

Workstream 2b – Local Offer

Creating Confidence in Local Services
NatSIP Guidance to support the development of the Local Offer
for children and young people with sensory impairment

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Author: *Julie Jennings, Steve Rose*

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Preface



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Contact:

Lindsey Jane Rousseau, NatSIP Facilitator

T: 07711 030711

E: lindsey.rousseau@natsip.org.uk

W: www.natsip.org.uk

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1. Aim

The agreed purpose of NatSIP is to improve outcomes for children and young people with a sensory impairment through partnership working across services, schools, voluntary organisations and local authorities.

Description of Sensory Impairment: “Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than those with a single sensory impairment.” (Code of Practice, 2014)

By working together, NatSIP aims to support children, young people with sensory impairment and their parent/carers through quality frameworks. This guidance provides Local Authorities (LAs) with a quality framework to develop their local offer for families so that they can readily see:

- what they can expect from universal services across education, health and social care
- how to access specialist sensory impairment support
- how decisions are made including eligibility criteria for accessing sensory impairment services where appropriate.

Whilst the NatSIP Guidance can provide the basis for a fair allocation of available resources, it should not exclude practitioner judgement. The Guidance is **not intended to replace an assessment of the individual needs of a child or young person**, which should include a full assessment by a qualified specialist teacher of children and young people with sensory impairment (Hearing Impairment, Multi-sensory Impairment and Vision Impairment), Habilitation Workers and relevant health and social care practitioners. Parent/carers and practitioners will know that use of the NatSIP Guidance is leading to effective support when children are making good progress and achieving good outcomes ([NatSIP 2012a](#)).

The use of the NatSIP Guidance should inform an ongoing review around the services available for children and young people with sensory impairment in the local offer. It will also be particularly helpful when the Local Authority sets out its expectations for the provision schools make as part of their delegated funds. This review should be carried out annually in line with guidance. NatSIP's expectation is that the local offer is developed within a framework of core principles and reflects the regulatory framework and broader guidance of the local offer.

This document was developed in partnership between local authority and voluntary sector organisations and involved practitioners, parents/carers and young people in the process.

2. Population

Children and young people with a sensory impairment have low incidence special educational needs and disabilities (SEND). The total number of children and young people with a vision impairment up to 18 years of age supported by VI services in England is 25,074 (RNIB, 2012). There are at least 37,948 children and young people with a hearing impairment in England (CRIDE, 2013). There are an estimated 4,000 Deafblind/MSI children and young people aged 0-19 years (Emerson & Robertson 2010)

Within this low incidence population there is extensive diversity. At least 50% have additional disabilities and/or special educational needs (SEN), and many children experience high levels of need. The effect of even a relatively moderate sensory impairment is significant, especially in combination with other SEN.

Developing a local offer for children and young people with low incidence needs poses particular challenges to service providers where core services may need to be available at a regional or national level to meet the full range of needs.

The NatSIP definition of low incidence SEND is

“A need which has the potential to have an adverse impact on learning and development unless additional measures are taken to support the child/young person”

Further to this definition:

- The prevalence rate is so low that a mainstream setting is unlikely to have sufficient knowledge and experience to meet these requirements. Settings will need to obtain specialist support and advice on how to ensure equitable access and progression (against national standards)
- The prevalence rate is so low that any formula for allocating specialist resources for additional needs, which is based on proxy indicators of need, will not reflect the true distribution of children and young people identified as having low incidence SEND

The following resources may support the evidence used in compiling the local offer:

- [Eye health and sight loss; statistics and information for developing a Joint Strategic Needs Assessment](#)
- [Sight loss Data Tool](#)
- [Putting the UK Vision Strategy into action for children and young people](#)
- [Evidence based review of Children and Young People with Vision Impairment](#)
- [Regional data of future deafblind population](#)
- Identifying and meeting the needs of children who are deafblind: [Creating opportunities, achieving expectations](#)
- [Supporting the achievement of deaf children](#): resources for practitioners in early years settings, primary, secondary and special schools and further education
- [Social care for deaf children and young people](#)
- [Protecting specialist education support services for deaf children](#) – advice to local authorities
- [Data on local authority educational provision for deaf children](#)
- [Schools for deaf children in the UK](#): a directory of special schools
- [Learning British Sign Language](#)

3. Purpose of this document

The purpose of this NatSIP guidance document is:

1. to support sensory support services in demonstrating good practice in providing services for children and young people with sensory impairment
2. to support parents/carers to look at the local offer and gain an understanding of how well it may meet their child's or young person's needs

But it may also be applied in different ways such as:

- to inform the development of the **local offer**
- **to help inform schools in the development of their SEN Policy and SEN Information Report**
- to promote choice and highlight **partnership working with families**
- to promote partnership working across all **agencies, departments and the voluntary sector**
- to **support young people** to be part of the process in a meaningful way
- to inform parents/carers about the **range of options** which may be available to meet individual needs
- to support the **match of provision** with individual needs, including regional and national provision
- to support **joint commissioning** of services
- to support the development of **Service Level Agreements**
- to enable services to provide an **equitable allocation** of their resources
- to inform **education, health and care plans (EHC Plans)**
- to facilitate **the review of services and identification of gaps** in provision
- to support **service evaluation and quality assurance**
- to allow **comparison of local offers** across LAs
- to reflect compliance with **The Equality Act (2010)**.

4. Outcomes

This guidance outlines ten outcomes. Outcomes are defined as the results that services are meant to achieve. NatSIP believes that without support or services, children and young people are at risk of being disadvantaged when compared to their hearing/sighted peers.

1. Children and young people have their sensory impairment identified
2. Where sensory impairment is identified, assessment, planning and monitoring are undertaken by appropriately qualified practitioners to gauge and offset the impact of sensory impairment on the achievement of children and young people
3. Parents/carers and children and young people are supported from diagnosis in making choices of communication and technology which promote educational achievement
4. Services, settings, parents/carers, children and young people are supported to develop skills and knowledge to make use of specialist adaptations, equipment and resources for sensory impairment
5. Practitioners involved in the provision for children and young people with sensory impairment are suitably qualified and experienced and there is evidence that a highly skilled workforce is maintained with access to continuous professional development
6. Services and environments are accessible to support the inclusion and independence of children and young people with sensory impairment
7. Children and young people with sensory impairment are supported to develop mobility, independence and access to their wider community
8. Where social and emotional needs are identified as a result of sensory impairment, children and young people are able to access appropriate support
9. The needs of the family are identified and provision is made where there is a child or young person with sensory impairment, including access to key working
10. Children and young people are supported in their transition to further and higher education, employment and training, and independent living.

5. Matrix

Each outcome is set against a matrix which is organised into six sections:

5.1 Universal services

“Universal services are those services that are provided to, or are routinely available to, **all** children, young people and their families. Universal services are designed to meet the sorts of needs that all children and young people have; they can include early years provision, mainstream schools and Connexions (sic), as well as health services provided by GPs, midwives, and health visitors.” [\(Leeds Initiative 2013\)](#)

5.2 Targeted services

“Targeted services provide support aimed at particular groups of children, but often accessed from within universal (or mainstream) services. This includes services such as Sure Start children's centres that provide services that are available to all as well as services provided directly to individual children, young people and their parents/carers who have been identified as having additional needs.” [\(Leeds Initiative 2013\)](#)

5.3 Specialist Services

“Specialist services are provided specifically for children and young people with specialist, acute, complex or very high level needs who would otherwise be at great risk of poor outcomes. They will often be provided alongside universal services but may, in some exceptional circumstances, be a replacement for universal services.

Access to specialist services requires an additional level of assessment or referral linked to specific communicated criteria, or in some cases a particular diagnosis. Specialist responses from services often include training, guidance, advice and support to agencies.” [\(Leeds Initiative 2013\)](#)

These levels of service provision are widely used by local authorities and agencies. They are reflected in the Joint Strategic Needs Assessment that informs the commissioning and provision of services to support children, young people and families in an area. Access to all services, regardless of level, should have a clear referral pathway made available within an authority's local offer information.

5.4 Scope

This section provides more information about the outcome and gives some further practical examples of some of the detail in regard to services. It is not an exclusive list and is based on advice from a range of organisations and agencies in how they meet the outcome.

5.4 Indicators

These provide an opportunity to demonstrate service performance which can be used for the basis of service improvement as part of the annual review of a local offer. They can be used to support communication with parents/carers and build parental confidence in the local offer. It may also offer parents/carers the opportunity to compare local offers between areas.

5.5 Resources

This section outlines key documents which may be useful in developing service provision, requirements and improvements. The list is not exhaustive and there may be further local resources available to inform the local offer. These resources were most commonly identified by members of NatSIP who contributed to the development of this guidance.

6. Applying the matrix to inform the development and comparison of a local offer

This guidance has been informed by an approach to outcomes based accountability ([Friedman 2005](#)).

Information provided should be understandable and useful for parents/carers, providers and commissioners.

- Outcomes are defined as ‘the results that services want to achieve’
- Indicators are defined as ‘the means by which we measure progress against the outcomes’ ([Friedman 2005](#)).

This approach can be used as a tool for continuous improvement of services and as a satisfaction measure for users. This means that in relation to considering the indicators of progress against the outcomes there are questions that need to be addressed in terms of information gathering. These are:

- What did we do?
- How well did we do it?
- Did it make a difference?

Local authorities must use systems of evaluation that take into account the views of children, young people and families in keeping the local offer under review (COP 4.18), publishing comments about the local offer (4.21) and taking action in response to comments (4.26)

Parents/carers should be able to use this document to review provision in a local authority by using the indicators as a way of seeking information about how an authority is meeting the outcomes. In addition, seeing how a service or authority is progressing over time would enable parents to make an informed decision about whether the provision within an area currently meets children’s and young people’s needs. This tool can also be used to compare information available between different local authority areas and identify how provision might be changed to meet local needs.

Local Authorities could use this document to demonstrate the outcomes of service provision available within their local offer by using the indicators as a way of determining a baseline in a cycle of improvement. In addition it can be used as a self-evaluation tool to determine gaps in provision to inform commissioners about the needs of children and young people with sensory impairment. For example, services may not be routinely gathering information that demonstrates their performance against the indicators, but for self-evaluation it would be a useful benchmark to measure performance against the outcomes.

It may be helpful to outline where joint or regional commissioning would improve the overall design or efficiency of services if local services are found not to be sufficient. The importance of regional collaboration to meet the needs of children and young people with highly specialist needs

has been recognised by the Department for Education in the draft COP [3.67] in "Regional commissioning: meeting the needs of children and young people with highly specialised and/or low incidence needs".

7. The local offer matrix

Outcome	
1. Children and young people have their sensory impairment identified	
Specialist service provision	Scope
<ul style="list-style-type: none"> Specialist teaching and support services (HI, VI, MSI) Specialist Children's Social Worker including Deafblind workers services Cochlear Implant services 	<p>All efforts are made to identify sensory impairment at the earliest opportunity. Early identification leads to better provision of early intervention and better long term outcomes for children and young people (CYP). Identification may involve a range of practitioners who work across different agencies and at different levels.</p> <p>Practical examples of what this may include are:</p> <p>Screening and diagnostic testing of hearing and vision, identification of organic and processing disorders, genetic testing.</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Optician, Optometrist, Orthoptist, Ophthalmologist, Audiologist and ENT services ROP/high risk groups VI screening Diagnostic Hearing screening (NHSP) Certification and Registration of VI Early Support Targeted vision/hearing screening for CYP who have pre-existing hearing or vision impairment (i.e. the other distance sense) 	<ul style="list-style-type: none"> % of children with sensory impairment are identified by age 1 % of children with severe sensory impairment are identified by age 1 % of children with sensory impairment are identified by age 5 % of CYP with a late onset are identified within 1 year of onset % Parents/carers reporting satisfaction with process of 'sharing the news' at point of diagnosis
Universal service provision	Related resources
<ul style="list-style-type: none"> 4/5 year old vision checks Health Review 2.5 Year (Healthy Child Programme) Neonatal Hearing Screening Programme (NHSP) Newborn and Infant Physical Examination (NIPE) - vision 	<ul style="list-style-type: none"> Local referral pathway Sensory Joint Strategic Needs Assessment Local Service Level Agreements Criteria for intervention for individual services Early Support Resources NatSIP SEN Information Report ("Schools Offer")

Outcome	
2. Where sensory impairment is identified, assessment, planning and monitoring are undertaken by appropriately qualified practitioners to gauge and offset the impact of sensory impairment on the achievement of children and young people	
Specialist service provision	Scope
<ul style="list-style-type: none"> Specialist teaching and support services (HI/VI/MSI) Habilitation from Paediatric Mobility officer Specialist school or resource provision for HI/VI/MSI Support from specialist Social Worker including Deafblind workers services Independent Assessment services (e.g. voluntary sector) Speech and Language Therapy/Occupational Therapy Voice Coaching 	<p>As sensory impairment is identified, qualified practitioners are involved to determine the nature, cause and functional impact of sensory loss. Once the extent of sensory impairment has been assessed, appropriate strategies and resources are identified and reviewed on at least an annual basis. These adaptations should be put in place to reduce the impact of sensory impairment on curriculum, environmental and social access. This may include the support provided by a co-ordinated Education, Health and Care plan, which must involve the educational advice of suitably qualified professionals. This must include teachers holding the mandatory qualification in HI, VI or MSI. Practical examples of what this includes are:</p> <p>Qualified teachers in Sensory Impairments, specialist habilitation worker, speech and language therapist, occupational therapist, physiotherapist, specialist children's social worker including deafblind workers services, Optician, Optometrist, Orthoptist, Ophthalmologist, Audiologist and ENT services</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Optician, Optometrist, Orthoptist, Ophthalmology services Audiology and ENT services 	<ul style="list-style-type: none"> % of identified children and young people who are assessed by suitably qualified practitioners within statutory timeframes % of children, young people and parents who report satisfaction with process of statutory assessment % of appeals and tribunals % of staff in services who are suitably qualified in sensory impairment (e.g. MQ, Eye health specialists, Deafblind diploma social care etc.)
Universal service provision	Related resources
	<ul style="list-style-type: none"> NatSIP Eligibility Criteria/NatSIP Better Assessments, Better Outcomes, Better plans Neonatal Hearing screening Programme/Newborn and Infant Physical Examination Programme Local referral pathway

Outcome	
3. Parents/carers and children and young people are supported from diagnosis in making choices of communication and technology which promote educational achievement	
Specialist service provision	Scope
<ul style="list-style-type: none"> Specialist teaching & support services (HI, VI, MSI) Cochlear Implant services 	<p>A suitably qualified multi-agency team supports children and young people, parents/carers and settings in the exploration and agreement of appropriate communication and assistive technology. This will be subject to ongoing review with the young person, family and appropriate practitioners.</p> <p>Practical examples of what this may include are:</p> <p>Parents/carers, children and young people receive information about, and where needed, training in the use of, languages, communication systems and technology, such as cochlear implants, hearing aids, braille, BSL, Cued Speech, voice output communication aids, appropriately qualified intervenors, appropriately qualified Communication Support Workers and BSL/English Interpreters</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Optician, Optometrist, Orthoptist, Ophthalmology services Audiology and ENT services Specialist Advisory & Support services (HI, VI, MSI) 	<ul style="list-style-type: none"> % of parents/carers and young people who are satisfied with the support to make informed choices regarding mode of communication and technology. % of children and young people achieving in line with sighted and hearing peers. % of children showing end of key stage improvements in the optional hearing and vision impairment benchmarking measures of independence % of settings achieving a good or better standard in SEND provision against Ofsted/regulatory frameworks % of appeals and tribunals/judicial reviews
Universal service provision	Related resources
<ul style="list-style-type: none"> Early Years Foundation Stage Disability Awareness weeks in schools Appropriate fiction & non-fiction materials available in local libraries in a range of formats 	<ul style="list-style-type: none"> NatSIP Outcomes benchmarking & benchmarking measures of independence National attainment data Equality Act and auxiliary aids duty & NatSIP Equality Act Guidance NatSIP Better Assessments, Better Outcomes, Better Plans Ofsted resources and guidance Local referral pathway

Outcome	
4. Services, settings, parents/carers, children and young people are supported to develop skills and knowledge to make use of specialist adaptations, equipment and resources for sensory impairment	
Specialist service provision	Scope
<ul style="list-style-type: none"> ▪ ICT/Alternative & Augmentative Communication assessment services ▪ Training programmes to facilitate appropriate use of equipment (Specialist Teaching Service HI, VI, MSI) ▪ Specialist vision and hearing equipment and resources ▪ Habilitation from Paediatric Mobility Officer 	<p>Children and young people have access to specialist advice regarding equipment and resources. They will receive training and support to use the equipment and will develop their skills. Using the specialist equipment will improve their access to and enjoyment of learning opportunities.</p> <p>Practical examples of what this includes are:</p> <p>Training for CYP to make best use of equipment (eg development of touch typing skills); equipment will include Brailnote, CCTV, low vision aids, tactile access, radio aid, sound systems, laptops (to touch-type notes), use of appropriately qualified support staff (e.g. BSL interpreters, Cued Speech transliterators, speech to text operators, note-takers), hearing aids, large print books, access to braille and tactile materials, access to curriculum and leisure materials</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> ▪ Low Vision Assessment Clinic ▪ Hearing Aid Technicians and Audiology services ▪ Sound field/Personal FM systems/Loop systems in mainstream settings 	<ul style="list-style-type: none"> ▪ % of settings reporting satisfaction in their ability to meet needs in relation to specific equipment and technology. ▪ % of supporting practitioners who access related training and continuous professional development in use of equipment and resources ▪ % of children and young people reporting confidence in the use of specialist equipment ▪ % of families reporting confidence in the specialist advice they received about equipment ▪ % of families offered training in relation to specific SI needs, such as braille, sign language ▪ % of families who take up the offer of training in relation to specific SI needs.
Universal service provision	Related resources
<ul style="list-style-type: none"> ▪ Sound Field/Loop systems ▪ Access to computer/laptop/hand held tablets ▪ Quality First Teaching 	<ul style="list-style-type: none"> ▪ Equality Act and auxiliary aids duty & NatSIP Equality Act ▪ Building regulations ▪ Local referral pathway

Outcome	
5. Practitioners involved in the provision for children and young people with sensory impairment are suitably qualified and experienced and there is evidence that a highly skilled workforce is maintained with access to continuous professional development	
Specialist service provision	Scope
<ul style="list-style-type: none"> ▪ Qualified Teacher of Vision Impairment, Qualified Teacher of the Deaf, Qualified Teacher of Children with Multi Sensory Impairment ▪ Paediatric Habilitation Specialist, Social care professionals? ▪ SLT with HI ▪ Physio/OT (+specialist qualification or specialist skill routes) ▪ Low Vision Specialists ▪ Intervenor, Communicator Guide, Communicator Support Worker & BSL/English interpreter services 	<p>Local Authorities ensure practitioners have access to appropriate accredited courses to gain relevant recognised qualifications. Continuous professional development needs are identified through the annual performance management process. Training offered might reflect personal or team needs and priorities. Practical examples of what this may include are:</p> <p>Advisory teachers attaining mandatory qualifications and other support practitioners gaining suitably identified qualifications for their roles as outlined in the NatSIP training pathway.</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> ▪ Optician, Optometrist, Orthoptist, Ophthalmology services ▪ Audiologists (including Education Audiologists) and ENT services ▪ SENCo ▪ Children with Disability Teams ▪ Teaching Assistant (+specialist HI, VI, MSI qualifications) ▪ Learning Support Assistant (Further Education) 	<ul style="list-style-type: none"> ▪ % of practitioners who hold the appropriate identified qualification in relation to their designated role, such as Habilitation Specialist, TA, Intervenor. ▪ % holding MQ and % in training for MQ ▪ % of practitioners who hold qualifications in Braille, BSL, Cued Speech or other language relevant to their role. ▪ % of practitioners who access ongoing CPD activities
Universal service provision	Related resources
<ul style="list-style-type: none"> ▪ Teaching Assistant ▪ Universal Healthcare ▪ Social Care services ▪ Nursery, School, College and University 	<ul style="list-style-type: none"> ▪ NatSIP Training Pathway ▪ NCTL competencies for MQ training ▪ Local referral pathway

Outcome	
6. Services and environments are accessible to support the inclusion and independence of children and young people with sensory impairment	
Specialist service provision	Scope
<ul style="list-style-type: none"> Environmental Audits including acoustic and light measure assessments Paediatric Habilitation services BSL services 	<p>Services are delivered within accessible environments and settings undertake reasonable adjustments in line with the Equality Act to ensure that CYP with SI are included and able to be as independent as possible, to reflect their legal entitlements.</p> <p>Practical examples of what this may include are: Environmental audit, consideration of acoustics and noise levels, lighting, soundfield systems, clear mobility routes, signage, audio description, BSL/English interpretation</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Mobility routes and markers Translation services 	<ul style="list-style-type: none"> % environmental audits demonstrate that environments are suitable % of settings implementing reasonable adjustments recommended by suitably qualified practitioners (compliance with Equality Act, Planning duties and Auxiliary Aids guidance)
Universal service provision	Related resources
<ul style="list-style-type: none"> Universal building regulations and accessibility adaptations (Acoustic levels, Lux levels, Physical access) Putting Equality Act and admissions policy into practice 	<ul style="list-style-type: none"> Equality Act, Auxiliary Aids guidance & NatSIP Equality Act guidance NatSIP Better Assessments, Better Outcomes, Better Plans Early Support Multi-Agency and Improvement Tool General Building Regulations Local equality and inclusion policies Local referral pathway Planning duties

Outcome	
7. Children and young people with sensory impairment are supported to develop mobility, independence and access to their wider community	
Specialist service provision	Scope
<ul style="list-style-type: none"> Specialist Teaching and Support Services Paediatric mobility and Habilitation services/Adult Mobility and Rehabilitation services Assessment under Deafblind Guidance Physiotherapy, Occupational Therapy Guide Dogs, Buddy Dogs schemes etc. 	<p>Services support skill development to enable the maximum degree of independent living for children and young people. This includes the maximum degree of independent travel and mobility, emotional well-being, including self-confidence and self-esteem, the maximum degree of social inclusion, competence in the use of any specialist habilitation tools as aids to mobility and independence and the ability to be able to assess risks and anticipate likely areas of personal difficulty in mobility and independent living.</p> <p>Practical examples of what this may include are: Assessment, training and support from paediatric habilitation/mobility specialists, provision of mobility aids such as symbol or long cane, guide dogs</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Local Sensory Impairment charity/group activities Disability sports activities Buddy schemes Children with Disabilities team 	<ul style="list-style-type: none"> % of children and young people who have had access to habilitation assessment % of children and young people assessed as needing habilitation support who are accessing specialist provision % of children and young people who report satisfaction of engagement with and access to community facilities % of MSI children and young people who have had access to statutory assessment under deafblind guidance (DH 2009)
Universal service provision	Related resources
<ul style="list-style-type: none"> Local clubs, groups and play/youth services implementing equal opportunities policies and reasonable adjustments 	<ul style="list-style-type: none"> NatSIP Better Assessments, Better Outcomes, Better Plans HAB standards Quality Standards Deafblind Guidance Guidance about increasing participation Local referral pathway

Outcome	
8. Where social and emotional needs are identified as a result of sensory impairment, children and young people are able to access appropriate support	
Specialist service provision	Scope
<ul style="list-style-type: none"> ▪ Short breaks/Holiday schemes (e.g. RLSB, RNIB, NDCS, Sense, Actionaires) ▪ CAMHS ▪ Mentor/role model/Buddy schemes/peer support groups ▪ Specialist Counselling Services ▪ Blind in Business ▪ Specialist Social work teams 	<p>Young people, their parents/carers and family members receive support and advice about developing social and emotional needs and identifying difficulties. Young people are supported to express themselves and develop appropriate emotional language. Where significant needs are identified support is available to explore these with routes to appropriate and accessible services.</p> <p>Practical examples of what this may include are:</p> <p>Counselling, peer youth groups, clubs, meeting others with similar SI needs, mentoring projects, support networks, career specialist support, short breaks, Child and Adolescent Mental Health Services (with specialist SI teams), social workers for deaf/deafblind).</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> ▪ Connexions (or equivalent services) ▪ Specific Learning Difficulties Teams ▪ Speech and language therapy ▪ Common Assessment Framework ▪ Team around the child or equivalent approach ▪ SENCo 	<ul style="list-style-type: none"> ▪ % of CYP who are assessed as needing emotional support service in response to identified need ▪ % of children and young people assessed as needing a service who access that service ▪ % of children and young people who report satisfaction with the support provided
Universal service provision	Related resources
<ul style="list-style-type: none"> ▪ Screening and Assessment services (see outcome 1) ▪ PSHE curriculum ▪ Circle time 	<ul style="list-style-type: none"> ▪ Think right, feel good (vision impairment & hearing impairment versions) ▪ NatSIP Promoting resilience and well-being guidance ▪ Short breaks duty ▪ Local referral pathway

Outcome	
9. The needs of the family are identified and provision is made where there is a child or young person with sensory impairment, including access to key working	
Specialist service provision	Scope
<ul style="list-style-type: none"> ▪ Social Worker/ Social Worker for Deaf/Deafblind people ▪ Deaf Child and Adolescent Mental Health Services (CAMHS) ▪ Teacher of the Deaf/VI/MSI ▪ Cochlear Implant Team support ▪ Early Support and key working approach/lead practitioner services ▪ Voluntary Organisations 	<p>From the identification of a child's sensory impairment practitioners acknowledge the needs of the family. Families are linked with practitioners who can provide informed support, advice, and, as required, counselling. Ongoing support to develop the emotional well-being and resilience of the family is provided. A keyworking approach is offered to support CYP with SI and their families. This provides holistic care and both family- and child-centred support to meet individual requirements. The keyworker function may be delivered in different models although it is recognised that this way of working will benefit CYP with SI and their families when accessing provision by multiple services.</p> <p>Practical examples of what this includes are:</p> <p>Family training in a range of communication strategies, such as signed systems and BSL and ISL, support for young people with degenerative conditions, support for families about choices and options. Support of a key worker/lead practitioner, team around the child/family meetings, person centred planning, family/young person held records.</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> ▪ Child in Need Assessment (to access specialist services) ▪ Access to sensory impairment specific family support groups ▪ Early Support training available for practitioners and families ▪ Early Support materials available – signposting to online resources 	<ul style="list-style-type: none"> ▪ % of families offered a keyworking approach ▪ % of families who take up the offer of a keyworking approach ▪ % of families who report satisfaction with service received ▪ % of families who report confidence that professionals have understood their needs and those of their child
Universal service provision	Related resources
<ul style="list-style-type: none"> ▪ Health Visitor Services ▪ 2-3 year check ▪ General Practitioner ▪ Nursery/School ▪ GP/Paediatrician 	<ul style="list-style-type: none"> ▪ Early Support information and training ▪ Voluntary organisation information materials – NDCS, RNIB, NBCS, Sense ▪ Local referral pathway ▪ Parents as Partners (Guide dogs)

Outcome	
10. Children and young people are supported in their transition to further and higher education, employment and training, and independent living	
Specialist service provision	Scope
<ul style="list-style-type: none"> Supporting post-16 providers to ensure specialist equipment is in place Specialist transition planning Specialist careers advice Specialist employment support Job Centre Plus Disability Employment Advisers In-depth training and advice for post 16 lecturers/tutors working directly with SI young people 	<p>Children and young people benefit from early planning at all stages of transition whether at 16, 18 or at any stage between 18 and 25. This planning is person centred and follows the informed choices of the individuals with the support of their families and specialist advisers who understand the options available to young people, and the support required to ensure they can fulfil their ambitions. Children and young people are encouraged to have high aspirations, as are the professionals who support them.</p> <p>Practical examples of what this may include are:</p> <p>Services working collaboratively with all post-16 education providers, monitoring progress where appropriate, collecting and reviewing data on the effectiveness of local provision, including data on outcomes such as employment and independent living, a version of the local offer accessible for young people, impairment specific careers/FE/HE education fairs</p>
Targeted service provision	Indicators of progress
<ul style="list-style-type: none"> Personalisation of post-16 study programmes and associated support Basic awareness training available for staff in FE and other settings Local authority information service for young people with SEN <p>Face to face/targeted provision of careers advice as part of school and college duty</p>	<p>% of young people who have a person-centred transition plan</p> <p>% of young people for whom destination data is available</p> <p>% of young people who are NEET in comparison to national data</p> <p>% of young people expressing satisfaction with transition planning support made available to them</p>
Universal service provision	Related resources
<ul style="list-style-type: none"> Passing on of key information about young people, with their permission, at transition points The National Careers Service School and college based careers advice Job Centre Plus Appropriate adaptations to exams and other assessments in line with the Equality Act 	<ul style="list-style-type: none"> Transitions Protocol, NATSIP Bridging the Gap 2013, RNIB Getting a Result, SENSE Delivering Support and Aspiration for Disabled Young People, PfA A transitions guide for all services, TIN Assessment of Deaf Students in FE, NATED Transition from paediatric to adult audiology services: Guidelines for professionals working with deaf children and young people, NDCS

8. References

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NatSIP Commissioning Guidance

NatSIP guidance on the SEN Information Report (Schools Offer)

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Working group:

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Advisory group:

Peter Abbott – Surrey, Donald Allan – Hertfordshire, Louise Cole – BSL Coalition, Jane Elworthy – Medway, Kate Fitch – Sense, Karen Flanagan – Kent, Lynda Holland – Ear Foundation, Jill Jones – DEX, Val Jones – Worcestershire, Anne Lomas – Yorkshire Humberside Heads of Service, Martin Mclean – NDCS & BSL Coalition, Gary Nethercott – NDCS, Jen Nicolson – Tower Hamlets, Ian Noon – NDCS, Gill Pillar – Dudley, Joao Roe – Bristol, Joyce Sewell-Rutter – Ewing Foundation, Sally Thomas – Bromley, Nicola Ward – NDCS, Suzanne Wilkins – Kent, Anne Worsfold – Cued Speech Association.

Prepared by: Julie Jennings and Steve Rose

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