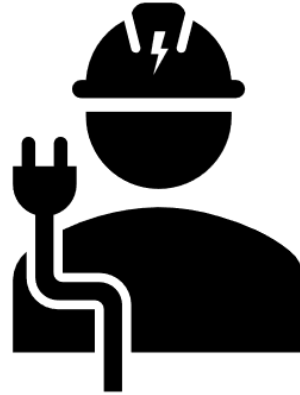


On the Road to Independence

Promoting Independence Through the EHCP Review Process



Introduction

This document has been designed to encourage independence in learners with hearing and/or visual impairments to support them to be better prepared for life beyond the education system. We hope that by creating the right conditions for learners to access learning, communicate and interact, and develop independence, their life chances will be improved, and they will be supported to achieve their ambitions for the future. Our idea is to promote this aim through a set of questions for professionals to ask at EHCP reviews and other meetings to prompt discussions about the next steps on their journey towards independence. We envisage this document will be useful during EHCP reviews to ensure progress is made towards independence. However, it may be useful for professionals in other ways, for example sharing with parents or when target setting.

The questions contained in this booklet are divided into headings. (See contents.) Each heading has been expanded into 3 sub-headings. For each a set of questions has been devised that relate to a stage in the learners' development. As learners progress at different rates, we have adopted a 'stage not age' approach and the order of the questions is **not** intended to be prescriptive. We have left it to the questioner to select questions which are appropriate to the learner's current needs and stage of development. Moreover, we have left it to the professional to decide how many questions to ask, although we suggest asking at least one question from each of the main headings in order to encourage progress in all three areas.

The document exists in two parts; the first is primarily designed to address the needs of learners up to the end of year 11. The second relates to the needs of learners in Key Stage 5. Although they are designed to be used as one document, the KS5 headings have been modified to match the needs of older learners. Our questions are derived from a variety of sources which are listed at the end of each part of this document.

Kent STLS Sensory Service

Contents

Access to learning	Pages
Preparation for employment: this covers the stages that learners need to experience in order to be prepared for the world of work. This encompasses adapting to new environments, socialising with peers and having access to a range of role models related to the world of work.	4
Self-advocacy: a key issue for sensory impaired learners in order to ensure their needs are met and they are able to communicate their own needs effectively in the wider world.	5
The learning environment: this is key in ensuring the resources and environment provided are conducive to effective learning in order to achieve outcomes in line with their peers.	6-7
Communication and interaction	
Social skills: the ability to interact, develop and maintain relationships in school and later in the world of work.	8
Expressive language: a learner's ability to communicate with others using speech or sign.	9
Responsive language: a learner's ability to comprehend and understand instructions.	10
Independence and mobility	
Self-care: this a vast area of importance for developing independence, it includes personal care such as using the toilet, diet, keeping clean and sleep hygiene.	11
Self-confidence: this is important to enable learners to feel good about themselves, their sensory impairment and to be able to develop and protect a positive self-image.	12
VI – getting around: this covers early movements and co-ordination and the ability to safely navigate new and familiar environments.	13
HI – managing equipment: learner wear and aim towards the stage when they will self-manage their own hearing equipment.	14
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Stage	Access to Learning – Employment
-2	What opportunities have they had to role play real life experiences at home or in a home corner? (Copying activities from parents and other children) e.g. ironing, shopping, cooking etc...
-1	Has the learner had opportunities for experimental role play? e.g. hairdressing, doctors and nurses
0	Has the learner been involved with everyday experiences e.g. going to the shops, taking letters to the post box and sorting the washing? (For V.I. was commentary used to describe the experience?) (For H.I. was signing or verbal commentary used to describe the experience?)
1	Has the learner talked about what they want to be when they grow up?
2	Has the learner made visits that may link to future career aspirations and talked about what they want to do when they leave school?
3	How has the learner's curriculum related to future employment? e.g. problem-solving maths tasks.
4	What access has the learner had to career role models? e.g. visitors such as firemen talking about their particular job.
5	How has the learner's ability to express their views developed? Has the learner visited possible schools for KS3?
6	Has a transition programme been put into place?
7	Has the learner started to talk about their interests and ambitions?
8	Has the learner picked GCSE options which reflect their possible choice of career?
9	If applicable, as above.
10	Has the learner taken part in a work experience programme?
11	Has the learner had access to careers advice to help support their further education options?

Stage	Access to Learning - Self Advocacy
-3	Can the learner begin to feed themselves?
-2	Can the learner drink from a cup? Do they understand when adult help is needed?
-1	Can the learner show resentment of attention shown to other learners? Are they keen to do things on their own? For example – choosing their own clothes.
0	Does the learners talk about what they like and what they are good at?
1	Is the learner confident to try new and unfamiliar activities?
2	Does the learner developing an understanding of what is fair; will they forgive others?
3	Is the learner able to talk about how best they think things should be done?
4	Is the learner able to speak up for themselves at the doctors or dentist?
5	Can the learner talk about their visual impairment to peers and explain how it affects them?
6	Is the learner able to cope with peer pressure appropriately?
7	Can the learner confidently talk to teachers about any difficulties in class? E.g. size of font, position in class.
8	Does the learner contribute to meetings or discussions about their own lives and learning?
9	Can the learner make some plans for the future? E.g. talk about future career, choose areas of interest for GCSEs or other study.
10	Does the learner expect others to treat them well and will they stand up for themselves if not?
11	Does the learner understand their rights?

Stage	Access to Learning - Learning Environment – HEARING IMPAIRMENT
-3	Does the learner have access to a language rich environment?
-2	Does the learner have access to a variety of different environmental sounds including toys, songs, voices, music?
-1	Does the learner have access to cause and effect toys (action creates an outcome)?
0	Are reasonable adjustments made to room acoustics, if adjoining another classroom, spend time with doors closed, e.g. phonics time?
1	Is the learner positioned appropriately in order to access auditory and visual clues?
2	Is the learner sitting in an appropriate position (e.g. back to the window so they can lip-read, away from outside noise e.g. away from doors and windows and away from noisy heaters)?
3	Do staff consider which room or area is best for the task e.g. group work outside the classroom to reduce background noise?
4	In noisy environments, for example lunch hall, assembly and PE are instructions clear and clarified?
5	Does the learner have the confidence to alert staff to the impact of the quality of acoustics in room e.g. closing the door?
6	Are there plans to visit to secondary school in preparation for transition...make new school aware of any reasonable adjustments made to room acoustics?
7	Is there a consistent approach to the learning environment in all subjects?
8	Are subtitles used when watching a video or are hearing aids/ALDs connected to speakers?
9	Do staff display new vocabulary with picture prompts as necessary (particularly important at GCSE Level)?
10	Are exam conditions appropriate and being used in lesson e.g. GCSE speaking and listening exams?
11	Are access arrangement in place for GCSEs?

Stage	Access to Learning - Learning Environment – VISUAL IMPAIRMENT
-3	Does the learner have access to a language rich environment?
-2	Does the learner have access to multisensory toys?
-1	Does the learner have access to cause and effect toys (action creates an outcome)?
0	Are activities (toys, food) presented against a contrasting background e.g. yellow plate on a blue table?
1	Is the learner positioned close to the focus of attention during carpet time?
2	Is the learner sitting in an appropriate position (e.g. facing away from glare) and has any field loss been taken into account?
3	Are learning materials suitably adapted e.g. is the font size appropriate, is there good contrast, are backgrounds uncluttered? Has the child been prescribed any LVAs?
4	Are they able to use any magnification equipment independently, e.g. i-Pad or magnifier?
5	Are modified papers available for end of year testing?
6	Are learners having rest breaks or extra time if required?
7	Is there a consistent approach in all subjects?
8	Is a balance achieved between TA support and independent working?
9	Are there opportunities for pre-teaching key points/vocabulary to provide independence in the lesson?
10	Are exam conditions appropriate e.g. modified large print papers?
11	Are access arrangement in place for GCSEs? e.g. rest breaks, extra time, early opening?

Stage	Communication and Interaction - Social Skills
-3	Does the learner have opportunities to observe other children's play?
-2	What methods have you employed to promote playing and sharing with others?
-1	Does the learner understand turn taking as well as sharing? What have you done to encourage their understanding?
0	Does the learner have a group of chosen friends and what have you done to promote this?
1	Can the learner play and work in a team? What activities are you providing to support this?
2	Does the learner have access to / belong to any school or after school clubs that provide opportunities for social interaction?
3	How have you worked with the learner to develop strategies for dealing with social difficulties?
4	Is the learner able to distinguish between playground disputes and bullying? What work has the school done on bullying?
5	What work has been done to help this learner to develop resilience?
6	What learning has taken place around staying safe with ' <i>strangers</i> ' online and offline with particular regard to social media?
7	Following their transition to secondary school, how has the learner coped with building new friendship groups? What systems are in place to support this (buddy systems, nurture groups etc...)?
8	What extra-curricular activities has the learner engaged in this year?
9	What learning opportunities has the learner accessed around healthy adult relationships?
10	What opportunities has the young person had to join groups or workshops outside of school?
11	What opportunities have there been for the young person to socialise unsupervised in the local community?

Stage	Communication and Interaction - Expressive Language
-2	Does the learner show the desire to communicate both verbally and non-verbally, possibly from copying? (Some two-word combinations and questioning).
-1	Does the learner use four or more words in a sentence and demonstrate turn taking conversational skills?
0	Does the learner use sentences of six to eight words and a wide range of vocabulary?
1	Does the learner use full sentences with the words in the right order with connectives?
2	Does the learner use words correctly e.g. knowing that 'orange' the fruit and 'orange' the colour are different and 'minus' and 'take away' are the same?
3	Does the learner use language appropriately in a range of social situations?
4	Does the learner use language for different purposes such as asking questions or persuading?
5	Does the learner use comparative words e.g. 'It was earlier than yesterday'?
6	Does the learner keep a conversation going by giving reasons and explaining choices?
7	Does the learner understand and use passive sentences e.g. "The thief is chased by the policeman"?
8	Does the learner know how to use sarcasm and know when others are being sarcastic to them?
9	Does the learner show understanding of idioms, such as, "Put your money where your mouth is," and do they use them?
10	Does the learner know and use 'slang' in appropriate social interactions?
11	Can the learner easily swap between 'classroom' talk and 'breaktime' talk?

Stage	Communication and Interaction - Responsive Language
-3	Does the learner turn on hearing their name, understands single words and most simple two-word level commands (objects and actions)?
-2	Does the learner understand more complex instructions (2-3 word level) and understand follow simple stories (using pictures)?
-1	Is the learner beginning to understand the word 'not' and identify objects in categories e.g. show me all the animals?
0	Does the learner understand many time concepts and follow conversations which may include the past or future?
1	Does the learner understand simple sequencing? e.g. now and next. Can they understand some prepositions e.g. above and below?
2	Can the learner follow multi-step instructions e.g. 'Put the toys back in the cupboard, go upstairs and find your swimming things.' and follow and take part in conversations within a group?
3	Can the learner follow and remember a story that is told over different days?
4	Can the learner understand passive tenses e.g. 'The boy was chased by the girl' and understand more complicated size concepts e.g. medium?
5	Does the learner understand the language used to describe cause and effects e.g. 'If you leave the ice out, then it will melt'?
6	Can the learner understand things that have to be worked out when the answer isn't obvious or can understand when someone says one thing but means something else? E.g. 'There's a lot of noise in here' means, 'Be quiet!'?
7	Does the learner understand different types of questions e.g. open questions like 'Tell me all about your day' and rhetorical questions that are to make a point but don't need an answer for example, 'Am I talking to myself today?'?
8	Can the learner follow complicated instructions?
9	Does the learner know when they haven't understood and when to ask for instructions/information to be repeated?
10	Does the learner know a range of specific terminology associated with their sensory impairment?
11	Does the learner know a range of specific terminology associated with their sensory impairment (as above)?

Stage	Independence and Mobility - Self Care
-3	Is the learner beginning to master self-feeding?
-2	Is the learner keen to be independent in dressing themselves?
-1	Can the learner dress themselves independently (without buttons, laces, clasps etc)?
0	Can the learner use the toilet independently and remain dry most of the time?
1	Can the learner use a knife and fork to eat their food?
2	Can the learner carry out simple tasks including tidying a drawer, hanging up clothes, watering plants and peeling vegetables?
3	Can the learner begin to advocate for themselves at the doctors or dentists?
4	Are they a member of any clubs? Do they have friends/interests outside of home and school?
5	Does the learner take pride in their own independence with regard to dressing, preparing food etc?
6	Is the learner able to make a simple snack – sandwich or beans on toast?
7	Is the learner person able to do their own hair?
8	Does the learner take pride in their appearance when getting ready for school or a special occasion?
9	Does the learner manage thorough washing routines? Does the learner have good sleep hygiene routines? Does the learner manage female personal hygiene routines?
10	Is the learner able to manage personal grooming e.g. shaving, hair removal, make-up?
11	Can the learner shop for and prepare a simple meal? Can the learner organise their clothes and do their own laundry?

Stage	Independence and Mobility - Self Confidence
-3	Can the learner find their nose, hands etc and enjoy finger games?
-2	Does the learner enjoy 'give and take' games? Can they play by themselves?
-1	Does the learner chat to friends and family when playing?
0	Is the learner confident to do things on their own?
1	Does the learner talk about ways in which they are the same or different from peers?
2	Does the learner try out different strategies to achieve something?
3	Does the learner express their feelings or emotions?
4	Does the learner try and try again to achieve their goal?
5	Are they confident to stand up for themselves among friends?
6	Will the learner try new physical and social activities?
7	Has the learner made the transition to secondary school confidently? Are they managing new and old friendships effectively?
8	Are they growing in confidence?
9	Does the learner go out regularly with their friends?
10	Are they able to talk confidently about their sensory needs to staff and peers?
11	Are they able to talk confidently about their sensory needs to people they encounter outside home or school?

Stage	Independence and Mobility (Habilitation) - Getting Around – VISUAL IMPAIRMENT
-3	Is the learner able to move towards objects of interest (by bottom shuffling, crawling or walking)? Is the learner able to walk upstairs whilst holding the hand of an adult? Has there been support from outside agencies to facilitate this?
-2	Does the learner move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping?
-1	Can learner negotiate space by adjusting speed/direction to avoid obstacles in familiar places? e.g. home, the playground, their classroom?
0	Can the learner jump off an object and land appropriately? (What programmes are used to develop the child's balance and co-ordination?)
1	Does the learner show good co-ordination with large and small movements? What has been done to improve the learner's fine and gross motor skills?
2	Can learner negotiate space by adjusting speed/direction to avoid obstacles in less familiar places? e.g. the park or shopping centre?
3	Is the learner aware of common dangers? E.g. crossing roads.
4	Has the learner worked with a mobility officer to develop safety awareness outside of school?
5	Is the learner able to cross the road safely using a road crossing by themselves?
6	Has the learner had the opportunity to practice routes around the school they will be moving to in September?
7	Is the learner able to undertake short journeys from home independently, e.g. to the local shop? Is a mobility officer involved?
8	Is the learner able to understand the movement of traffic? Can the learner recognise and understand road signs?
9	Has the learner received training for using public transport?
10	What experience has the learner had of using public transport independently?
11	What arrangements for mobility training have been put into place to assist transition to KS5?

Stage	Independence and Mobility - Managing Equipment – HEARING IMPAIRMENT
-3	Has the learner begun to wear hearing aids or implants supported by parent?
-2	Is the learner a consistent wearer of hearing aids or implants supported by parent?
-1	Can the learner position hearing aid behind the ear or can they replace magnet on processor?
0	Is the child beginning to notify teacher if there is a problem with hearing aid/implant and identify which ear has the problem?
1	Does the learner wear an ALD with support from teacher?
2	Can the learner put on own audiological equipment?
3	Can the learner change batteries and dispose of them responsibly with an adult present?
4	If the learner uses an ALD, can they attach shoes or receiver with initial support from teacher?
5	Does the learner independently use ALD and do they hand the transmitter to appropriate adult e.g. teacher or person taking assembly and charge it at the end of the day?
6	Can the learner alert adults to faults on ALD (know the difference between HA/CI or ALD fault)?
7	Can the learner take ALD to different classrooms throughout the day and store it safely at the end of the day?
8	Can they wash own ear mould and leave in dry box overnight?
9	Can they re-tube ear moulds if appropriate and understand the different programmes on the hearing aid/cochlear implant?
10	Can they troubleshoot various scenarios on HA/CI and ALD?
11	Have they begun to make a transition to adult audiology? Are they fully responsible for all equipment?

Abbreviations:

Assistive Listening Device (ALD)

Cochlear Implant (CI)

Hearing Aid (HA)

Hearing Impairment (HI)

Low Vision Aids (LVA)

Teaching Assistant (TA)

Visual Impairment (VI)

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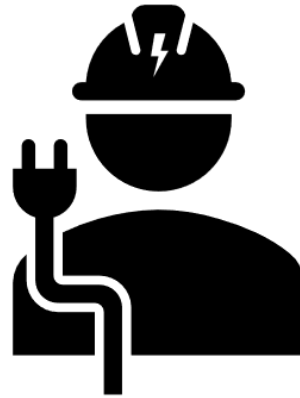
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On the Road to Independence – Key Stage 5

Promoting Independence Through the EHCP Review Process



**This section is designed as an extension to the questions provided in ‘On the Road to Independence’
and is intended for use in Key Stage 5**

Contents

Access to learning	Page
Preparation for employment: this covers the stages that learners need to experience in order to be prepared for the world of work. For the 16- 18 age group, this includes knowing about the range of options that will be available post 18 and the types of support, physical and financial that may be called upon.	18
Self-advocacy: a key issue for sensory impaired learners in order to ensure their needs are met and they are able to communicate their own needs effectively in the wider world. Post-16 this is particularly important to ensure that learners have a say as to what they will do after they have completed Key Stage 5.	
The learning environment: this is key in ensuring the resources and environment provided are conducive to effective learning in order to achieve outcomes in line with their peers.	
Communication and interaction	19
Social skills: the ability to interact, develop and maintain relationships in school or college and later in the world of work and adult relationships.	
Expressive language: a learner’s ability to communicate with others using speech or sign.	
Responsive language: a learner’s ability to comprehend and understand instructions and to respond to questions appropriately.	
Independence and mobility	20
Self-care: for this age group it includes having the means and knowledge to stay healthy.	
Life Skills: the learner’s ability to develop the skills necessary for independent living.	
Personal safety: in this age group, the focus is on the need to stay safe at home and in the outside world with or without additional support.	
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Stage	Access to Learning - Employment
12	Has the learner had careers advice that has informed them of their full range of options? e.g. apprenticeships supported internships, traineeships, support in the workplace, further education colleges and university courses?
13	Are they aware of the help that is available to disabled students e.g. benefits including PIP and their rights under the Equality Act 2010, which requires schools, colleges and universities to make reasonable adjustments to avoid disabled students being placed at a 'substantial disadvantage'?

Stage	Access to Learning - Self Advocacy
12	Is the learner able to articulate their plans for the future? Do they have opportunities to discuss these issues?
13	Has the learner had support for their future plans that includes interview techniques and how to write a CV and a job application? For learners proposing to undertake university courses are they prepared to self-advocate at their DSA assessment?

Stage	Access to Learning - Learning Environment
12	Has the learner been given support to develop independent study skills? e.g.: effective use of study time; research skills. (In the case of a learner with profound loss of vision, this may include effective navigation through a screen reader program when researching on an electronic device.)
13	Are access arrangements for exams regularly in use and are all access arrangements in place for final examinations. e.g. rest breaks, extra time, early opening?

Stage	Communication and Interaction – Social Skills
12	What arrangements are in place to educate the learner on staying safe within healthy adult relationships? e.g.: contraception and protection against sexually transmitted diseases.
13	Does the learner understand the concepts of choice and consent within adult relationships?

Stage	Communication and Interaction – Expressive Language
12	Can the learner organise their thoughts and articulate their views in an age appropriate manner?
13	Is the learner able to engage in debate on a range of subjects?

Stage	Communication and Interaction – Responsive Language
12	Does the learner have the vocabulary knowledge and skills to respond to questions relating to their chosen subjects? What strategies are in place to support this e.g. pre-teaching of subject specific vocabulary?
13	Could the learner respond appropriately to questions at an interview? What programmes are in place to support this area of development?

Stage	Independence and Mobility – Life skills
12	Is the learner continuing to develop independent living skills as part of a study programme, including: meal preparation, knowing how to access support from the Job Centre post-education, understanding benefits, understanding correspondence/bills and budgeting.
13	Is the learner aware of potential independent/supported living options arrangements - what arrangements could be possible for this learner? For supported living options has a referral to Social Care been made? Is the learner actively planning for future living arrangements with family, local authority etc...?

Stage	Independence and Mobility – Self Care
12	Does the learner know how to maintain a healthy lifestyle e.g. the importance of healthy eating and keeping physically active?
13	Has the learner had support and advice in order to take responsibility for their own health, including GP appointments, audiology or ophthalmology appointments and dental treatment?

Stage	Independence and Mobility – Personal safety
12	Is the learner able to stay safe in their own home? Do they need additional support from a mobility officer to achieve this?
13	Has the learner an understanding about being safe on the streets? Do they know where to go for help and how to use the emergency services? What programmes have been introduced to support this? Do they need additional support from a mobility officer to achieve this?

Abbreviations:

Curriculum Vitae (CV)

Disabled Students Allowances (DSA)

General Practitioner (GP)

Personal Independence Payments (PIP)

Sources: Preparing for Adulthood, 2017, Department of Education (revised edition)

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