

## Service Delivery Expectations with Schools and Settings – July 2020

The Educational Team for Hearing and Vision (ETHV) works in partnership with schools, settings and families to improve educational outcomes for children and young people (CYP) with visual impairment and/or hearing impairment. We support settings to maximise independence to ensure that CYP are fully included within their setting so that they achieve successful outcomes. Where appropriate, we will provide direct teaching. For more information on what we offer, please refer to our Local Offer.

### EXPECTATIONS

Hearing and Vision Team/s	School/Setting
<p style="text-align: center;"><b>Assessment and monitoring</b></p>	<p style="text-align: center;"><b>Assessment and monitoring</b></p>
<ul style="list-style-type: none"> <li>• Assess and monitor the CYP’s visual/hearing functioning, identifying support and intervention required to access the curriculum effectively and participate in the life of the school/setting as independently as possible.</li> <li>• Frequency of assessment and monitoring will be determined using the NatSIP Eligibility Framework. See Local Offer as above.</li> <li>• NatSIP Eligibility Framework support level is regularly reviewed and changed to meet the needs of the CYP.</li> </ul> <p>Collect outcomes data at the end of Key Stages on behalf of North East Lincolnshire Council to monitor if the achievements of CYP with a hearing or vision loss are comparable with all CYP of a similar age.</p>	<ul style="list-style-type: none"> <li>• Allow access to ETHV staff to observe and assess the CYP’s access to the curriculum in the school/setting environment.</li> <li>• Provide progress data and other information as required.</li> <li>• Provide opportunities for school staff to discuss the CYP’s visual or hearing functioning and progress with members of the ETHV Team.</li> </ul> <p>Provide an appropriate room with an electrical socket, table and chairs.</p>
<p style="text-align: center;"><b>Advice and training</b></p>	<p style="text-align: center;"><b>Advice and training</b></p>
<ul style="list-style-type: none"> <li>• Provide written and verbal advice as required e.g. for EHCPs, Annual Reviews and Individual Pupil Planning.</li> <li>• Respond in a timely manner to requests for information and advice.</li> <li>• Provide written recommendations and advice following visits.</li> <li>• Provide training which builds the capacity of staff to meet the needs of the CYP within the school/setting.</li> <li>• Provide training in effectively using and managing specialist equipment.</li> <li>• Provide information leaflets on a wide range of topics to support school and pupil independence and Reasonable Adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Act on advice given and implement recommendations of ETHV staff.</li> <li>• Facilitate meetings with ETHV staff to discuss and review advice.</li> <li>• Circulate written advice to all relevant staff.</li> </ul> <p>Provide the opportunity for training within the school/setting and release relevant staff to attend ETHV training.</p>

<ul style="list-style-type: none"> <li>• Provide Access Audits for hearing and vision to improve environmental conditions.</li> </ul> <p>Attend regional and national meetings to ensure Service Delivery is consistent with national expectations.</p>	
<b>Curriculum and planning</b>	<b>Curriculum and planning</b>
<ul style="list-style-type: none"> <li>• Advise setting/school staff on how to include the CYP within the class or group e.g. strategies, modification, planning, resources.</li> <li>• Participate in planning meetings with school staff as required.</li> <li>• Provide additional HI or VI curriculum planning to support pupil access and independence.</li> <li>• Provide Specialist Teaching Programmes as appropriate.</li> <li>• Advice and support with internal and external examination modifications.</li> </ul> <p>To monitor and manage the flow of requests for adapted resources so ETHV staff have capacity to carry out the work in a timely manner.</p>	<ul style="list-style-type: none"> <li>• Allocate time for joint planning within setting/school for staff working with pupil e.g. SENCO, teacher and teaching assistant, and for planning with ETHV staff.</li> <li>• Maintain responsibility for National Curriculum planning and differentiation to meet the CYP's learning needs and ensure progress.</li> <li>• Ensure ETHV support staff are provided with resources for modification well in advance of the lesson.</li> <li>• Allocate specific time for school and ETHV staff to prepare and modify resources.</li> <li>• Allocate time for CYP to be taught the specialist skills that are required for them to be able to access the curriculum - appropriate to their needs.</li> <li>• Implement access arrangements for CYP in lessons and examinations so they become part of everyday practice. This must be done in order to apply for examination modifications and exemptions.</li> </ul> <p>Apply to relevant examination boards for modifications and exemptions.</p>
<b>Specialist skills and equipment</b>	<b>Specialist skills and equipment</b>
<ul style="list-style-type: none"> <li>• Provide programmes and teaching for CYP in specialist skills relating to their sensory impairment e.g. Braille, mobility, use of IT, hearing aids, cochlear implants, radio aids, listening, language acquisition, signing and independence.</li> <li>• Train school/setting staff to continue working on programmes with CYP in teaching/practice sessions.</li> <li>• Provide advice around specialist equipment and pathways for obtaining this.</li> <li>• Train school staff in the use of specialist equipment.</li> <li>• Provide Mobility and Life Skills Training.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a named trained person that CYP can go to if they have a problem with their specialist equipment.</li> <li>• Make time and provide an appropriate learning space available for ETHV staff to teach specialist skills.</li> <li>• To support children and young people who use Braille, an additional space will need to be provided in school away from children to house specialist equipment for making resources which gets hot and is noisy.</li> <li>• Ensure an appropriate adult is available to participate in Mobility and Life Skills Training which may take place off site.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide highly qualified, specialist staff to support high needs pupils in school up to 90%. The level of support is monitored (NatSIP Eligibility Framework) and reduced as pupils become more independent.</li> <li>• Provide specialist modified resources to support access to the curriculum and assessments eg, Braille, modified print, tactile resources, modified language and equipment.</li> </ul> <p>Loan schools and settings specialist equipment to enable CYP to access the curriculum. Training staff to in how to effectively use specialist equipment.</p>	<ul style="list-style-type: none"> <li>• Ensure an appropriate adult is available when necessary to participate in ETHV teaching sessions. This will provide opportunities for this person to learn and practise skills through regular supervised sessions and be able to support CYP e.g. touch typing and with specialist equipment.</li> <li>• Support teaching programmes by reinforcing practice through the curriculum.</li> <li>• Appropriately store and maintain specialist equipment on loan from the local authority.</li> </ul>
<b>General</b>	<b>General</b>
<ul style="list-style-type: none"> <li>• Will contact parents where possible prior to visiting – depending if contact details we have are correct.</li> <li>• Give adequate notice of rearrangement or cancellation of appointments.</li> <li>• Adhere to professional codes of conduct and service policies and procedures at all times.</li> <li>• Respond promptly to enquiries and communications.</li> <li>• All ETHV staff have enhanced DBS and follow school/setting and ETHV safeguarding procedures and report any concerns promptly. In line with NatSIP Eligibility Framework, additional support may be offered for pupils with an EHCP in agreement with SENART. This will be regularly reviewed with the aim of reducing support as CYP become more independent learners. This would not normally include cover for breaks or lunchtimes unless it is part of a life skills teaching programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Will notify the CYP and parents that we will be visiting.</li> <li>• Notify ETHV as soon as possible of unavoidable changes in arrangements e.g. staff or pupil absence.</li> <li>• Share safeguarding issues /information with relevant ETHV staff as appropriate.</li> <li>• Inform ETHV of changes in contact details or CYP’s circumstances.</li> <li>• Give adequate notice of meeting arrangements eg EHCP reviews.</li> <li>• Make reasonable adjustments to the school/setting environment as required.</li> </ul> <p>School should not ask ETHV staff to take responsibility for photocopying or general school administration duties, break/lunchtime supervision or class/group teaching unless it is part of a teaching programme.</p>