

SERSEN

Developing Provision Management for Children and Young People with Sensory Impairment

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1 SUMMARY

SERSEN's Sensory Impairment Regional Commissioning Unit has a remit to develop an agreed approach to provision management for children and young people with sensory impairment. A provision map, based on the five Every Child Matters outcomes, is presented. The provision map has been designed to:

- support the mapping of provision requirements for individual children and young people with sensory impairment, including those with complex, additional needs;
- offer a tool for schools to map their provision for sensory impairment;
- facilitate the mapping of provision for sensory impairment within local authorities;
- inform local authority decision-making in commissioning sensory impaired provision/services from both the maintained and the independent and non-maintained special school sectors.

The document also incorporates an earlier SERSEN publication concerned with Eligibility Criteria for Scoring Sensory Impaired Service Support Levels.

2 GLOSSARY

The following abbreviations have been adopted in the text:

AEN	Additional Educational Needs
DDA	Disability Discrimination Act
ECM	Every Child Matters
CYP	Child and Young Person/Children and Young People
IEP	Individual Education Plan
I&NMSS	Independent and Non-Maintained Special Schools
LA	Local Authority
OfSTED	Office for Standards in Education
SEN	Special Educational Needs
SI	Sensory Impairment. (This term has been used for ease and brevity throughout, whilst recognising the importance of a social model perspective and the need to encourage positive views of disability).
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment

3 INTRODUCTION

SERSEN has a national lead within the Regional Partnerships for SI. Its work in this area is managed through a long established SI Provider Task Group which has wide representation from 22 LA services within the South East and London Boroughs and also from 6 I&NMSS and 6 voluntary organisations.

From the outset a key aim has been to address the perception that there can be a postcode lottery in the context of provision for CYP with SI.

An initial strand of work entailed an audit of the population of CYP with SI coupled with the available provision and resources to address their needs. This benchmarking exercise was seen as critical in providing a context for further strands of work. It enabled meaningful and valid comparisons of populations and provisions/resources. The resultant data from 24 LAs was published in January 2005.

Following the benchmarking, the focus of the task group turned to sharing the eligibility criteria for accessing provision and resources. The outcome of this work, in which 27 LAs participated, was the 'Eligibility Criteria for Scoring SI Service Support Levels' document. This enables SI services to allocate specialist support to CYP with SI on an individual basis according to agreed, objective criteria (ref. Section 6 and Appendix 7.6).

The over-riding agenda for the task group has since been concerned with measuring the effectiveness of provision and resources. This was embodied within a successful 2007/8 Regional Partnership Innovation Bid. A key element of this work, and the focus of this document, relates to the development of an agreed approach to provision management for CYP with SI. The framework proposed is intended for use in LAs and schools across the Region.

4 PROVISION MANAGEMENT

The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations (2001) require LAs to publish information on their general arrangements for auditing, planning, monitoring and reviewing provision for CYP with SEN in their area, both generally and in relation to individual children. This should clarify what the expectations are in terms of policies, procedures and provision at school action, school action plus and for pupils with a statement of SEN.

In this context Children's Services are particularly concerned with evidence-based practice to inform their accountability for the services they provide and commission.

Provision management strategies are increasingly being employed at school and LA levels in detailing, planning and evaluating provision. Provision mapping is a tool that is now in wide use. It essentially entails identifying and specifying critical elements in the range of provision under consideration, with or without costing. The resultant map can then be used as a basis for monitoring, evaluating and improving the provision.

Provision mapping may be applied to five aspects of provision as summarised in The London Regional Partnership's 'Putting the Pieces Together: a Guide to Provision Management' (www.londonrnp.org.uk):

- Personalised or 'tailored' provision for individual learner(s) and family members;
- SEN provision;
- "Vulnerable Pupils" provision;
- Inclusive provision;
- Extended Services provision.

As already stated, the focus of this document concerns provision for SI.

5 PROVISION MANAGEMENT IN SENSORY IMPAIRMENT

Provision maps may serve several purposes:

- Informing improvement in services;
- Informing accountability for delegated or commissioned SEN or AEN resources;
- Securing the entitlements of CYP;
- Reducing bureaucracy (e.g. by reducing the number of IEPs required);
- Improving communication with parents/carers;
- Improving collaboration with other agencies;
- Supporting self-evaluation;
- Demonstrating compliance with DDA requirements;
- Developing a strategic and multi-agency management view at school and LA levels.

From a Regional perspective, whilst it is intended that SI provision mapping will contribute to each of these purposes, the following objectives are of particular interest:

- Providing a tool to map the provision requirements for individual CYP with SI, including those with complex and additional needs;
- Providing a tool for schools to map their SI provision;
- Providing a tool for LAs to map their SI provision;
- Providing a tool to inform decision-making with respect to the commissioning of SI provision/services from both the maintained and I&NMSS sector.

5.1 Every Child Matters Provision Map

The SEN Framework has normally been used to generate a SEN map showing what provision is offered within a particular setting or area on an 'additional or different basis'. Within this model, provision descriptors are set out at school action, school action plus and statement of SEN levels. The latter level may be further differentiated into what is additionally provided by both the LA and SI 'Regional Centres.'

Given the differences between LAs in terms of their size, resources and strategic approaches, a drawback of this model is that a single Regional SI provision map will not offer a precise fit for individual LAs. For example, the provision accessible at school action plus in one LA may only be accessed through a statement of SEN in another.

The fundamental aim of provision management is to improve services. An important consideration in evaluating the effectiveness of any provision must be an assessment of the impact of the provision for CYP with SI upon the five outcomes (SHAPE) of the ECM Framework:

- Stay **S**afe
- Be **H**ealthy
- Enjoy and **A**chieve
- Make a **P**ositive Contribution.
- Achieve **E**conomic Well-Being

In recognition of this and taking account of the above mentioned limitation of a Regional SI provision map based on the SEN Framework, the task group undertook the development and piloting of an ECM SI Provision Map (ref. Appendices 7.2 and 7.3). The map incorporates five main elements of provision consistent with the OfSTED framework:

- Teaching and Learning
- Assessment, Monitoring and Review
- Training and Resources
- Leadership and Management
- Care, Support and Guidance

Each of the elements is set out in tabular form. The columns reflect the five ECM outcome areas. The rows detail provision ranging from 'Low' to 'High' (1-7) within each outcome area. Level 1 typically reflects basic requirements of schools/settings for all CYP, often linked to what the DDA and school accessibility plans would recommend. The provision descriptors then progress, reflecting the increasing levels of specialist support required as the level of need becomes more severe and complex. In spite of the tabular format, no claim is made for equivalence of provision descriptors sharing the same row.

Provision mapping may be undertaken by individual professionals or through collaboration between professionals / services / agencies.

The provision map is clearly not exhaustive in the range of provision descriptors employed. Further differentiation / extension may be undertaken by services / schools / settings / LAs to tailor the map to their requirements.

NB. Although needs additional to the main SEN of SI are not detailed within the map, reference can be made to the following classification within the Code of Practice when considering complexity of need:

- Cognition and Learning
 - General Learning Difficulties
 - Specific Learning Difficulties
- Communication and Interaction
 - Speech, Language and Communication
 - Autistic Spectrum Disorder
- Behavioural, Emotional and Social Development
- Sensory and/or Physical Needs
 - Hearing Impairment
 - Visual Impairment
 - Multi-sensory Impairment
 - Physical Difficulties



5.2 Every Child Matters Provision Wheel Map

A single page visual profile of the ECM Provision Map in the form of an 'ECM Provision Wheel Map' is presented at 5.2.1.

The ECM Provision Wheel Map contains five main sectors corresponding to the five provision elements (Teaching and Learning; Assessment, Monitoring and Review; Training and Resources; Leadership and Management; Care, Support and Guidance). Each element is divided into a further five sub-sectors corresponding to the ECM outcomes.

The provision descriptors within each sub-sector are entered according to their number with low level provision (1) at the centre of the wheel extending to high level provision (7) at the perimeter. (NB. As previously stated, there is no claim that provision levels in different sectors/sub-sectors represented by the same number are equivalent).

The ECM Provision Wheel Map may be completed either manually or electronically.

Manual completion will involve photocopying the blank ECM Provision Wheel Map at 5.2.1 and then shading in the appropriate numbered cells or connecting cells by lines.

Electronic completion of the blank ECM Provisional Wheel Map at Appendix 7.3 can be achieved by following the instructions provided at Appendix 7.4 to either paint in the cells (ref. Examples 1 and 3 in section 5.2.1 below) or to draw lines connecting the cells (ref. Examples 2 and 4).

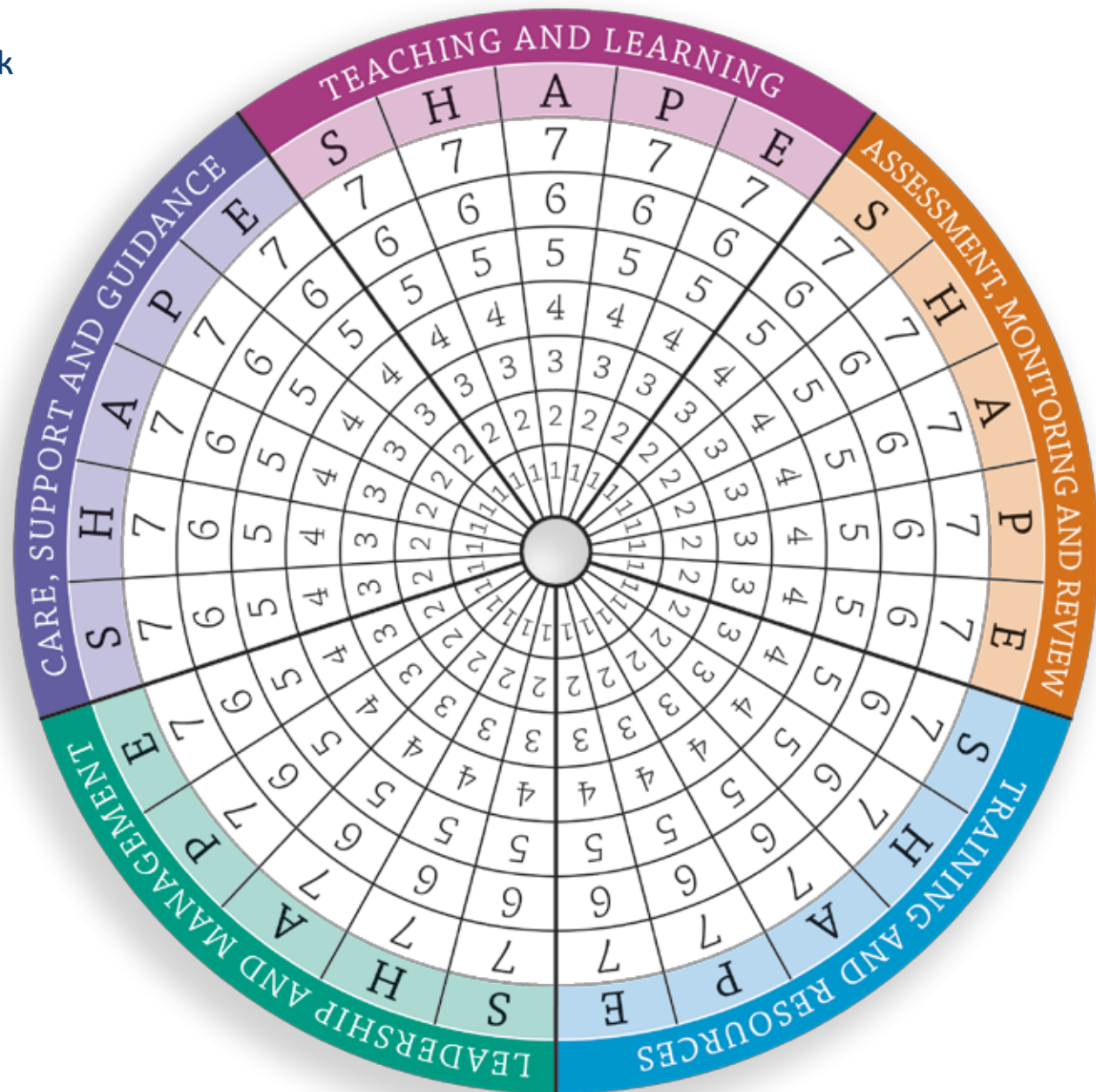
There is also an Adobe Flash® version of the Provision Wheel Map on the CD. This can be opened from within your internet browser or from your computer desktop if you have Adobe FlashPlayer® installed.

5.2.1 Every Child Matters Provision Wheel Map Blank

Code	ECM Outcome
S	Stay S afe
H	Be H ealthy
A	Enjoy and A chieve
P	Make a P ositive Contribution
E	Achieve E conomic Well-Being

Each number on the wheel relates to a provision descriptor. The recommended provision descriptors can be found printed on sheets in the folder at the back of this document.

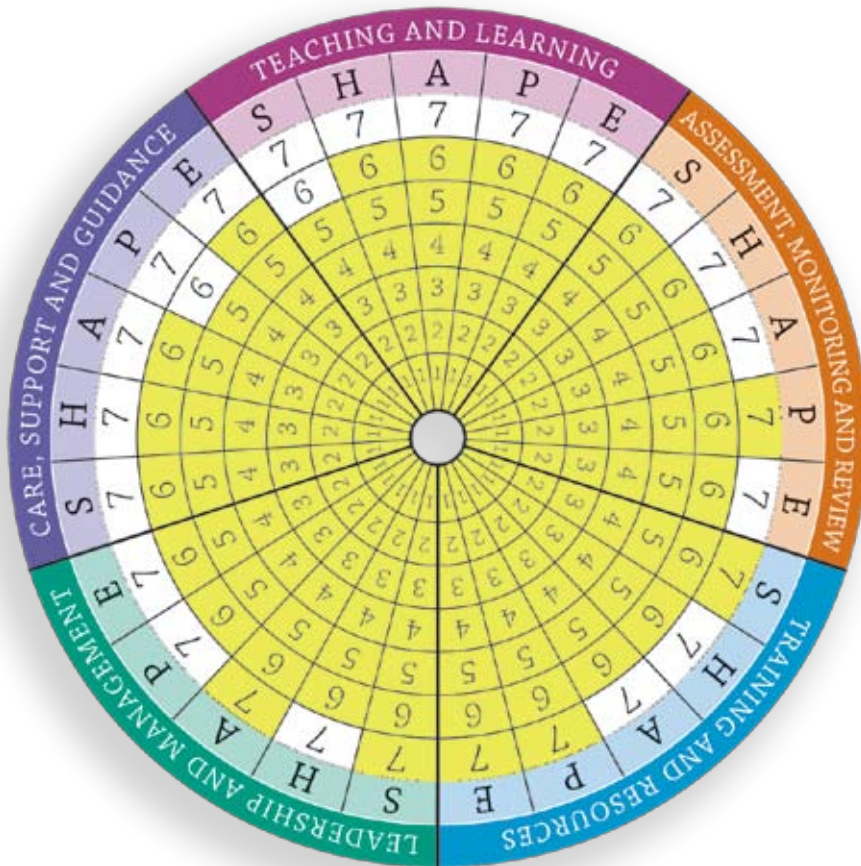
For LAs who wish to adapt the descriptors, they are supplied as Microsoft Word® documents on the appendices CD, 7.2.



5.2.2 Examples of Provision Wheel Maps

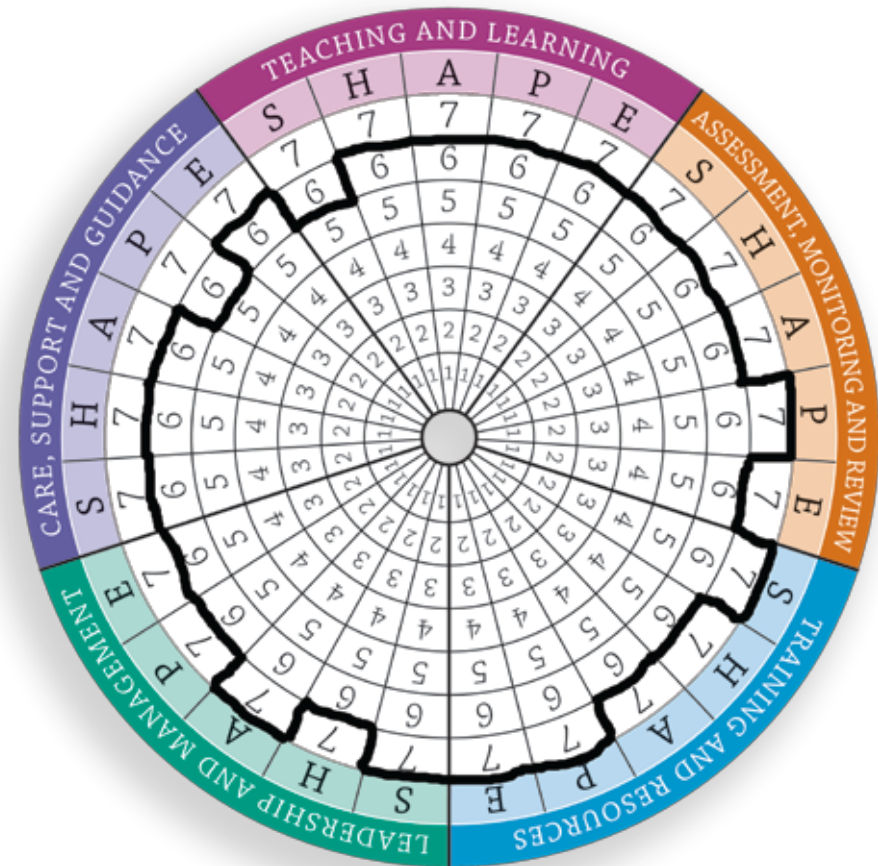
Example 1: A Local Authority SI Provision Wheel Map – Paint Version

This LA Provision Wheel Map was prepared by the leadership within the SI service. It represents what can be made available (subject to capacity) for CYP with SI through the range of the LA's maintained provision.



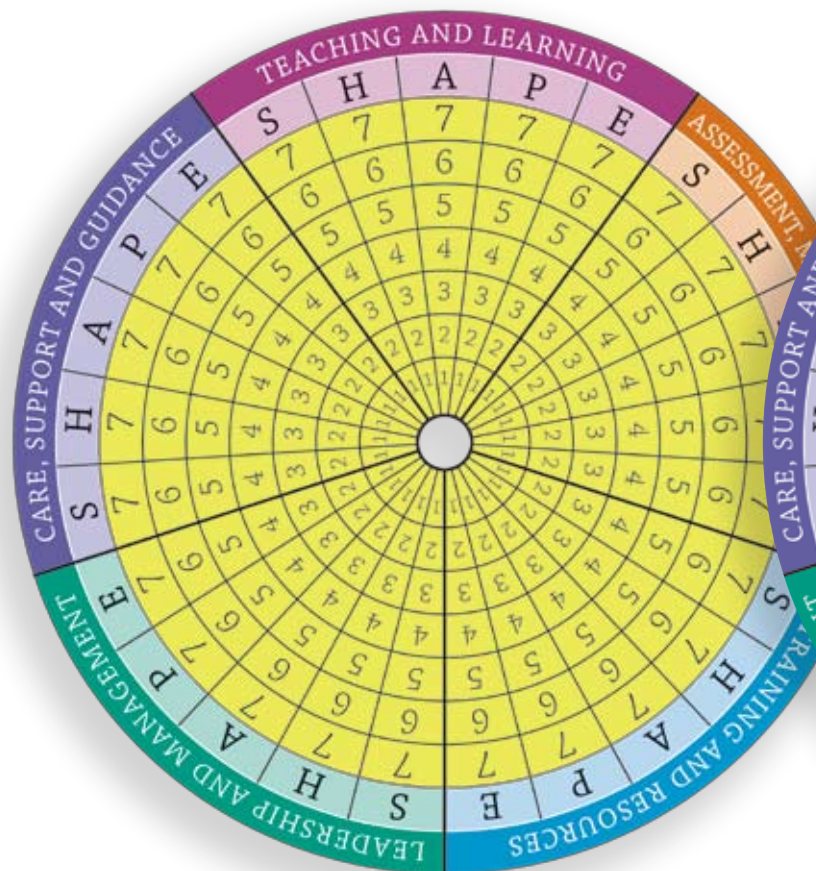
Example 2: A Local Authority SI Provision Wheel Map – Line Version

This is line version of the LA Provision Wheel Map presented in Example 1.



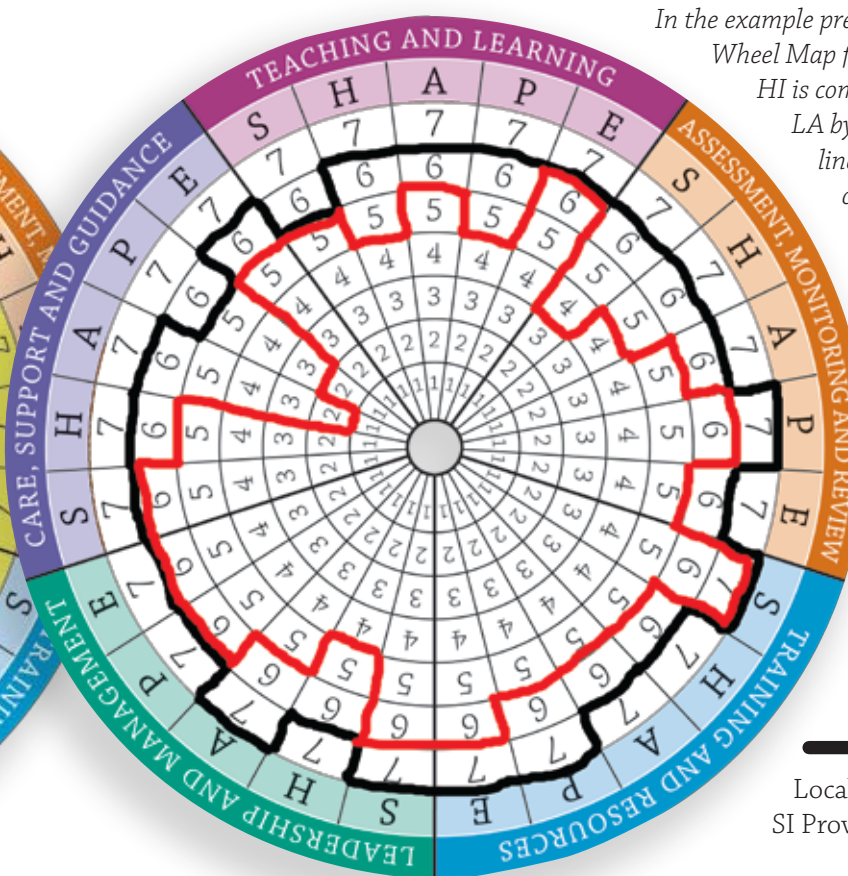
Example 3: A Specialist Special School SI Provision Wheel Map – Paint Version

The Provision Wheel Map was completed by the Head of The Royal School for Deaf Children, Margate. This particular specialist school is able to offer the full range of provision covered by the descriptors.



Example 4: A Comparison of Line Maps

The need to directly compare maps may arise, for example when checking the match between a CYP's provision requirements and the provision available within a school setting or perhaps within the LA.



In the example presented, the Provision Wheel Map for a CYP with profound HI is compared with that for the LA by the use of colour coded line maps drawn on the same chart. Alternatively, the comparison could be made by preparing acetates of the completed maps, painted in different colours, and using them as overlays.

—
CYP with profound
HI Provision Wheel Map

—
Local Authority
SI Provision Wheel Map

5.3 Placement Consideration

The ECM Provision Map is composed of provision descriptors, which typically could apply to a range of settings and do not necessarily imply any particular type of placement.

The placement of any CYP with SI will depend upon a number of factors that can not be fully represented on the map. In considering placement options within the potential continuum from mainstream schools to residential special schools, full account will need to be taken of the following:

- Complexity of need – what are the provision requirements associated with complexity of need (i.e. SI with significant additional needs e.g. in cognition and learning; communication and interaction; behavioural, emotional and social development; physical difficulties)? Of particular relevance are the vulnerabilities which may be associated with SI and also challenging behaviours.
- CYP's views – what are the CYP's views on the support they need and how and where this might be provided?
- Parental preference – what are the parental views on provision requirements and how and where they might be most appropriately delivered, taking account of their experiences of support and provision and the family circumstances?
- Capacity – although appropriate provision may be available, is there sufficient capacity of such provision to respond readily and adequately to the needs of the CYP with SI?
- Expertise – is there appropriate expertise/specialist support within or accessible to the provision to respond effectively to the severity and complexity of needs?

- Consistency and integration of provision – can the range of support and resources required be delivered on a consistent basis and integrated efficiently and effectively within the holistic provision for the CYP with SI?
- Quality – in their report: Inclusion, does it matter where pupils are taught? (DfES July 2006) OfSTED concluded that the most important factor in determining the best outcomes for pupils with learning difficulties and disabilities is not the type of placement but the quality of provision.

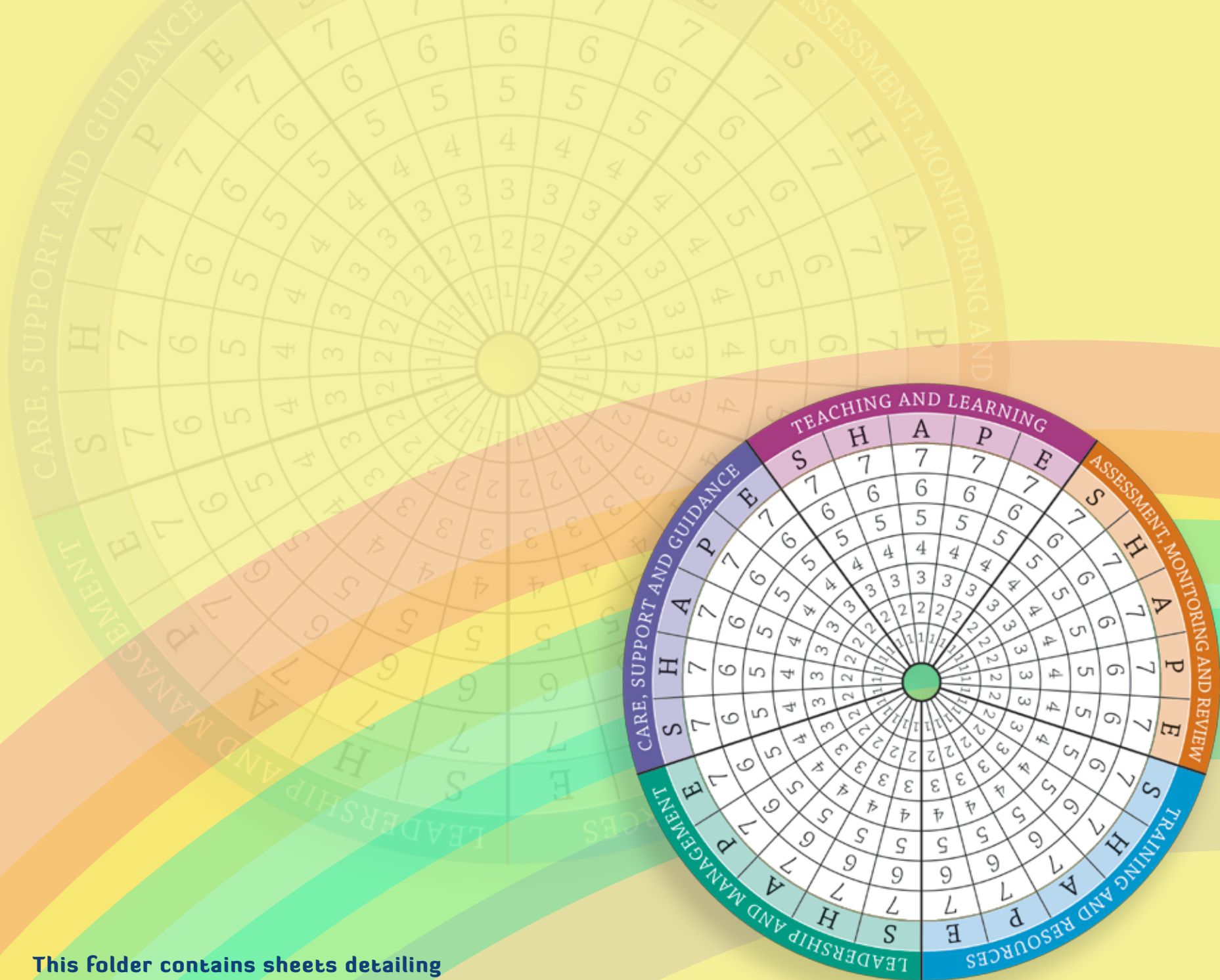
Some case studies are presented at Appendix 7.5 which provide individual CYP Provision Wheel Maps along with brief commentaries on the placement decisions taken.

6 ELIGIBILITY CRITERIA FOR SCORING SI SERVICE SUPPORT LEVELS

An earlier piece of work by the SERSEN SI Provider Task Group involved the development of Eligibility Criteria for Scoring SI Service Support Levels. The eligibility criteria provide an objective means by which SI services can allocate specialist support to CYP with SI on an individual basis (ref. Appendix 7.6).

This tool offers a comprehensive assessment of SI service support requirements and, as such, can be usefully employed to inform the completion of an ECM Provision Map for a CYP with SI.

Eligibility Criteria for Scoring SI Service Support Levels will be reviewed in 2008.



**This Folder contains sheets detailing
the recommended Provision Descriptors**

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