

# Specialist Teaching and Learning Service

## Sensory Service - Service Specification

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April 2022

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## **1. Introduction and Context**

The STLS Sensory Service, as part of the Specialist Teaching and Learning Services (STLS), works to ensure the best possible outcomes for children and young people with hearing impairment (HI) vision impairment (VI) and multi-sensory impairment/deafblind (MSI). Delivering services to children and young people from 0 – 24 years (at post 18 this relates to young people continuing in education at Colleges of Further Education).

Special Educational Need and Disability Code of Practice acknowledges that children with sensory impairment require specialist advice and support from teachers with a Mandatory Qualification in Hearing Impairment, Vision Impairment or Multi-Sensory Impairment/Deafblindness.

The STLS Sensory Service is commissioned by Kent County Council through a Service Level Agreement with Valence School. Staff are employed by Valence School and deployed across the 12 districts of the county. A small number of Specialist Teachers are purchased from other Special Schools as part of an efficient use of a limited workforce with the Mandatory Qualification in HI, VI or MSI.

### **1.1 Purpose of STLS Sensory Service**

The STLS Sensory Service works to champion inclusive education, to enable children and young people to achieve the best possible outcomes and to improve attainment for children and young people with sensory impairment.

Working together with Valence Special School, which manages the STLS Sensory Service, the strategic team provides specialist professional leadership to influence and inform the development of policy, practice and procedures in relation to children and young people with sensory impairment, in order to support Kent County Council in discharging its statutory duties.

The STLS Sensory Service:

- Deploys staff on the basis of ongoing proactive needs analyses to provide high quality, highly specialist advice, information, intervention, support and teaching for children and young people with sensory impairment across a range of educational settings to ensure inclusive practice at an individual, group or systemic level.
- Works to ensure full access to the learning environment, curriculum, communication and information for children and young people with sensory impairment, challenging inequalities in line with the Equality Act (2010) and the Children and Families Act (2014).
- Works to promote the independence, resilience and well being of children and young people with sensory impairment.
- Supports integrated service delivery for children and young people 0 - 24 with sensory impairment in collaboration with Local Inclusion Forum Teams and the Early Years Local Inclusion Forum Teams, Special Schools and Specialist Resourced Provisions.

## 1.2 Key Drivers

The key drivers are:

### National

- Equality Act 2010 and the Auxiliary Aids Amendment 2011
- Children and Families Act 2014
- Special Educational Need and Disability Code of Practice 2015
- Care and support for deafblind children and adults - policy guidance 2015
- Mental Capacity Act 2015
- Children Act 2004
- Every Disabled Child Matters 2006

### Kent

- SEND Strategy 2021-2024
- County Approach to Inclusive Education
- SEND Mainstream Core Standards
- Best Practice Guidance in Early Years
- Preparation for Adulthood Core Standards

## 1.3 Values of the STLS Sensory Service

- We will promote equality of opportunity.
- We have high expectations of children and young people.
- We will be child and family focused.
- We will ensure increasing opportunities for children and young people in learning and life choices.
- We will act in the best interests of the child and family.
- We will work with other professionals to ensure a holistic approach.
- We will seek to continually improve service quality and outcomes/impact.
- We will support the continuum of provision.
- We will champion the interests of children and young people with sensory impairment.

## 1.4 Objectives of the STLS Sensory Service

The STLS Sensory Service priorities are:

- Raising awareness
- Working collaboratively
- Building on quality first teaching
- Working to improve outcomes
- Providing specialist teaching
- Supporting continual development of staff in schools and settings of children and young people with sensory impairment
- Enabling settings and schools to take ownership of the needs of children and young people with sensory impairment

The STLS Sensory Service objectives are to:

- Support the development and implementation of policies and approaches to enable inclusive practice.
- Work in collaboration with parents/carers.
- Involve children and young people and their families in the planning, delivery and evaluation of sensory impairment interventions.
- Support, encourage and actively consider the voice of the parent/carer and the voice of the child/young person.
- Support workforce development in relation to sensory impairment.
- Deliver training through a multi-agency framework in relation to sensory impairment to ensure the early identification of children and young people.
- Build the confidence and capacity of educational settings to meet the needs of children and young people with sensory impairment.
- Provide planned interventions and specialist teaching based on an assessment of need, particularly to enable children and young people with sensory impairment to access the curriculum.
- Provide interventions and specialist teaching to preschool children with moderate, severe or profound sensory impairment so they are ready for school aged five.
- Promote the achievements of children and young people with sensory impairment and complex learning needs.
- Provide interventions and specialist teaching to learners with moderate, severe or profound sensory impairment in maintained mainstream provision.
- Support special schools to meet the needs of learners with sensory impairment
- Provide timely interventions and specialist teaching to children and young people with sensory impairment eg at the point of diagnosis and at points of transition.
- Work collaboratively with multiagency colleagues.
- Monitor and track progress and the impact of interventions.
- Narrow the progress and attainment gaps between children with sensory impairment and their hearing/sighted peers.
- Support, challenge and intervene in settings, schools and colleges.

## **1.5 Standards**

Specialist Teachers for Sensory Impairment will hold or will be in training to gain a Mandatory Qualification for Hearing Impairment, Vision Impairment or Multi-Sensory Impairment/Deafblind. All sensory teaching staff are qualified or experienced in one or more relevant areas of sensory impairment. All sensory support professionals will have evidenced their competencies for their roles.

Specialist staff maintain current and relevant professional knowledge relating to work with children and young people with sensory impairment in educational settings.

Specialist staff work to:

- National Quality Standards for SEN Support and Outreach Services
- Teachers' Standards
- National Sensory Impairment Partnership Quality Improvement Self-Audit
- Specialist standards for Qualified Teachers of HI, VI or MSI
- Deafblind Guidance
- STLS Bespoke Standards for Sensory Professionals

## 1.6 Organisation and Staffing

The STLS Sensory Service is managed and professionally led by the Head of Sensory Service. The strategic team for sensory impairment comprises the Head of Sensory Service and Sensory Coordinators with responsibilities for HI, VI and MSI, together with four Area Coordinators for Sensory Impairment. Staff are organised into four area teams managed by an Area Coordinator for Sensory Impairment. These teams deliver flexibly to meet HI, VI and MSI needs across Kent.

Strategic Sensory Team:

- 1.0 FTE Head of Sensory Service
- 1.5 FTE HI, VI, MSI Coordinators
- 1.0 FTE Area Sensory Coordinators
- 1.4 FTE Business Support Officer

The establishment for operational staff is:

- 10.35 FTE Specialist Teachers for Hearing Impairment
- 8.25 FTE Specialist Teachers for Vision Impairment
- 1.50 FTE Specialist Teachers for Multi-Sensory Impairment
- 1.85 FTE Early Years Vision Impairment Play Specialists
- 0.84 FTE Vision Impairment Technical Support Specialist
- 1.50 FTE Intervenors for MSI/Deafblind children and young people
- 2.00 FTE Specialist Teachers in Mandatory Qualification training

STLS Sensory Service professionals have a total establishment of 29.69 FTE plus the additional 1.50 FTE MSI Intervenors.

The STLS Sensory Service is currently provided by 43 professionals who are coordinated into four Area Sensory Teams.

STLS Sensory Service professionals are allocated to an Area Sensory Team but may be required to work flexibly across more than one area as required. The Area Sensory Teams will include Early Years Vision Impairment Play Specialists who work alongside the Specialist Teachers for VI. There are also two VI Technical Support Specialists who provide a county wide support role to schools.

Currently attached to the Area Sensory Teams are two part time MSI intervenors who work across Kent to provide Short Break opportunities to families. These professionals generally work outside of office hours and provide opportunities for deafblind children to develop communication and independence skills and access to community activities.

The STLS Sensory Service is employed by Valence Special School and operates from 12 STLS Bases at or linked to Special Schools and 2 Multi Agency Specialist Hubs across the county.

There is a Sensory Reference Group which has representation from partner agencies, voluntary organisations, parent groups for sensory impairment as well as Specialist Resource Provisions. This group acts as a “critical friend”.

## **2. Working Practices**

### **2.1 Delivery Model**

STLS Sensory Service staff are committed to early intervention and offer a range of support options which may include:

- Information sharing and signposting
- Whole setting/school/college systemic work
- Capacity building and enskilling professionals
- Specialist interventions and teaching

### **2.2 Information sharing and signposting**

The STLS Sensory Service will provide specialist information on appropriate strategies for children and young people with sensory impairment through leaflets, information and the STLS Sensory Service website as well as signposting to local and national organisations and through telephone calls and emails as required.

### **2.3 Whole setting/school/college systemic work**

It is expected that the educational settings will provide a graduated response to the children and young people's needs. STLS Sensory Service will provide support to settings/schools/colleges to employ specialist strategies to enable the learner with HI, VI and MSI to progress. This may include strategies outlined in:

- Mainstream Core Standards
- Best Practice Guidance for Early Years
- Best Practice Guidance for Sensory Impairment in Special Schools
- Colleges Core Standards for Sensory Impairment

### **2.4 Capacity building and enskilling the children's workforce**

Capacity building and enskilling the children's workforce will be focused on enabling staff to meet the needs of children and young people with sensory impairment or deliver a specific intervention or strategy. These may be bespoke training for an individual provision or through county training courses and sponsoring access to the sensory courses on Online Training International. Training will be planned in advance and will be evaluated to record impact on staff confidence and skill and the progress and attainment of children and young people.

### **2.5 Specialist interventions and teaching**

- Professional support and interventions may include support in working with parents, liaison with other professionals, additional specialist assessments and demonstration of specialist strategies to staff directly working with the children and young people, support in implementing advice from other professionals within curriculum delivery, attendance at Team Around the Child meeting, support in implementing advice within an Education, Health and Care Plan and attendance at annual review or transition review.

- Provision of specific highly specialist advice on the children or young people's learning needs, requirements for curriculum access and/or differentiation, teaching strategies, resources, setting of appropriate targets and outcomes and advice on transition (where appropriate).
- For some children and young people with sensory impairment direct support may be part of the intervention. This could include direct specialist teaching of specific skills such as Braille, Sign Supported English/British Sign Language, On-body signing or equivalent over a longer period of time. The frequency and duration of such interventions and teaching will depend on severity of impairment and this will be monitored regularly during the school year.

## **2.6 Process for requests for professional consultation and intervention**

The STLS Sensory Service operates an open referral system. Informed parental agreement to engage is required before a request for intervention can be accepted. For mainstream learners over the age of 16, the consent of the young person is also required.

Requests for intervention in relation to individual children and young people are mainly gained direct from Health professionals in Ophthalmology and Audiology departments of both local and London hospitals. However, a small number are from schools, settings, parents, Local Inclusion Forum Team or multiagency colleagues.

All requests for consultation or intervention are directed to the Coordinators for HI, VI or MSI and are responded to within a supportive timeframe. The critical or emergency nature of some requests may necessitate prioritisation. Requests for intervention following a Newborn Hearing Screening are responded to within the required timescale, all year round.

Some requests may be appropriately facilitated by the provision of information and leaflets or a telephone consultation. Other requests may require specialist intervention.

## **2.7 Criteria for Specialist Intervention and Teaching**

Two or more of the following criteria must be met:

- The child or young person is receiving intervention at SEN Support or has an Education, Health and Care Plan and their needs for sensory impairment are moderate, severe or profound (using the NatSIP definitions).
- To enable the child or young person to remain within existing provision or to access an education placement, where monitoring and review processes indicate their sensory impairment needs are not being fully met within current planning and provision arrangements.
- The child or young person's educational placement or home/care setting requires different or additional intervention for sensory impairment.
- Sensory impairment needs have been clearly identified that require intensive and ongoing multiagency intervention and planning from one or more statutory agencies.
- There is a significant medically identified sensory impairment impacting on the child or young person's development and/or access to the curriculum.
- The child or young person is not accessing/engaging with the learning environment because of their sensory impairment and the strategies used have had limited impact to support progress.

## **2.8 Criteria for ceasing STLS Sensory Service involvement**

One or more of the following:

- Intervention as planned has been completed and evaluated. The child or young person is better equipped to be able to access and engage with the curriculum independently as a result of advice and support being embedded within the setting school context.
- Delivery of further intervention is agreed through a multi-professional meeting (e.g. Team Around Child or Annual Review) to be more appropriately delivered by another professional.
- The criteria for intervention are no longer met.
- The child or young person is making progress in line with the plan for intervention.
- The child or young person (of school age) moves out of a Kent maintained school or out of a government funded school within the Kent boundaries.
- The young person reaches 16+ and is not engaging in statutory education or at 18/19+ is not attending a College of Further Education.

## **3. Service Performance Management**

### **3.1 Monitoring and Evaluation**

The impact of the service delivery will be measured through an agreed framework set out in the Service Level Agreement. Progress of children and young people towards academic outcomes and sensory outcomes will be monitored on a regular basis by STLS Sensory Service professionals.

Data on STLS Sensory Service delivery will be gathered on a termly basis. An Annual Report will be written in line with the Service Level Agreement and provided to the Head of SEN and the Commissioning Team. The Sensory Reference Group will also have an opportunity to discuss the Annual Report.

### **3.2 Management and Leadership**

Valence School Principal, Head of Sensory Service, the Coordinators for HI, VI and MSI as well as the Area Sensory Coordinators will:

- ensure that all STLS Sensory Service staff receive termly individual supervision and performance appraisal in line with relevant policies and procedures
- facilitate regular group supervision and professional support at Allocation meetings, Area Team meetings and EY VI Play Specialists training days.
- ensure that all service staff have a high level of skills in their area of specialism
- ensure that STLS Sensory Service staff have planned and undertaken continuous professional development, including safeguarding
- ensure that risk assessments are undertaken regarding working practices.
- recruit, induct and deploy STLS sensory staff

Valence School will:

- Provide Governance from the Valence School Governing Body
- Valence School Principal to ensure day to day line management is undertaken



- Valence School Principal to ensure performance appraisal and pay progression processes are undertaken

The Sensory Reference Group will fulfil the role of a “Critical Friend” and will shape the development of the service to meet needs. Young people, parents, pre-school settings, schools and colleges will be able to provide feedback via annual questionnaires. The views of learners will be gathered using feedback postcards.

### **3.3 Links with other professionals/agencies**

STLS Sensory Service strategic team will lead and/or contribute to a range of locality, county, regional and national groups which provide a wider forum for the development of initiatives, guidance and best practice.

- There are robust links with other professionals and partner agencies through working as part of integrated locality teams around children and young people, settings and schools.
- The STLS Sensory Service will support the County Approach to Inclusive Education.
- The STLS Sensory Service works within a continuum of SEND specialist provision in partnership with Special Schools, Specialist Resourced Provision and other locality provision.
- The STLS Sensory Service is fully involved in multi disciplinary processes and practices and will provide the statutory advice for HI, VI and MSI as required for the statutory assessment processes.
- The STLS Sensory Service leads/contributes to the Multi-Agency Groups which include the following:
  - Sensory Reference Group
  - Children’s Hearing Services Working Groups
  - Monitoring the delivery to the Service Level Agreement for the Kent Association for the Blind
  - Monitoring the delivery of the Kent Deaf Interpreting Service
  - KCC Sensory Strategic Meetings with Social Care
  - Assistive Technology Equipment Panel
  - Consortium for Research into Deaf Education

## **4. Commissioned Services**

**The following are commissioned as part of the Service Level Agreement with Kent County Council:**

- 4.1 Specialist Teaching and Learning Services for Sensory Impairment will provide specialist interventions for children and young people with hearing impairment (HI), visual impairment (VI) and multisensory impairment/deafblindness(MSI). This will be a coordinated county service and deliver specialist interventions across all 12 STLS districts with support from non-teaching staff with specialist skills in sensory impairment.

- 4.2 All Specialist Teachers, Area Coordinators, HI, VI, MSI Coordinators and Head of Sensory Service will have a Mandatory Qualification for the relevant sensory impairment and will carry out statutory duties for pre-school children and children and young people up to the age of 25.
- 4.3 There will be a Head of Sensory Service who will manage and coordinate the service delivery across the county. The Head of Sensory Service will be supported by Coordinators for HI, VI and MSI.
- 4.4 Requests for intervention will be made to the Coordinators for Hearing Impairment, Visual Impairment and MSI/Deafblindness.
- 4.5 Contact information will be provided to Health Professionals who are the main referrers for children and young people (East/West Kent Children's Hearing Services, ENT consultants, Ophthalmic consultants, Orthoptists or through the Certificate of Visual Impairment Registration).
- 4.6 There will be an open referral system for Requests for Intervention. Requests will be acted upon from STLS professionals/local decision making fora, preschool settings, schools, colleges, parents/carers and from young people who are post 16 school pupils.
- 4.7 Communication arrangements will be in place to meet the timeframe requirements of referrals from the Newborn Hearing Screening Programme.
- 4.8 Specialist interventions will be provided for children and young people with permanent, bilateral moderate, severe or profound sensory impairment.
- 4.9 Requests for intervention will be circulated to Specialist Teachers by email and complex case discussions will take place at Area Team Meetings and monthly HI, VI and MSI Allocation Meetings.
- 4.10 The level of specialist intervention will be determined using the National Sensory Impairment Partnership eligibility framework.
- 4.11 Specialist equipment and assessment tools will be provided to sensory staff to undertake their roles and audiological testing equipment will be calibrated annually.
- 4.12 The sensory workforce will support the development of young children from the age of diagnosis to ensure they have the skills to be "ready for school at five". This will include support for very young children in the home as well as advice and support to preschool settings and on transition into school.
- 4.13 An expected prerequisite for support is that pre-school settings, schools and colleges continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the Mainstream Core Standards, the Early Years Best Practice Guidance and the Best Practice Guidance for Sensory Impairment in Special Schools.

- 4.14 The sensory service will support the transition planning into post 16 educational institutions of young people known to the service. Receiving Kent Colleges will be offered a minimum of one annual visit from the Sensory Coordinators to support and advice on, the inclusion of young people with a sensory impairment. Colleges will be expected to provide the Universal Level of the Colleges' Core Standards for Sensory Impairment and to seek advice on the specialist level of provision known as Personalised / Individualised Learning interventions.
- 4.15 At an initial visit there will be agreement between the specialist teacher and the parents/preschool setting/school to include:
- intended outcomes for specialist intervention
  - level of the support to be provided
  - focus and purpose of the specialist intervention
  - progress measures and how these will be evidenced
- 4.16 Specialist Teachers with a mandatory Qualification in HI, VI and/or MSI will provide regular reports outlining the sensory impairment of children and young people and the strategies required to support their access to learning and, when required, these will be in an adapted format.
- 4.17 Specialist Teachers with a Mandatory Qualification in HI, VI and/or MSI will provide specialist professional advice as outlined in the SEND Code of Practice to support the Statutory Assessment process.
- 4.18 Sensory work in Special Schools will be coordinated and prioritised through the Sensory Link programme and supported through the Sensory Link Forum which takes place two times a year.
- 4.19 The Head of Sensory Service will facilitate the process for Kent school staff to access funding for the Mandatory Qualification for HI, VI and MSI on an annual basis and within the provided budget of £40,000pa. When required the STLS sensory team will provide mentors for teachers in MQ HI, VI and MSI training.
- 4.20 STLS Sensory staff will support or facilitate the panels used to access specialist equipment for HI and VI including:
- supporting the Assistive Technology Equipment Panel
  - facilitating the Audiology Equipment Panel for the provision of Assistive Listening Devices (fm systems)
- 4.21 County data for sensory impairment will be maintained on Impulse including:
- maintaining the Certificate of Visual Impairment register for children in liaison with the Kent Association for the Blind and on behalf of KCC
  - maintaining the register of deafblind children on behalf of KCC in line with the statutory duty under the Care and Support for Deafblind Children and Adults Policy Guidance (2014)
  - maintaining data on children and young people by age and level of sensory impairment in line with the Code of Practice and to respond to Freedom of Information requests

- 4.22 Facilitate meetings of the KCC MSI/deafblind steering group 3 times a year
- 4.23 Continue to participate in national sensory projects such as those led by National Sensory Impairment Partnership and the Consortium for Research in Deaf Education.
- 4.24 The STLS Sensory professionals will work closely with the Habilitation Service, commissioned with the Kent Association for the Blind on behalf of KCC. This will also include the identification of individual VI children and young people requiring specialist mobility training.
- 4.25 The STLS Sensory professionals will continue to ensure a coordinated and integrated approach to service delivery through ensuring close links with:
- relevant health professionals (audiology, ENT, Ophthalmologists, Orthoptists both locally and at London Hospitals)
  - voluntary organisations (KAB, Guide Dogs, RLSB, Sense)
  - parent organisations (KDCS, NDCS)
  - independent specialist providers (Sense, Ewing Foundation)
- This will include active participation in meetings including:
- Children's Hearing Services Working Groups
  - Sensory Reference Group
- 4.26 Work in partnership with SEN to monitor the Specialist Resource Provisions through:
- Attendance at Steering Groups for SRP HI and VI (minimum of two annually per SRP)
  - Provision of a monitoring visit annually to inform the Provision Evaluation Officers
  - Offering attendance at the HIT training and VI Seminar events

## **5. Review of Service Specification**

This STLS Sensory Service Specification will be reviewed on an annual basis. The next review is due in January 2023.

**Date Service Specification agreed: April 2022**

## **Appendix 1**

### **Overarching Targets**

Deliver an effective Specialist Teaching and Learning Service ensuring that the needs of children and young people are met by the service following a request for intervention

Respond to requests for professional consultation or intervention within an efficient time scale

Maintain current best practice in working in partnership with internal and external services, health services, charities, independent and voluntary organisations and any other appropriately identified support services.

### **Key Performance Indicators**

Improvement in attainment and progress of children and young people at SEN Support

Reduced number of children and young people with Education, Health and Care Plans

Increased number of children and young people with sensory impairment whose educational needs can be met in a local school

### **County Impact Measuring Data**

The Principal of Valence School is responsible for submitting 6 pa Sensory Data on Service Delivery

Annual Confidential Questionnaire to all service users

Annual Academic Outcomes (similar to NatSIP Outcomes Benchmarking)

Data on Children with Sensory Impairment by level of sensory impairment

Progress towards Sensory Outcomes for children and young people in mainstream schools with severe and profound sensory impairment receiving specialist programmes of intervention.

## Appendix 2

### STLS Sensory Service Criteria for Specialist Intervention

#### Requests for Professional Consultation and/or Intervention

There is an open system for requests for professional consultation and/or intervention using the form opposite or visit our website at [STLS Sensory Service Kent \(stlsvalence.com\)](http://stlsvalence.com)



PCI 1S & 2S

The majority of referrals are received from health colleagues, (e.g. East/West Kent Children's Hearing Services, ENT consultants, Ophthalmic consultants, Orthoptists or through the Certificate of VI registration). Requests for intervention can also be made by parents/carers and settings/schools/colleges and from a range of health professionals. All requests will be contacted by phone or email and receive information, advice, guidance and signposting.

All requests must be accompanied by a signed parental agreement to engage or individual agreement from those who are over 16 and can make this decision. The initiator should give clear information of the degree and type of impairment and preferably with current medical reports on hearing and/or vision.

#### **Specialist Teachers for Sensory Impairments (ST SI)**

ST SI work with children and young people from 0 – 25 years of age who meet the criteria for intervention. This can be preschool children, learners at maintained schools and students at FE Colleges. ST SI are qualified to monitor and assess the level of impairment and the impact this has on acquiring developmental skills and access to and full participation in education, however, they do not provide a diagnostic service. Where there are concerns regarding sensory impairment children and young people should be seen by their GP or referred via the school nurse to Ophthalmology and/or Audiology specialists for assessment and diagnosis.

#### **Criteria for Specialist Intervention**

The National Sensory Impairment Partnership Eligibility Framework for HI and VI is used to enable quality specialist interventions to be equitably provided to those with permanent and bilateral moderate, severe or profound impairment. For children and young people with MSI/deafblindness the Kent STLS MSI Eligibility Framework provides this function.

Support allocation is determined by these frameworks. Consideration is given to the level of impairment as well as how children and young people function with their sensory impairment. Additional factors such as a progressive or deteriorating condition are taken into account, as well as the development of independence in older learners. Other factors include training needs as well as issues relating to access to the learning environment, the curriculum and information. Professional judgement of access to the curriculum is paramount. The eligibility framework is revisited at least annually or at the end of a programme of intervention or promptly where there is a change in their HI, VI or MSI.

**Special Schools** - Where a child or young person is educated in a specialist provision for their learning need a support package relevant to their educational placement will apply as part of the continuum of specialist support. In special schools the focus of sensory interventions is particularly for those with severe or profound impairments. This will be decided in consultation with the member of the special school staff who is Sensory Link professional.

**Colleges of Further Education** - Support for FE Colleges is agreed with individual colleges in line with the needs of the student and their independence and self-advocacy.

Level	Levels of Intervention National Sensory Impairment Partnership Eligibility Framework available at <a href="#">NatSIP - Home</a>	Eligibility Framework score		
		HI	MSI	VI
Enhanced	<b><u>Sensory Enhanced Support</u></b> <ul style="list-style-type: none"> <li>Planned programmes of direct teaching of the learner in specialist area or to acquire specialist skills to enable access to the curriculum</li> <li>Specialist advice particularly regarding alternative communication modes</li> <li>Need for attendance at multiagency meetings and to undertake joint planning of individual programmes, resources or training with other professionals</li> <li>Ongoing specialist bespoke training to professionals and parents</li> </ul>	65 +	80+	65 +
	<b><u>Sensory Support</u></b> <ul style="list-style-type: none"> <li>Advice and support for the implementation and monitoring of specialist interventions outlined in Meeting HI, VI, MSI Needs at <a href="#">Guidance Documents - Teaching &amp; Learning Service (stlsvalence.com)</a></li> <li>Support for transition into settings / school adaptation of curriculum</li> <li>Short term programmes to support the use of alternative methods and strategies to access the curriculum</li> <li>Focused training to professionals and parents</li> </ul>	45 - 64	60 - 79	45 - 64
Core	<b><u>Sensory Supporting access and monitoring</u></b> <ul style="list-style-type: none"> <li>Assessment and advice provided to enable access to the learning environment, curriculum and information</li> <li>Assessment and where appropriate trial of ICT and/or specialist equipment</li> <li>Planning for future needs particularly where a child or young person has a deteriorating condition</li> <li>Training opportunities provided</li> </ul>	26 - 44	26 - 59	26 - 44
	<b><u>Sensory Functional Assessment</u></b> <ul style="list-style-type: none"> <li>Functional assessment and observation</li> <li>Discussion with parents and/or school/setting staff</li> <li>Information, advice and strategies provided to support transition into early years setting, school or college</li> <li>Eligibility criteria completed to indicate any further interventions</li> </ul>	Where the initial information for new requests requires a further gathering of information.		
Info gather	<b><u>Sensory Information</u></b> <ul style="list-style-type: none"> <li>Electronic information links provided including STLS Sensory Service website</li> <li>Information on parent groups and voluntary and community organisations</li> <li>Information on Kent Mainstream Core Standards and EY Best Practice Guidance documents to support Quality First Teaching for children and young people with Sensory Impairment.</li> </ul>	25 and below	25 and below	25 and below

