

Workstream 7

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**Effective practice in transition and provision  
for young people ages 16-25 with sensory impairments:  
Guidance for Practitioners**

***January 2015***

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## Preface



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## **1. Summary**

### **1.1 Purpose of this document**

To highlight specific considerations and effective practice in provision for young people over the age of 16 with sensory impairment, by promoting a shared understanding of their needs, providing guidance and examples of practice and encouraging multi-agency working.

### **1.2 Intended audience**

All those involved in delivering support for young people over 16 with sensory impairments. This resource is intended for practitioners. A separate resource will be produced for commissioners.

### **1.3 Content**

This document:

- Outlines the characteristics of young people with sensory impairment and the implications this has when delivering support for young people over the age of 16
- Summarises the wider policy and legislative framework
- Provides an overview of funding for post-16 provision
- Considers the factors which support a positive transition into post-16 settings, enables them to achieve good outcomes within those settings and make a successful transition into employment.
- Considers issues relating to personal and emotional well-being
- Provides a number of practical examples of post 16 provision

### **1.4 Recommended action**

NatSIP encourages all staff working with young people aged between 16 and 25 with sensory impairments to use this document to consider their readiness to provide effective provision.

### **1.5 Acknowledgements**

This document has been developed following a series of working groups with practitioners. NatSIP would like to thank all those who have contributed to the development of this document or who have provided practical examples of support.

## 2. Introduction

The legislative landscape for young people post-16 is changing significantly. The Children and Families Act 2014 brings post-16 provision within the SEN framework for the first time and creates a new 0 to 25 continuum in this area.

The period of post-16 is a complex phase in terms of both the range of development and the multiple service systems in which a young person might be involved, which are not always synchronised. The changes present an array of challenges and this document cannot attempt to present definitive answers to many of them. Statutory guidance has laid the foundation of principles but there is no universal expectation of the manner of implementation. Different approaches will evolve in different ways. However, in these early stages, effective practice, based on a firm grasp of respective duties and individual needs, is identifiable.

In relation to young people with sensory impairment (SI), the shared objective will be to secure high quality support for young people with SI in accordance with statutory regulations, which enables young people to achieve the best possible outcomes. SI is a vast umbrella; diversity is significant even within impairment type. This diversity consists of severity of impairment; presence of additional needs (learning, cognitive and medical) as well as variability in social class, gender and ethnicity.

The reforms herald a person-centred approach whereby consideration must be made according to the individual rather than the disability label. Therefore, this guidance must be supplemented by thorough assessment of individual needs.

This guidance draws from NatSIP regional workshops and the findings of recent research ((University of Manchester<sup>1</sup>, University of Edinburgh<sup>2</sup>, and University of Birmingham<sup>3</sup>).

### 2.1 Overarching strategic priorities for commissioning

- Fulfil new legal requirements
- Meet the gaps between existing services and needs
- Achieve the **best possible** educational and other outcomes for young people with SI
- Ensure personalisation of the commissioning process
- Cultivate and develop joint commissioning approaches
- Widen participation in education and training

### 2.2 Care Act 2014

See: [www.legislation.gov.uk/ukpga/2014/23/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted)

It is important that the Children and Families Act is considered together with the Care Act (the provisions of which come into force in April 2015). Both Acts place an emphasis on multi-agency co-operation, joint-commissioning and pooled budgets in order to fulfil an outcome-focused, person-centred approach which promotes individual control over support.

Notable features of the Care Act include:

- Integrated support plans (which should correspond with Education, Health and Care (EHC) plan.
- Young people and/or their parents can request a Childs Need Assessment at any age

<sup>1</sup> See [www.ndcs.org.uk/research](http://www.ndcs.org.uk/research). More information shown later in this resource on page 25.

<sup>2</sup> See [www.ndcs.org.uk/research](http://www.ndcs.org.uk/research). More information shown later in this resource on page 25

<sup>3</sup> See <http://jvi.sagepub.com/content/32/3/211>. More information shown later in this resource on page 22.

- Local authorities have a new duty to undertake a Childs Need Assessment for any young person likely to have care and support needs post-18
- Discussion about young person's needs should begin in year 9

Sense have produced A Practical Guide to Implementing the Care Act for Deafblind People, available online at: [www.sense.org.uk/publications/practical-guide-implementing-care-act-deafblind-people](http://www.sense.org.uk/publications/practical-guide-implementing-care-act-deafblind-people)

### 2.3 Implications of sensory impairment

The SEN and Disability Code of Practice<sup>4</sup> provides the following explanation of the implications of sensory impairment within an educational context:

*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.*

Paragraph 6.34

The impact of sensory impairment can extend into many other areas, and the needs of young people with sensory impairment should be considered in a holistic way.

### 2.4 Incidence

Young people with sensory impairment may have low incidence, but high impact, special educational needs and disabilities.

- 25,074 children and young people in England have a vision impairment and are supported by VI services (RNIB, 2012)
- At least 40,000 children and young people have a hearing impairment in England (CRIDE, 2014)
- There are an estimated 4,000 Deafblind/MSI children and young people aged 0-19 years (Emerson & Robertson 2010)

### 2.5 Characteristics of sensory impairment

- Low incidence means support needs are often misunderstood
- Difficulties in communication, mobility, access to information and opportunities
- Heterogeneous population: degrees of impairment, and additional needs (40% of those who are deaf, at least 50% with vision impairment, and 75% with multi-sensory impairment)
- Given that most learning occurs through vision and hearing, even mild impairment can present significant disadvantage
- Impacts social learning, peer-to-peer interaction, inter-personal development, and personal well-being
- Medical models must be understood alongside social models

<sup>4</sup> [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)



### 3. Policy Context

A basic but fundamental measure of quality assurance will be adherence to statutory guidance and regulations. Relevant excerpts will be referred to throughout the document. To provide some initial context:

<p style="text-align: center;"><b>Children and Families Act 2014 - Part 3</b></p> <ul style="list-style-type: none"> <li>• Young people with SEN and disabilities must be involved and supported in decisions about them, with their views, wishes and feelings central</li> <li>• Young people in education or training can now have an EHC plan up to 19, and possibly to 25 if more time is needed</li> <li>• Local Offer must include information about post-16 provision. Information must be accessible to disabled young people</li> <li>• Young people must have access to independent advice and support.</li> </ul>
<p style="text-align: center;"><b>SEN and Disability Code of Practice 2014</b></p> <p>All young people are entitled to an education that enables them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood. The views, wishes and feelings of the young person must be at the centre of decision making.</p>

<b>Raising Participation Age</b>	<b>Maths and English</b>	<b>Equality Act 2010</b>	<b>Mental Capacity Act 2005</b>	<b>Care Act 2014</b>
<p>Since the 2013/14 academic year, all young people must remain in education or training until they are 17. From summer 2015, this requirement will extend to 18. Leaving school after year 11, young people will have the following non-academic options: apprenticeship, traineeship or supported internship; full-time work or volunteering combined with part time accredited study.</p>	<p>All students on study programmes who do not have a GCSE grade A*-C in Maths and English must continue to study towards them. If not, that student will be removed from future funding allocations.</p> <p>An exemption will require a professional assessment to evidence that the individual will not benefit from this study.</p>	<p>All educational and employment settings have duties under this act to make 'reasonable adjustments' to prevent a young person being at a substantial disadvantage as a result of their disability. This duty is anticipatory.</p>	<p>The young person's mental capacity should be considered afresh for each new decision. If there is a disagreement, an assessment can be sought from a medical professional.</p> <p>If a young person is not considered to have capacity, responsibility is deferred to parents or a third party as assigned by the Court of Protection</p>	<p>Due for implementation in April 2015; this Act covers social care for young people over the age of 18. It shares some of the overarching principles of the Children and Families Act (person-centred, outcome focused, and joined-up services) and their overlap should be recognised.</p> <p>If a young person is likely to have care needs when they turn 18 the local authority has a duty to assess, if there is a 'significant benefit' for the individual to do so.</p>

## 4. The Legislation

### 4.1 The Children and Families Act 2014

See: [www.legislation.gov.uk/ukpga/2014/6/part/3/enacted](http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted)

Duty	Where to find it
Joint commissioning arrangements	Section 26
Duty to keep education and care provision under review	Section 27
Co-operating generally: local authority functions	Section 28
Co-operating generally: governing body functions	Section 29
Local Offer	Section 30
Advice and Information	Section 32
Assessment of education, health and care needs	Section 36
Preparation of EHC plans: draft plan	Section 38
Personal Budgets and direct payments	Section 49
Appeals	Section 51

Section 19 is perhaps one of the most important elements of the Children and Families Act 2014 and provides the underpinning principles on which all other responsibilities should hang. It states that:

***Local authority functions: supporting and involving children and young people***

*In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular:*

- (a) the views, wishes and feelings of the child and his or her parent, or the young person;*
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;*
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;*
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.*

At the end of the academic year in which a young person turns 16, the right to make requests and decisions about an EHC plan is granted to young people directly, rather than their parents.

A young person can:

- request an assessment for an EHC plan
- participate in decision-making about the content of their EHC plan
- request an institution to be named on the plan
- appeal to the first-tier tribunal

It is important to recognise the complexity of what is being asked of individuals and the self-mastery required to achieve it; to be able to articulate and advocate their own needs and how best to meet them, and make critical decisions for their future. This is likely to present particular challenges to young people with SI who will not necessarily have benefited from incremental incidental and peer-to-peer learning.

The transition into ‘adulthood’, independence, and the workplace requires more than logistical planning coordinated across service providers and systems; it requires self-exploration and self-reflection.

The question of mental capacity will become a cornerstone of the new framework; a person-centred approach is premised on the young person having the mental capacity to make decisions. Whilst planning should be aspirational, it is particularly important in this context that the limitations of the individual are recognised.

## 4.2 The Mental Capacity Act 2005

See: [www.legislation.gov.uk/ukpga/2005/9/contents](http://www.legislation.gov.uk/ukpga/2005/9/contents)

The Mental Capacity Act was originally written in reference only to health and social care. The Children and Families Act 2014 represents its first application to an education context, underpinning the rights and responsibilities of a young person taking control of their EHC plan at 16 (or more specifically the end of the school year in which they turn 16), subject to their capacity to do so.

Both the Children and Families Act, and the Mental Capacity Act share a principle of providing an individual with all appropriate help and support to enable them to make their own decisions or to maximise their participation in any decision-making process.

The key principles of the Mental Capacity Act are:

- a person must be assumed to have capacity, unless proven otherwise (presumption of capacity)
- all practicable steps to facilitate the person to make a decision must be exhausted before it is concluded they are unable to make the decision
- an unwise decision cannot be interpreted as an inability to make the decision
- any decision or action taken on behalf of an individual who lacks capacity must uphold the ‘best interests’ of that person
- actions or decisions carried out on behalf of someone who lacks capacity should limit their rights and freedom of action as little as possible

The determination of whether a young person has the capacity to make decisions is not fixed; capacity must be considered afresh in the circumstance of each new decision.

Under the Mental Capacity Act, a person is considered *unable* to make a decision if they are:

- unable to understand the information relevant to the decision;
- unable to retain that information;
- unable to use or consider that information as part of the process of making the decision; or

- unable to communicate that decision (by any practicable means).

Acting in the 'best interests' of a young person deemed to lack capacity is not given a definition, but a statutory checklist is provided. It is achieved by considering:

- the person's past and present wishes and feelings
- the beliefs and values that would likely influence their decision
- other factors that they would be likely to consider
- the views of anyone named by the young person, or anyone interested in their welfare, or any deputy appointed for the person by the court

Decisions about mental capacity are made on an individual basis, and may vary according to the nature of the decision and its circumstances. Someone who lacks capacity to make a decision in one area of their life may be able to do so in another. For this reason, capacity should be assessed afresh for each decision.

If a young person is judged not to have the mental capacity (after an assessment by a medical professional), then responsibility is deferred to the parents (or a third party as assigned by the Court of Protection).

Separate guidance from NatSIP on the Mental Capacity Act 2005 is available on the NatSIP website.

### **4.3 The Equality Act 2010**

See: [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

FE colleges, sixth form colleges, 16-19 academies and independent special schools and colleges approved under Section 41 of the Children and Families Act 2014 have duties under the Equality Act 2010.

In particular, they must not discriminate against, harass or victimise disabled children or young people and they must make reasonable adjustments to prevent them being placed at a substantial disadvantage.

This duty is anticipatory, so adjustments should be made before any disadvantage arises.

### **4.4 Preparing for Adulthood**

Preparing for a successful transition into adulthood is an express purpose of the Children and Families Act 2014, as stated throughout the SEN and Disability Code of Practice.

Adulthood is an abstract term and it is likely to be understood differently by different people, which will necessarily affect what its preparation looks like. There are, however, common themes which should be recognised and feature in a positive transition:

- skills for independence
- social relationships
- housing
- health
- finance
- leisure and recreation

Outcomes and provision must be truly person-centred; generic outcomes will be meaningless if successes are measured by somebody else's yardstick.

Under the rubric of 'preparing for adulthood' there is an emphasis on independence. However, individuals will expect and want different levels of independence. Skills for independence should not be pursued at the expense of skills for inter-dependence; that is, being able to communicate, work and live successfully with others.

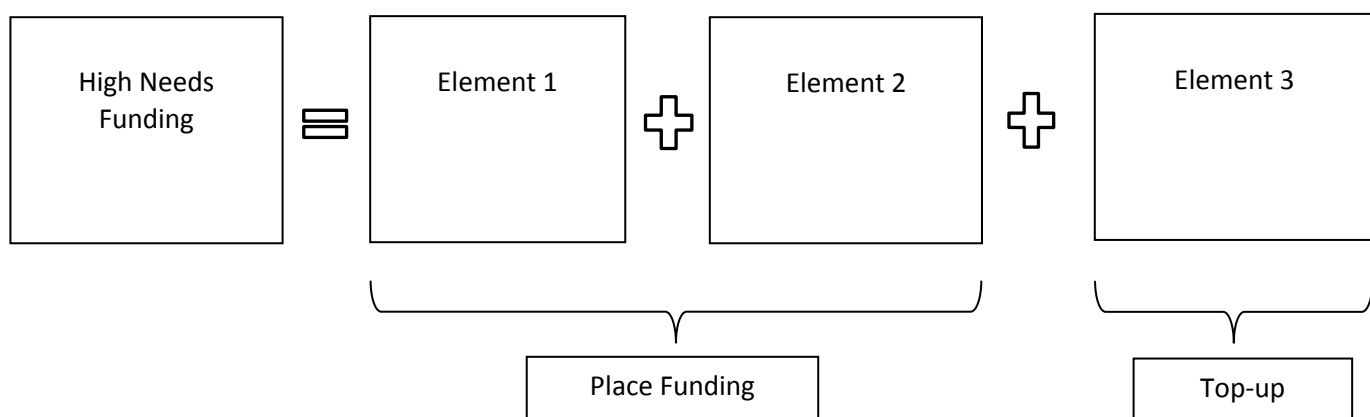
#### 4.4 Deafblind people: guidance for local authorities

See: [www.gov.uk/government/publications/deafblind-people-guidance-for-local-authorities](http://www.gov.uk/government/publications/deafblind-people-guidance-for-local-authorities)

In 2014, the Department for Health updated its guidance to local authorities on deafblind people. This sets out specific duties that local authorities must follow when working with deafblind people, including when planning effective transitions for young people who have a MSI.

### 5. Funding for Sensory Support

The following provides an overview of the available funding for Specialist Sensory Support in post-16 further education (FE). More detailed funding information can be found in the NatSIP guidance on funding, available on the NatSIP website.



#### 5.1 Element 1:

Element 1 represents the funding that all students attract for their basic programme. It is paid to FE institutions by the Education Funding Agency (EFA). It is determined on a lagged basis, using the national funding formula.

#### 5.2 Element 2:

Element 2 provides £6,000 per year to meet additional support costs for individuals. This is paid to institutions by the EFA.

#### 5.3 Element 3:

Element 3 is the funding that is required over and above place funding (i.e. anything above £6,000). The funds are provided by the local authority; using their High Needs Block allocation which is part of the Dedicated Schools Grant (DSG), to pay top-up funding directly to institutions for their students.

High needs students can include:

- 16-19 year olds
- 14-24 year olds with EHC Plans
- 14-16 directly recruited in eligible FE institutions

Element 3 will always need to be agreed with an institution, and a contract must be in place between the two parties. If the local authority does not agree to the top-up then the individual is not considered to be 'high needs'.

## 5.4 16-19 year olds vs 19-25 year olds

The funding arrangements for 16-19 year olds are not the same as those for 19-25 year olds.

### 5.4a 16-19 year olds

Funding for 16-19 year olds funding is determined by the cost of support for the individual. High needs (i.e. additional support exceeding £6,000 a year) will be funded by the local authority, and these places will be commissioned by them. Institutions must therefore liaise closely with local authority to ensure that they identify all students who require high needs support. An individual can sit within the category of high needs, without having an EHC plan.

### 5.4b 19-25 year olds

Individuals are only funded by the local authority if they have an EHC plan. If an individual has high needs, but the local authority does not maintain their EHC plan, then funding is provided by the Skills Funding Agency. If an individual is **not** high needs, then additional support is funded from the provider's SEN/ALN budgets.

## 5.5 Maths and English condition of funding

See: [www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding](http://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding)

Beginning in the 2014-2015 academic year, all students (including those aged 19-25 with an EHC plan) who do not have a GCSE grade A\*-C (or equivalent qualification) will be required to study these subjects as part of their study programme as a condition of EFA funding. If a student is not studying an approved qualification, the institution will lose the basic national funding rate per student.

The EFA has stated that they would expect any exemptions from the requirement to study GCSE or 'stepping stone' qualifications in Maths and English to be the exception. The EFA has recognised that there are some students who will not be able to take a GCSE or a stepping stone qualification (including, for example, those with multiple and complex needs). For these students an exemption can be granted, but literacy and numeracy should still be included in their study programme. In order to qualify for exemption, the following are necessary:

- an EHC plan
- an evidenced assessment, authorised by an appropriate professional (e.g. Head of SEN, or Student Support)

To make a decision not to offer Maths and English, in addition to an EHC plan, an evidenced assessment (that the high needs student cannot benefit from studying an approved Maths and English qualification) by a professional in the education institution would be acceptable.

## 5.6 Challenges relating to funding:

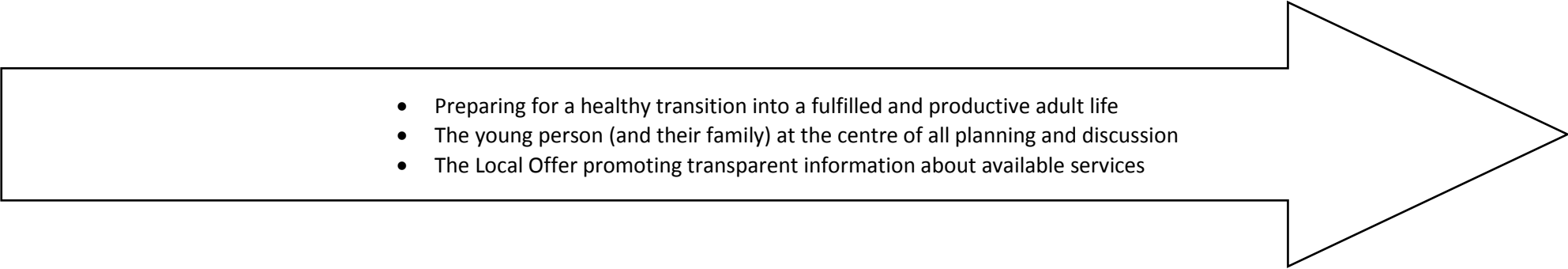
- Low-incidence of SI limits the likelihood of a sufficient number of individuals in the institution to build a foundation of expertise and resources and experience to meet specific needs.
- Resource allocation formulae are problematic; since anything based on proxy indicators of need will not reflect the true distribution of children and young people identified as having low incidence SEND.
- Specialist services will have an increased remit without necessarily having a corresponding increase in the size of the team.

## **5.7 Opportunities relating to funding:**

- Local authorities could take a strategic approach to commissioning by providing a centrally funded specialist service. The benefit of this would be funding that can be responsive to demographic changes.
- Local authorities may therefore consider the value of commissioning places jointly; focusing investment in targeted settings whose expertise and resources could then be used by individuals in neighbouring colleges or authority areas. A service level agreement (or specification) and contractual arrangement would set out the specialist support to be provided and how it would be funded. This collaborative approach is encouraged by the Department for Education and EFA, and joint commissioning is an express recommendation of the SEN and Disability Code of Practice. An example of an agreement from Birmingham is shown in Annex A.

## 6. Transitions – Section Overview

<p><b>Transition into post-16 settings</b></p> <ul style="list-style-type: none"> <li>• Process should begin (at least) in Year 9</li> <li>• Local authorities should work with providers to ensure awareness of respective responsibilities and encourage multi-agency practice</li> <li>• A lead professional should be identified to facilitate subsequent communication, meetings and discussions</li> <li>• Meetings should be well-organised and involve all the relevant representatives</li> <li>• Colleges should be able to produce an information report on the courses and support they can provide</li> <li>• The transition plan should have monitoring and review processes built-in</li> </ul>	<p><b>Provision in post-16</b></p> <ul style="list-style-type: none"> <li>• Local authorities and providers should liaise closely with one another to identify the needs of young people with SEN.</li> <li>• Clinical Commissioning Groups (CCGs) and NHS England should then be consulted in the identification and commissioning of the specialist services required to meet these needs</li> <li>• Colleges should have clear methods of measuring satisfaction and efficacy of the provision</li> <li>• Staff and those providing specialist support should be appropriately trained and qualified</li> <li>• Systems should be flexible to meet the changing and emerging needs of young people</li> <li>• Local authorities should have information about how the college's high needs funding is allocated</li> <li>• Support for all students should be kept under review, whether or not they have an EHC plan</li> </ul>	<p><b>Transition into Employment</b></p> <ul style="list-style-type: none"> <li>• High aspirations should be developed and shared by staff supporting the transition process</li> <li>• FE providers should develop partnerships with employment services, businesses, arts and sports groups to increase exposure to, and broaden awareness of possible pathways</li> <li>• Young people must have access to independent, high quality careers advice</li> <li>• Innovative methods of delivering careers guidance should be explored e.g. role models, taster days, mentoring etc.</li> <li>• A continued emphasis on preparing for adulthood should also address non-educational skills (such as independence, self-advocacy, emotional well-being)</li> </ul>
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- Preparing for a healthy transition into a fulfilled and productive adult life
  - The young person (and their family) at the centre of all planning and discussion
  - The Local Offer promoting transparent information about available services



## 6.1 Transitions into post-16 settings

To facilitate a continuum of support, the new legislation places an emphasis on the need to collect and share information; both over time, and across agencies.

*It is important that information about previous SEN provision is shared with the further education or training provider. Schools should share information before the young person takes up their place, preferably in the spring term prior to the new course, so that the provider can develop a suitable study programme and prepare appropriate support. Where a change in education setting is planned, in the period leading up to that transition schools should work with children and young people and their families, and the new college or school, to ensure that their new setting has a good understanding of what the young person's aspirations are and how they would like to be supported*

SEND Code of Practice, paragraph 8.24

Transition is not an isolated event, but a process. Many young people with SI can have complex support needs and difficulties which pervade all areas of their life. An effective transition requires the strategic, operational and personal elements to be effectively co-ordinated. This will necessarily involve roundtable discussions from representatives of education, health and social care, and the development of brokered relationships between services, schools, and FE staff.

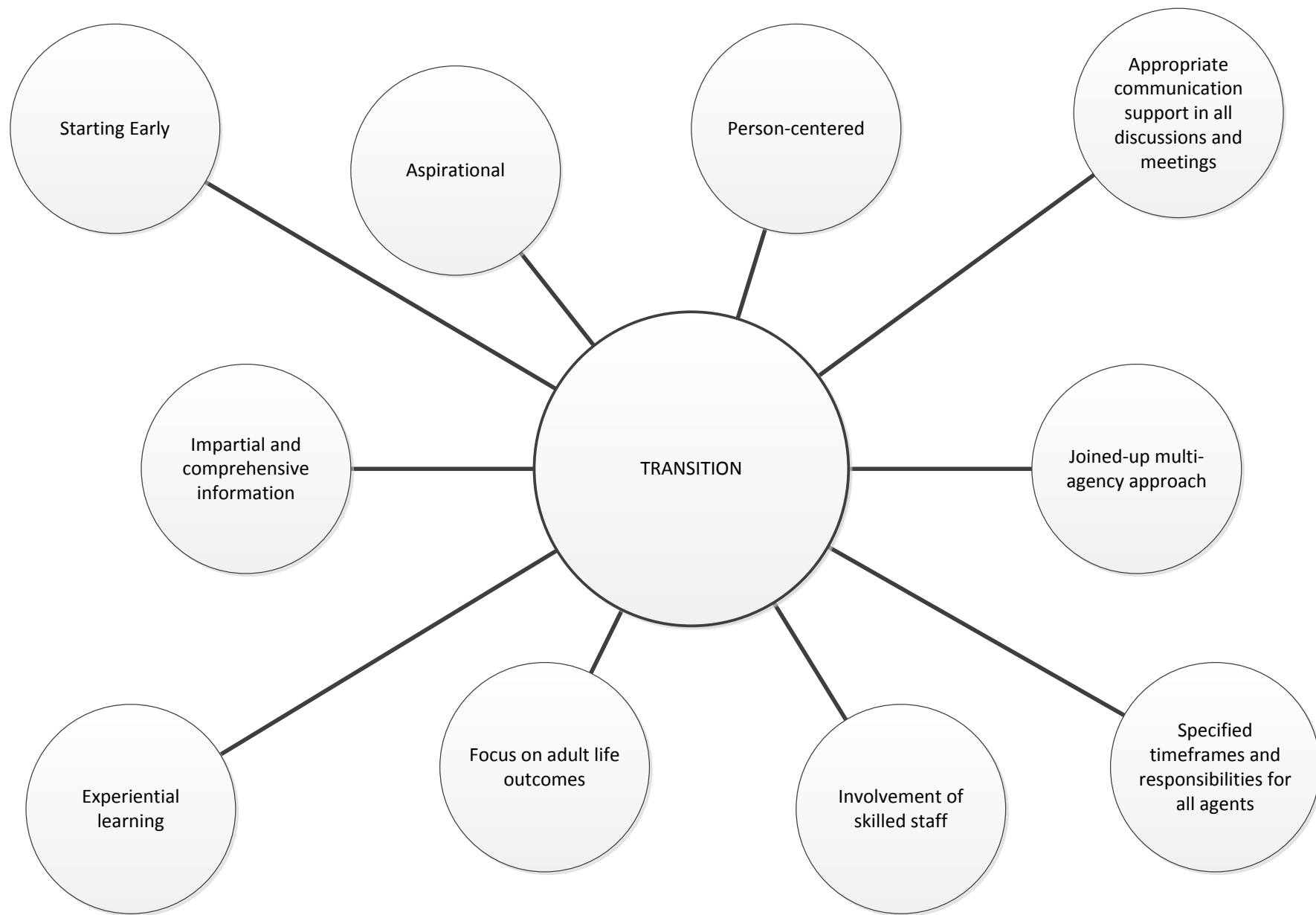
As the Code of Practice recognises, the post-16 education and training landscape is very diverse; the transition process should frame expectations; offering young people the tools to navigate their options, and the 'scaffolding' on which to build their futures.

In brief, transition plans should:

- be person-centred
- be specific to the young person (their needs, circumstances, and aspirations)
- be written down
- include procedures for monitoring, and adapting the plan
- give time-frames for each element of the plan
- specify the person responsible for facilitating each element of the plan

Information that should be made available by the post-16 setting includes:

- existing specialist support
- specific detail on the content and delivery of courses
- detail on the adjustments for accessibility
- contact details of relevant staff member
- how to arrange communication support for taster days or interviews



## 6.2 Example of effective practice: Transitions day

The North of Tyne HI Transition Day was held for the first time this year. It's a model that could be adapted to suit VI and MSI needs. The North of Tyne transition team (which consists of the Freeman Hospital Audiology department, Newcastle Sensory Support Services, North Tyneside Sensory Support Services and Northumberland Sensory Support Services) attended alongside a range of companies, organisations and sponsors:

- Hearing Services: discussed the differences between paediatric and adult audiology services
- Education Services: local colleges explained the range of facilities they could provide
- Deaf role models: spoke about their experience in Higher Education and Employment as well as travelling experience and pursuing hobbies
- Technology companies: demonstrated the range of assistive technology available
- Community Support: information was given about organisations which can provide information about accessing and improving services, and signposted to social events and activities
- Employment: Organisations were present to provide information about access to advice and guidance

## 6.3 Factors which support a positive transition for young people with SI

### Participatory factors:

- If a transition is to be truly person-centred, the appropriate communication support needs to be in place at every meeting and discussion (e.g. BSL interpreter; intervenor)
- Each meeting should be planned, and the young person informed, well in advance
- The young person should have choice and control
- The young person must be presented with the full-range of options and understand their implications
- There should be no implicit assumptions about what a young person with SI 'can' or 'should' do

### Collaborative factors:

- The process must start early (Year 9 at the latest) for the benefit of both young people and parents in order to allow time to:
  - reflect on and familiarise with questions and options to consider
  - arrange relevant taster experiences and contextualise options
  - acquire and strengthen the skills needed to support the transition in practice.
- There should be input from an interested and informed range of professionals who have high aspirations for the young person.
- All relevant agents should become effective partners in strategic planning, decision-making and evaluation.
- There should be co-production of transition plans, and participation by the young person requires trusting relationships. For the young person this could be facilitated by having one named contact over time. For the professional this could involve having clearly identified remits of funding and individual responsibility.

#### **6.4 Content of EHC plans:**

- Plans should address both educational and life outcomes and their relationship to one another
- There should be no assumed outcomes if they do not suit the needs and aspirations of the young person
- Specific time-frames should be outlined
- There should be in-built contingency planning to account for any change in circumstance or preference
- Planning should address practical advice with regards to applications for financial support e.g. Access to Work

#### **6.5 Indicators of success:**

- The young person should be confident in communicating their SI and be able to articulate their needs in a range of contexts
- The young person should be familiar with a range of support methods, and different ways of working
- The young person, their parents, and staff working with them should understand how their current choices relate to their future aspirations

#### **6.6 Example of effective practice: Integration of services for a smooth transition**

Dudley has established a communication strategy across the Connexions service and the Specialist Teaching Services for SI. This ensures that the relevant professionals across services are working closely with one another, with the young person and their family.

All young people with SI are identified from year 9 in their schools; the Connexions advisers who deliver careers advice and guidance from this age find out what their interests and possible pathways might be post-16, and desired outcomes. These Connexions workers work with specialist teaching services and the post-16 institution to ensure the transition is as smooth as possible. They ensure all support and equipment is in place prior to the young person's move. The specialist team shares their reports and the Connexions team incorporates these into their post-16 transition plans.

Relationships between pre-16 specialist institutions and post-16 settings have been cultivated and developed through joint meetings which involve specialist teaching services, parent representatives, local colleges and the Connexions service. This is an opportunity to discuss and reflect on wider transition issues.

#### **6.7 Challenges:**

- The same FE setting may have individuals from a range of local authorities, each with their own funding arrangements and assessment criteria. The efficacy of the delivery that the provider can offer under these conditions will become largely reliant on relationship management between FE providers, service professionals and the local authority.
- FE providers may have limited capacity to attend each young person's transition review. They might consider one local college representative available to feed into transition reviews (but not necessarily attend meetings) who could provide information about FE in general. If providers are unable to attend review meetings, they must provide detailed information about the support they offer and ensure that they provide accessible taster and open days.
- There is a shortage of accurate and comprehensive data relating to young people with SI. As a consequence it is difficult to map shortfalls in support services and there is no feedback mechanism to allow critical reflection of the efficacy of professionals and processes.

## 6.8 Opportunities:

- Appointing a named member of staff to act as a constant point of contact throughout the transition process would allow trust to develop for the young person and their family, but also facilitate communication across providers and the local authority. An overseer in this position would also be able monitor accountability of individuals and services involved.
- Comprehensive tracking and monitoring data for all young people with SI made centrally available (with confidentiality elements addressed) would improve consistency, and facilitate collaboration and joint commissioning across services. It would also serve to mitigate the impact of turnover of staff working with the young person.

*Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly. They should ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN coordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college. Curriculum and support staff in a college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice.*

SEN and Disability Code of Practice, paragraph 7.22

## 6.9 Example of effective practice: Shared data

Newcastle College coordinates a termly multi-disciplinary meeting (including SI specialists). This discussion has an employment focus. Young people in a 'target' group (those with statements or (formerly) on school action plus) are identified and a Connexions service is then delivered free to schools. Newcastle College also has a VI database of all VI young learners; the same model is planned to extend into wider SI.

In one case study, due to the thorough tracking and monitoring system in place, the Connexions service was able to identify a young person with VI who was not in a suitable placement; they established contact and found a place in FE.

## 6.10 Example of effective practice: Tracking and monitoring

Northumberland Sensory Services send the following to parents prior to transition:

*The Sensory Support Service is providing support to your son/daughter while they are attending school. We are also extremely interested in what happens to our young people once they leave school. In order to help your son/daughter with their transition process it would be very helpful if you could let us know what their intended route is, for example, college or training and where this might be.*

*As part of your son/daughter's transition process we will offer support in helping them understand their equipment requirements and other needs and preparing them for changing contexts. This information is shared with post-school providers to ensure a smooth transition.*

*We would also like to monitor the progress of your son/daughter throughout further/higher education and/or employment. It is envisaged that we would request information after three years post-school.*

*This information will support service development and ultimately improve provision to hearing impaired children and young people.*

*All information supplied will be dealt with in the strictest confidence and information shared only with your permission.*

*We would be most grateful if you could complete the enclosed form and return it to us using the pre-paid, addressed, envelope.*

## 6.11 Research: Post-16 transition experience (VI)

This University of Birmingham longitudinal transitions project was designed in 2009 to gather outcomes and experiential data and track the process of post-16 transition experienced by 47 young people with vision impairment.

Key factors that contributed positively to finding a job:

- Educational qualifications
- Independence skills
- Ability to self-advocate
- Social activity and regular contact with peers
- Mobility skills

A positive experience of transition into FE involved:

- having interviews and visits to the college
- external people coming into the school to give information
- information about support arrangements being passed to the college by the school.

Transition is rarely a linear process, and the people and systems supporting the young person need to maintain the flexibility to adapt if circumstances or preferences of the young person change.

Hewett, Douglas (2014) Post-16 transition experience of visually impaired young people in England and Wales: Early findings from a longitudinal study, *British Journal of Visual Impairment*

<http://jvi.sagepub.com/content/32/3/211>

## 6.12 Example of effective practice: Reaching the harder to reach

In **Newcastle**, the local authority has developed targeted methods to ensure information remains available and accessible to young people not in education. Individuals have been trained in universally accessible places (such as libraries) to be 'Local Offer champions' offering support and advice on navigating and using the Local Offer.

Once an effective and thorough transition plan is made, it must be supported by targeted provision. The next section will identify what effective practice within FE might look like.

## 6.13 Useful resources

- NatSIP (2012) Transitions Protocol  
[www.natsip.org.uk/index.php/workstreams-and-groups/previous-workstreams/further-ed-trans/193-14-transition-natsip-guidance-protocol](http://www.natsip.org.uk/index.php/workstreams-and-groups/previous-workstreams/further-ed-trans/193-14-transition-natsip-guidance-protocol)
- RNIB (2014) Bridging the Gap  
[www.rnib.org.uk/young-people-school-life-and-planning-ahead-making-transition-school/transition-guide-bridging-gap](http://www.rnib.org.uk/young-people-school-life-and-planning-ahead-making-transition-school/transition-guide-bridging-gap)
- Sense (2015) Getting a Result  
[www.sense.org.uk/content/getting-result-support-package](http://www.sense.org.uk/content/getting-result-support-package)
- NDCS (2012) Supporting the Achievement of Deaf Young People in Further Education  
[www.ndcs.org.uk/supportingachievement](http://www.ndcs.org.uk/supportingachievement)
- Preparing for Adulthood (2013) Delivering Support and Aspiration for Disabled Young People  
[www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration-for-disabled-young-people](http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration-for-disabled-young-people)
- Transition Information Network (2007) A transitions guide for all services  
[www.transitioninfonetwork.org.uk/resources/policy-guidance/a-transition-guide-for-all-services.aspx](http://www.transitioninfonetwork.org.uk/resources/policy-guidance/a-transition-guide-for-all-services.aspx)
- NDCS (2011) Transition from paediatric to adult audiology services: Guidelines for professionals working with deaf children and young people  
[www.ndcs.org.uk/professional\\_support/our\\_resources/health\\_resources.html](http://www.ndcs.org.uk/professional_support/our_resources/health_resources.html)

## 7. Provision in post-16 settings

In research carried out by Manchester University, and frequently voiced in the NatSIP regional workshops, further education (FE) was identified as being an important environment for young people with SI to address deficits in independence and social skills, and prepare for the world of work. However, it was also recognised as a 'default recommendation' by individuals and agencies involved in transitions because FE was a 'safe' and 'known' option.

The new SEND framework emphasises the range of options available, and the flexibility to tailor study programmes to the individual. These options need to be accessible and be detailed in the Local Offer.

Section 7 of the SEN and Disability Code of Practice provides more information about FE colleges' responsibilities. Key excerpts are shown below:

- 7.4 *Colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.*
- 7.5 *Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community. Further information on support for young people in preparing for adult life is set out in Chapter 8, Preparing for adulthood from the earliest years.*
- 7.6 *All students aged 16-19 (and students up to the age of 25 where they have an EHC plan) should follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.*

SEN and Disability Code of Practice

As a result of the Children and Families Act 2014, FE settings will need to adapt to be part of the SEN system for the first time. As such, they will need to engage with SI support teams (and vice versa) more regularly and to a greater degree than ever before, and exercise their responsibilities as commissioners to ensure the support specified in EHC plans is met.

FE settings' performance and quality of support will be accountable through Ofsted and performance tables; the criteria for assessment are based on how efficiently and effectively the education and training provision meets the learner's needs.



## 7.1 Research: Post-16 transitions and FE provision (HI)

NDCS has commissioned research from Edinburgh University and Manchester University to identify the factors and processes which support effective post-16 education and training for deaf young people. The research involved literature reviews of published research studies, and secondary data analysis of official government statistics. This was further supplemented by primary data gathering using case studies of further education college-based provision and local authority practice; within this were workshops with deaf young people, interviews with staff, deaf learners, key informants in the wider related context in the local authority (e.g. Connexions workers, social care staff and service leads).

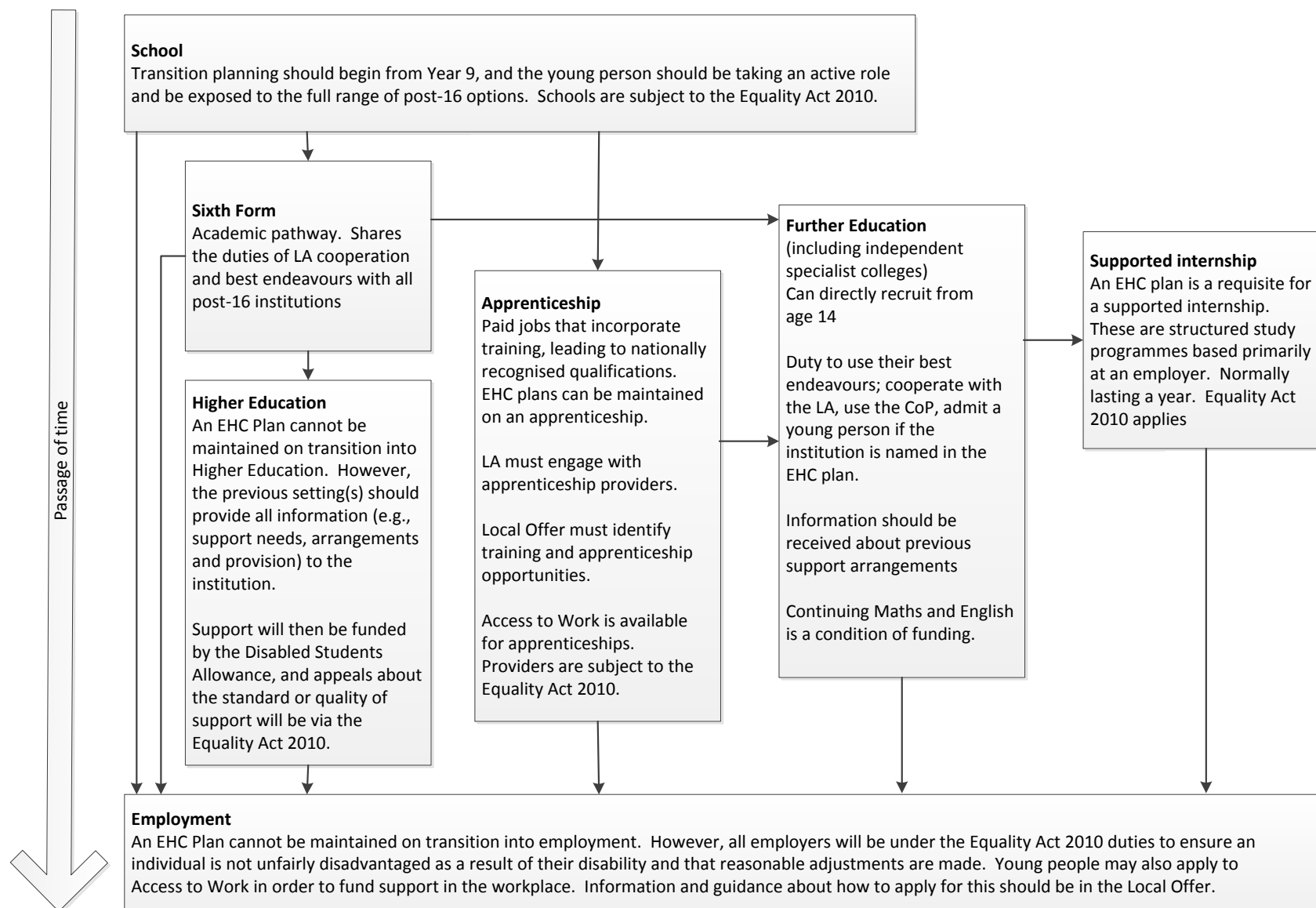
Summary of research findings:

- Further education is a common destination for deaf young learners – 60% of deaf young people will leave school and go to further education in comparison with just around 33.3% of all young people aged 16
- Despite this, deaf learners do not frequently make meaningful progression. Whilst AS and A levels are taken by over 80% of the wider population, they are taken by only 36% of deaf learners; of those 36%, fewer than 4% actually attain their qualification
- Over 25% of deaf young people undertaking level 3 courses do not achieve any recognisable qualification whatsoever despite completing their course
- This revealed a pattern of further education being a default recommendation, which in practice is serving as a place of containment rather than progression
- Both the Manchester and Edinburgh research highlight the importance of a deaf young person's ability to self-advocate; where these skills are lacking, individuals face increased difficulty in ensuring their needs are met
- The research identifies the role parents have in supporting young people in transition. In particular, there are references to parents being unable to play a supportive role by not being prepared for transition, or not understanding the process
- The Edinburgh research, in particular, highlighted the influence of socioeconomic factors on the awareness of rights and the standard of provision received. Deaf young people with parents of a higher socioeconomic status had a better understanding of their options and entitlements, and were more likely to progress into higher education
- Both pieces of research identified the shortage of longitudinal tracking and monitoring data as a significant weakness in the support and provision for deaf young people. It removed the possibility for critical reflection and professional feedback, and reduced the continuity of support for young people.

The research reports are available to download from NDCS's website at: [www.ndcs.org.uk/research](http://www.ndcs.org.uk/research)

RNIB also has a range of research on transition available at: [www.rnib.org.uk/knowledge-and-research-hub-research-reports/education-research](http://www.rnib.org.uk/knowledge-and-research-hub-research-reports/education-research).

## Post-16 Pathways



## **7.2 Principles of effective provision:**

- Providers should have high expectations for young people with SI
- All teaching and learning should be based on, and modified in light of, thorough specialist assessment of the individual needs of young people with SI, and should relate to the adult life outcomes of the individual
- Staff should receive (at least) basic training in communicating with young people with SI, and the range of technology used
- Staff must understand the impact SI can have on the emotional health and well-being of young people with SI. Teaching should target self-advocacy, communication, and the self-direction of learning. It is important to cultivate resilience rather than reliance
- Providers should have the flexibility to meet emerging support needs. It should be recognised that the support needs of young people with SI are likely to change (and often increase) as they progress through education and training. The further they progress, the less structured the environment is likely to become, thus requiring greater support
- Support staff need to be appropriately skilled and qualified to suit the demands of the content they are delivering
- Advice should be sought from specialist teachers with the mandatory qualification in teaching children with SI

## **7.3 Challenges:**

- Developing robust funding arrangements to accommodate changing needs
- Developing relationships across different settings (e.g. schools, FE providers, work placements) to fulfil a tailored five-day package
- Developing a cost effective means to organise and fund SI awareness given that it is a low incidence need and there may be a turnover of staff
- Some FE colleges are heavily reliant on contract or agency staff which therefore minimises the accumulated collective knowledge of an institution

## **7.4 Opportunities:**

- A well-organised 5 day package can be an efficient way of providing targeted input and sharing resources
- SI awareness could be delivered to those members of staff working directly with the young people, or delivered to targeted individuals to cascade
- SI pupils could be encouraged and assisted to create a small (e.g. 5 bullet-point) profile which they can hand discreetly to teaching staff at the beginning of lessons outlining their communication/learning needs

## 7.5 Example of effective practice: Collaboration and a '5 day package'

Hertfordshire local authority has established a 'FE curriculum group' involving every college in the county and the local authority. This has the primary objective of encouraging collaborative working between providers and the local authority and to summarise learning pathways, progression routes and outcomes. This provides an opportunity to reflect collectively on the efficacy of provision and develop an integrated improvement strategy.

Transition Support Workers for young people are appointed by the colleges and are three-way funded by schools, colleges and local authority.

Collaboration between various providers and local authorities allows the opportunity to take advantage of the flexibility of study programmes. The '5 day offer' gives young people the option to take a 'pick & mix approach' - to have 3 days in college and 2 days in school; a helpful mechanism to ease the transition process for some young people. The pastoral care, maths and literacy can be maintained by the school, alongside the young person undertaking a college course.

This arrangement currently operates between Knightsfield school and Oaklands college, the benefits of which include: Teacher of the Deaf expertise in subject areas; speech and language therapy sessions; notetaking support in the college; and for students who previously attended Knightsfield school, the staff have a good knowledge of the young people and their learning needs.

The provision in FE settings should maintain relevance on preparation for transition out of FE and into the workplace. The elements of an effective transition are outlined in the next section.

## 7.6 Useful resources

- NDCS Scotland and Skills Development Scotland (2013) A Template for Success  
[www.ndcs.org.uk/document.rm?id=7931](http://www.ndcs.org.uk/document.rm?id=7931)
- Equality and Human Rights Commission guidance for further and higher education providers\_  
[www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance)
- NDCS (2012) Supporting the Achievement of Deaf Young People in Further Education  
[www.ndcs.org.uk/supportingachievement](http://www.ndcs.org.uk/supportingachievement)

## 8. Transition into the workplace

- 8.9 *High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community.*
- 8.11 *Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition. Local authorities should ensure that children and young people have the support they need (for example, advocates) to participate fully in this planning and make decisions."*

SEN and Disability Code of Practice

The transition process at this stage will mirror the same principles of earlier transition phases; all those involved need a shared understanding:

- of the right to participate
- of a sense of values and practice standards
- that planning should not be limited to only those with EHC Plans and
- of the importance of involving parents.

It is important for the young person to build up their understanding of what particular choices might imply, rather than just knowing there were a range of options. Transition from post-16 settings relies as much on self-exploration as thorough advice and information.

Providers should increase the range and quality of learning opportunities and work in partnership with other FE settings, external agencies and the community.

### 8.1 Challenges

- To provide young people with appropriate work experience requires the engagement and input from external employers, businesses, etc.
- Independent Advice and Guidance (IAG) must have the appropriate SI awareness and impart appropriately high aspirations; but there is no regulatory framework to ensure this standard.

### 8.2 Opportunity

- Given that funding for Study Programmes is on a per-student, rather than per-qualification basis; this should make it easier for providers to fund non-qualification activity (e.g. timetabled independence skills lessons).

### 8.3 Example of effective practice: Independence skills

Newcastle Connexions service begins a programme of independent travel training 12 months prior to when the young person is due to leave the education setting.

### 8.4 Careers guidance

*FE colleges and sixth form colleges are required through their funding agreements to secure access to independent careers guidance for all students up to and including age 18 and for 19- to 25-year-olds with EHC plans.*

SEN and Disability Code of Practice, paragraph 7.9

### 8.5 Principles:

All IAG must be:

- high quality
- fully accessible for young people with SI
- face to face
- supported by specific information about local services.

Effective IAG will involve both direct teaching and experiential learning in order to contextualise information.

Experiential learning may involve:

- practising organising communication support
- using transport independently
- taster days in work-places and visits to the job centre
- mock interviews.

*Schools and colleges should raise the career aspirations of their SEN students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.*

SEN and Disability Code of Practice, paragraph 8.30

## 8.6 Research: Readiness for employment (VI)

### Views of independence and readiness for employment amongst young people with vision impairment in the UK (2014)

This 5-year longitudinal study has followed 70 young people with vision impairment in the UK. The key objectives of the research project were to:

1. track the process of transition through various stages of education and training from the age of 14 over an initial five year period
2. identify the roles of the professionals involved
3. identify the factors that improve or reduce a young person's chance of gaining employment.

#### Key findings:

- Young people with vision impairment are leaving school insufficiently prepared for the workplace
- Inclusion of disability-specific skills which are designed to maximise independence and understanding of the support to which they're entitled led to improved employment outcomes and independent use of technology
- Embedding appropriate extra-curricular independence training within the educational experience is critical

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9445544>

## 8.7 Example of effective practice: Career events

Cambridgeshire local authority has a Hearing Impaired Team (HIT) which includes a Teacher of the Deaf, deaf support worker, audiologists, specialist lecturers from Cambridge Regional College and a Local Authority Additional Needs Adviser. It meets four times a year to discuss transitions for young deaf learners into adulthood. They also host an annual 'Moving On' event where various external organisations are invited to attend and provide valuable information to the young people. It is an event advertised to all deaf young people in Cambridgeshire.

## 8.8 Example of effective practice: Careers guidance

Worcestershire local authority has taken the innovative approach of training a Teacher of the Deaf on an Open University course in Careers Information and Guidance in order that he might be able to confidently provide support to the young people he works with.

## 8.9 Apprenticeships/supported internships and traineeships

A young person will be able to retain their EHC plan whilst undertaking an apprenticeship, traineeship or supported internship. All workplace providers are required by the Equality Act 2010 to make reasonable adjustments and ensure the young person is not at a substantial disadvantage as a result of their disability.

FE providers should develop a varied range of relationships within the community (businesses, employers, mentors, careers advisers, and alumni) to broaden opportunities available and ensure that these programmes reflect the aspirations of the young person, rather than being a 'one size fits all' approach.

## 8.10 Example of effective practice: Work placements

The sensory team at Redbridge College supports a variety of HI/VI students across the college into work experience or paid employment. They provide full communication support to the students on their placements, and the placements are visited prior to the young person starting to deliver deaf/blind awareness, and advice on how to work with a CSW/SESW. As a result, the sensory team are in some cases confident enough to be minimise or withdraw support, allowing the student to work independently (whilst maintaining close contact in case of any issues that arise).

## 8.11 Useful resources

- RNIB (2014) Bridging the Gap  
[www.rnib.org.uk/young-people-school-life-and-planning-ahead-making-transition-school/transition-guide-bridging-gap](http://www.rnib.org.uk/young-people-school-life-and-planning-ahead-making-transition-school/transition-guide-bridging-gap)
- Preparing for Adulthood (2013) Delivering Support and Aspiration for Disabled Young People  
[www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration-for-disabled-young-people](http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration-for-disabled-young-people)
- Helen Sanderson Associates (2011) Getting a job, getting a life and getting it right  
<http://www.helensandersonassociates.co.uk/whats-new/a-free-download-of-the-%27getting-a-job,-getting-a-life-and-getting-it-right%27-book-is-now-available-via-the-hsa-press-website.aspx>



## **9. Personal and emotional well-being**

Young people with SI are more likely to experience mental health problems (e.g. 40% of deaf children and young people experience mental health difficulties compared to 25% of other children) and feelings of depression and social isolation. Improving personal and emotional well-being will directly improve outcomes in other areas, such as education.

A definition of well-being:

- Opportunity for an individual to develop their potential
- Having the resilience to cope with the normal stresses of life
- Ability to build strong and positive relationships with others
- Can contribute to the community they live in.

A sense of well-being is underpinned by a sense of worth for the self, and others. To sustain high aspirations young people need to develop a sense of confidence in themselves, in others and in the system that supports them.

### **9.1 Principles:**

- Pastoral support/Counsellor in FE settings should be known to the young person; they should be trained in effective communication with SI and have an understanding of their specific needs
- All provision should seek to achieve a balance between freedom and support
- Providers should offer accessible social opportunities

### **9.2 Challenges:**

- Whilst guidance stipulates that support should be aimed at promoting independence, independent living, good health, and participating in the community, there are no guidelines or benchmarking
- Supporting the person-centred transition planning could become difficult in situations where the views of the parents and the young person differ

### **9.3 Opportunities:**

- Involving the young person and their family/personal support network fully in all discussions related to transitions from the outset can potentially minimise the probability of dissatisfaction during the process. Creating a culture of shared interests and open discussion should facilitate a less adversarial approach to dispute resolution.
- If the personal and emotional needs are appropriately addressed throughout the transition process (accumulating from year 9 onwards) young people are more likely to have the requisite attributes and skills to take a meaningful role in planning their future pathway

## 9.4 Example of effective practice: Social and emotional support

In Cambridge Regional College the deaf support coordinator arranges one-to-one sessions with deaf learners for one hour every week for 36 academic weeks; these sessions are targeted at pastoral support and independence skills. Any social and emotional issues are discussed, and personal targets are identified at the beginning and a date for achievement set. Such targets include applying for a railcard, writing a CV, filling in a job application and applying for benefits. The college also has three deaf members of staff working at the college who are valuable deaf role models.

## 9.5 Example of effective practice: Person-centred planning and support

Royal School Manchester (RSM), Seashell Trust is a non-maintained residential special school for young people with severe and profound complex needs and very little communication. They have developed innovative approaches to promote meaningful person-centred planning.

*Daily Transition Passport:* A5 personalised transition 'booklets' consisting of 8 sides covering all daily routines that require support. This 'sharing of information' tool has proved invaluable when a different member of staff is supporting the young person and during transitions such as moving year group; it enables support staff to keep continuity in the young person's routine when everything else has changed such as environment, peers, and staff.

*One page profile:* includes a photo of the student and fits onto one side of A4 making it quick to read and easy to understand. The headings are:

- what people admire about me
- what's important to me
- what I have achieved
- what I want to achieve.

The information on the one page profile will also be used to support decision making around such things as work experience placements and curriculum choices. It also serves a positive document to inform future support workers.

*Important to me bags:* Each young person will take their bag to their Annual Review; they will be supported to take out the contents and share them with the multi-disciplinary team. This can enable active participation from the young person. Each bag is personal to each young person; they contain pictures/photos/objects representing something that is important to the individual. Each item is clearly labelled with an explanation of what it is and why it is so important. At a person-centred review the young person will be supported to explore the contents of the bag with their family and others at the review and then each item is placed on the young person's 'mini-map'. These will be used to inform planning, such as study paths, work experience and future provision. Pictures are taken of the 'mini-map', a copy is sent out with the minutes of the review and a copy is stored on the student's personal electronically stored file. At each annual review a new mini-map will be made using the ever-evolving important to me bag and stored and dated alongside the previous year's mini-maps on the electronically stored files.

Information on the daily transition passports and the contents of the important to me bags will be revisited and updated when support needs for each individual person or what they feel is important to them has changed.

## 9.6 Example of effective practice: Person-centred Planning and Support

### **Social/emotional support by Sense Children's Specialist Services.**

Sense has been providing support to a young lady who is 17 years old and has CHARGE syndrome. She has:

- a significant visual impairment.
- retinal colobomas in both eyes
- macula damage in right eye- little useful vision.
- left eye- vision approximately 3/36 and visual field defect
- retinal detachment
- a profound hearing loss
- no hearing in her right ear
- a hearing aid in her left ear
- vestibular (balance) difficulties
- sensory integration difficulties and self-regulation difficulties
- executive function difficulties
- perseverative behaviours
- sex hormone issues
- poor social and emotional development
- issues developing with age.

The young lady has a lack of awareness of her own internal emotional state. She has an analytical understanding but cannot link it to her own emotional state. She experiences rapid swings in mood and sudden angry outbursts.

*'I just want someone to stop me doing it.'*

This was creating a lack of empathy with others.

### **Who was involved? What strategies did we develop?**

- Teacher/Full time intervenor support.
- Physical classroom environment - own space - doors adjoining main classroom.
- Gradual reintroduction.
- Talking, talking, talking - often through the medium of drawing - executive function -
- Concrete visual aids.
- Highly individualised curriculum - looking at what the young person enjoyed. Improving her self-esteem.
- Improving her own understanding of her condition - disclosure about her condition. This was painful.
- Residential setting - working closely with family.
- Access to youth club etc. Social activities - very new to young lady.
- SALT- talking, drawings, Live English.
- Role play - executive function difficulties - therefore through figures. Also an opportunity for experiences the young lady may have missed during her childhood due to hospitalisations etc.

- Learning what may be more positive ways of engaging.
- Occupational Therapist developed a Sensory Integration programme. This was designed to improve the young lady's ability to integrate information through her different senses and to improve body awareness etc.
- Behaviour programme.
- Yoga.
- Pet therapy/hearing dogs for the deaf.

**Result of support provided**

The young lady has made huge progress over time. She is:

- happier
- making friends
- more socially aware
- able to socially engage, share a joke, be teased
- more in touch with her own feelings
- more able to regulate her emotions and behaviour.

Information provided by Gail Deuce

## Appendix A: Example of a service level agreement



Access to Education

### **Service information:**

#### **Further Education Provision**

Service for Children with Sensory Impairments (SSS)

SERVICE LEVEL AGREEMENT

2011-2012

## **Service for Children with Sensory Impairments**

### **Vision Statement**

The Service for Children with Sensory Impairments aims to:

- raise expectations, attainment, achievements and self-esteem of children with sensory impairments
- promote successful social and educational inclusion
- promote high expectations for children and their families
- empower and enable schools and settings to support children with a sensory impairment to access a broad and balanced curriculum, to become independent learners and to achieve their full potential
- empower families to make informed choices about their child
- support and facilitate successful transition into life beyond school and into adulthood

## **Service for Children with Sensory Impairments - FE**

### **Background Information**

The Service provides assessment and, where necessary, support to learners or trainees with a significant sensory impairment in Further Education and training establishments.

The Sensory Support Service is an approved centre for carrying out NATED/VIEW Assessments by appropriately qualified staff. These assessments are designed to:

- ease the transition process
- assess student needs
- recommend appropriate support provision
- document student support details
- track the learner's progress through their course and review and evaluate the support on a regular basis.

Assessments and support are provided through close cooperation between designated teachers of the deaf and visually impaired and the college learning support manager.

The service may vary from initial assessment to provision of technical aids to one-to-one support from a specialist teacher.

Individual contracts with colleges are negotiated for the learners placed within their establishments and this element of the work of the Sensory Support Service is funded from fees paid by the Skills Funding Agency in Further Education and within Higher Education, by Student Finance England, via the Disabled Student's Allowance (DSA)

Under the Equality Act (2010) learners with sensory impairments are entitled to support to enable access to Further and Higher Education.

**The SSS offers:**

Process	Description	Monitoring/evidence
1. Transfer from secondary schools within Birmingham		
Special schools and units for children with sensory impairments	The designated teachers of FE and educational audiologist meet with all children leaving special schools and resource bases for children with sensory impairments in the autumn term of their final year and complete a detailed Initial Assessment	Initial assessment reports/management plans provided to college at the beginning of term 1
Children in mainstream schools	Specialist teachers of the deaf or visually impaired complete an Initial Assessment in the summer term with recommendations for the support required in FE	As above
All other learners	The designated teacher of FE will conduct an Initial Assessment as soon as possible after notification and a report will be provided within two weeks	As above
2. NATED/VIEW assessment forms	All assessments will be carried out by suitably qualified people	
For Birmingham school leavers	The designated ToD/ToVI completes an initial report and management plan ready for learners beginning college in September.	Copies of all original NATED forms given to College LSM and kept by EIIT-SSS-FE
For all other learners	An Initial Assessment will be carried out and a report/management plan provided within 14 working days of the college notification	Summary report/management plans sent to LSM to be distributed to all lecturers
Reviews	Where agreed in the learners' package of support, reviews will be conducted half way through the academic year and at the end of each academic year for the duration of the course	
Early exit	The designated ToD/ToVI will complete an Early exit review as soon as possible after notification that the student has left their course	
Exit	The designated ToD/ToVI will complete an Early exit review prior to the end of their course	

Process	Description	Monitoring/evidence
<p>3. Costings of services</p> <p>Further education colleges</p> <p>New learners</p> <p>All learners</p>	<p>Lists of new learners and approximate costs are sent to colleges at the end of Term 3. Information of final costs for learners are sent to LSM within 30 working days of commencement of Term 1.</p> <p>When learners begin college during the academic year, LSM to be notified of costs within two weeks of the Initial Assessment being carried out.</p> <p>Colleges billed at the end of each term for services provided for that term's work.</p>	<p>Evidence from Initial Assessment.</p> <p>Lists of students and costs to colleges.</p>
<p>4. Support</p> <p>Provision of specialist teacher expertise</p>	<p>Employment of suitably qualified staff</p>	<p>Evidence from staff list.</p> <p>Continuing professional development</p> <p>Records of support provided by the specialist teachers.</p> <p>Performance, management and review process for specialist teachers</p>
<p>5. Provision of specialist equipment</p>	<p>Learner is provided with appropriate equipment on loan if agreed with the College as identified in the Initial assessment.</p> <p>In the event of breakdown, equipment will be replaced within 2 working days.</p>	<p>Learner equipment loan forms</p> <p>Equipment kept securely on college site and returned to SSS when no longer required</p>
<p>6. Complaints Procedures</p>	<p>If unable to be resolved within the FE team, the complaint should be referred to the LSM within the learner's education establishment</p>	<p>Each complaint received by the FE team to be formally noted and copy sent to the learning support manager and to the team leaders of the Sensory Support Service.</p>
<p>7. Review of service</p>	<p>80% satisfaction of a random sample of learners to be achieved annually.</p>	<p>To be published annually</p>



Process	Description	Monitoring/evidence
8. Liaison with parents, professionals and other agencies	In agreement with the Learning Support Manager, SSS will make any necessary contact with the parents or advocates of learners supported by SSS. The same arrangement will be followed when contacting other professionals or agencies (e.g. Health, Social Services, Voluntary agencies).	

## SECTION 2: WHAT IS INCLUDED IN THE COSTS

Included in the costs::

The salary of the qualified teachers of the deaf, qualified teachers of the visually impaired, educational audiologist, audiology technicians, VI technicians, Deaf field worker, administrative overheads and travel costs.

Record keeping

All support staff keep a record of every session of support provided to a learner. These records are kept on file and copies can be requested at any time by colleges.

### Annual Costs 2011 -2012

Support	Description	Costs
<b>Initial report</b>	Initial assessment and report	£300
<b>Basic assessment (first year)</b>	Initial assessment and report Annual monitoring and report	£400
<b>Basic assessment (subsequent years)</b>	Revised assessment and report Annual monitoring and report	£200
<b>Standard assessment (first year)</b>	Initial assessment and report Termly monitoring and reports INSET/Liaison On call facility	£900
<b>Standard assessment (subsequent years)</b>	Revised assessment and report Termly monitoring and reports INSET/Liaison On call	£700
<b>Level 1 support</b>	Twice-termly visits	£300
<b>Level 2 support</b>	Monthly visits	£600
<b>Level 3 support</b>	Fortnightly visits	£1,800
<b>Level 4 support</b>	Weekly visits	£3,600

## LOAN OF EQUIPMENT

Annual rental costs are based on 1/3 of the capital cost of the equipment + a charge for set up and maintenance. NB For a student to receive equipment they must be on a **standard** assessment level to allow for monitoring of use of equipment.

Radio hearing aid – Easylink, 2 MLX receivers	£380
Radio hearing aid – Easylink, Freedom MLX	£260
Radio hearing aid – Easylink, Mylink	£185
Radio hearing aid – Inspiro, 2 MLX receivers	£475
Radio hearing aid – Digisystem	£670
Lap top computer with standard software	£220
Zoomtext	£140
CCTV	£650

Other items of equipment may be requested and costed as required by individual students e.g. Braille equipment

## SECTION 3

### ASSOCIATES' SERVICE LEVEL AGREEMENT

**BETWEEN:**     **The Sensory Support Service (SSS) and**

**Period of SLA: 1<sup>st</sup> August 2011 – 31<sup>st</sup> July 2012**

**SSS will provide the services set out below:**

To complete a NATED/VIEW Initial Assessment and Management Plan for named students with a significant sensory loss, to review and monitor progress, to provide specialist equipment and individual learner support as recommended.

**Students to be included and respective package of support:**

<i>Name of student</i>	<i>Basic Package £200 + Easylink £330</i>	<i>Total</i>	<i>£530.00</i>
<i>Name of student</i>	<i>Level 3 Support £1500</i>	<i>Total</i>	<i>£1,500.00</i>
<i>Name of student</i>	<i>Standard Package £900 + Easylink x 2 £380</i>	<i>Total</i>	<i>£1,280.00</i>
		<i>Total</i>	<i>£3,310.00</i>

**Success Criteria**

Increased potential for successful progress of a learner with a sensory impairment in post-16 provision.

**Payment mechanism through the usual invoicing process.****Conditions:**

1. These conditions are applicable to the activity set out above and an agreement between SSS and is deemed to come into existence on the date of the signing of this contract by both parties.
2. This agreement may be terminated by either party subject to 4 weeks' notice of termination.

In the event of any breach of this agreement by either party, the other party may serve notice on the party in breach, requiring the breach to be remedied within a period specified within the notice, which will be reasonable in all circumstances. If the breach has not been remedied within the period specified then the party not in breach may terminate the agreement with immediate effect by notice in writing by the authorizing signatory. Where the breach is so significant and cannot be remedied then immediate termination in writing will be given.

Process for variation of agreement: All variations must be agreed by both authorised signatories in writing and will be valued at the point of variation and recorded as a formal amendment to agreement.

Signatories: \_\_\_\_\_

Team Lead

Team for Children with Hearing Impairment

We accept the above brief on the conditions set out in this SLA at the remuneration stated.

Provider: \_\_\_\_\_

Date:

Budget holder: \_\_\_\_\_

Date:

## Appendix B - About the National Sensory Impairment Partnership

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment (SI). The agreed purpose of NatSIP is:

- to improve educational outcomes for children and young people with sensory impairment, closing the gap with their peers, through joint working with all who have an interest in the success of these young people
- to help children achieve more and fulfil the potential of children and young people who have SI
- to promote a national model for the benchmarking of clear progress and impact criteria for children and young people who have SI
- to support a well-trained SI workforce responsive to the Government agenda for education
- to inform and advise the Department for Education in England and other national agencies on the education of children and young people with SI
- to promote collaboration between services, schools, professional bodies and voluntary bodies working with children and young people who have SI
- to promote collaborative working between education, health and social care professionals in the interest of children and young people who have SI.

NatSIP has produced a range of resources for professionals including:

- *Better assessments, better plans, better outcomes: a multi-disciplinary framework for the assessment of children and young people with sensory impairment*
- *Eligibility criteria for scoring support levels*
- *Effective working with Teaching Assistants (HI, MSI and VI) in schools*
- *Equality Act (2010) duties: NatSIP guidance with reference to SI*
- *Quality Standards for Support Services*
- *Think Right Feel Good (a programme to develop emotional resilience with young people with SI)*
- *Quality Improvement Support Pack*

For more information about NatSIP and to access to resources, visit [www.natsip.org.uk](http://www.natsip.org.uk) - a major gateway for SI professional practice.

--End of Document --