing/visually impaired pupils been positively affected as a result of SCS involvement?

18. **Confidence of TA(s) involved with the pupil (if applicable)**

To what extent has TA confidence with hearing/visually impaired pupils been positively affected as a result of SCS involvement?

19. **Pupil's learning/performance**

What progress has been made by this pupil?

Please circle code(s) below for evidence used to make this judgement.

Evidence Codes

IEP targets achieved	A
School assessments/observations	B
Curriculum performance	C
Baseline assessment	D
SATs	E
GCSE/A levels – projected grades/results	F
SCS assessments/observations	G
SCS test scores	H
Other (please specify)	O

If I could change one thing about the service received from the Sensory Consortium Service it would be:

Completed by: SENCO or
Headteacher

Date:

Please return to Service Administrator, Sensory Consortium Service, Children's Services, Town Hall, St. Ives Road, Maidenhead, Berkshire SL6 1RF before the end of June.

Reading, Bracknell and RBWM will be surveyed during May in odd years. West Berkshire, Wokingham and Slough will be surveyed in May during even years.

SCS website: http://www.rbwm.gov.uk/web/ed_sens-consortium_index.htm

3.6 STANDARD 10: Involving children, young people, parents, schools, early years settings and other provision in the development of services - Hammersmith and Fulham

STANDARD 10:

The views of CYP and parents, schools, early years settings and other provision are taken into account when evaluating the service.

Ideas and suggestions from service users and stakeholders are evaluated and, where appropriate, incorporated into plans.

Policy and strategy are based upon the present and future needs and expectations of all service users and stakeholders.

Activity

Hammersmith and Fulham Sensory and Language Impairment Team leads and facilitates a strategy group for the delivery and development of Services for Hearing Impaired Children. Membership of the group includes representation from: Parents, Paediatric Audiologists, Speech and Language Therapy, SEN services, the NDCS, SENCOs, Head Teachers and Senior LA officers. Student participation is sought through focus group sessions that feed into both the local strategy group and the area children's hearing screening working group (CHSWG).

The group meets quarterly. The agenda reflects collective local and national priorities and is agreed within the group. It also feeds into the area CHSWG.

In delivering the service, there is a strong emphasis on measuring, evaluating and reviewing outcomes. Service efficiencies are measured both against national service standards and local performance measures.

Outcomes

Outcomes from the Strategy Group over the past two years include:-

- Good engagement and participation across the stakeholder spectrum - 'buy in generates the opportunity to develop services more meaningfully'
- Ongoing locally agreed programme for the acoustic modification of local early years centres and schools based upon local data and trend analysis
- Training sessions for service users, parents, staff and support workers
- Joint working with the voluntary sector including NDCS at both a local and regional level
- Links with private service providers
- Joint development of stimulating play centres for 1:1 and group work
- Implementation of specialist Speech and Language resources in local schools
- Family fun day across three boroughs including workshops, specialist provider stalls and a definitely theatre production
- Support with local voluntary family support (HI) groups and specialist after-school clubs
- Raised awareness with students of their voice in service development
- Extension of service awareness to FE providers
- Continual shared review of services with developmental targets jointly planned and implemented
- Impact of interventions measured and reported to the group
- Trialling of new equipment in partnership with specialist manufacturers
- Integration of performance into wider Hammersmith and Fulham Corporate Strategic developments

Future areas of development will include:-

Building upon flexible training for parents and activities for children and their families

Ongoing development of highly specialist early years language resources at acoustically modified provisions

Translation of best working practices across local boroughs within the Tri-Borough merger.

Contact: Gabrielle Nyman Head of Service gnyman.205@lgflmail.org Tel: 020 8811 8190

3.7 STANDARD 10: Involving children and young people in the development of services - The Berkshire Sensory Consortium Service

Purpose

The purpose is to include the voice of the pupil in the interview process for teachers joining the peripatetic team for the Berkshire Sensory Consortium Service.

Description

A student participates in the interview panel. The student sets and asks questions and participates in discussion with candidates. They are fully part of the decision making process when agreeing the successful candidate. Prior to interview the student discusses with members of the panel the qualities and attributes a successful candidate should be able to demonstrate.

Example

Tom, a Year 10 student joined an interview panel which also included two Co-ordinators of the Berkshire Sensory Consortium Service Hearing Impairment Team to interview candidates for teaching vacancies.

The candidates were invited individually to answer questions set by Tom and engage in conversation with him. These questions had been discussed with the Berkshire Sensory Consortium teachers earlier so that each applicant was given the same opportunity to engage with the young person.

Examples of questions:

(Tom) What personal qualities do you have which help you to get on with children? Can you give examples?

(Tom) How would you adapt your teaching if you were to get this position?

Following this, Tom was part of the decision making process to select the applicant referring back to the discussion and supporting this with reasons for his selection.

Prior to the interview Tom was briefed about the vacancy and his views about the qualities for the candidate e.g. “good communication skills”, “friendly but with a professional vibe” were taken into account.

Tom stated: “I feel that excellent communication skills are essential when teaching deaf or hearing impaired children. Also the ability to form positive relationships with the pupil, listening and responding to what they want”.

In both cases there was unanimity in the decision to appoint the teacher. The perspective that Tom was able to bring to the process was enlightening (he was keen that they should have first rate educational qualifications as well as good communication skills) and the way in which he was able to reflect upon the process and upon the position was very helpful. As a result of the success of these interviews, Tom has been invited to be the Pupil Advisor on the SENCO accreditation review panel at Reading University where his school SENCO is part of the panel. Tom is also involved in the Year 6 transition to secondary school for other pupils with sensory impairment.

The constraints of the situation were mainly the amount of time that was required for Tom to be out of his own mainstream school, which in Year 11 was particularly problematic. Also, as a peripatetic service spread across Berkshire, we do not have one central ‘home’ and arranging for transport to and from the interview location also involved some considerable planning. However any effort involved in the planning was more than compensated for by the active, intelligent part played by Tom.

Contact: Jane.kilminster@rbwm.gov.uk

3.8 STANDARD 13: Staff resources are planned, managed and improved – appraisal and lesson observation - The Berkshire Sensory Consortium Service

Purpose

To ensure the service can provide the required supporting evidence that “performance appraisal of all staff is effective, the achievement of staff performance targets is monitored, and the process leads to training and development aligned to the performance requirements of the service, and the defined needs of the individual”.

Description

The service’s performance management policy sets out an approach to observing the practice of its specialist teachers. The observation is used to inform the appraisal. Both the observation pro-forma and the appraisal document are attached.

Outcomes

This is a new approach which is being trialled at the time of writing this case study (September 2012).

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The Berkshire Sensory Consortium Service - Individual Appraisal Pack extract from the Service's Performance Management Policy

Name: _____

Job Title: _____

Date Started Current Job: _____

Date of Last Appraisal: _____

Date of this Appraisal: _____ Appraiser: _____

Job Description still current Yes / No

If no, please state changes required:

Office base and/or Local Authority activities undertaken:

UPS Standards and UPS Named Staff Activity undertaken:

TLR Activities undertaken (if relevant)

Name:

Appraisal Statement

What aspects of your job give you most satisfaction this year?

What do you feel has been your main constraints this year?

Assessment against Teacher Core Personal and Professional Standards

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- There must evidence of use of relevant record keeping (PARIS system) to inform and record pupil learning and SCS interventions.

Assessment against Core Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Work effectively with other professionals and family evidenced on SCS record keeping system (PARIS) in pupil records to include pupil evaluation and reports.

Assessment against UPS Professional Attributes

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Teaching Observation Grade was recorded as Outstanding / Good /Needs Development

Target Type	Appraisee	Appraiser Comment	Achieved or Not Achieved
Service Development Target			
Pupil Progress Target			
Individual Target			
Any Additional Target			

Any additional comments relevant to your review:

Any particular absences you may have incurred:

List any training you have accessed this year:

Overall Assessment of Performance

The teacher observation record is a critical part of the overall judgement and the Appraisal record cannot be graded as good or outstanding without being matched by the same or higher grade in the Teacher observation record.

The Appraising Officer should classify the individual's overall performance with one of the following four categories:

Outstanding / Good / Needs to Improve

- Outstanding: Fully achieves objectives within set targets. Meets and often exceeds set performance standards. Highly effective overall performance. (For senior managers only: meets all and often exceeds the identified competencies.)
- Good: Fully achieves all objectives within set targets. Meets most set performance standards. (For senior managers only: meets all the identified competencies.)
- Needs to Improve: Fails to achieve sufficient objectives within set targets. Frequently fails to meet sufficient set performance standards. Overall performance is disappointing. (For senior managers only: fails to meet most of the identified competencies.)

Teachers wishing for progression to UPS or through UPS should advise at interview with two years' notice. They should revisit the Teaching Standards and at each interview any areas requiring further development should be identified.

Delete as appropriate

I wish to be considered for progression on the Upper Pay Scale (Teachers)

Yes/No/Not Applicable

I wish to be considered for progression on the SCS ESTA Levels

Yes/No/Not Applicable

Appraiser's Overall Comments

Countersigning Officer's Comments

Signed

Appraiser

Date

Signed

Appraisee

Date

Signatures can be electronic.

The Berkshire Sensory Consortium Service

Teacher Lesson Observation

Please complete and return to your appraiser one week before your observation. Ensure pupil records and objectives are available on the SCS record keeping system (PARIS)

All observations for **teachers** should show you teaching with observable progress and outcome both within the lesson and from pupil records. Formal assessments and touch-typing are not to be used by **teachers** for these observations.

Collecting Evidence: Before the observation, the observer and teacher should be clear about the context of the lesson, the activities planned, the learning objectives and the agreed area for key focus for the observation. This should be done either through discussion and be evident from the lesson plan.

A time/events log might be used to record events during the lesson.

Drawing Conclusions: The observation form covers eleven aspects of effective teaching, with a fuller description of each in the guidance sheet. Most if not all should apply to any lesson. The description should help both teacher and observer in assessing the quality of teaching and learning. The observer then considers for each aspect whether it has been shown to an outstanding, good or satisfactory standard, whether further development is needed or whether the aspect is not applicable or there is not enough evidence to assess it (N/A). Conclusions should always be supported by evidence.

Giving Feedback: The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should be given the opportunity to record any comments.

There is further guidance in the OFSTED Handbooks for inspecting secondary, primary and special service, which include information on judging the quality of teaching in lessons, feedback and self-evaluation.

Cross Reference to Threshold Standards: Teachers applying for threshold assessment may wish to draw on observation evidence.

Sensory Consortium Service

Lesson Observation: Lesson Plan and Outcome Criteria

(Sections 1-5 should be completed by the teacher who is to be observed and sent to the observer five days prior to the observation). Observer comments will be completed by the observer during the observation.

1. Date: _____ Time: _____
2. Venue: (School Name & Post Code or Home Address & Post Code): _____

SCS Teacher: _____

Observer / Appraiser: _____

3. SCS Teacher Pupil Progress Performance Management Target: _____
4. Brief description of the child – age, degree of impairment, year group and any equipment if used: _____
5. Complete Lesson Plan with suggested time for each activity, complete Outcome Criteria which should include your intended outcome/s for the lesson - Outcome Criteria should be observable as the outcome/s for the pupil during and as a result of your intervention in the lesson as well as its contribution to the more global outcomes recorded on your SCS pupil records.

Phrases which might be useful in your Lesson Plan writing:

- | | |
|--|-------------------------------|
| Whole class interactive (not SCS directed) | Pupil management |
| Whole class interactive (SCS directed) | Testing/assessment |
| In-class support | Transition between activities |
| Individual work | Liaison |

Approx Time	Lesson Plan to be completed by Teacher	Observer Comments
Planned Learning Outcome resulting from the teaching and learning to be observed. (To be completed by the Teacher and be related to SCS pupil objectives.)		Observer Comments

Lesson Observation: Assessment

Date:

Teacher:

Observer:

Core Teaching Competencies against which Teacher Observations will be graded.

1. Set high expectations which inspired, motivated and challenged pupil/s

- Establish a safe and stimulating environment for pupil/s, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupil/s.

Outstanding

Good

Needs Development

2. Promoted good progress and outcomes by pupil/s

- Accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on the teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- UPS P8: Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Outstanding

Good

Needs Development

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, fostered and maintained pupils' interest in the subject, and addressed misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promoted the value of scholarship.
- Demonstrate an understanding of and taken responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrated a clear understanding of systematic synthetic phonics. *Where the lesson is not related to this but this is part of the pupil's specific needs to show how you have contributed to the delivery of this area of the curriculum.*
- If teaching early mathematics, demonstrated a clear understanding of appropriate teaching strategies. *Where the lesson is not related to this but this is part of the pupil's specific needs to show how you have contributed to the delivery of this area of the curriculum.*

- UPS P5: Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

Outstanding Good Needs Development

4. Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children’s intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- UPS P7: Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Outstanding Good Needs Development

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- UPS P2: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- UPS P6: Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Outstanding Good Needs Development

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Make use of formative and summative assessment to secure pupils' progress.
 - Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 - UPS P3: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
 - UPS P4: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Outstanding Good Needs Development

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Outstanding Good Needs Development

Guidance on Grading:

Outstanding	To achieve outstanding the majority of areas have to be graded as outstanding with the remainder at least good.
Good	To achieve good the majority of areas have to be graded at least good.
Needs Development	The majority of areas are identified as in Need of Development. This staff member should not apply for UPS or expect progression.

Overall Grade: _____

Conclusions and Feedback:

Appraisee to record below previous area identified for development:

Strengths to include progress against previous areas for development:

Areas for Development:

Teacher's Comment (optional):

3.9 STANDARD 14: Staff experience, knowledge and competencies are identified, developed, sustained and recognised – development of pan-European competencies for teachers of the deaf through partnerships

Paul Simpson, National Executive Officer, BATOD

Purpose

The activity in this case study is participation in the development of pan-European competencies for Teachers of the Deaf. It describes the involvement of a LA specialist support service in a European project in which competencies – and specialist knowledge - for Teachers of the Deaf were drawn up. This enabled the support service (and other services throughout the UK) to assess the range of Teacher of the Deaf competencies within their team members through a period of consultation, discussion and evaluation, the overall aim being to ensure that specialist teachers are best equipped to support deaf children and young people and to respond to changing technological, linguistic and educational circumstances

Description

Through cooperative activity with other European partners, Teachers of the Deaf in the service were able to consider the range of competencies they held and which had formed part of their mandatory training, which ones needed to be added or reviewed in the light of changing circumstances and how these competencies were evaluated and put into practice. During the drawing up of the set of competencies there were many opportunities for review and re-evaluation and Teachers of the Deaf were thus more energised about the range of competencies they possessed and how they put them into practice. They were also able to determine which competencies they did not have or which were not up to date and propose further training and education to fill any identified gaps. From the supporting evidence information related to the Quality standard: “All staff have the opportunity to take part in service development activities and projects within the organisation.”

Outcomes

Through involvement in the European project the team undertook re-evaluation and review of the professional qualities and competencies of the Teachers of the Deaf. This enabled the service to offer a higher level of comprehensive service to the range of deaf children and young people in their authority.

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British Association of Teachers of the Deaf (BATOD)
E-mail: exec@batod.org.uk

<http://www.feapda.org/FEAPDA%20Leonardo%20Document.html>