



# Special Educational Needs & Disabilities (SEND): The Local Offer

Eligibility Criteria & Support Allocation Matrices for Babcock SEN,  
Disabilities and Inclusion Teams

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### Introduction

In Worcestershire, the specialist services for supporting children and young people with special educational needs and disabilities (SEND) form a significant part of the local offer. As such, they will be reviewed regularly and the rationale behind support will be determined in relation to local needs. This will involve participation of children, young people, parents/ carers and a range of other partners.

In determining the support allocation for individuals with specific areas of SEND: Once eligibility criteria has been met and a referral has been accepted, each specialist service will need to agree its support allocation, according to what it considers to be the support levels required to meet identified needs.

In the case of complex needs, as a result of co-morbidity, the support allocation matrices may make reference to an appropriate combination of specialist teams who may be required. It is essentially the decision of each service, utilising their specialist knowledge, to agree or devise support allocations according to what is considered to be the support levels required to meet local and individual needs. Context, including age, family circumstances and setting will be taken into account when allocating support.

There is no evidence base to support the adoption of any published support matrix, as being one which will be the more effective in promoting good pupil progress and the achievement of good outcomes. However, national guidelines from recognised bodies are considered and used, wherever appropriate. These include, (this is not an exhaustive list);

- Department for Education – Quality Standards for SEN Outreach
- National Sensory Impairment Partnership – Natsip
- Autism Education Trust – AET
- National Autistic Society-NAS
- The Communication Trust – TCT
- British Dyslexia Association – BDA

A final decision on actual support allocations for individuals has been agreed with the LA (in this case Worcester LA and Babcock Prime as part of the commissioning arrangement).

## Autism & Complex Communication Needs (CCN) Team Communication & Interaction – Central Service

Autism is a lifelong developmental condition that affects how a person communicates with, and relates to, other people. It also affects how they experience and perceive the world around them.

It is a spectrum condition, which means that, while all people with autism share four key areas of difference/difficulty and the impact of differences within each of the four areas may affect them differently. Some people with autism are able to live independent lives but others may need a lifetime of specialist support.

The four areas of difference that are particularly important for staff in schools and educational settings to understand are:

- Understanding and using social interaction and expressing emotions to staff and peers
- Understanding and using communication and language - both verbal and non-verbal
- Differences in how information is processed can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory. C/YP on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation)
- Differences in the way sensory information is processed, often leading to over sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming). It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments' (taken from the AET National Autism Standards, 2012)

C/YP with CCN will have difficulties which present as similar to autism but they do not have a formal diagnosis, there may well be a suspicion of autism.

**For pupils not meeting the eligibility criteria for LA commissioned services, involvement of the Autism/CCN Team can be accessed via the Babcock Prime e-Store or Service Directory: [www.babcockprime.co.uk](http://www.babcockprime.co.uk) or contact Karen.Broderick@babcockinternational.com**

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### Eligibility Criteria LA Commissioned Services

C/YP Needs	Types of Support Available	Accessing the Service
Autism	Access to an advisory Specialist Autism Teacher & Specialist Autism Practitioner.	Referrals are to be made directly by schools and settings and to the Autism Team Manager

Meeting needs of C/YP with Autism and SEND form a part of the Local Offer in Worcestershire. In determining the support allocation for the pupil, once eligibility criteria has been met and a referral has been accepted, the Autism Team will agree its support allocation according to what it considers to be the support levels required to meet identified need. Context such as age, family circumstances and setting will be taken in to account.

In the case of complex needs, as a result of co-occurring conditions, the support allocation may include reference/signposting to an appropriate combination of specialist teams.

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Schools that access the Service will be expected to have completed (within the last 3 years) / or committed to, AET “Making Sense of Autism” (Tier 1) Autism Training.

Category/Description of Need	Level Of Support
<p><b>School have completed (within the last 3 years) / or committed to AET “Making Sense of Autism” ( Tier 1) Autism Training</b></p> <p><b>Key Stage 1-5</b></p> <ul style="list-style-type: none"> <li>• C/YP has a formal diagnosis of Autism and a Worcestershire LA, Statement of SEN or an Educational Health Care Plan which identifies autism as a primary need.</li> <li>• The identified pupil is on roll of a LA maintained school, Academy or Free School</li> </ul>	<p><b>Key stages 1-5:</b> Support based on an individual assessment of need may include:</p> <ul style="list-style-type: none"> <li>• Assessment to identify strengths, needs and learning barriers. Reports written focusing on outcomes for the C/YP and supporting staff in enabling pupils with autism to access the curriculum.</li> <li>• Support and advice to implement those specialist strategies and recommendations.</li> <li>• Specialist autism assessment to identify transition needs and provide a transition plan and programme for phase transfer.</li> <li>• Access arrangement assessments.</li> <li>• Sensory audits – (environmental and individual) and support to make reasonable adjustments.</li> <li>• Advice and signposting to other agencies to support C/YP with Autism.</li> <li>• Advice/support for local SEND processes and procedures.</li> <li>• Informally assessing learning environments for accessibility and health and safety in line with the Equality Act.</li> </ul>
<p>Priority of support will be given to pupils in the cohort above, if they are in any of the following vulnerable group categories:</p> <ul style="list-style-type: none"> <li>• Is a Looked After Child</li> <li>• Is a Gypsy Roma Traveller</li> <li>• Is in receipt of Free School Meals</li> <li>• Is in receipt of Pupil Premium</li> <li>• Is registered as part of ‘Ever 6’</li> <li>• Is a member of a Service Family</li> <li>• Is a young carer</li> </ul> <p>In addition; if the CYP is at risk of exclusion from placement.</p>	
<p><b>EXEMPTIONS:</b></p> <ul style="list-style-type: none"> <li>• Assessment, support and advice for pupils placed in a Mainstream Autism Base falls under Babcock Prime traded services.</li> <li>• Assessment, support and advice for pupils placed in a Special School falls under Babcock Prime traded services.</li> </ul>	<p><b>Available Traded Services:</b></p> <p><b>For additional services for C/YP with Autism and CCN, information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p> <p><b>In addition to AET training, bespoke consultancy is available to enable schools and settings to:</b></p> <ul style="list-style-type: none"> <li>• <b>increase the capacity of staff to understand and meet the needs of learners with Autism/CNN</b></li> <li>• <b>create Autism friendly environments and</b></li> </ul>

	<p><b>reduce the anxiety levels of learners with Autism</b></p> <ul style="list-style-type: none"> <li>• <b>Secure better outcomes for learners with Autism related needs</b></li> <li>• <b>maximise independence an improve emotional health</b></li> <li>• <b>narrow and close the gap in attainment with their peers</b></li> </ul>
<b>Category/Description of Need</b>	<b>Level of Support</b>
<p><b>Early Years</b> Children with a formal diagnosis of Autism or presenting with complex communication needs (CCN) (suspicion of autism) and identified by the Local Authority's Pre-School Forum (PSF).</p>	<p><b>Early Years:</b> Support based on an individual assessment of need:</p> <ul style="list-style-type: none"> <li>• Early intervention, assessment and identification of need for entry to school and to provide advice to the LA's PSF</li> <li>• Specialist autism assessment to identify transition needs and provide a transition plan and programme for transition to school, until the first review (October half-term).</li> </ul>
	<p><b>Available Traded Services:</b></p> <p><b>For additional services for C/YP with Autism and CCN, information can be found in the Babcock Prime e-Store or Service Directory:</b> <a href="http://www.babcockprime.co.uk">http://www.babcockprime.co.uk</a></p> <p><b>In addition to AET training, bespoke consultancy is available to enable schools and settings to</b></p> <ul style="list-style-type: none"> <li>• <b>increase the capacity of staff to understand and meet the needs of learners with Autism/CNN</b></li> <li>• <b>create Autism friendly environments and reduce the anxiety levels of learners with Autism</b></li> <li>• <b>secure better outcomes for learners with Autism related needs</b></li> <li>• <b>maximise independence an improve emotional health</b></li> <li>• <b>narrow and close the gap in attainment with their peers</b></li> </ul>

For pupils not meeting the eligibility criteria for LA commissioned services, involvement of the Autism/CCN Team can be accessed via the Babcock Prime e-Store or Service Directory: [www.babcockprime.co.uk](http://www.babcockprime.co.uk) or contact Karen.Broderick@babcockinternational.com

<b>Hearing Impairment Team</b>		
<b>Eligibility Criteria</b>		
<b>CYP Needs</b>	<b>Types of Support Available</b>	<b>Accessing the Service</b>
<b>Hearing Impairment Team</b>	Access to a Specialist Teacher of the Deaf (ToD) Educational Audiologists British Sign Language	Referrals from Hospitals / educational settings / SLT / parents

**Sensory Impairment– Central Service**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties *Special educational needs and disability code of practice: 0 to 25 years, 2014*.

**Support Allocation Matrix NatSIP (this should be used as a general guide for Specialist Teacher activity although support should be based on assessed need and context ensuring access to the curriculum, good progress and outcomes). The level of support may be subject to change according to need.**

<b>Category/Description of Need</b>	<b>Level of Support</b>
<b>Level of Support Needed</b>  <b>-Intense</b>	<p><b>Impact of hearing loss is high* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Profound:</b> Profound in excess of 95dB. Usually Cochlear implant, radio aid and some will have Assistive Listening Devices (ALD)</p> <p><b>Severe:</b> Severe 71-95dB Children will be aided may have a cochlear implant, radio aids and some will have ALDs</p>
	<p><b>Early Years:</b> Early intervention, active caseload, high level of support including early communication using sign language if required and to provide direct support to families regarding early language development through play and to promote parental confidence, assessment of early language skills and communication development, joint visits with other professionals</p> <p>Contribute to or lead on the Support Package (SP) process as appropriate. Include DIW and BSL support where needed.</p> <p><b>Key stages 1-5:</b> Active caseload. High level of support based on an individual assessment of need. British Sign Language teaching.</p> <p>Reports written focusing on outcomes of CYP, supporting staff with curriculum strategies for CYP with D&amp;HI and required adaptations needed. Record of Visit (RoV) provided by ToD Advice and signposting to other agencies to support CYP with D&amp;HI Advice/support for local SEND processes and procedures Direct teaching, modelling, and specialist training to the teaching assistant. Advice given on appropriate resources required adaptation of curriculum &amp; learning materials Quality assurance of amplification system and audio logical equipment and measuring their effectiveness Language assessment with outcome recommendations. Assessment of effective listening skills and advice on auditory neuropathy.</p>

<p>Level of Support Needed -intense</p>	<p>Or context where there is a high risk of language delay, cognitive language disorder, auditory neuropathy or additional medical needs</p> <p>*Needs based on assessments undertaken by a Teacher of the Deaf</p>	<p>Advice on access arrangements for exams                  Social and emotional support where appropriate.                  Training (including assistive technology) for key staff (as identified by the SLT of the school or setting) on D&amp;HI awareness and curriculum accessibility.                  Informal assessments of listening in learning environments (acoustics) to promote inclusive practice.                  Reporting on health and safety practice in line with the Equality Act 2010.</p> <p>Attendance at Team Around the Child , Child in Need , and other professional meetings where appropriate                  This group may have a EHCP , agreed Support Package (SP) to outline specific future HI involvement                  Transition Packages –support for CYP with D&amp;HI transitioning from Nursery to Primary, Primary to Middle and/or Secondary and/or Secondary to Post 16.                  Effective transition arrangements to include D&amp;HI awareness training for staff and peer group.                  Ordinarily Available training to schools &amp; settings                  Liaison with families, children and young people                  Speech discrimination tests, assessment of learning in setting, advice regarding assistive listening device</p> <p><b>Traded KS1-5:</b>                  Raising Awareness Training to schools and settings                  Early Communication workshops                  Basic sign language and deaf awareness packages to schools &amp; settings.                  Additional or wider school staff training/inset                  Additional audio logical training                  Bespoke Acoustic surveys                  Training and support for Auditory Processing Disorder                  Cluster group training</p> <p><b>Post 19 and Independent Settings:</b>                  Commissioned support will be given to a student in an independent setting or (post 19) where EHCP identifies support is needed from a ToD and the school/college does not have specialist support in place.</p> <p><b>Traded work for CYP Post 19 with D&amp;HI to include:</b>                  Visits to monitor and assess progress and access to the curriculum                  Training for staff on D&amp;HI awareness                  Work with student with D&amp;HI in setting – monitoring and assessment                  Attending professional meetings                  Advice on access arrangements for exams                  Referrals and liaison with other agencies                  Quality assurance of amplification system and measuring their effectiveness                  Additional packages available to all settings including</p> <ul style="list-style-type: none"> <li>• British sign language levels 1 and 2 – teaching &amp; support to teachers &amp; teaching assistants</li> <li>• Additional audio logical training</li> <li>• Auditory Processing Disorder</li> <li>• Raising Awareness Training implications of deafness &amp; impact of hearing loss.</li> </ul> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
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<p><b>Level of Support Needed – Monitor</b></p>	<p><b>Impact of hearing loss is medium* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Moderate:</b> 41-70dB Children will be aided, some will have a radio aid and ALDs</p> <p>or milder losses which are sensori-neural and have a significant high frequency sloping loss</p> <p>*Needs based on assessments undertaken by a Teacher of the Deaf</p>	<p><b>Early Years:</b> Early intervention, active caseload, high level of support, including early communication using sign language, provide direct support to families to support early language development through play and promote parental confidence, assessment of language and communication development, joint visit with other professional e.g. Support to educational settings including CDC Contribute to or lead Support Package process as appropriate Include DIW and BSL support.</p>
		<p><b>Key stages 1-5</b> On active caseload. Visits to monitor &amp; assess progress and provide support and advice to staff RoV provided by ToD focusing on outcomes for the CYP. Attend TAC / CIN meetings Advice given on appropriate resources required, adaptations of curriculum and learning materials Informal assessments of listening in learning environments(acoustics) to promote inclusive practice Reporting on health and safety practice in line with the Equality Act 2010. BSL and language teaching. Direct teaching to develop a particular area e.g. memory / auditory training / listening strategies where appropriate Assessment of language development Calibration and maintenance/testing of audio logical equipment Quality assurance of amplification systems and measuring effectiveness Assessment of functioning listening skills and advice on auditory neuropathy. Advice on access arrangements for exams Social &amp; emotional support where appropriate Transition Packages – CYP with D&amp;HI transitioning from Primary to Middle/Secondary and/or Secondary to Post 16. Effective transition arrangements to include D&amp;HI awareness training for staff and peer group. Ordinarily Available training to schools &amp; settings Speech discrimination tests, assessment of learning in setting, advice regarding assistive listening device Language development support Bespoke Acoustic surveys – non HI child</p> <p><b>Traded KS1-5:</b> Raising Awareness Training to schools and settings Early Communication workshops Basic sign language and deaf awareness packages to schools &amp; settings Additional Transition Packages, where CYP does not meet the criteria) CYP with D&amp;HI transitioning from Primary to Middle/Secondary and/or Secondary to Post 16. Effective transition arrangements to include D&amp;HI awareness training for staff and peer group. Additional audio logical training Support and training for Auditory Processing Disorder BSL training and awareness Cluster group training</p>
		<p><b>Post 19 and Independent Settings:</b> Traded work for CYP with D&amp;HI to include: Supporting the school/setting to ensure compliance with Equality Act 2010</p>

<p>Level of Support Needed – Monitor</p>	<p><b>Impact of hearing loss is mild* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Mild:</b> 21-40dB Children will usually be aided. Can include conductive, mixed or sensori-nerual loss.</p>	<p>Visits to monitor and assess progress and monitor access to the curriculum Bespoke training for staff on D&amp;HI awareness Training for staff on adapting learning and teaching resources Work with student with D&amp;HI in setting – monitoring and assessment Attending meetings Advice on access arrangements for exams Referrals to other agencies Support and training for Auditory Processing Disorder</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
		<p><b>Key stages 1-5 MILD – Children and YP with a Mild Hearing Impairment will be prioritised on the basis of their vulnerability profile.</b> Under the delegation of SEN funding, schools have a duty to organise appropriate specialist provision and/or training to meet the needs of CYP with a hearing impairment that has been assessed as having a low impact. Schools can additional support through the Element 2 funding (Based on appropriate support detailed in the "<b>Ordinarily Available</b>" document). When the D&amp;HI team receives a referral from a hospital the Criteria for Involvement" flowchart will be used to assess future involvement. Where there is an asymmetrical hearing loss in both ears (mild / mod) a needs based assessment of functional hearing to be done by Educational Audiologist to inform delivery. Bespoke Acoustic surveys – non HI child. Vulnerable profile to include: Looked after children, GRT, in receipt of free school meals/pupil premium, is registered as part of ever 6, is a member of a service family, is a young carer, if the CYP is at risk of exclusion from placement.</p> <p><b>Traded:</b> Ordinarily Available training to schools &amp; settings Raising Awareness Training to schools and settings Early Communication workshops Quality assurance of amplification systems and measuring their effectiveness Transition Packages – CYP with D&amp;HI transitioning from Early Years to Primary, Primary to Secondary and/or Secondary to Post 16. Effective transition arrangements to include D&amp;HI awareness training for staff and peer group. Visits to monitor and assess progress Language development support</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
		<p><b>Post 19 and Independent Settings</b> <b>Traded work for CYP with D&amp;HI to include:</b> Supporting the school/setting to ensure compliance with Equality Act 2010 Bespoke training for staff on D&amp;HI awareness Training for staff on adapting learning and teaching resources Work with student with D&amp;HI in setting – monitoring and assessment Attending meetings Advice on access arrangements for exams Referrals to other agencies</p>

<b>Visual Impairment Team</b>		
<b>Eligibility Criteria</b>		
<b>CYP Needs</b>	<b>Types of Support Available</b>	<b>Accessing the Service</b>
<b>Visual Impairment</b>	Access to an Advisory Specialist Teacher Specialist Teaching Assistant Paediatric Mobility/ Habilitation Specialist	Referrals from Hospitals or educational settings/ SLT/ parents

<b>Support Allocation Matrix</b> (this should be used as a general guide for Specialist Teacher activity although support should be based on assessed need and context) <b>The level of support may be subject to change according to varying needs e.g. during a key transition.</b>	
<b>Category/Description of Need</b>	<b>Level of Support</b>
<p><b>Impact of visual impairment is high* and will often be associated with the following levels of visual loss.</b></p> <p><b>Profound:</b> Visual Acuities lower than 6/60 Tactile learner</p> <p><b>Severe:</b> Visual Acuities 6/36-6/60 (including diagnosis of Cerebral Visual Impairment) e.g. 6/36 means that a learner with a VI has to be at 6 metres to see what a fully sighted peer can see at 36 metres</p> <p><b>and/or</b> learner requires large print over and including <b>N24</b></p> <p><b>*Needs based on assessments undertaken by Teacher of Visual Impairment</b></p>	<p><b>Early Years:</b> Early intervention, active caseload, high level of support, provide direct support to families to support early development through play and promote parental confidence, joint visit with other professionals, support to educational settings including TAC meetings Regular pre-Braille tuition Mobility/habilitation advice and support as identified by the Specialist Advisory Teacher - VI Assessment Training Transition into placements Contribute to provision maps and the Education Health Care Plan (EHCP) process where appropriate.</p>
	<p><b>Key stages 1-5:</b> Active caseload. High level of support based on an individual assessment of need. Regular Braille teaching if appropriate, reports written focusing on outcomes of CYP, supporting staff with curriculum for CYP with VI and adaptations needed. Regular, ongoing mobility/ habilitation/ Independent Living Skills support Initial VI ICT assessment focusing on suitable software and adaptations Touch typing, Low vision aid tuition and bespoke short term packages Transition support Advice and signposting to other agencies to support CYP with VI Advice/support for local SEND processes and procedures Training for staff on visual awareness and curriculum accessibility audits of learning environments for accessibility and health and safety in line with the Equality Act. Attendance at Team Around the Child meetings where appropriate This group will have a provision map or an EHCP</p>
	<p><b>Independent Settings:</b> <b>Commissioned support will be given to a student in an independent setting where the EHCP identifies support from a Specialist Teacher - VI and the school does not have specialist support in place</b></p> <p><b>Traded work for CYP with VI in Independent settings to include:</b> Training for staff on VI awareness/inclusive environments</p>

		<p>Training for staff on adapting learning and teaching resources, how to use specialist equipment, adapting ICT</p> <p>Work with student with VI in setting – monitoring and assessment, advice on curriculum inclusion for VI pupils Braille teaching to C/YP Attending meetings Advice on access arrangements for exams</p> <p><b>Additional traded packages Key Stage 1-5 and independent settings:</b> Including: Braille Package – teaching &amp; support to teachers &amp; teaching assistants working with Braille in uncontracted and/or contracted Unified English Braille (UEB). Exam at the end of the course</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
<p>Moderate (monitor)</p>	<p><b>Impact of visual impairment is moderate* and will often be associated with the following levels of visual impairment</b></p>	<p><b>Early Years:</b> Early intervention, active caseload, medium level of support, provide direct support to families to support early development through play and promote parental confidence, joint visit with other professionals, support to educational settings, TAC meetings Contribute to provision maps and EHCP process as appropriate</p>
	<p><b>Visual Acuities:</b> 6/18-6/36 and having an impact on their ability to access education</p> <p>e.g. 6/18 means that a learner with a VI has to be at 6 metres to see what a fully sighted peer can see at 18 metres</p> <p><b>and/or</b> large print user <b>N14-N18</b></p> <p><b>or</b> A deteriorating/ degenerative condition e.g. as well as Nystagmus, which may currently allow a better visual acuity/print size, but is likely to result in lower vision, requiring monitoring</p>	<p><b>Key stages 1-5:</b> On active caseload. Visits to monitor &amp; assess functional vision; provide support and advice to staff. Reports provided, focusing on outcomes for the CYP. Attend TAC meetings/provision map meetings. Advice given on appropriate resources required, adaptations of curriculum and learning materials Mobility/habilitation support as identified by Specialist Teacher – VI Targeted short term support packages as identified by the Specialist Teacher VI adaptations audits of learning environments for accessibility and health and safety in line with the Equality Act. Initial VI/ICT assessment focusing on suitable software and adaptations Transition support for pupils identified by Specialist Teacher – VI Attendance at EHCP meetings as appropriate</p> <p><b>Traded:</b> Transition Packages – (where learner has not been identified by Specialist Teacher) to cover all phase/school transfers. Effective transition arrangements to include VI awareness training for staff and peer group, training on adapting and modifying teaching and learning resources and assessments for specialist equipment for CYP, plus mobility/habilitation and orientation. Support in addition to that identified on the learner’s report, extra training and visits can be purchased.</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
	<p><b>*Needs based on assessments undertaken by Teacher of Visual Impairment</b></p>	<p><b>Independent Settings Traded work for CYP with VI to include: Supporting the school/setting to ensure compliance with the Equality Act 2010</b> Training for staff on VI awareness Training for staff on adapting learning and teaching resources, how to use specialist equipment, adapting ICT Work with student with VI in setting – monitoring and assessment</p>

		<p>VI audits of the learning environment in line with the Equality Act          Mobility/habilitation and Independent Living Skills support          Short term bespoke packages of support such as touch typing/low vision aid training.          Attending meetings          Advice on access arrangements for exams</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
<p><b>Mild (Advise)</b></p>	<p><b>Visual acuities:</b>          Within the range 6/12-6/18          e.g. 6/12 means that a CYP with a VI has to be at 6 metres to see what a fully sighted peer can see at 12 metres</p> <p>and having a low impact on their ability to access the curriculum</p> <p><b>and/or</b>          requires print up to size <b>N14</b></p> <p>Within the “ordinarily available” support category in schools</p>	<p><b>Early Years:</b> Early intervention active caseload, medium level of support, provide direct support to families to support early development through play and promote parental confidence, joint visit with other professional e.g. Portage, support to educational settings</p> <hr/> <p><b>Key stages 1-5: Children and YP with a Mild Visual Impairment will be prioritised on the basis of their vulnerability profile</b> Under the delegation of SEN funding, schools have a duty to organise appropriate specialist provision and/or training to meet the needs of CYP with a mild visual impairment. Schools to purchase through the Element 2 funding. When the VI team receives a referral from a hospital a member of the team will contact the school to discuss the CYP’s level of visual impairment and the impact on outcomes.          Functional visual assessments will need to be purchased in order to clearly understand the individual level of need and the potential barriers to learning which will be detailed in an assessment report. This is outlined in the Ordinarily Available document, which advises that CYP should have “assessment by an appropriately qualified professional” and “appropriate access” to a Specialist Teacher – Visual Impairment          Further bespoke training and advice for key members of staff can be discussed as can the consideration of higher level support if there are serious concerns.          Vulnerable Profile to include: Looked After Children, GRT, in receipt of free school meals/Pupil Premium, is registered as part of ever 6 , is a member of a service family, is a young carer, if the CYP is at risk of exclusion from placement</p> <p><b>Traded:</b> Transition Packages – Effective transition arrangements to include VI awareness training for staff and peer group, SEN adaptation audit, training on adapting and modifying teaching and learning resources, assessment for specialist equipment and mobility advice. Whole school training and advice should be accessed as appropriate, as detailed in Worcestershire’s “Ordinarily Available” document.</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p> <hr/> <p><b>Independent: Traded work to include:</b>  <b>Supporting the school/setting to ensure compliance with Equality Act 2010</b>          Bespoke training for staff on VI awareness          Training for staff on adapting learning and teaching resources, how to use specialist equipment, adapting ICT          Work with student with VI in setting – monitoring and assessment          Attending meetings          Advice on access arrangements for exams  <b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>

### Exceptions to the Criteria:

- Cases outside the criteria will be directed to the Lead for Sensory Impairment if requested by SEN Services
  - Specialist advisory teachers will always, use professional discretion to agree cases outside the criteria.
  - CYP who fit the eligibility criteria may not always be seen as regularly due to time constraints and the size of the active caseloads. In these situations priority will be given the most<sup>1</sup> complex and vulnerable groups identified by the Lead for Sensory Impairment, this would be viewed as a short-term strategy & solution until adequate provision could be reassessed.
- <sup>1.</sup> Complex & Vulnerable groups are identified as Children in Care, Highly mobile CYP, CYP at risk of exclusion and EHE who are registered as; Severely Sight Impaired (SSI) or Sight Impaired (SI), Deaf or Hearing Impaired (D&HI) or Multi-sensory Impaired (MSI), Children diagnosed with mental health concerns or condition.

### Support for CYP with sensory impairment in Independent Specialist Provisions

The NatSIP criteria were not developed for Specialist Provisions; it is assumed that they offer the staffing expertise and resources to meet the needs of CYP with sensory impairment where commissioned as part of the individual placement.

Children and Young People who are educated in Specialist Educational Provisions in out of county placements are supported via the Visiting Officer role organised by Worcestershire County Council. A Specialist Teacher will attend the yearly reviews to ensure inclusive outcomes are being set and met by the setting and CYP.

### Support for Worcestershire maintained special schools and mainstream specialist provisions:

Support for the CYP with sensory impairment is based on the criteria outlined above and on professional judgement. If the specialist setting has a staff member who has QTVI or ToD status then the school will not have a designated Specialist Teacher. If extra support is needed in that setting e, g, assessments, meetings, advice then this will become a traded package. If the setting does not have a staff member with MQVI or ToD status then they will have an allocation of time to support the school to meet individual needs. Factors such as the child's age and/or social disadvantage will be taken into account when deciding if support needed

- Once information has been received by the hospital and an initial visit to the child or young person has been undertaken, it is envisaged that the NatSIP (Eligibility Criteria for Scoring Support Levels, 2015) form would be completed. Following this a professional decision could then be made regarding which Specialist Teacher should deliver specified elements of the allocated support.
- In the case of the MSI support allocation, an appropriate combination of Specialist Teachers would be required.
- Assessment of individual needs and capacity within the CYP's educational setting will determine the appropriate level of support. This will be decided after referral and initial functional visual assessment and through discussion with the CYP, parents and carers

<b>Multi-Sensory Impairment Team</b>		
<b>Eligibility Criteria</b>		
<b>CYP Needs</b>	<b>Types of Support Available</b>	<b>Accessing the Service</b>
<b>Multi-Sensory Difficulties</b>	Access to an Advisory Teacher for Multi-Sensory Impairment	Referrals from educational settings or other professionals. Referrals from Hospitals or educational settings

### Sensory Impairment

Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or mobility/habilitation support. Children and young people with a MSI have a combination of visual and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

*Special educational needs and disability code of practice: 0 to 25 years, 2014.*

<b>Support Allocation Matrix (this should be used as a general guide for Specialist Teacher activity although support should be based on assessed need and context). The level of support may be subject to change according to changing needs.</b>	
<b>Category/Description of Need</b>	<b>Level of Support</b>
<p><b>Level of Support Needed -intense</b></p> <p><b>Impact of hearing loss is high* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Profound:</b> Profound in excess of 95dB. Usually Cochlear implant, radio aid and some will have a sound field system. Visual Acuities lower than 6/60 Tactile learner</p> <p><b>Severe:</b> Severe 71-95dB Children will be aided may have a cochlear implant, radio aids and some will have sound field system</p> <p>Or context where there is a high risk of language delay, cognitive language disorder, auditory neuropathy or additional medical needs</p> <p>Visual Acuities 6/36-6/60 (including diagnosis of Cerebral</p>	<p><b>Early Years:</b> Early intervention, active caseload, high level of support, provide direct support to families to support early development through play and promote parental confidence, assessment of language and communication development, joint visit with other professionals. Attend Audiology Appointments. Contribute to individual teaching programmes and EHCP. Establish a Total Communication Environment. Assessments using e.g. Early Years Support Materials and functional assessments/observations. Maintenance/testing of audiology equipment, including testing of hearing aids using a Hearing Aid Test Box.</p> <p><b>Key stages 1-5:</b> Active caseload. High level of support based on an individual assessment of need. Reports written focusing on outcomes of CYP, supporting staff with curriculum for CYP with MDHI and adaptations needed. Advice and signposting to other agencies to support CYP with D&amp;HI Advice/support for local SEND processes and procedures Direct teaching and modelling to the teaching assistant. Maintenance/testing of audiology equipment, including testing of hearing aids using a Hearing Aid Test Box. Language assessment, functioning listening skills advice and auditory neuropathy. Social and emotional support where appropriate. Training for key staff on Deaf awareness and curriculum accessibility. Informally assessing learning environments for accessibility and health and safety and acoustic assessments in line with the Equality Act 2010. Attendance at Team Around the Child meetings where appropriate This group may have an individual plan or an <i>Education, Health and Care plan</i>. Lesson observations of listening environment and inclusive teaching.</p>

	<p>Visual Impairment) e.g. 6/36 means that a learner with a VI has to be at 6 metres to see what a fully sighted peer can see at 36 metres</p> <p><b>and/or</b></p> <p>learner requires large print over and including</p> <p><b>N24</b></p> <p>*Needs based on assessments undertaken by a Specialist Teacher MSI</p>	<p><b>Traded KS1-5:</b> Additional or wider school staff training/inset. Additional audiology training. Training and support for Auditory Processing Disorder (Hearing or listening problem caused by the brain not processing sounds in the traditional way)</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
<p><b>Level of Support Needed – Monitor</b></p>	<p><b>Impact of hearing loss is medium* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Moderate:</b> 41-70dB Children will be aided, some will have a radio aid and sound field system</p> <p><b>Visual Acuities:</b> 6/18-6/36 and having an impact on their ability to access education</p> <p>e.g. 6/18 means that a learner with a VI has to be at 6 metres to see what a fully sighted peer can see at 18 metres</p> <p><b>and/or</b> large print user <b>N14-N18</b></p> <p><b>or</b> A deteriorating/ degenerative condition e.g. as well as Nystagmus, which may currently allow a better visual acuity/print size, but is likely to result in lower vision, requiring monitoring</p> <p>*Needs based on assessments undertaken by a Specialist Teacher MSI</p>	<p><b>Early Years:</b> Early intervention, active caseload, high level of support, provide direct support to families to support early development through play and promote parental confidence, assessment of language and communication development, joint visit with other professionals. Attend Audiology Appointments. Contribute to individual teaching programmes and EHCP. Establish a Total Communication Environment. Assessments using e.g. Early Years Support Materials and functional assessments/observations. Maintenance/testing of audiology equipment, including testing of hearing aids using a Hearing Aid Test Box.</p> <p><b>Key stages 1-5</b> On active caseload. Visits to monitor &amp; assess progress and provide support and advice to staff. Reports provided focusing on outcomes for the CYP. Attend TAC meetings, EHCP meeting. Attend Audiology Appointments. Advice given on appropriate resources required, adaptations of curriculum and learning materials Informally assessing learning environments for accessibility and health and safety in line with the equality act Additional support, training and visits can be purchased. Assessment of language development Maintenance/testing of audiology equipment, including testing of hearing aids using a Hearing Aid Test Box. Lesson observations of listening environment and inclusive teaching.</p> <p><b>Traded KS1-5:</b> Additional Transition Packages (where CYP does not meet the criteria) – CYP with MDHI transitioning from Primary to Secondary and/or Secondary to Post 16. Effective transition arrangements to include Deaf awareness training for staff and peer group. Additional audiology training. Support and training for Auditory Processing Disorder (Hearing or listening problem caused by the brain not processing sounds in the traditional way) Language development support Direct teaching to develop a particular area e.g. memory, where appropriate.</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>

<p>Level of Support Needed – Monitor</p>	<p><b>Impact of hearing loss is low* and will often be associated with the following levels of hearing loss:</b></p> <p><b>Mild:</b> 21-40db</p> <p>Children may have hearing aids/radio aids/Sound Field Technology</p> <p><b>Visual acuities:</b> Within the range 6/12-6/18 e.g. 6/12 means that a CYP with a VI has to be at 6 metres to see what a fully sighted peer can see at 12 metres</p> <p>and having a low impact on their ability to access the curriculum</p> <p><b>and/or</b> requires print up to size <b>N14</b></p> <p>Within the “ordinarily available” support category in schools</p> <p>*Needs based on assessments undertaken by a Specialist teacher MSI</p>	<p><b>Early Years:</b> Early intervention, active caseload, high level of support, provide direct support to families to support early development through play and promote parental confidence, assessment of language and communication development, joint visit with other professionals. Attend Audiology Appointments. Contribute to individual teaching programmes and EHCP.</p> <p>Establishing a Total Communication Environment. Assessments using e.g. Early Years Support Materials and functional assessments/observations.</p> <p>Maintenance/testing of audiology equipment, including testing of hearing aids using a Hearing Aid Test Box.</p> <p><b>Key stages 1-5</b> Children and YP with a Mild Sensory Impairment will be prioritised on the basis of their vulnerability profile s this level of hearing impairment has been assessed has having a low impact on CYP.</p> <p>Vulnerable Profile to include: Looked After Children, GRT, in receipt of free school meals/Pupil Premium, is registered as part of ever 6 , is a member of a service family, is a young carer, if the CYP is at risk of exclusion from placement .</p> <p><b>Traded:</b> Transition Packages – CYP with MDVI transitioning from Early Years to Primary, Primary to Secondary and/or Secondary to Post 16. Effective transition arrangements to include Deaf awareness training for staff and peer group. Visits to monitor and assess progress Language development support Environmental assessments and access arrangements Awareness training</p> <p><b>Information can be found in the Babcock Prime e-Store or Service Directory: <a href="http://www.babcockprime.co.uk">www.babcockprime.co.uk</a></b></p>
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## Medical Education Team

### Children Who Cannot Attend School because of Health Needs

Every child should have the best possible start in life through a high quality education, which allows them to achieve their full potential. A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum. As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school.

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

*Ensuring a good education for children who cannot attend school because of health needs: statutory guidance for local authorities, January 2013*

Eligibility Criteria		
CYP Needs	Types of Support Available	Accessing the Service
Physical, social, emotional and mental health needs.	Medical Education Team (MET)	<p>MET is funded by the DSG and recoupment applied at the rate of 80% of the AWPU received by maintained schools / Academies for each individual pupil taught.</p> <p>Charging for pupils attending specialist settings is at full cost recovery.</p> <p>All requests for the service must be accompanied by supporting consultant -led medical evidence.</p> <p>Evidence of previous engagement with appropriate Services e.g. Autism and Complex Communication Needs is essential.</p>

<b>Essential criteria for MET Involvement</b>	<ul style="list-style-type: none"> <li>The Medical Education Team (MET) discharges the statutory duty of Worcestershire Local Authority.in ensuring that pupils who are unable to attend school because of their medical needs have appropriate and ongoing access to education.</li> <li>Schools retain the option to make their own educational provision for pupils with medical needs instead of MET provision.</li> </ul> <p><b>Essential criteria for referral to MET</b></p> <ul style="list-style-type: none"> <li>The child or young person (CYP) must be of statutory school age</li> <li>The CYP must be a Worcestershire resident</li> <li>The CYP must have a medical, emotional or mental health condition which prevents attendance, either full or part-time, for 15 days or more, whether consecutive or cumulative</li> <li>Due to the complex needs and vulnerability of MET pupils, referrals for CYP excluded or in danger of exclusion for disruptive or aggressive behaviour should be made to other agencies</li> </ul>
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	<ul style="list-style-type: none"> <li>• Referrals must be accompanied by supporting medical evidence from a Consultant Paediatrician or other Medical Consultant, a Consultant Child Psychiatrist, a Clinical Psychologist or CAMHS clinician</li> <li>• CYP will be expected to return to their mainstream school when medical involvement ceases / when they are declared well enough to do so.</li> <li>• Families / CYP who unilaterally disengage with medical practitioners or who fail to follow medical advice will cease to be entitled to MET support</li> <li>• For CYP with social, emotional or mental health needs schools must demonstrate that a graduated response, in line with “Ordinarily Available”, has been implemented and been unsuccessful before a MET referral can be accepted</li> <li>• Signed consent must be obtained by the parent / guardian</li> <li>• CYP remain on roll at their mainstream school</li> <li>• Schools are expected to work closely with the MET, providing baseline assessments, curricular information and resources to support the pupil’s continuing education</li> <li>• The school is responsible for entering and managing pupil entry for external examinations</li> <li>• Pupils should continue to have access to their school online learning resources</li> <li>• Schools will be expected to support reintegration at the appropriate time</li> <li>• MET intervention is time-limited and reviewed regularly</li> <li>• For pupils in receipt of home tuition with no progress towards school / group integration medical evidence will need to be updated half-termly. It will be the responsibility of schools or parents to provide such evidence</li> <li>• MET will withdraw, after consultation with all stakeholders, when agreed outcomes have been achieved or if the pupil does not engage with the team or with supporting services.</li> <li>• Provision will also be withdrawn from any pupil who compromises the safety/ wellbeing or educational entitlement of another pupil.</li> <li>• MET places will be withdrawn from pupils who fail to attend agreed provision without good reason</li> </ul>
<b>MET Provision</b>	<p><b>MET will provide:</b></p> <ul style="list-style-type: none"> <li>• Advice to schools on the procedures to be followed when a pupil is absent from school as a result of medical needs</li> <li>• Education from the fifteenth day of absence from school (consecutive or cumulative) or from the first day when illness is recurrent/prolonged</li> <li>• A range of educational provision, tailored to the individual needs of each pupil and detailed in Personal Education Plans</li> <li>• The maintenance of accurate teaching and learning records</li> <li>• Regular monitoring and evaluation of pupil progress</li> <li>• Reports to school on attendance, engagement and pupil progress</li> <li>• Tuition in a range of settings</li> <li>• Reintegration planning and support as appropriate</li> </ul>

	<ul style="list-style-type: none"><li>• Close liaison with schools, parents, individual pupils, medical professionals and other appropriate agencies such as Children's Services</li><li>• Contributions to multi-agency planning and review, including EHCP and Umbrella Pathway as appropriate</li></ul>
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## Learning Support Team

The Learning Support Team is a fully traded service that provides support and advice for children and young people with a range of special educational needs.

The Learning Support Team provides support at universal, targeted and specialist level across all key stages (including Post 16).

Schools and Academies can purchase the service through a Service Level Agreement (SLA).

### Eligibility criteria

CYP Needs	Types of Support Available	Accessing the Service
<p><b>A range of special educational learning needs</b></p>	<ul style="list-style-type: none"> <li>• Named LST Teacher allocated to each school / setting to advice and support.</li> <li>• Assessment to identify strengths, barriers to learning and make recommendations</li> <li>• Specialist diagnostic assessments</li> <li>• Cognitive assessments</li> <li>• Access arrangements</li> <li>• Monitoring and evaluation</li> <li>• Interventions to accelerate progress and remove barriers to learning</li> <li>• Tailor-made programmes matched to pupil needs</li> <li>• Evidence-based specialist interventions</li> <li>• Modelling strategies and approaches</li> <li>• 1:1 tuition</li> <li>• Evaluation of impact</li> <li>• Training to build capacity covering a wide range of special educational needs. These packages are tailored to the individual school's need</li> <li>• Literacy e.g. phonics, handwriting and SPaG</li> <li>• Numeracy</li> <li>• Language and Communication</li> <li>• Dyslexia</li> <li>• ICT</li> <li>• Developmental Coordination Difficulties (DCD)</li> <li>• EAL</li> <li>• Differentiation</li> <li>• Bespoke support and consultancy for individual schools including:                             <ul style="list-style-type: none"> <li>• Advice and consultation service</li> <li>• Modelling of good practice</li> <li>• SENCO support</li> <li>• Delivery of "Ordinarily Available"</li> </ul> </li> <li>• Support schools in meeting requirements of the SEND Code of Practice and other legislation</li> <li>• Advice and support with implementation of Worcestershire Dyslexia Pathway, Speech, Language and Communication Needs Pathway and Dyspraxia Pathway</li> <li>• Supporting schools in making the best use of Pupil Premium and notional SEN budget</li> </ul>	<p>Referrals made directly to the Learning Support Team by purchasing schools/academies</p>