

NatSIP/ETHV Eligibility Framework for Scoring Support Levels

January 2022

By	On behalf of	Date
Karen Jacklin & Karen Basile	ETHV N.E. Lincolnshire Council	03.01.18 Updated July 2020 January 2022

All of the following is taken directly from the ‘NatSIP Eligibility Framework for Scoring support Levels’, Summer 2017 Edition. The only amendment is that our local support levels are reported in table form at the end of the document. In the original document, these table are left blank for Services to complete.

Contents

Introduction

Purpose

Guidance on scoring support levels

Classification of hearing loss

Classification of vision loss

Classification of multi-sensory loss

Classification of unilateral sensory loss

Context with regards to North East Lincolnshire

Early Years

Developmental factors

Additional SEND

Post-16

Specialist provision

Support Allocation

Definition of sessions

Glossary

HI NatSIP eligibility framework for scoring levels and support allocation matrix

VI NatSIP eligibility framework for scoring levels and support allocation matrix

MSI NatSIP eligibility framework for scoring levels and support allocation matrix

Introduction

The NatSIP Eligibility Framework for Scoring Support Levels document (previously known as the Eligibility Criteria for Scoring Support Levels) has been developed for use by local authority (LA) Sensory Support Services offering outreach support to children, young people and their families and educational settings (except for SI specialist provisions). NatSIP's 2015 revised updates and supersedes the 2012 (Revised) edition and embraces changing legislation with recognition of the need for coverage of the 0-25 year's age range in a multi-agency context and in a variety of educational settings. These range from home and early years setting at the pre-school stage, where early intervention is of such importance, to schools, including Academies and Free Schools, through to post-16 further educational placements.

The Eligibility Framework is a tool for Sensory Services to use to guide decision-making over support allocation for individual children and young people with hearing impairment (HI), vision impairment (VI) or multi-sensory impairments (MSI) through systematic consideration of a wide range of relevant factors. Although devised by experienced practitioners and extensively used, with updating through three revisions since the initial version was published in 2005, the Eligibility Framework is intended *as a guide* to good practice for the allocation of appropriate levels of support and not as a rigid set of criteria.

The revised framework was commissioned using funding provided by the Department for Education under contract with NatSIP.

Purpose

The NatSIP Eligibility Framework is intended to fulfil several purposes in relation to service support for children and young people (CYP), their families, schools and settings:

- to facilitate benchmarking across LA Sensory Support Services;
- enable services to provide an equitable allocation of their resources;
- to provide services with entry and exit criteria for support;
- to provide a means of identifying the level of support required;
- to provide a means of justifying the support provided;
- to inform the local offer – the LA's information on the services it expects to be available locally;
- to inform education, health and care plans (EHC Plans) – the multi-agency need assessments and plans for CYP;
- to inform staffing level considerations, the nature of support and allocation of caseloads;
- to support the development of Service Level Agreements;
- to support service quality assurance and self-evaluation;
- to reflect compliance with The Equality Act (2010).

With respect to benchmarking, it is argued that meaningful comparisons of Sensory Support Services across different LA's will only be feasible once a common set of eligibility criteria is in use, coupled with transparency over the associated support allocation matrices operated by individual services.

Whilst the NatSIP Eligibility Framework is designed to provide the basis for a fair allocation of available resources, it relies on professional judgement and should only be used as part of a full assessment by a qualified specialist SI teacher. For example, a detailed language profile may be used alongside the Eligibility Framework to support an adjustment in levels of provision. Professionals will know that use of the NatSIP Eligibility Framework is leading to effective identification of support when children are making good progress achieving good outcomes.

Guidance on scoring support levels

The total number of points that may be scored for any on individual is 100; therefore all scores can be represented as a percentage.

Score only one descriptor for each criterion.

If a criterion does not merit a score as it is not be applicable, a score of 0 can be awarded.

Classification of hearing loss

Classification of hearing loss is shown below using descriptors as suggested by the British Society of Audiology. These descriptors are the suggested classification used by NatSIP.

Descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000, and 4000Hz in the better ear. No response is taken to have a value of 130dBHL

Mild hearing loss	Unaided threshold 21- 40dBHL
Moderate hearing loss	Unaided threshold 41- 70dBHL
Severe hearing loss	Unaided threshold 71 - 95dBHL
Profound hearing loss	Unaided threshold in excess of 95dBHL

Classification of vision loss

From a functional standpoint a CYP can be considered to have a VI if the interferes with optimal development, learning and achievements, unless adaptations are made in the methods of presenting learning experiences, the nature of the materials used and/or the learning environment (ref. Barragan's definition cited in Flanagan et al, 2003, p 497). This definition includes children and young people with other disabilities/impairments in addition to VI, including those with profound and complex needs. NB The term 'learning' includes not just academic learning but the acquisition of mobility, life and social skills that in the case of a CYP with VI would be provided through habilitation education.

The following classification applies to corrected vision with both eyes open.

Acuity criteria are for guidance purposes only. The professional judgement of a QTVI should be applied as necessary to decide on the classification. For example, a CYP may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition, e.g. an oculomotor disorder such as nystagmus, visual field reduction, cerebral vision impairment, and/or additional learning difficulties).

In the case of a CYP undergoing a patching programme, the framework can be applied whilst the CYP is patched with further vision assessment carried out following the programme.

Classification of distance vision

Mild vision loss	Within the range 6/12 – 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/19 – 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 – 6/120 Snellen/Kay (LogMAR 0.8 -1.3)
Profound vision loss	Less than 6/120 Snellen/Kay (LogMAR 1.32+)

Classification of near vision

Refer to standardized tests such as Kays, BUST, Maclure at 33cms. Please use professional judgement and note any additional factors such as crowding or processing.

Mild vision loss	N14 – N18
Moderate vision loss	N18 – N24
Severe vision loss	N24 – N36
Profound vision loss	Educationally blind/Braille user/can access small quantities of print larger than N36

Classification of multi-sensory loss

For the purposes of the Eligibility Framework, multi impairment applies where a child or young person has combined vision and hearing impairments, which may include a functional loss in one or both of these senses, that create difficulty in accessing the curriculum and engaging in daily life experiences.

The Policy Statement 'Pupil Level Annual School Census Definitions (PLASC)', published by the DfES (2005), states that: "(pupils with multi-sensory impairment) have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

NB As a unilateral loss has significant implications for CYP with MSI i.e. they are unable to rely on the other distance sense to compensate for/support access to information as would be the case for a child with a single sensory impairment) the MSI criteria with the Framework apply to unilateral as well as bilateral CYP.

Mild multi-sensory loss	Dual impairment with a mild loss in both modalities
Moderate multi-sensory loss	Dual impairment with a moderate loss in both or the most affected modality
Severe multi-sensory loss	Dual impairment with a severe loss in both or the most affected modality
Profound multi-sensory loss	Dual impairment with a profound loss in one modality and a mild/moderate loss in the other
	Educationally blind and severe/profound hearing loss

Please refer to the HI and VI tables for clarification of the terms mild, moderate, severe and profound.

Classification of unilateral sensory loss

Unilateral loss refers to either a hearing loss affecting one ear or a vision loss affecting only one eye.

Early Years

In considering the application of the NatSIP Eligibility Framework within the Early Years context, services are expected to pursue the Early Support ethos of keeping families at the heart of discussion and discussion-making about their children. Details can be found on both the DfE website (www.education.gov.uk) and the Early Support Website (www.ncb.org.uk/earlysupport). This ethos is also embedded within the quality assurance programme associated with Newborn Hearing Screening, which carries an expectation that the support offered to families of infants with a newly confirmed hearing loss will be responsive to the families concerns and wishes.

Clearly, many factors influence the level and type of support that a family may request in the early stages and these can change with a relatively short time frame.

Please refer to page 9 for specific criterion suggested by NatSIP for supporting babies and children in Early Years.

Developmental factors

Whilst specific developmental and educational stages are not specified with the criterion tables, the impact of a sensory impairment will vary according to such stages and will of course need to be recognised where appropriate in completing the Eligibility Framework. For example, a mild VI may have more significant impact on younger children who are in the early stages of literacy than in older children whose literacy skills are more secure.

Additional SEND

All services involved in the education and support of CYP with SI will need to ensure a co-ordinated approach for CYP with additional SEND/complex needs. Although additional SEND in conjunction with SI may impact upon a CYP's learning and development, it should be remembered that the prime focus of the Eligibility Framework concerns the appropriate contribution of support to be provided by LA Sensory Services and not the total package of provision and support for the CYP.

With respect to CYP with learning difficulties, whilst it is understood that the interaction of learning difficulties with SI may, in certain cases, call for increased Sensory Service support it has also been argued that CYP with significant learning difficulties can often receive a high level of educational support in their settings which in fact calls for Sensory Service input than might otherwise be required. In this circumstance it was considered that any adjustments to the contribution of support by Sensory Services on account of learning difficulties should be made at the support allocation moderation stage.

Post-16

The nature of the different settings which young people within the 16-25 age group may attend is of a breadth that may have a greater influence on the allocation of support needed than is the case for Early Years setting and schools.

Specialist provision

The NatSIP Eligibility Framework has been developed for LA Sensory Support Services offering outreach support to non-SI specialist educational settings. These settings may include Special Schools, Units and Resources which are not SI specialist provisions but which have CYP with SI on roll.

The NatSIP Eligibility Framework was not developed for SI specialist provisions such as Special School, Units and Resource Bases for CYP with HI, VI or MSI which, it is assumed, offer the staffing expertise and resources to meet the needs of learners with SI. Support from a Sensory Service may however need to be considered in the circumstance of a CYP with MSI being placed in a specialist provision for HI or VI only which does not specifically have the MSI expertise.

Support Allocation

The classification of support allocation in terms of visit or sessions has been used in the matrices as this is commonly adopted by Sensory Support Services in their overall management of staffing resources. Some flexibility in the timing of visits is accepted e.g. it may be considered appropriate to increase or reduce the frequency of visits to certain CYP for particular periods during the year. The nature of work included in visits or sessions is shown below.

Definition of sessions

The nature of the support offered during a visit would clearly be dependent upon assessed need. Whilst the following list is by no means exhaustive, activities from the range summarised would typically be included.

Activity category	Sessions
Assessment	<p>Functional assessment of hearing and vision relating to access to information</p> <p>Language and communication assessment</p> <p>Assessment of social interaction with peers/adults</p> <p>Assessment of movement, mobility and orientation (HAB)</p> <p>Assessment of independence (HAB)</p> <p>Standardised assessment e.g. reading, vocabulary, non-verbal ability</p> <p>Non standardised assessment e.g. observations in class, use of developmental journals/profiles</p> <p>Statutory assessment related work</p> <p>Acoustic evaluation of the setting</p>
Direct teaching/ CYP support	<p>1:1 direct teaching e.g. reading, general vocabulary, skills that peers learn incidentally</p> <p>Pre- and post-tutoring of curriculum related concepts/vocabulary</p> <p>Teaching to use technology e.g. low vision aids</p> <p>Touch typing tuition</p> <p>Braille tuition</p> <p>Signing tuition</p> <p>Delivery of habilitation teaching programme</p> <p>Teaching independence skills</p> <p>Support to assist management of hearing/visual loss</p> <p>Support in class</p> <p>Personal interview</p> <p>Small group work e.g. to promote social skills</p> <p>Mental health and well being</p>
Equipment	<p>Provision of specialist equipment when needed: e.g. video magnifiers, personal amplification systems. Carry out:</p> <p>FM/soundfield trial, setting up, checking and maintaining</p> <p>Checks on technological aids/trouble shooting</p> <p>Training in the use and management of equipment</p>
Training	<p>Awareness sessions – training for staff, parents/carers, governors</p> <p>Peer group support and training</p> <p>Training for staff/parents/pupils on: hearing and vision loss, use and management of specialist equipment, access to the curriculum, reasonable adjustments, additional curriculum, signing, modification of materials, language acquisition.</p>
Advice	<p>Advising staff on:</p> <p>Inclusive classroom practices</p> <p>Curriculum differentiation, lesson planning, resources, strategies and provision management</p> <p>Special arrangements for examination concessions and modifications</p> <p>Audiological management/technological aids (in addition to any training)</p> <p>Provision of a safe environment</p> <p>Support for families</p>
Meetings and reviews	<p>Hearing Aid Review Clinic</p> <p>Planning and review meetings for:</p> <p>Meetings regarding teaching programmes</p> <p>Parents to offer advice and support</p> <p>IEP, EHCP, Annual Review</p> <p>Early years</p> <p>TAF, CAF, LAC</p> <p>Transition</p> <p>Inter-agency liaison</p>
New hearing aid wearers	<p>Initial additional support above their NatSIP level for short term support to school and pupil.</p>
Transition	<p>Short term additional support to pupil at times of transitions above their NatSIP level.</p>

Glossary

AV	Audio-Visual
APD	Auditory Processing Disorder
BSL	British Sign Language
CAF	Common Assessment Framework
CCTV	Closed Circuit Television
CI	Cochlear Implant
CVI	Cerebral Vision Impairment
CRS	Congenital Rubella Syndrome
CYP	Child or Young Person – all learners in the target group (0-25 years)
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
HI	Hearing Impaired or Deafness
IEP	Individual Education Plan
LA	Local Authority
LAC	Looked after Children
LVA	Low Vision Aid
MSI	Multi-Sensory Impairment/Dual Sensory Impairment/Deafblindness
NatSIP	National Sensory Impairment Partnership
QTVI	Qualified Teacher for Vision Impairment
QTMSI	Qualified Teacher for Multi-Sensory Impairment
SEND	Special Educational Needs and Disabilities
SI	Sensory Impairment
TA	Teaching Assistant
TAF	Team around the Family
ToD	Teacher of the Deaf
VI	Vision Impairment

**NatSIP Eligibility Framework – Hearing
Birth to the end of F1 (Nursery) Spring 2019 Edition – January 2022**

Criterion 1

Degree of HI (British Society of Audiology descriptor) N.B. Audiological certainty will become more established with increasing age of the child.		Score
a	Does not meet the minimum unaided threshold for classification of hearing loss (Do not continue with this form)	0
b	Unilateral/mild hearing loss	4
c	Further testing to identify the extent of hearing loss	5
d	Moderate loss; or fluctuating hearing loss, mixed loss or auditory neuropathy functioning as moderate loss	8
e	Severe or profound hearing loss or auditory neuropathy functioning as severe/profound loss	10
Comments		CYP Score

Criterion 2

Impact of hearing loss on communication and language development Case A: Baby (0-24 months) Consider factors such as language other than English, including BSL)		Score
a	The communication environment supports the development of age-appropriate communication	0
b	The communication environment includes some successful strategies to promote age-appropriate communication development	5
c	Evidence of impact of hearing loss on the child's language and communication development	10
d	Evidence of significant impact of hearing loss on the child's language and communication development – little or no progress shown on ESMP	14
Comments		CYP Score

OR

Impact of HI on communication and language development Case B: Toddler (25 months to the end of F1) Additional needs should be taken into account when thinking of 'expected progress' i.e. progress expected for a child with that level of additional need		Score
a	Expected/better than expected progress in language (age-appropriate) measured by EYFS/ESMP	0
b	Some evidence of the impact of hearing loss on the child's language and communication development	5
c	Evidence of persistent impact of hearing loss on the child's language and communication development	10
d	Evidence of significant impact of hearing loss on the child's language and communication development	14
Comments		CYP Score

Criterion 3

Impact of HI on development and access to learning Additional needs should be taken into account when thinking of 'expected progress' and 'age-appropriate engagement'		Score
a	Expected/better than expected progress across the EYFS/ESMP i.e. age-appropriate engagement with learning	0
b	Less than expected progress across some areas of the EYFS/ESMP i.e. although there is progress, there is evidence of delay	5
c	Significantly less than expected progress across the EYFS/ESMP i.e. evidence of a widening gap between chronologic age and progress	10
Comments		CYP Score

Criterion 4

Use of personal hearing aids, cochlear implant or ALDs Note: Some children who are good hearing aid wearers as babies may become reluctant as they get older		Score
a	No additional assistive listening technology required	0
b	Hearing aid/CI use well established	4
c	Use of appropriate assistive technology in addition to hearing aids/CI such as radio aids	6
d	Hearing aid/CI newly fitted	8
e	Inconsistent hearing aid/CI use or refusal to use	12
Comments		CYP Score

Criterion 5

Family/Service partnership established appropriate to the needs of the child and within cultural norms		Score
a	Family/service partnership well established	4
b	Family/service partnership developing	6
c	Family/service partnership not well established	12
Comments		CYP Score

Criterion 6

Support for the family in the home and the staff in setting		Score
a	Parents/carers and the early years setting have knowledge and understanding of the impact of HI on all areas of the child's development	0
b	Parents/carers or staff require additional support on HI and use of specialist equipment	4
c	Parents/carers or EY staff need input of interpreters	4
d	Social needs impacting on family e.g. bereavement	6
e	Parents/carers or staff new to HI and require intensive initial support and /or mentoring	8
f	Parents/carers or staff need a high level of ongoing intensive support from the service, i.e. to develop sign language skills, or the need for high-level support to home and setting	12
Comments		CYP Score

Criterion 7

Learning environments (home and early years settings)		Score
a	The child's environment enables the child to access communication and language through listening and appropriate visual support	0
b	There are regular opportunities to be in an environment which enables the child to access language through listening and appropriate visual support	5
c	There are few opportunities for the child to access language through listening and /or appropriate visual support	10
Comments		CYP Score

Criterion 8

Impact of hearing loss on personal and social development/wellbeing		Score
a	Age-appropriate social and emotional development (as suggested by EYFS/ESMP)	0
b	Social and emotional development is progressing, but there is evidence of delay	5
c	Social and emotional development is delayed significantly, i.e. evidence of a widening gap between chronological age and social and emotional development	10
Comments		CYP Score

Criterion 9

Multi-agency liaison/role including child protection		Score
a	Minimal multi-agency working requirement	0
b	ToD contributes to multi-agency working for the child	2
c	ToD contributes to multi-agency working for the child, within a structured framework e.g. EHC, CIN, EHCP	4
d	ToD is a lead professional for the child, facilitating the development of multi-agency working within a structured framework	6
e	ToD is a lead professional for the child within a structured framework, professionals e.g. child has complex needs	10
Comments		CYP Score

CYP Score Table	
Criterion	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
Total Score	

Name	Total Score Range	NatSIP Support Category	Support allocation for mainstream schools and settings* QTOD/QTVI/Habilitation Specialist, STA, Curriculum support
High	70% +	A1	HI – in or out of county, EHCP, specialist curriculum and resources delivered in BSL VI – in county, EHCP, specialist curriculum and resources delivered in Braille/tactile ETHV School based STA up to 90% (time allocated linked to EHCP) under the guidance of a QTVI/QTOD. Specific Reasonable Adjustments recommended
	50-69%	A2	ETHV School based STA up to 50% (time allocated linked to EHCP) or 1 session* a week/fortnight and/or short-term intervention, under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
	40-49%	A3	ETHV School based STA up to 25% (time allocated linked to EHCP) or 1 session* a fortnight and/or short-term intervention under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
Medium	30-39%	B1	Reasonable Adjustments recommended Up to 10 sessions* a year or short-term intervention under the guidance of a QTVI/QTOD
Low	25-29%	B2	Reasonable Adjustments recommended HI/VI- 3-6 sessions* year. Under the guidance of a QTVI/QTOD
Monitor	20-24%	C1	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 3 additional sessions* VI – up to 3 sessions* a year on request Under the guidance of a QTVI/QTOD
	15-19%	C2	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 1 session* a year on request VI – up to 1 session a year on request. Under the guidance of a QTVI/QTOD
Advice	5-14%	C3	Reasonable Adjustments recommended On caseload but no contact unless requested. Under the guidance of a QTVI/QTOD
NFA	Less than 5%	NFA	Not supported by ETHV

*support as outlined on pages 6 and 7 of the Framework. Also includes being seen in a joint Health and Education clinic. New referrals will receive the level of support prorata for the time of year they come on caseload

Hearing Support Form – January 2022

Criterion 1: Degree of HI (using British Society of Audiology descriptor)		Score
a	Does not meet the minimum unaided threshold for classification of hearing loss (Do not continue to complete of this form)	0
b	Unilateral/Fluctuating conductive HI	3
c	Mild HI/CI functioning as mild HI	6
d	Moderate longstanding conductive HI/Moderate HI/CI functioning as moderate HI Mild HI with conductive overlay/Unilateral HI with conductive overlay Neo-natal conductive HI and throughout early years/Functional moderate loss due to auditory neuropathy	8
e	Severe HI (including moderate/significant high frequency)/CI functioning as severe HI Moderate HI with conductive overlay/Functional severe loss due to auditory neuropathy	10
f	Profound HI/Profound functional loss due to auditory neuropathy /CI functioning as profound HI	12
Comments		CYP Score

Criterion 2: Additional factors relating to HI		Score
a	No relevant additional factors	0
b	Late diagnosis of presumed congenital, permanent HI which continues to impact on language development -period from presumed onset: 6 months – 2 years	2
	-period from presumed onset: 2 years	5
c	Continuing assessment of HI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
d	Recently acquired permanent HI (within the last 6 months)	5
Comments		CYP Score

Criterion 3: Impact of the CYP's HI on language and communication		Score
a	Expected/better than expected progress in language without the need for further management strategies or service monitoring	0
b	Expected progress given appropriate management strategies and service monitoring and advice	4
c	Language and communication (as making less than expected progress or) requires targeted support from the Team in order for the learner to make expected progress and to access the curriculum	8
d	Learner is making less than expected progress, or is at risk of making less than expected progress, and requires a high level of intensive support from our service	14
Comments		CYP Score

Criterion 4: Impact of the CYP's HI on access to learning and the curriculum (particularly English, mathematics and science)		Score
a	Expected/better than expected progress that does not need additional input (<i>because school following management strategies</i>)	0
b	Less than expected progress or <i>expected progress due to specialist support/note taker</i>	4
c	Significantly less than expected progress	6
Comments		CYP Score

Criterion 5: Use of personal hearing aids or cochlear implant		Score
a	No assistive listening technology required	0
b	Learner uses personal aids/CI /other technology at home and/or in educational placement in a way that enables that child or young person to make good progress and achieve good outcomes	2
c	Learner uses personal aids/CI/other technology effectively and consistently but does not independently manage personal aids/CI/other technology	4
d	Learner uses personal aids/CI/other technology reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	6
e	Learner recently issued with personal aids; use of equipment still being assessed/established	8
f	Learner has received CI within the last two years	8
Comments		CYP Score

Criterion 6: Training and mentoring requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the impact of HI on all key areas	0
b	Key staff/parents/carers require additional or continuing training and/or mentoring on HI and use of specialist equipment	6
c	Key staff/parents/carers new to HI and require initial intensive training and/or mentoring	8
d	Key staff/parents/carers need a high level of ongoing intensive training from the service e.g. to develop signing/note taking skills	10
Comments		CYP Score

Criterion 7: Transition support (i.e. change of placement)		Score
a	Transition not currently relevant to the CYP	0
b	Low contribution required as the service is confident that the learner can make a successful transition with minimal additional support	3
c	Moderate contribution requiring enhanced transition arrangements	5
d	High contribution required as a high level of training is needed and the learner requires a high level of support from the service to make a successful transition	8
Comments		CYP Score

Criterion 8: Support for effective use of equipment by the learner and key staff (i.e. radio aid/soundfield systems)		Score
a	Listening technology requires no checking	0
b	Low level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. 3 x per year and TA visits and good daily use	2
c	Moderate level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. hearing aid testing weekly, older radio aid users/TA and daily issues	6
d	High level of support needed e.g. daily equipment checks and support for the younger child use of equipment and for combining the technologies required, or for a new user of equipment.	8
Comments		CYP Score

Criterion 9: Physical learning environment (following a learning environment audit by ToD). NB factors affecting the quality of the acoustic and visual environment are outlined in the Appendix at 2.4		Score
a	Learning environment which meets appropriate acoustic and visual standards for HI pupils and supports inclusive learning for the HI learner	0
b	Learning environment which supports inclusive learning for the HI learner and which will include reasonable adjustment (e.g. audio-visual multimedia support)	2
c	Learning environment which supports aspects of inclusive learning for the HI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. interactive whiteboards; visual reinforcement to help the learner to adapt to different learning environments e.g. in secondary settings)	5
d	Learning environment which needs considerable improvement to meet acoustic standards (e.g. highly reverberant, high level of noise – background and external, poor lighting and inadequate technology for visual/sound reinforcement)	8
Comments		CYP Score

Criterion 10: Impact of the CYP's HI on personal, social and emotional learning		Score
a	No/minimal impact on personal, social and emotional learning	0
b	Low level of impact upon the development of personal, social and emotional learning skills	2
c	Moderate level of impact upon the development of personal, social and emotional learning skills	4
d	High level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requiring a high level of additional support; long term support required for emotional/personal/social learning needs)	6
Comments		CYP Score

Criterion 11: Additional factors relating to family support (e.g. acceptance of HI; family speaks English as an additional language; LA as corporate parent)		Score
a	No additional factors relating to family support	0
b	Family requires a low level of additional support	2
c	Family requires a moderate level of additional support	4
d	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 12: Multi-agency liaison/role (including Safeguarding)		Score
a	Minimal multi-agency liaison/role required	0
b	ToD contributes to multi-agency working for learning	2
c	ToD contributes to multi-agency working for learners with complex support needs	4
d	ToD is the keyworker professional identified for EY/school aged/post 16 learner	6
e	ToD is the keyworker professional for learner with complex support needs requiring a high level of liaison and joint working with other professionals	9

*support as outlined on pages 6 and 7 of the Framework. Also includes being seen in a joint Health and Education clinic. New referrals will receive the level of support prorata for the time of year they come on caseload

CYP Score Table	
Criterion	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total Score	

Name	Total Score Range	NatSIP Support Category	Support allocation for mainstream schools and settings*
			QTOD/QTVI/Habilitation Specialist, STA, Curriculum support
High	70% +	A1	HI – in or out of county, EHCP, specialist curriculum and resources delivered in BSL VI – in county, EHCP, specialist curriculum and resources delivered in Braille/tactile ETHV School based STA up to 90% (time allocated linked to EHCP) under the guidance of a QTVI/QTOD. Specific Reasonable Adjustments recommended
	50-69%	A2	ETHV School based STA up to 50% (time allocated linked to EHCP) or 1 session* a week/fortnight and/or short-term intervention, under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
	40-49%	A3	ETHV School based STA up to 25% (time allocated linked to EHCP) or 1 session* a fortnight and/or short-term intervention under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
Medium	30-39%	B1	Reasonable Adjustments recommended Up to 10 sessions* a year or short-term intervention under the guidance of a QTVI/QTOD
Low	25-29%	B2	Reasonable Adjustments recommended HI/VI- 3-6 sessions* year. Under the guidance of a QTVI/QTOD
Monitor	20-24%	C1	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 3 additional sessions* VI – up to 3 sessions* a year on request Under the guidance of a QTVI/QTOD
	15-19%	C2	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 1 session* a year on request VI – up to 1 session a year on request. Under the guidance of a QTVI/QTOD
Advice	5-14%	C3	Reasonable Adjustments recommended On caseload but no contact unless requested. Under the guidance of a QTVI/QTOD
NFA	Less than 5%	NFA	Not supported by ETHV

Vision Impairment Form – January 2022

Criterion 1: Degree of VI – distance (corrected vision with both eyes open – see vision loss reference table above)		Score
a	Does not have a vision impairment	0
b	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time) Functional mild loss due to CVI or other visual factors such as a visual field loss or nystagmus	2
c	Moderate/Fluctuating VI/Functional moderate loss due to CVI or other visual factors as visual field loss or nystagmus	4
d	Severe/Fluctuating VI/Functional severe loss due to CVI or other visual factors such as visual field loss or nystagmus	6
e	Profound VI/Functional profound loss due to CVI or other visual factors such as visual field loss or nystagmus	7
Comments		CYP Score

Criterion 2: Degree of VI – near (corrected vision with both eyes open – see vision loss reference table above)		Score
a	Does not have a vision impairment	0
b	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time) Functional mild loss due to CVI or other visual factors such as a visual field loss or nystagmus	2
c	Moderate/Fluctuating VI/Functional moderate loss due to CVI or other visual factors as visual field loss or nystagmus	4
d	Severe/Fluctuating VI/Functional severe loss due to CVI or other visual factors such as visual field loss or nystagmus	6
e	Profound VI/Functional profound loss due to CVI or other visual factors such as visual field loss or nystagmus	8
Comments		CYP Score

Criterion 3: Additional factors relating to VI		Score
a	No relevant additional factors	0
b	Late referral of permanent VI (more than 12 months from presumed onset)	5
c	Continuing assessment of VI requires e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
d	Recently acquired permanent VI (within the last 6 months)	5
Comments		CYP Score

Criterion 4: Impact of the CYP's VI on language and communication development and on access to learning and the curriculum (particularly English, mathematics and science)		Score
a	Expected/better than expected progress that does not need additional input	0
b	The learner requires assessment and advice from a QVTI	4
c	The learner requires a short-term programme delivered by a QTVI to develop skills that enable access to the curriculum e.g. touch-typing, developing independence and self-advocacy	8
d	The learner requires a long-term programme delivered and maintained by a QTVI e.g. Braille	14
Comments		CYP Score

Criterion 5: Development of habilitation skills		Score
a	The learner has no issues affecting independent mobility or daily living skills	0
b	The learner requires assessment and advice by a Habilitation Specialist qualified to work with CYP	2
c	The learner needs a structured approach to develop independence, self-organisational skills and functional life skills	3
d	The learner requires a short term programme delivered by a Habilitation Specialist	4
e	The learner has CVI/complex needs/is non-ambulant (wheelchair) has developmental mobility or balance and co-ordination issue affecting independent mobility. Requires support from a Habilitation Specialist and liaison with an Occupational Therapist or Physiotherapist	6
f	The learner requires a long-term programme delivered and maintained by a Habilitation Specialist	8
Comments		CYP Score

Criterion 6: Training and mentoring requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the impact of VI on all key areas	0
b	Key staff/parents/carers require additional or continuing training and/or mentoring on VI	6
c	Key staff/parents/carers new to VI and require initial intensive training and/or mentoring	8
d	Key staff need tuition in Braille/use of specialist equipment	10
Comments		CYP Score

Criterion 7: Transition support (i.e. change of placement)		Score
a	Transition not currently relevant to the CYP	0
b	Low contribution required as the service is confident that the CYP can make a successful transition with minimal additional pts	3
c	Moderate contribution due to enhanced transition arrangements	5
d	High contribution required as a high level of training is needed and the learner requires a high level of support from the service to make a successful transition	10
Comments		CYP Score

Criterion 8: Support for effective use of specialist equipment by learner and key staff (may include CCTV's, LVA's, Braille, tactile and speech access and adaptation of print materials)		Score
a	No additional assistive technology required	0
b	Low level of support including short-term programme	2
c	Moderate level of support including short-term programme and some regular monitoring	4
d	New user of equipment requiring longer-term programme and refresher programmes	6
e	High level of support including Braille equipment	8
Comments		CYP Score

Criterion 9: Physical learning environment. NB factors affecting the quality of the acoustic and visual environment are outlined in the Appendix at 2.4		Score
a	Learning environment which meets appropriate acoustic and visual standards for VI pupils and supports inclusive learning for the VI learner	0
b	Learning environment which supports inclusive learning for the VI learner and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	2
c	Learning environment which supports aspects of inclusive learning for the VI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast. (Educational placement requires an informal audit by QTVI)	5
d	Learning environment which needs considerable improvement to meet appropriate acoustic and visual standards (e.g. highly reverberant, high level of noise interference, inconsistent room layout, inappropriate, physical hazards). Environment will need to accommodate physical and learning access needs of a Braille user. Educational placement requires a full environment audit by a Habilitation Specialist. A referral to an audiologist may also be needed	8
Comments		CYP Score

Criterion 10: Impact of the CYP's VI on personal, social and emotional learning		Score
a	No/minimal impact on personal, social and emotional learning	0
b	Low level of impact upon the development of personal, social and emotional learning skills	2
c	Moderate level of impact upon the development of personal, social and emotional learning skills	4
d	High level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requires a high level of additional support; long term support required for emotional/personal/social learning needs)	6
Comments		CYP Score

Criterion 11: Additional factors relating to family support (e.g. acceptance of VI; family speaks English as an additional language; LA as corporate parent)		Score
a	No additional factors relating to family support	0
b	Family requires a low level of additional support	2
c	Family requires a moderate level of additional support	4
d	Family requires a high level of additional support	6

Criterion 12: Multi-agency liaison/role (including Safeguarding)		Score
a	Minimal multi-agency liaison/role requirement	0
b	QTVI contributes to multi-agency working for learner	2
c	QTVI contributes to multi-agency working for learner with complex needs	4
d	QTVI is the keyworking professional identified for EY/school aged/post 16 learner	6
e	QTVI is the keyworking professional for learner with complex support needs requiring a high level of liaison and joint working with other professionals	10

*support as outlined on pages 6 and 7 of the Framework. Also includes being seen in a joint Health and Education clinic. New referrals will receive the level of support prorata for the time of year they come on caseload

CYP Score Table	
Criterion	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total Score	

Name	Total Score Range	NatSIP Support Category	Support allocation for mainstream schools and settings*
			QTOD/QTVI/Habilitation Specialist, STA, Curriculum support
High	70% +	A1	HI – in or out of county, EHCP, specialist curriculum and resources delivered in BSL VI – in county, EHCP, specialist curriculum and resources delivered in Braille/tactile ETHV School based STA up to 90% (time allocated linked to EHCP) under the guidance of a QTVI/QTOD. Specific Reasonable Adjustments recommended
	50-69%	A2	ETHV School based STA up to 50% (time allocated linked to EHCP) or 1 session* a week/fortnight and/or short-term intervention, under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
	40-49%	A3	ETHV School based STA up to 25% (time allocated linked to EHCP) or 1 session* a fortnight and/or short-term intervention under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
Medium	30-39%	B1	Reasonable Adjustments recommended Up to 10 sessions* a year or short-term intervention under the guidance of a QTVI/QTOD
Low	25-29%	B2	Reasonable Adjustments recommended HI/VI- 3-6 sessions* year. Under the guidance of a QTVI/QTOD
Monitor	20-24%	C1	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 3 additional sessions* VI – up to 3 sessions* a year on request Under the guidance of a QTVI/QTOD
	15-19%	C2	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 1 session* a year on request VI – up to 1 session a year on request. Under the guidance of a QTVI/QTOD
Advice	5-14%	C3	Reasonable Adjustments recommended On caseload but no contact unless requested. Under the guidance of a QTVI/QTOD
NFA	Less than 5%	NFA	Not supported by ETHV

Multi-sensory Support Form: to be completed jointly by HI/VI – January 2022

Criterion 1: Degree of MSI (see Multi-sensory loss reference table above)		Score
a	Does not meet the minimum threshold for classification of multi-sensory impairment. (Do not continue with the completion of this form)	0
b	Mild MSI – dual impairment which has an impact on access and function. Clinical level of hearing and/or vision is uncertain and requires functional observational assessment of feedback to all agencies including parents/carers. Observational assessment indicates functional mild MSI	4
c	Moderate MSI – dual impairment which has an impact on access and function. Clinical level of hearing and/or vision is uncertain – observational assessment indicates functional moderate MSI	5
d	Severe MSI – dual impairment, with severe loss in one modality, which has a considerable impact on access and function. Clinical level of hearing and/or vision is uncertain – observational assessment indicates functional severe MSI	6
e	Profound MSI – dual impairment, with a mild/moderate loss in one modality, which has a substantial impact on access and function. Clinical level of hearing and/or vision is uncertain – observational assessment indicates functional profound MSI as described above	7
f	Profound MSI – Educationally blind and severe/profound hearing loss. Clinical level of hearing and/or vision is uncertain – observational assessment indicates functional profound MSI as described above	8
Comments		CYP Score

Criterion 2: Additional factors relating to MSI		Score
a	No additional factors	0
b	Additional physical/vestibular needs/learning difficulty/executive dysfunction which reduce(s) ability to use compensatory/adaptive strategies	5
c	Continuing assessment of MSI required e.g. fluctuating conditions, deteriorating/degenerative/progressive loss (e.g. metabolic disorders, Usher's Syndrome)	5
d	Recently acquired secondary sensory loss of hearing or vision	5
e	Late diagnosis of permanent MSI	5
Comments		CYP Score

Criterion 3: Impact of MSI on language and communication development		Score
a	Language and communication skills in English are within an age/development appropriate range	0
b	Language and communication skills in English are broadly within an age/development appropriate range but require additional input around curriculum-related vocabulary/concepts	2
c	Language and communication skills are delayed and require targeted support to consolidate emerging communication or The child communicates effectively in sign (BSL, SSE) or another augmentative mode e.g. symbols, objects of reference etc	6
d	Language and communication needs a high level of targeted support by specialist teacher at individual learner level to establish and develop a mode of communication appropriate to the learner	8
Comments		CYP Score

Criterion 4: Impact of the CYP's MSI on access to learning and the curriculum (particularly English, mathematics and science)		Score
a	Expected/better than expected progress that does not need additional input	0
b	Compensatory strategies and adaptations well developed. Learner requires monitoring to ensure access to learning	2
c	Compensatory strategies and adaptations require targeted intervention to ensure access and achieve learning outcomes	5
d	Frequent intervention required to maximize sensory function, develop compensatory strategies and ensure adaptations are effectively implemented to ensure access and achieve learning outcomes	8
Comments		CYP Score

Criterion 5: Use of personal hearing aids or cochlear implant		Score
a	No personal amplification	0
b	Personal hearing aids/CI are used effectively and consistently	2
c	Personal hearing aids/CI are used effectively and consistently but needs support (to check them and put them in/on)	3
d	Personal HA's/CI are not worn consistently and adults need training and support to establish effective use of residual hearing	4
e	Personal hearing aids recently issued and effective use of residual hearing is still being established	6
f	A cochlear implant has been recently issued and effective listening skills are still being established	6
Comments		CYP Score

Criterion 6: Development of movement and orientation		Score
a	The learner is independently mobile in familiar and unfamiliar environments and requires no intervention	0
b	The learner is independently mobile in a familiar environment but needs support from a specialist teacher to develop skills in unfamiliar environment	2
c	The combined impact of the visual/hearing impairment requires intervention to structure the environment to motivate the CYP's movement and learning about their immediate environment	4
d	The learner requires intervention in collaboration with a physiotherapist and OT to develop independent mobility and orientation with familiar environments	5
e	The learner is independently mobile (by walking or wheelchair). Learner receives input from a Habilitation Specialist and requires advice and support from a Specialist SI Teacher (MSI/HI/VI) to embed the skills in the range of contexts	6

Comments	CYP Score	
----------	-----------	--

Criterion 7: Independence, self-organisational skills and functional life skills		Score
a	The learner has age/development appropriate skills in all areas	0
b	The learner has acquired some skills but needs planned intervention to generalise these to a range of contexts	2
c	The learner needs a structured approach to develop skills in independence and personal hygiene	3
d	The learner requires some intervention from a specialist teacher to develop and apply their self-organisational skills	5
Comments		CYP Score

Criterion 8: Training and mentoring requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the CYP's diagnosis (e.g. CRS, CHARGE, Usher etc.) and the impact of MSI on all key areas	0
b	Key staff/parents/carers require additional or continuing training on MSI and the CYP's diagnosis	2
c	Key staff/parents/carers new to MSI	4
d	Key staff/parents need tuition in Braille/mobility/augmentative or alternative communication/use of specialist equipment	6
Comments		CYP Score

Criterion 9: Transition support (i.e. change of placement)		Score
a	No additional training required	0
b	Low contribution (front loaded input) required as the service is confident that the learner can make a successful transition with minimal additional support	2
c	Moderate contribution (front loaded input) requiring enhanced transition arrangements	4
d	High contribution required (front loaded input) as a high level of training is needed and the learner requires a high level of support from the service to make a successful transition	6
Comments		CYP Score

Criterion 10: Support for effective use of HI specialist equipment by the learner and key staff (e.g. radio aid/soundfield systems)		Score
a	No additional assistive listening technology required	0
b	Low level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. 3 x per year	2
c	Moderate level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. hearing aid testing 6 x per year	5
d	High level of support needed e.g. at least monthly equipment checks and support for the independent use of equipment and for combining the technologies required, or for a new user of equipment	6
Comments		CYP Score

Criterion 11: Support for effective use of specialist VI equipment by learner and key staff (may include CCTV's, LVA's, Braille, Tactile and speech access and adaptation of materials)		Score
a	No equipment or modification required	0
b	Monitoring of modifications of printed materials and access to whiteboards and other AV technology	2
c	Low level of support including short-term programme	2
d	Moderate level of support including short-term programme and some regular monitoring	4
e	New user of equipment requiring longer-term programme and refresher programmes	6
f	High level of support including Braille equipment	8
Comments		CYP Score

Criterion 12: Physical learning environment (following a learning environment audit by Specialist SI Teacher [MSI/HI/VI]). NB factors affecting the quality of the acoustic and visual environment are outlined in the Appendix at 2.4		Score
a	Learning environment which meets appropriate acoustic and visual standards for MSI pupils and supports inclusive learning for the MSI learner	0
b	Learning environment which supports inclusive learning for the MSI learner. This will include a distraction-free learning environment with reasonable adjustments in relation to acoustics, lighting and visual reinforcement, as well as opportunities built into the day to address the learner's sensory integration needs	2
c	Learning environment which needs some improvements to support aspects of inclusive learning for the pupil with MSI and which include some reasonable adjustments in relation to acoustics, lighting, visual contrast and visual reinforcement (e.g. interactive whiteboards)	5
d	Learning environment which needs considerable improvement to meet appropriate acoustic and visual standards (e.g. high ambient noise levels, inappropriate lighting and visual clutter)	8
Comments		CYP Score

Criterion 13: Impact of the CYP's MSI on personal, social and emotion learning		Score
a	The level of impact on personal, social and emotional learning is such that support from a specialist teacher is not required	0
b	Low level of impact upon the development of personal, social and emotional learning skills	2
c	Moderate level of impact upon the development of personal, social and emotional learning skills	4

d	High level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requiring a high level of additional support; long term support required for personal, social and emotional learning needs)	6
Comments		CYP Score

Criterion 14: Additional factors relating to family support (e.g. acceptance of SI; family speak English as an additional language; LA as corporate parent)		Score
a	No additional factor relating to family support	0
b	Family requires a low level of additional support	2
c	Family requires a moderate level of additional support	4
d	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 15: Multi-agency liaison/role (including Safeguarding)		Score
a	Minimal multi-agency liaison/role required	0
b	Specialist SI Teacher (MSI/HI/VI) contributes to multi-agency working for learner	2
c	Specialist SI Teacher (MSI/HI/VI) contributes to multi-agency working for learner with complex support needs	4
d	Specialist SI Teacher (MSI/HI/VI) is the key working professional identified for EY/school aged/post – 16 learner	6
e	Specialist SI Teacher (MSI/HI/VI) is the key working professional for learner with complex support needs requiring a high level of liaison and joint working with other professionals	8
Comments		CYP Score

CYP Score Table	
Criterion	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Total Score	

Name	Total Score Range	NatSIP Support Category	Support allocation for mainstream schools and settings*
			QTOD/QTVI/Habilitation Specialist, STA, Curriculum support
High	70% +	A1	HI – in or out of county, EHCP, specialist curriculum and resources delivered in BSL VI – in county, EHCP, specialist curriculum and resources delivered in Braille/tactile ETHV School based STA up to 90% (time allocated linked to EHCP) under the guidance of a QTVI/QTOD. Specific Reasonable Adjustments recommended
	50-69%	A2	ETHV School based STA up to 50% (time allocated linked to EHCP) or 1 session* a week/fortnight and/or short-term intervention, under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
	40-49%	A3	ETHV School based STA up to 25% (time allocated linked to EHCP) or 1 session* a fortnight and/or short-term intervention under the guidance of a QTVI/QTOD Specific Reasonable Adjustments recommended
Medium	30-39%	B1	Reasonable Adjustments recommended Up to 10 sessions* a year or short-term intervention under the guidance of a QTVI/QTOD
Low	25-29%	B2	Reasonable Adjustments recommended HI/VI- 3-6 sessions* year. Under the guidance of a QTVI/QTOD
Monitor	20-24%	C1	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 3 additional sessions* VI – up to 3 sessions* a year on request Under the guidance of a QTVI/QTOD
	15-19%	C2	Reasonable Adjustments recommended HI – 1 x year in clinic + up to 1 session* a year on request VI – up to 1 session a year on request. Under the guidance of a QTVI/QTOD
Advice	5-14%	C3	Reasonable Adjustments recommended On caseload but no contact unless requested. Under the guidance of a QTVI/QTOD
NFA	Less than 5%	NFA	Not supported by ETHV

*support as outlined on pages 6 and 7 of the Framework. Also includes being seen in a joint Health and Education clinic.
New referrals will receive the level of support prorata for the time of year they come on caseload