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Who are we?

Our team consists of: Teachers for Children with a Hearing Impairment and Special Support Assistants.

Who do we support?

Within the Tameside Local Authority there are approximately 200 children and young people with a hearing impairment who are known to our service and who receive some form of support.

What do we do?

Here at Tameside we support children and young people with Hearing Impairments/Deafness from birth or as soon as the impairment is diagnosed or identified.

To ensure we achieve this we work with parents/carers as soon as possible after the initial diagnosis. We share information with regards to services available and help them to promote their child's development. We also offer small group family sessions for our early years children where parents/carers and their children can come together and meet others and participate in a range of activities and discuss any issues with members of the team.

We work in a range of settings. Early years both in the home and nurseries/schools. In mainstream primary and secondary schools and also in a range of special schools. We provide inset and training to staff and parents/carers. We offer advice on inclusive strategies and where appropriate direct teaching of specialist skills. This includes a range of communication skills, BSL (British Sign Language), IT skills, social, independence and listening skills dependent on the needs of the child and the setting they are in.

We carry out specialist assessments and contribute to the Local Authority statutory assessments where this is appropriate. We work as part of the Pupil Support Services alongside other professionals to ensure the correct support is offered for each family on an individual basis according to need.

Our Values and Aims

Our philosophy is that all children and young people should have the same opportunities to succeed, reach their potential and go beyond. We want every child to have the best possible quality of life. The team is dedicated to providing a high quality level of support to ensure each family is able to make decisions based on informed choice.

What Area Do We Cover?

We cover the whole of the Tameside Local Authority: Ashton-Under-Lyne, Audenshaw, Denton, Droylsden, Dukinfield, Hyde, Longdendale, Mossley and Stalybridge

Who can access our service?

Any child or young person from 0 to 16 years old with a hearing impairment and 16 to 18 years with a hearing impairment dependent on need.

How are children and young people referred to the service?

Many of our referrals come directly from the Audiology department at Tameside Hospital via Dr Marsden. However anyone who has a concern about a child or young person can refer them to the service this includes, parents, health visitors, teachers, social workers, therapists, speech and language therapist etc.

What happens after the referral is made?

Each referral is allocated to a Teacher for Children with Hearing Impairment. At this point parental consent will be needed before an initial visit and assessment can be carried out. Once a visit has been made to your child in the home or setting and on completion where necessary of the NATSIP eligibility criteria we will inform the family and the referrer of the outcome. Where we feel a referral does not meet the required criteria for us to participate then we will do our best to signpost and provide additional information which may support the parent/carer or professionals working with the child or young person.

How do we communicate with service users?

We communicate directly with parents/carers throughout the time we work with the family. Parents/carers are able to contact the service where they have concerns or questions and we aim to deal with these in a timely fashion. We have a strategic development group CHSWG-childrens hearing services working group. The group is made up of parents and professionals including Teachers of the Deaf, social care and the Audiology Department.

What qualifications do the staff have?

Every child is allocated a Teacher for Children with Hearing Impairment. All the teachers hold mandatory qualifications in hearing impairment. If they are training then until they are qualified they are supervised by a qualified specialist. We also employ Special Support Assistants who have undergone training to very high standards to ensure they are able to support the children and young people appropriately. All staff hold Level 2 BSL (British Sign Language). In addition we have two members of staff one who has Level 4 BSL and one who has Level 6 BSL. We also have a lady who works as a Deaf Role Model and supports our pupils who need more intense BSL support.

All staff attend regular high quality training to ensure they are up to date with developments and opportunities to continuously develop their skills. They are supervised by the Head of the Sensory Support Service Michele Eaton Teacher for Children with Hearing Impairment.

What is available from the service?

Early Years

We currently employ two Teachers for Children with Hearing Impairment to work with our early years children. We carry out an initial assessment of needs and identify strategies, skills and suitable activities to ensure progression.

Depending on the outcome of this assessment we may provide the following:

1. Information to parents this can include but is not exhaustive
2. Understanding the child's type and degree of hearing loss and the implications of this
3. Communication options that are available
4. Use and maintenance of hearing aids, cochlear implants, FM systems
5. Signposting parents/carers to other agencies
6. The professionals available and their roles
7. The services that are available and how to access them
 - Opportunities to meet other parents/carers
 - Offering joint visits for hearing aid fitting and cochlear implant appointments
 - Offering and supporting an informed choice
8. Supporting parents/carers with advice about the development of their child and providing suitable individual programmes of need.
 - Interaction and communication skills
 - Developing language and listening skills
 - Baby and family signing/BSL
 - Learning through play and story telling
 - Monitoring progress/monitoring protocol

9. Working with other professionals

- With parent/carer permission sharing information with other professionals involved
- Where appropriate being the lead professional for a family
- Raising awareness of the needs of the child and the family in Early Years settings and providing advice and strategies to meet these needs

10. Access to our Deaf Role Model

11. Supporting transition from home to nursery or early years setting and then from there into school.

Education, Health and Care Plans

The team will be involved in providing evidence and reports for an EHC plan if it is determined your child needs one. An EHC plan brings your child's education, health and social care needs into a single, legal document. The referral form and the Hopes and Aspirations form can be found at:

<http://www.tameside.gov.uk/sen/guidance/assessments>

Transition periods

Once children move from the Early Years setting to school there are three main options to choose. Again support levels are determined by using the NATSIP eligibility criteria alongside the professional assessments and advice from the Teacher for Children with Hearing Impairment.

1. The child will need minimal support and will be placed on the Supervisory Caseload where they will be visited in school once or twice a year and more where requested. may include children in Special Educational Settings. They will also receive extra support at periods of transition Nursery to School, Primary School to Secondary School and Secondary School to Further Education. These children will come under the General Provision in the table below.

2. Where a child needs weekly support from a Teacher for Children with Hearing Impairment this will range from 1 to 5 hours per week dependent on need. This may include children in Special Educational Settings. There may be individual circumstances when a child will receive more than 5 sessions a week in a mainstream setting but this will be determined on an individual assessment of need. These children will come under the Targeted Provision in the table below.

3. Where children need more specialised and individual support from a Teacher for Children with Hearing Impairment we would discuss with parents/carers the child attending either the primary or secondary Resource Base or a special school. Also where children need more support than would be possible to give in a mainstream setting. These children will come under the Individualised Provision in the table below.

4. Once children move on from Secondary to Further Education the team work with the new provider to offer support for transition and advice and guidance as to how their needs will best be supported.

Primary Secondary Support

Area of Provision	General Provision Provision available to the child or young person Supervisory	Targeted Provision Provision provided to the child or young person Mainstream	Individualised Provision The child or young person needs a more personalised provision Resource Base/Special
Assessment Planning and Review	<p>Education Early Years - Access to EY provision, children's centres School age - Access to education and participation in extra curricular activities Educational settings Staff have opportunities to access CPD to develop awareness of meeting the needs of CYP with SI Staff are aware of indicators of SI Referring to outside services and signposting Planning demonstrates how CYP's diverse needs are met Sharing information about assessments required, planning and review processes Accessing teacher of deaf with mandatory qualifications and up to date, CPD Involving teacher of deaf in monitoring progress and planning Implementing recommendations from teacher of deaf Organising and contributing to reviews, IEP's etc</p>	<p>Assessment carried out by teacher of deaf to identify needs, e.g. - Assessment of access to the curriculum - Language – receptive and expressive - Radio systems Monitoring of progress by teacher of deaf - Early Support monitoring protocol for deaf children - Language skills and alternative means of communication: sign supported English - Access to the curriculum - Development – based on areas where SI impacts more significantly Providing recommendations about levels of support and interventions required Contributing to assessments required for EHCP, IEPs, etc. Produce sensory profiles or pupil inclusion plans with information about strategies required to include the pupil Produce yearly plans with information about desirable long term outcomes and what support is in place to achieve it. Regular review of yearly plans, pupil inclusion plans and sensory profiles Contributing to school assessments. Contribute to multi agency assessments not necessarily specific to SI Planning transition between key stages and into HE/FE</p>	<p>As targeted Provision plus On-going assessment of specialist areas Joint planning with educational settings to ensure access to the curriculum (according to service criteria) Individual programmes of work in specialist areas – targeted interventions to develop specialist skills Assessment and Personalised planning to meet individual needs Contribution to provision mapping Regular review of provision maps and levels of support required</p>

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Teaching Curriculum and Inclusion	<p>Quality First teaching Educational settings are aware of how to refer pupils with SI Staff access CPD to raise awareness of good practice in meeting the needs of CYP with SI Access to a broad curriculum that takes into consideration a range of needs Consideration of pace to include pupils Teaching methods that take into consideration learning styles Single Equality Duty – takes into consideration access to the curriculum - ensuring strategies, materials, resources and specialist equipment are available. Opportunities to access outside school activities, e.g. clubs</p>	<p>Core training to staff in setting (initial training, refreshers at transition between key stages and annual meeting with new CT / SENCO) Transition support between settings Pupils with SI are included in their class/lessons as much as possible – there is consideration of the objectives of activities and how much pupil benefits from them Advice on adaptations / modifications required to access the curriculum and promote inclusion Undertake risk assessment and support others implementing any health and safety requirements Visits to educational setting (according to service criteria) Work with EY settings and schools (mainstream and special) to meet the needs of CYP with SI: - provide information, e.g. about interpreting behaviours/meaning, understanding issues around communication / exploration and learning, etc - advise on strategies, adaptations and modifications needed, - provide on-going training, e.g. strategies, use of IT, - technical support (e.g. hearing aids, radio systems, specialist equipment, as appropriate) - Support transfer into EY settings and schools Access to trained teaching assistant support (depending on the setting some of this is funded by the setting and some of it may be funded through high needs block held by LA) to: - mediate the environment as advised by teacher of deaf, provide pre and post tutoring - implement programmes of work - produce resources and adapt/modify materials - ensure safety - liaise with teachers to contribute to monitoring of progress - mediate social interaction - promote independence</p>	<p>As Targeted provision plus Regular visits – according to service criteria: - higher level of ongoing training and support (e.g. modeling/discussions with staff, etc). - direct work with pupil by a teacher of the deaf including additional curriculum areas: - language skills - ICT - social skills development - study skills - organisation of the environment to promote independence - small group activities to promote learning and inclusion Access to personalised curriculum including specialist curriculum, may require flexible timetabling to meet Balanced curriculum through involvement of CYP, family, teacher of deaf, (other professionals if applicable, e.g. therapists) and setting in decision making Access to trained teaching assistant support as targeted support plus (depending on the setting some of this is funded by the setting and some of it may be funded through high needs block held by LA): - higher level of need likely to require more significant modifications/adaptations, - implement programmes of work in specialist areas of the curriculum</p>

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Environment And Resources	<p>Single Equality Duty – takes into consideration access to the curriculum</p> <p>Access to resources available to CYP within their setting</p> <p>Access to some specific resources required to meet CYP's needs,</p> <p>Access to equipment required to produce adapted resources, e.g. laminator, etc.</p> <p>Access to technical support</p> <p>Equipment on loan for the pupil is maintained, managed, insured and used effectively.</p> <p>Access to appropriate storage for resources and equipment</p>	<p>Advice is provided to ensure the environment is accessible to CYP with SI - Environmental audits maybe carried out to advice on reasonable adjustments such as changes to lighting, improved acoustics, etc.</p> <p>Advice on management of the visual and listening environment</p> <p>Advice on resources and equipment:</p> <ul style="list-style-type: none"> - consumables and small pieces of equipment that support CYP's needs, e.g. sound absorbing table cloths, etc, - hardware / software required - Some equipment as stated in assessments carried out by 	<p>Advice is provided to ensure the environment is accessible to CYP with SI - Environmental audits maybe carried out</p> <p>Provide advice on environment management to meet the specific needs of the pupil, access to specialist equipment/resources and storage requirements</p> <p>Opportunities to trial equipment</p> <p>Access to specialist equipment as stated in assessments carried out by teacher of deaf</p>

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Independence social development	<p>Staff access CPD in this area enabling them to understand levels of frustration and tiredness that CYP with sensory impairment experience. Awareness of signs that show a higher level of need for support in this area and are aware of referral processes for CYP with mental health difficulties (CAHMS, deaf CAHMS, etc) or social emotional development needs.</p> <p>Promotion of inclusion, the development of self esteem and independence and is aware of the impact of isolation for CYP with SEN</p> <p>Provision of SEAL (social and emotional aspects of learning)</p> <p>Access systems available in schools such as mentors, circle of friends (this will vary from school to school)</p> <p>Opportunities to develop independence</p> <p>Opportunities to discuss personal issues and experiences – things CYP may be finding difficult</p>	<p>Provide information to ensure CYP understand their condition in a way that is appropriate for their age</p> <p>Provide information about social events organised by the service, voluntary organisations, etc. including holiday schemes and sports activities</p> <p>Provide opportunities to meet other CYP with sensory impairment.</p> <p>Provide opportunities to discuss personal issues and be supported in developing appropriate social skills, resilience and independence.</p> <p>CYPs and their parents/carers involvement in planning and reviewing support to meet their needs.</p> <p>CYP's views are taken into consideration when deciding on delivery methods of support.</p> <p>Support is organised and planned in a way that focus on developing independence and reaching long term positive wider outcomes for CYP</p>	<p>As targeted plus:</p> <p>Provide individual programmes of work to develop specialist curriculum, e.g. social skills, independence skills, etc.</p> <p>Provide individual tuition for pre-tutoring of some PSHE curriculum, e.g. some aspects of sex education to build CYP understanding before they access group input in these areas.</p> <p>Access role models to promote self esteem and raise aspirations</p>