

SENSORY PHYSICAL AND OCCUPATIONAL THERAPY – SPOT SERVICES

Promote inclusion, build independence, and value individuality

Service Core standards, Core provision and Specifications

Core Standards for Children and Young People (CYP) with Hearing Impairment

Support for CYP	<u>UNIVERSAL</u>	<u>SEN SUPPORT</u>	<u>HIGH NEEDS</u>
	ALL children & young people High quality teaching	SOME CYP Additional targeted support	A FEW CYP Support for complex and long-term special educational needs
<p>Why we do it</p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood through successful transitions. 	<ul style="list-style-type: none"> All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. Governors and senior leadership team are aware that, with <u>the appropriate support</u>, children with a hearing impairment, can achieve in the same way that children without a hearing impairment can. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p>	<p><i>Column 1 plus the following:</i></p> <ul style="list-style-type: none"> <i>Young people and parents with hearing impairments can actively engage with learning, review and decision-making meetings, including the use of staff training and interpreters as necessary.</i> <i>Settings can implement reasonable adjustments and a plan for accessing learning which addresses specific hearing needs.</i> <p><i>To give a greater emphasis on language development, listening skills and communication skills with support and advice from a qualified Teacher of the Deaf.</i></p> <p>www.natsip.org.uk</p>	<p>Columns 1 and 2 plus:</p> <p>Provision for children/young people with high needs is very likely to be highly specialist (regular and frequent close monitoring and support from qualified Teachers of the Deaf, Educational Audiologist, specialist HLTAs and specialist TAs, CSW and/or technology.)</p> <p>Support for these children/young people will include, but will not be limited to:</p> <p>a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services</p> <p>plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes</p> <p>children/young people and their families are involved in target-setting and decision-making</p> <p>formal transition planning and review processes are in place.</p>
<p>What we will do</p> <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<ul style="list-style-type: none"> Clear processes are in place to identify children and young people's strengths and needs. <i>Close home-school links will be made to highlight pertinent issues around the impact and management of hearing loss.</i> Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. <i>Specialist advice and support to manage assistive equipment, eg hearing aids, radio aids and to advise regarding communication needs from qualified Teacher of the Deaf and/or Educational Audiologist.</i> <p>Every teacher/lecturer/practitioner is a teacher of every child and young person</p>	<ul style="list-style-type: none"> <i>Training is available for a range of involved professionals from the Hearing Support Service</i> <i>Information and resources are explored from voluntary agencies as appropriate, eg www.ndcs.org.uk.</i> <i>Continuous assessment and curriculum assessments may be supplemented by specialist assessment support and advice, eg communication, language and listening skill development implemented by the Hearing Support Service.</i> <i>Plan carefully for transitions including specialist equipment transfers to new settings followed by training and curriculum resource requirements.</i> <p><i>Class teacher will be made available regularly to liaise directly with advisory staff.</i></p>	<p>All aspects of provision detailed in an individual plan are delivered and monitored.</p> <p>All staff working with children/young people with hearing impairment receive, accept, carry out and review appropriate and relevant training and support programmes.</p> <p>A regular schedule for reviewing plans in collaboration with children and young people, their families, and relevant professionals.</p>
<p>Who will do it</p> <ul style="list-style-type: none"> Environment, Resources, Equipment, 	<ul style="list-style-type: none"> Consideration is given to good listening conditions for all children and reasonable adjustments are made, eg: <ul style="list-style-type: none"> - lowering ceiling height, sound absorbent flooring - silent heating and light systems - use of sound field systems 	<ul style="list-style-type: none"> SENCO will arrange review meetings, which include children/young people, their families and involved professionals. <i>Focused intervention plans (or equivalent) with clarity of interventions and expected outcomes</i> 	

<ul style="list-style-type: none"> Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> - reduction of background noise - careful consideration of seating positions. - Reverberation time < 0.4 secs The curriculum is differentiated appropriately to meet the needs of all children and young people with a hearing impairment, eg clear and precise instructions supported by visual clues as appropriate (eg key repetition of answers in class/ group discussion). Additional time for hearing impaired child to process questions/ information. A range of training is available for staff working with young people with sensory impairments. 	<p><i>may be required. These are regularly reviewed and evaluated.</i></p> <ul style="list-style-type: none"> <i>Training for key worker(s) in the management of additional equipment and for all staff re Deaf Awareness/classroom strategies.</i> <i>Teaching staff ensure strategies are in place to enable and accommodate CYP's preferred method of communication.</i> <i>Special arrangements are applied to external/internal learning assessments (exam access arrangements).</i> <i>Pre and post tutoring planned to support understanding and ability to work as independently as possible, participate in all learning activities and consolidate learning.</i> <p><i>Access to additional targeted teaching in small groups, or individually, on a daily basis if appropriate in order to support:</i></p>	
	<ul style="list-style-type: none"> Staff have access to a range of useful websites to access resources on how to support hearing impairment, eg www.ndcs.org.uk, www.earfoundation.org.uk Staff will monitor the wellbeing and self-esteem of young people with hearing impairment, intervening when necessary (e.g. the SIP-A and SIP-C.) A personal emergency evacuation plan is in place if necessary. Risk assessments are in place as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>careful monitoring of language and literacy skills</i> <input type="checkbox"/> <i>language programme implemented with advice from teacher of deaf and SALT</i> <input type="checkbox"/> <i>opportunities to improve social skills, interaction, communication skills and self -esteem as appropriate</i> <input type="checkbox"/> <i>support for audiological equipment ensuring that it is checked on a regular basis to ensure it is working at its optimum</i> <input type="checkbox"/> <i>help in acquiring, comprehending and using speech and language in structured and unstructured situations.</i> <i>Appropriate modifications to the classroom and whole school environment which may include adjustments to ensure that the listening environment takes account of individual needs.</i> <i>Frequent and sensitive checking of child's understanding and use of specialist equipment and provision of appropriate space for testing of CYP's individual amplification and assistive devices.</i> <i>Appropriate differentiation of oral and written language, activities and materials.</i> <i>Additional visits planned to new setting to help CYP with HI familiarise themselves with listening environment and new staff visit.</i> <i>Regular and informed communication between both schools/settings is established early.</i> <ul style="list-style-type: none"> <i>An acoustic screen of settings for transitions is undertaken by the Hearing Support Service. Referral to the County Acoustic Scientist when required followed by requests to the Schools Access Initiative for building adaptation when necessary.</i> 	<ul style="list-style-type: none"> Specialist, personalised resources and strategies (e.g. a not taker, differentiated curriculum materials English literature texts, GCSE science concepts) are provided in accordance with the details of the individual's plan. Multi-agency planning, involving children/young people and their families, will be carried out prior to any significant transitions, based on established national principles for supporting children/ young people with SEN to make transitions between settings and/or life stages. The Transition Information Network and Preparing for Adulthood Programme provide materials to support transition planning and review.

<p>Responsibilities</p>	<ul style="list-style-type: none"> • All staff to be aware of signs and the impact of all types of hearing impairment; including glue ear; (which may be permanent or fluctuating.) • Awareness of the prevalence of hearing impairment in the school population (20%) and known strategies to meet needs; seeking advice from Hearing Support Service when necessary. • The whole setting welcomes all children, young people and parent/carers with additional needs. • Governor/senior leadership team have an accessibility strategy developed in consultation with the Hearing Support Service with referral to the County Acoustic Scientist to implement an acoustic audit when necessary) and are committed to developing access for all learners. • Governors and all staff are fully aware of their roles and responsibilities in relation to supporting children and young people as per the <u>SEN Code of Practice</u> and supplementary NCDS guidance – '<u>Supporting the achievement of hearing impaired children</u>'. • Positive images of children and young people with sensory needs are portrayed throughout the setting and curriculum. 	<ul style="list-style-type: none"> • <i>Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes.</i> • <i>Children and young people give individual and collective views to help inform planned programmes and support and adjustments</i> • <i>Existing and new staff liaise closely with each other and young person/parents and specialist advisory staff at points of transition.</i> • <i>Senior leadership team/SENCO ensure that:</i> <ul style="list-style-type: none"> - <i>Staff (all staff preferably, key staff essential) have the time, training and resources to deliver the actions and range of support listed above and in column 1. Teachers remain responsible for the planning, delivery and monitoring of the personalised programme. The SENCO is responsible for oversight and monitoring of personalised programme. (Tina)</i> - <i>whole setting approach to different learning styles support the needs of the learner with hearing needs well.</i> • <i>children and young people with hearing impairment are included and can participate in all social/extracurricular activities, eg lunchtime activities, school plays, full range of work experience and off-site visits.</i> 	<p>SENCO will arrange review meetings, which include children/young people, their families and involved professionals.</p> <ul style="list-style-type: none"> □ For children/young people with EHCPs information relating to changes to a young person's SEN, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork. □ SENCO will follow the relevant statutory process for any children/young people with EHCP as described in the SEND Code of Practice. •
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Specific Provision for Children and Young People (CYP) with Hearing Impairment


Support for CYP	<u>UNIVERSAL</u>	<u>SEN SUPPORT</u>	<u>HIGH NEEDS</u>
	<p>ALL children & young people with a medically diagnosed hearing loss as well as all children as <i>'1 in 5 pre-school children have glue ear at any one time and 8 out of 10 children will experience glue ear before the age of 10.'</i> (NDCS)</p>	<p>SOME children & young people with permanent or long standing educationally significant hearing loss. Additional targeted support</p>	<p>A FEW children & young people with severe to profound hearing loss which is a significant barrier to inclusion and educational and social development. Support for complex and long-term special educational needs</p>
<p><u>Why we do it</u></p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood through successful transitions. 	<p>All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. With the appropriate support, children with a hearing impairment, can achieve in the same way that children without a hearing impairment can.</p>		
<p><u>What we will do</u></p> <ul style="list-style-type: none"> Assess Plan Do Review transitions 	<ul style="list-style-type: none"> Acoustic audit of school- report back significant modifications required. Promotion of soundfield systems as beneficial for ALL. EHA referral visit- <ul style="list-style-type: none"> (i) questionnaires for staff, parents and child/young person. (ii) classroom observations, discussions with staff and parents, gain timetables with teacher initials /names (secondary.) (iii) Liaise with audiology-clarify/request further information-most recent PTA. (iv) Standardised assessments in some cases where required. (v) Staff training-audiological equipment management/deaf friendly teaching, individual SEN of pupil, information sheets provided and links to further information. (vi) Pupil audiological competencies-independence in managing their own equipment. (vii) Pupil Aspirations and Thoughts interview to enable mainstream setting to plan targets. (viii) Regular verification of hearing aids using a test box. (ix) Ensure daily checking is set up at school-several staff trained and active listening tasks set up and familiar. HST to provide equipment for daily checks if pupil meets criteria (loan form.) 	<p><u>All of column 1 plus the following:</u> <u>Schools and settings.</u></p> <ul style="list-style-type: none"> Provision of assistive listening device-training to mainstream staff in function/purpose, daily management and effective use (loan forms.) Emergency on site troubleshooting and repair/replace using specialised 'toolkits.' Annual speech in noise assessment to evaluate the effectiveness of assistive listening devices. Baseline language and numeracy assessments to begin to monitor progress and evaluate interventions. KEYMATHS 3, BPVS, TROG, ACE, BOEHM, SIP-A and SIP-C. Annual assessment report provided. Interventions forming part of regular visits (note of visit written for each visit): <ul style="list-style-type: none"> (i) High level listening skills including auditory memory, (ii) HOTS (High Level Thinking Skills) /learning strategies (iii) Mind maps (iv) Differentiation of curriculum/provision of differentiated teaching resources e.g. GCSE English literature texts, GCSE science differentiated materials. (v) Deaf Identity /audiological independence/ understands hearing loss (vi) Transition work-pupil has input to materials for INSET (vii) Exams choices /Future Plans eg Year 9 /11 (viii) Pupil Voice: questionnaires (see first column PAT/Audiological competencies.) 	<p><u>All of columns 1 and 2 plus the following:</u></p> <ul style="list-style-type: none"> Observations most visits/All Subjects of Interaction, Communication, Listening etc Annual Language and Numeracy Assessments Theory of Mind/Inference/Note taking skills/Social Emotional/Idioms etc Interventions linked to key Transition periods/ see also NatSIP NDCS Supporting Deaf Young People Through Transition see INSET PP also reminders about Adult responsibilities Annual INSET with at least a key Senior staff , new teacher/Tutor and TA Deaf Awareness related to specific pupil Checking equipment training done with key staff extra sessions /during visits Managing Acoustics Curriculum Classroom related advice Differentiation with evidence from Pupil Specific Assessments /Observations/Performance Health & Safety- - Contribution to PEEP fires, curriculum topics and impact of acoustics on hearing safety warnings, Cochlear Implant safety etc Trips Work Experience EHCP reports, support and advice to schools around applications and regular attendance at high needs audit forums/meetings.

	<p>(x) Annual Reminder of Deaf Friendly Teaching managing equipment and acoustics ad hoc or may plan extra visit if needed.</p> <ul style="list-style-type: none"> • Transitions meet new year staff. • Preschool /school entry-acoustics and language, listening expectations. <p>Provide exam concession reports.</p>	<ul style="list-style-type: none"> • FIPs-regular visits to deliver teaching and/or modelling to setting support staff. • Annual review reports and attendance at meetings. <p><u>Specific to early years</u></p> <ul style="list-style-type: none"> • Begin 'Success from the Start.' • RAG summary. • Family Service Plan/school entry meetings next steps shared ideas planned with nursery/parent. • Supporting Play/enabling family & setting • Family support to network/share information / answer queries etc • Transitions- meeting with and training new staff, acoustic audit of next setting/classroom, pupil pen portraits, powerpoint presentations. • Regular phone calls to parents/carers • Multi Agency Liaison – phone contact/read Careplans/link to HST advice when relevant, attend MAISEY 	<ul style="list-style-type: none"> • Review FIP – via FIP format with key staff member (conversation/meeting needed.) • Support school in setting targets linked from all support agencies •

Hearing support Service Specification

Name of team	Hearing Support
<p><u>Purpose – Brief description</u></p> <ul style="list-style-type: none"> • What is your team's function/role? • What do you offer? What types of intervention? • Does this involve casework? • Why do you do it? • Are there elements that are statutory/non-statutory? 	<p><i>To provide educational support to children and young people with a diagnosed hearing loss from birth to 25.</i></p> <ul style="list-style-type: none"> • We visit children and young people in their homes, pre-school settings and schools and work with them to develop their communication, language and independence re managing their hearing loss and assistive equipment. • We provide advice, guidance and bespoke training re management of hearing loss and supporting the development of communication and language development to staff in all settings. • We provide information and support to parents about hearing aid management and the effects of hearing loss on language development and access to learning. • We work closely with audiologists, ENT consultants, cochlear implant teams, educational psychologists, speech and language therapists and voluntary agencies such as NDCS to provide direct support/ training for school/nursery staff in order to be sure the needs of the child and young person are planned for in all settings. • We provide advice to teachers, teaching assistants and SENCOs about meeting the needs of children and young people hearing impaired in order that they can fully access the curriculum and learning environment. • We support educational settings to implement the Somerset Core Standards (somersetchoices.org.uk) • We plan together with school/nursery and other settings to meet a child's needs through a Family Service Plan or Focussed Intervention Plan (FIP) which set objectives to monitor and evaluate their progress on a regular basis. • Our work is both non-statutory & statutory
<p><u>Who are your customers?</u></p> <ul style="list-style-type: none"> • What age children do you work with or provide services for? • Which cohort of children? Specific groups/needs? • Are you a level 1, 2 or 3 service? (Refer to Effective Support guidance) 	<p>0-25 years CYP with diagnosed hearing loss. This includes babies diagnosed through NHS Newborn Hearing Screening Programme. Through Core Standards we may be involved with advice from Level 1 but usually Level 2 & 3</p>
<p><u>Structure of the team</u></p> <ul style="list-style-type: none"> • How many people are in the team? • Structure – how many managers? • How many different roles are there and what are their job titles and different functions? 	<p>The Hearing Support Team consists of:</p> <ul style="list-style-type: none"> • Advisory Teachers who hold Mandatory Qualified Teacher of the deaf qualification x 8(mix of part time and full time)and Trainee Advisory Teacher • Educational Audiologist – one of the Qualified Teachers of the deaf who has an additional qualification in Educational Audiology -who works closely with NHS ENT/Audiology departments & with Advisory Teachers. • Specialist Support Advisors-Hearing (SSA) who work under direction of Advisory Teachers to support CYP, families, staff in all settings which includes implementing part of an individual CYP's Focussed Intervention Plan. SSAs are involved in training of school staff as needed ref equipment, deaf awareness & strategies . SSAs are Line Managed by an Advisory Teacher. • The Hearing Support Team has members based across the county. • Members of the Team have their own wide range of specialist responsibilities and interests including Early Years, Primary, Secondary education, curriculum subjects and supporting families & staff with management of equipment and access to listening and learning at home or educational settings • 2 Lead Advisory Teachers Line report to Manager of Sensory,Physical & Occupational Therapy services-Inclusion Nigel Pluckrose

Over the last 12 months how many referrals has your service received?	<p>New referrals : 91 in total over the last 12 months</p> <p>April/May/June 2019: 32 July/August/September 2019: 14 October/November/December 2019: 25 January/February/March 2020: 20</p>
What ICT systems do you use and are reliant on	SMART laptops/mobile android phones , Sharepoint CAPITA
<p>Evidencing impact</p> <ul style="list-style-type: none"> • What are the main 'key performance indicators? • How do you know you are reducing demand in statutory services? • What are the intended outcomes for children? 	<p>SEND based Service Improvement Plan with reference to also to :- NatSIP: Quality Standards for Sensory Support Services in England (2016)</p> <p>NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)</p> <p>NatSIP Quality Improvement Support Pack (2016)</p> <p>NatSIP Eligibility Framework for Scoring Support Levels (2017)</p> <p><i>-Advice & support to families within 48 hours of diagnosis from NHS NHSP – wellbeing of families/ to engage carers in managing equipment/providing right environment for babies to develop foundations of communication has potential of enabling good proportion of babies to develop age appropriate language by school entry</i> <i>-Schools/CYP supported at early stage of h-aid use so can begin to full fill Core Standards Universal Level 1 & to identify if need Level 2/3 support for SEN /HN</i> <i>-Outcomes: To enable CYP/families to develop communication skills to Access education/social life & reach aspirations of adult life to their fullest potential</i> To ensure individuals with Hearing loss can manage personal & assistive listening equipment appropriate to their Listening Environment ; as independently as possible; so can hear to Access learning for life.</p>
Do you undertake any feedback with the children/families you work with? How do you do this?	<p>Yes. Routinely gather information with CYP as part of good practice to gather pupil views about themselves and their hearing/equipment needs This is to inform staff in schools and support needs for any school or individual intervention. Questionnaires to EY parents and parents of children in school takes place every 2 years. Paper and Online questionnaires used for gathering feedback for all age groups. Involved in co- production work as part of a developing work within SPOT and between other support agencies including Integrated Therapy Services and Parent Carer Forum Newsletter at least annually to share Team news including contributions from pupils and families .</p>
What other services do you work closely with? (both internally and externally).	<p>PIMS, VI ITS- S&LT Health Visitors, Taunton, Yeovil Bath Audiology/ENT services. Cochlear Implant Teams eg West of England Paediatric Cochlear Implant Programme EP/ LSS NDCAHMS Social Work Team if required, SEND Parent Carer Forum</p>
<p>Where are you? Where are you physically based? Single office base/area offices/co-located with other professionals (please state who)?</p>	<p>Staff are Based at Taunton County Hall, Bridgwater House, Shepton Mallet. Use of work hubs Glastonbury, Yeovil Council Offices, Millbrook Wellington</p>
<p>Access to service? What is your referral process? Through EHA? – how do you accept new requests/cases? Do you have referral criteria?</p>	<p>EHA from schools and NHS ENT/Audiology departments at Musgrove , Bath or Yeovil (or other hospitals) Decisions about extent of support is guided by NatSiP Eligibility Criteria for pupils who have diagnosed hearing loss.</p>
Do you have to report through to any panel/board for decisions?	<p>No – have guidance ref criteria ie diagnosed hearing loss of educational significance . [Guidance ref cross county referrals process needs to be made clear for pupils with & without EHCP]</p>
<p>Funding arrangements? How are you funded? What is your overall budget (staffing and operational costs for the last financial year)</p>	<p>All funding for SEN Support services are agreed annually through Somerset Schools Forum. Such information can be found in these public documents</p>

Are you commissioned through an Service Level Agreement /Contract/Grant?	[some SLAs agreed on individual basis for pupils at Independent schools or colleges]
Is there anything else important to your offer that hasn't already been covered?	<p>Transition between settings is supported involving CYP/family – home to nursery, nursery to school, school to school, school to Post 16 . Training to setting & other professionals is offered routinely to ensure CYP can continue to progress smoothly .</p> <p>Training can be arranged on range of skills needed to make Learning Environments Accessible for CYP with hearing impairment.</p> <p>Parent/Carer Involvement</p> <p>Operational and Line Management structure</p> <p> SPOT Teams structure 7.7.2020.doc</p>