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**Manchester City Council  
Report for Resolution**

**Subject:** Children and Young People Scrutiny Committee – 6 December 2016

**Subject:** Changes to Lancasterian Sensory Support Service

**Report of:** Director of Education and Skills

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**Summary**

This report outlines proposed changes to the Sensory Support Service which the Local Authority commissions from Lancasterian School. These changes will improve and clarify the offer of provision to children and young people in the city with a sensory impairment and ensure that the Sensory Service is more aligned with services and provision for children and young people in the city with Special Educational Needs/Disabilities (SEND). The proposed changes will also reduce the overall cost of the commission which will release funding within the High Needs Block of the Dedicated Schools Grant to be used for additional special school places to meet rising demand and enable the Sensory Support Service going forward to operate within budget.

**Recommendations**

Scrutiny Committee is asked to note the report.

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**Wards Affected:** All

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**Financial Consequences – Revenue**

The Local Authority has a planned £65m budget from the Dedicated Schools Grant (DSG) for education provision for children and young people with high levels of Special Educational Need and Disability (SEND). This now includes young people with SEND up to the age of 25. The vast majority of this budget is allocated to schools, colleges and specialist providers including special schools to make provision for children and young people with high levels of SEND. To date this budget has not been linked to population growth, unlike other parts of the DSG. As the school population has increased, demand for places in all schools including special schools in the city has also increased, which has put significant pressure on this budget.

The Sensory Service budget is a total of £3.1 million through a Service Level Agreement with the Local Authority. This paper outlines an initial proposal which would save £411k from this budget and, following consultation already undertaken, a new proposal has been developed for consultation which would save £275,510 (full year saving). This would be available from April 2018 to allow for further projected growth in special school places and support in mainstream places within the high needs budget.

## **Financial Consequences – Capital**

None

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### **Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

The following report was provided to the Director of Education and Skills requesting permission under his delegated authority to begin consulting on proposals in relation to provision to children with special educational needs /disability

- Lancasterian Sensory Support Service Redesign – 22<sup>nd</sup> April 2016

## **1.0 Introduction**

1.1 Manchester local authority offers a wide range of specialist services and provision for children and young people with special educational needs or disability (SEND) within the city which includes inclusive mainstream schooling, mainstream schooling with support, resourced mainstream schools and a range of special school provision for children and young people with different types of need. The range of specialist services to support children and young people with SEND and the numbers and type of specialist places provided in the city are continually under review to ensure that there is a sufficient supply of places to meet demand and that specialist schools and services are able to deliver good outcomes for children and young people with SEND.

1.2 This paper outlines an initial proposal which, following consultation already undertaken, has been developed and amended to form a new proposal for consultation. These changes will improve and clarify the offer made by the Sensory Support Service to children and young people with a sensory impairment; will mean that going forward the Sensory Support Service will be able to deliver a service within its allocated budget; and will reduce the overall cost of the Sensory Service which will mean that there is some additional funding within the High Needs Block of the DSG which can be used to meet increasing demand for special school places in the city. The proposed changes advocate a strengths based approach to ensuring that outcomes for children with a sensory impairment are improved so they are able to achieve their potential and that children and their families are empowered. This supports the principles described in Our Manchester and the All Age Disability Strategy.

## **2.0 Background**

2.1 The Special Educational Needs and Disability Code of Practice published in 2015 states that Local Authorities must keep their educational and training provision under review including sufficiency of that provision. When considering any reorganisation of SEN provision, decision makers must make clear how they are satisfied that the proposed alternative arrangements will lead to improvements in the standard, quality or range of educational provisions for children with SEND.

2.2 Since 2011, Lancasterian School has been commissioned by Manchester City Council through a Service Level Agreement (SLA) to provide a city wide Sensory Support Service. Prior to this the Sensory Support Service was managed by One Education when it was one of the services transferred from the Council when One Education was established. The Service is funded through the high needs funding block held centrally from the Dedicated Schools Grant (DSG). Since 2011, the value of this SLA has been £3.1 million annually. In addition, the service budget includes £100,000 from Alma Park Primary to fund some of the sensory staff based at the school. This funding is provided to Alma Park by the Local Authority because it is a designated resourced provision. The Sensory Support Service has not be reviewed since 2011 when it transferred to Lancasterian School

2.3 The Sensory Support Service supports all children and young people who have a sensory impairment such that additional support and/or advice are required, at home,

in nursery settings and in primary, secondary and special schools. The age group supported by the Service ranges from birth to leaving school provision, ie 16 or 19 depending on provision.

2.4 The service currently offers:

- Direct teaching and support for children and young people with a sensory impairment
- Advice and information regarding education
- Training school staff on teaching children with a Sensory Impairment
- Family support to families of children with a sensory impairment
- Independence development
- Hearing Technology support
- Provision of, and training in, the use of assistive technology for visually impaired children and young people
- Multi agency partnership working with education, health, social care and voluntary sector

Appendix 1 provides a full picture of the Sensory Service offer.

2.5 The Sensory Service currently provides support to 566 children and young people with different levels of Hearing Impairment (HI) and 369 children and young people with Visual Impairment (VI). The severity of condition and degree of support required varies.

TABLE – numbers of children with a Visual Impairment/Hearing Impairment by age range and/or severity

Hearing Impairment including Multi sensory impairment : Teacher Support		
Teacher Support	School Age	Early Years
Resource Base	29	
2+ visits per week	14	5
Weekly	45	35
Monitor (Half termly, Termly, + hearing aid check)	302	83
Special School	53	

Visual Impairment including Multi sensory impairment: Teacher Support		
Teacher Support	School Age	Early Years
2+ visits per week	13	
Weekly	29	10
Monitored (annual, bi-annual, termly, half termly, monthly or fortnightly)	134	34 some will also have weekly teaching assistant support, all will have at least 1 short term programme of teaching assistant support for a block of 6 weeks
Special school monitor	137	

### **3.0 Assessment for allocation of support from the service**

#### **3.1 Hearing Impairment**

3.1.1 The team has developed its own weighting form which allocates support based on an assessment of the following factors and in discussion with a teacher of the deaf and senior manager

- Degree of impairment
- Additional factors linked to the hearing impairment
- Delay in amplification
- English as an additional language
- Total communication requirement
- Learning level – this uses National Curriculum Speaking and Listening levels

#### **3.2 Visual Impairment**

3.2.1 This team has used various versions of a NatSIP (National Sensory Impairment Partnership) Eligibility Framework (this will be described later in the report) and in discussion with a qualified teacher if visual impairment and senior manager.

#### **3.3 Multi Sensory Impairment**

3.3.1 NATSIP Multi sensory impairment Eligibility Framework is used for children with MSI and is discussed with a teacher of the deaf, visual impairment lead for early years and a senior teaching assistant with experience of MSI.

### **4.0 Specialist provision**

4.1 The majority of children and young people supported by the Sensory Service attend mainstream schools. However, the Service also provides support to 190 children and young people who attend Special Schools.

4.2 Within the continuum of provision, there are also three primary schools with resource bases for children with a more severe hearing impairment. Only one of these, Alma Park Primary School is formally designated as a resourced provision for up to 14 children and these children are in addition to the school's planned admission number (PAN). The other two primary schools, St Andrew's C of E ( Levenshulme) and St John's C of E ( Longsight) have never been formally designated as resourced provision and the children who attend these schools because they have a hearing impairment are included in both schools' planned admission numbers and standard admissions process.

4.3 In November 2016, the numbers of children attending the primary resource bases are:

- Alma Park Primary – 7
- St John's C of E Primary– 9
- St Andrew's C of E Primary - 6

4.4 All of these bases are staffed directly by the Sensory Support Service which provides both teachers and teaching assistants, as well as support from the educational audiologist and hearing technicians.

4.5 The Sensory Support Service also provides staff for a secondary resource base

for young people with a hearing impairment at Manchester Academy. This base currently has 7 young people attending.

## 5.0 Current Staffing

5.1 The total staffing for the Sensory Service is as follows:

- 74 (65.1 fte)
- 1 Head of Service
- 1 Service Support Manager

## 5.2 Team for Hearing Impaired Children

- 17.6 x fte Teachers of the Deaf (0.8 Senior Manager, 1 Educational Audiologist, 0.8 Early Years Lead, 0.8 Complex Needs Lead, 6.2 fte Peripatetic Teachers, 8 fte Base Teachers.) Actual number of teachers - 20
- 2 x Teaching Assistants (TA) 4s – 1 TA Lead, 1 Audiology Lead
- 12.4fte Teaching Assistant 3s – 1 all year round peripatetic, 7.2 all year round base, 4.2 term time only base – actual number of TA3s 14
- 6.1fte Teaching Assistants 2s term time only – actual number of TA2s – 6.1
- 1 fte Family Support Worker
- 2 fte Hearing Technicians
- 0.5fte Speech and Language Therapist

Total number of staff within the Hearing Impaired Team: 48 (41.6 fte)

## 5.3 Team for Visually Impaired children

- 7.6 fte Qualified Teachers of the Visually Impaired (0.6 Early Years Lead, 1 Primary Lead, 6 peripatetic teachers). Actual number of teachers – 9
- 2 x TA4s – 1 TA Lead, 1 Multi Sensory Impairment Lead
- 6.9 fte TA3s – all peripatetic – actual number of TA3s – 8
- 1 x fte ICT & Resource Officer
- 1 x fte Data & Resource Officer
- 1 x fte Family Support Worker
- 2 x fte Mobility and Habilitation Officers

Total number of staff within Visually Impaired Team: 24 (21.5 fte)

**5.4 The numbers of staff currently allocated to each resource base is as follows:**

### Alma Park

- Teachers of the Deaf: x3 (1.6 fte)
- Teaching Assistant 3 all year round x3 (2.8 fte)
- Teaching Assistant A3 term time only x1 (0.4 fte)
- TA2 term time only x1 (0.6 fte)

### St Andrew's

- Teachers of the Deaf: x2 (1.6 fte)
- Teaching Assistant 3 all year round x2 (1.8 fte)

- Teaching Assistant 2 term time only x3 (3fte)

#### St John's

- Teachers of the Deaf: x2 (1.6 fte)
- Teaching Assistant 3 all year round x2 (1.6fte)
- Teaching Assistant 3 term time only x2 (2fte)
- Teaching Assistant 2 term time only x1 (0.5 fte)

#### The Manchester Academy

- Teachers of the Deaf: x2 (1.2 fte)
- Teaching Assistant 3 all year round x1 (0.3 fte)
- Teaching Assistant s term time only x2 (1.4 fte)
- Teaching Assistant 2 term time only x2 (2 fte)

5.5 Teaching staff within the Sensory Service are required to have at least one of the following mandatory qualifications: Teacher of the Deaf (TOD), Qualified Teacher of the Visually Impaired (QTVI) or Qualified Teacher of the Multi-Sensory Impaired. . Currently, one teacher is training to be a TOD and the rest have one of the above qualifications.

5.6 Since September 2015 to February 2017, the Service will not have replaced 6.7fte staff in order to ensure that the Service remains within its allocated budget. However, in this time it has not changed its offer or method of delivery and this will become unsustainable going forward.

### **6.0 Outcomes for children and young people with a Sensory Impairment**

6.1 Overall outcomes for children with a sensory impairment fluctuate as there are often very small cohorts across a year group.

6.2 In 2016, children with a hearing impairment attending a mainstream school achieved significantly below Manchester and national averages for expected standard in reading, writing, maths and science at the end of key stage 1. In key stage 2 the gap between children with a hearing impairment and all Manchester children and national average is narrower in all subjects except for writing where it remains the same but is still significantly lower than for other children. In key stage 4 outcomes for hearing impaired children improved significantly from those in 2015. There were 19 pupils in this cohort and they achieved slightly higher than Manchester average on the new attainment 8 measure but slightly below on 5 A\* to C GCSE including English and Maths.

6.3 For children with a visual impairment attending a mainstream school the gap between outcomes at the end of key stage 1 and 2 and all Manchester children and national average was greater than for children with a hearing impairment in all subjects apart from maths in key stage 1 where the gap was almost the same; (for both year groups this was also a much smaller cohort of children). There was a very small cohort in year 11 (5 children) in 2016, however, a higher percentage of this cohort achieved 5 A to C GCSE including English and Maths and attainment 8 than all Manchester children and national average.

## 7.0 Comparison with other Sensory Services in the North West

7.1 There is wide variation nationally in the provision of Sensory Services; including variation in levels of funding and size of service; eligibility criteria; allocations of support. The SEND Code of Practice published in 2015, states that ‘many children with vision impairment or hearing impairment or a multi sensory impairment MSI, will require specialist support and/or equipment to access their learning or habilitation support. The Code also lists specialist teachers with a mandatory qualification for children with hearing and vision impairment as one of a range of local specialist services available to work with schools to support children with SEND.

7.2 Manchester has compiled the list below of North West authorities which provided information on local funding for Sensory Services in July 2016 and the numbers of children accessing the service. Manchester spends more per pupil than most other local authorities that have provided full data. Manchester also spends more on its Sensory Support Service than any other NW authority, although it also has the highest caseload. This, however, could also be attributed to the fact that the service has the capacity to provide a service to children with a wider range of sensory impairment than in other areas.

Local Authority	Budget (£m)	Number of service users	Approx cost per user
Bolton	1.087	tba	
Bury	0.928	335	2,770
Calderdale	0.764	500	1,528
Cheshire East	0.886	467	1,897
Knowsley	0.699	tba	
Oldham	0.915	tba	
Manchester	3.083	875	3,428
Sefton	0.791	525	1,506
Stockport	1.343	652	2,059
Tameside	0.914	306	2,986
Trafford	1.229	336	3,657
Warrington	0.240	tba	

7.3 There is not an agreed national model for assessing need, allocating or providing support. However, a group of leaders of Sensory Services have worked together to establish a framework for helping teachers and services develop consistency in the way they assess needs – taking into account the whole child and the impact of their sensory impairment. This is called NatSIP (National Sensory Impairment Partnership) Eligibility Framework for Scoring Support levels. Evidence shows that 71.7% of the Services for visually impaired children across England use the NatSIP framework to assist in allocating support to children and 75% of the services for hearing impaired children use NatSIP framework to allocate support but again the models of organisation of services varies.

## 8.0 Rationale for making changes to the Sensory Support Service



8.1 In discussion with the Local Authority, the Sensory Support Service was asked to consider if improvements could be made which would impact positively on outcomes for children and young people with a sensory impairment, particularly those in mainstream schools, and to develop a sustainable and clear model of delivery in line with other Sensory Support Services nationally.

8.2 A further reason for the change was because of pressures on the high needs block within the dedicated schools grant (DSG) which is used to fund education provision for special educational needs/disability within the city. The sustained and significant growth in the school population over recent years has meant that the numbers of children and young people with Education Health and Care plans has increased and now accounts for 2.9% of the overall school age population (compared to previous years when it had been 2.8%). There has also been increased demand for special school places which although this has remained broadly in line with the growth in mainstream school places has meant that over the last 3 years a significant number of additional specialist places have been created through new mainstream resourced provisions, as well as special school expansions, a new special school and temporary accommodation. Funding through the High Needs Block has not increased to reflect the growth in the school population (as it has in the Schools Block of the DSG). This has meant that funding for additional specialist places to meet demand have put pressure on this funding which will be insufficient going forward to enable growth of the special school sector to meet projected needs. Finding efficiencies from within the Sensory Support Service would enable some of these additional special school places to be funded.

8.3 There are also increasing costs within the Sensory Support Service (as there are with schools and other educational establishments) including increased National Insurance, pension contributions and annual pay awards, along with rising costs of equipment.. In order to remain within its existing budget, the Service has had to make some savings since September 2015 including not recruiting to vacant posts. This has been done without changing the overall Service Level Agreement or current operating model for the service but this approach is not sustainable in the medium to longer term.

8.4 The SLA for the Sensory Support Service has not been reviewed since the Special Educational Needs and Disability reforms which were implemented through the Children and Families Act 2014 and supporting Code of Practice. There are consequently many things that have been in place in the Local Area as a result of these changes which duplicate some of the services provided by the Sensory Support Service eg Local Offer, Information, Advice and Support Service, Parent Engagement Team, Parent Carer Forum and this also needed to be considered.

## **9.0 Options considered**

9.1 A number of options have been considered before developing the high level proposals outlined below. These include:

- An All Age Sensory Service – bringing together adults and children’s sensory services
- Going out to tender for a Sensory Support Service
- Combining with the Sensory Service provided by another GM Authority.

9.2 These alternative options have been discounted at this stage based on the view that initially changes should focus on developing and rationalising the continuum of support and provision made by the Sensory Support Service whereas the alternatives focus on options for longer term management/organisational arrangements.

## 10.0 The Proposed Approach

10.1 A proposal was developed to make some changes to the Sensory Support Service which would impact on the continuum of provision provided by the Sensory Support Service and the offer to children with a sensory impairment and their families. These were high level options which were consulted on from 8<sup>th</sup> June 2016 to 21<sup>st</sup> July 2016.

10.2 The proposals which were consulted are outlined below.

## 11.0 Changes to the Assessment model

11.1 The Sensory Support Service has reviewed the current provision model alongside alternative recommendations for provision from **NatSIP** (National Sensory Impairment Partnership)<sup>1</sup>, **VIEW** (the Association of Qualified Teachers of the Visually Impaired), the **Royal National Institute for the Blind**<sup>2</sup>, **BATOD** (Association of Teachers of the Deaf) and the **National Deaf Children's Society**<sup>3</sup>. The proposals for a new model will deliver sensory provision in a different way, whilst maintaining the Council's statutory obligations and meeting the needs of children and young people in the city.

11.2 It was proposed that the Sensory Support Service will move to full use of the NatSIP framework to assess eligibility for support in 2016, with full implementation of support levels being put in place by September 2017. The assessment criteria use a broader range of factors than currently used, which takes into consideration such aspects as:

- Degree of sensory impairment (SI)
- Impact of sensory impairment on language, communication and access to the wider curriculum
- Use of hearing amplification or development of habilitation skills
- The support needs of children and young people with sensory impairment to use equipment effectively
- Training requirement for family or setting
- Transition between settings and into further education
- The learning environment

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<sup>1</sup> NatSIP Eligibility Framework for Scoring Support Levels

<sup>2</sup> VIEW RNIB Caseload Management Guidance

<sup>3</sup> NDCS Quality Standards: Resource Provisions

- The impact of SI on the child or young person's personal, social and emotional learning
- SI teacher involvement in any multiagency liaison

11.3 The NatSIP Eligibility Framework would be used by qualified teachers of deaf (TOD) or visually impaired (QTVI) children as part of a full assessment of need to give an indication of the level of support required. The allocation of support would then be agreed through professional discussion and reviewed and reassessed at least annually.

11.4 The proposals also include the Sensory Support Service providing an enhanced package of support and training for schools to ensure that all sensory impaired children receive appropriate levels of support on a continual basis, as opposed to only receiving specific support in the sessions provided by the Sensory Support Service.

## **12.0 Resource bases**

12.1 In addition to changing the assessment criteria, the proposals included closing two resource bases for hearing impaired pupils at St Andrew's and St John's Primary Schools which are not formally designated. The staff supporting children in these bases work for the Sensory Service and not the individual schools. This would leave Alma Park which is formally designated as a specialist resourced provision as the main primary resource provision for hearing impairment and Manchester Academy as the secondary provision for the city. All three primary schools are in close proximity and there are relatively small numbers of children at each base which all need to be staffed by the Sensory service. The proposal would therefore consolidate specialist staff and practice in one mainstream school.

12.2 This would impact on 11 children attending these 2 provisions in 2017. All pupils are undergoing assessment of their needs and their Education, Health and Care (EHC) plan which will highlight the outcomes pupils are expected to achieve and the most appropriate provision required to support them to achieve. Parental preference is paramount in the naming of the placement in the EHC plan. The options for these children will be to stay in their current schools with support from the Sensory Service, move to Alma Park, or move to their local school with support from the Sensory Service. The EHC plan will set out the level and type of support the Sensory Service and their school will provide, with the resource provided by the local authority from the high needs budget. The Sensory Service will continue to provide specialist teaching and support for children for whom this is required.

## **13.0 Specialist equipment and services**

13.1 It was proposed that the Sensory Support Service would continue to maintain a specialist team who would be able to advise on the maintenance, management and use of specialist equipment to support children and young people's learning and interaction. The Hearing Impairment Audiology team is already well developed and embedded in the Service; the Visual Impairment team would be strengthened and further developed to provide an equitable provision of equipment and resources for children with a visual impairment.

## **14.0 Speech and Language Therapy**

14.1 The proposals included maintaining the existing level of Specialist Speech and Language therapy provided through the Sensory Support Service (0.5fte). It was viewed that the specialist assessment and programmes of work provided are vital alongside Teachers of the Deaf to develop speech. This supplements the 1.5 days of specialist support provided each week through the NHS.

## **15.0 Habilitation**

15.1 The proposal included reducing the current habilitation offer from 2fte to 1fte by ending the existing SLA with Blind UK which provided an additional 1fte support. The in house habilitation officer would be retained in the Service.

## **16.0 Resource and data officer**

16.1 It was proposed that this post (1fte) is disestablished and the functions would be fulfilled by Service managers.

## **17.0 Family Support**

17.1 The proposals included reducing family support by 1fte (0.5fte from visual impairment family support worker and 0.5fte from hearing impairment family support worker). The focus for family support would be for families with children in early years and also with newly diagnosed children and young people which is what is specified in the SLA and commissioned by the Local Authority. However, current practice has been to continue a high level of support to school age children long after diagnosis and there are other services available in the Local Authority and voluntary sector available to provide this longer term support.

## **18.0 Multi Sensory Impairment (MSI)**

18.1 The proposals included increasing provision for children with a multi sensory impairment (MSI) by appointing a part time teacher with the mandatory MSI qualification to this role. Currently the service has a teacher of the Deaf who leads on additional needs with a qualification in MSI, an Early years teacher for Visual Impairment and a Teaching Assistant lead for MSI who meet to assess and determine support allocation using NatSIP framework for MSI. The children with MSI are allocated both a TOD and QTVI time. Specialist assessments are carried out by a specialist voluntary sector organisation, alongside staff who know the children and their families.

18.2 Implementation of these proposals would mean there would be a direct reduction in the amount of teachers and teaching assistants provided by the service to directly deliver teaching and support sessions for children in their setting. It is estimated that the new model of delivery would require approximately 20 fewer staff across the service.

18.3 These proposals would ensure that standards continue to meet or exceed

statutory requirements whilst achieving approximately £411k of savings on the total £3.1m commission. The Sensory Service would be streamlined to ensure that children are receiving a greater degree of support from their mainstream settings on a continual basis.

## **20.0 Consultation**

20.1 The consultation period was initially planned to be from 8<sup>th</sup> June to 6<sup>th</sup> July 2016 but was extended to 21<sup>st</sup> July in response to a number of requests. The list of consultees who received a letter about the proposed changes is included in appendix 2. Consultees were asked to respond to the proposals online. Consultation also included three face to face meetings with parents of children who receive support from the service, meetings with parents of children who attend the resource bases, meetings with headteachers of the schools with resource bases and a discussion with special school headteachers. There was also a consultation meeting with all staff and staff from the service provided a response to the proposals.

20.2 A small number of individual responses were received from pupils who currently attend St Andrew's School or had previously attended the school, via their teacher. The pupils all wrote positively about the support provided by the staff and the learning environment and were opposed to closing the resource base at the school.

## **21.0 Outcomes of Consultation**

21.1 There were 281 responses to the online consultation in addition to direct responses: the list of those who responded directly is available on request. The full set of responses are available for viewing on request. There were several main themes and issues which were raised through the consultation and these are:

- Proposal to close 2 resource bases
- Changes to the assessment criteria
- Changes to support and capacity of mainstream schools to meet the needs of children with a sensory impairment
- The role of the VI or HI teacher
- Changes to Family Support
- Special School support
- Multi sensory impairment
- Early Years
- Habilitation and access to specialist equipment and services
- Management of service

22.2 Each of these themes will be looked at in turn and include a response to the consultation feedback.

## **23.0 Proposal to close 2 primary resource bases**

### **23.1 Feedback**

The feedback from online consultation on this aspect of the proposal is shown in the table below.

Agree	4
Disagree	33
Don't know	12
Neither agree nor disagree	24
Strongly agree	6
Strongly disagree	190
(blank)	12
<b>Grand Total</b>	<b>281</b>

23.1.1 The top three reasons why people strongly disagreed with the proposals to change the resource bases are as follow;

1. Negative impact on the HI/VI child (113)
2. Protesting at cuts to most vulnerable (84)
3. Jobs losses – (31)

### **23.2 Issues raised through other forms of consultation are outlined below**

23.2.1 Children who need an aural approach should not be educated with children who are learning to sign as this will impact on their ability to use an aural approach. In particular, an aural approach is used for children who have had a cochlear implant.

23.2.2 The unsuitability of Alma Park Primary for children who need an aural approach because of its noisy environment and the fact that there has been investment in St Andrew's Primary to ensure it has an optimum environment for aural learners.

23.2.3 Concerns about an overall reduction in specialist places for children in a resource base and there not being sufficient places for children who need this especially as part of early intervention following a cochlear implant.

23.2.4 However, there were also concerns expressed that all hearing impaired children should have access to British Sign Language and that there should not be segregated resource bases from one organisation.

23.2.5 Feedback from staff and also headteachers in resource base also showed that they preferred for the Sensory staff to be managed by the Sensory Service even though they were based in their schools. One of the main reasons given for this was a concern that staff would lose their specialism by not having a formal connection to the Sensory Service. It was also felt that it was easier for a Specialist Service to recruit specialist staff as it provided more opportunities and career progression within the specialism.

### **23.3 Response**

23.3.1 Alma Park currently has 6 children with at least 1 cochlear implant and a

Total Communication approach (signing and aural approach used) is already followed at Alma Park as some of these children require an aural approach. Alma Park has also agreed to increase numbers to accommodate more children in the resource base and could offer a room with some modifications for aural learners.

23.3.2 However, it is accepted that for some children who require an aural approach only, it may be detrimental to their learning to have access to signing as well and that these children need intensive support in the early years and into key stage 1 of their education. It is also acknowledged that there has been investment at St Andrew's Primary to ensure that there is an optimum environment for aural learners. Therefore the original proposal to close 2 bases is amended to only closing 1 resource base at St John's Primary and keeping the resource base at St Andrew's Primary open. This base would be used for aural learners only who require intensive support in the early years but who may successfully transition to their local mainstream primary school at some point during their primary education. There is already good practice from the resource bases in moving children into local mainstream provision when they are ready.

23.3.3 In addition, the Auditory Verbal approach that has been used successfully by St John's with children and their parents will be included in the range of interventions used at St Andrew's.

23.3.4 It is proposed that Alma Park may need to expand its numbers to accommodate all of the learners who will require access to a Total Communication approach (including signing) and will be the base for children with a hearing impairment who will require resourced provision throughout their primary education.

23.3.5 The entry criteria for both provisions will be developed with the Sensory Support Service and placements will be agreed through a joint panel with the Local Authority. Both provisions are close to each other and can be managed under a single line manager and staffing at both bases will be brought into line with National Deaf Children Society recommendation of 1 teacher per 6 children and an appropriate number of teaching assistants who are additionally trained to meet the needs of the cohort.

23.3.6 Within this changed proposal it is also accepted that Specialist Sensory staff based within the resource bases remain part of the Sensory Service.

## **24.0 Changes to the assessment criteria**

### **24.1 Feedback**

Feedback from the online consultation on proposals to change how children and young people are assessed is shown in the table below.

Agree	13
Disagree	51
Don't know	9
Neither agree nor disagree	19

No response	3
Strongly agree	8
Strongly disagree	177
(blank)	1
<b>Grand Total</b>	<b>281</b>

24.1.1 The top reasons why people strongly disagreed with the proposals were as follow;

1. Protesting about cuts to the most vulnerable and the effect these changes will have on the service users (53)
2. Criticism of proposed method of assessment -National Guidelines too restrictive and will not identify the support required to different levels of impairment and type of impairment (41)

24.1.2 The top reasons given as to how these changes will affect respondents were as follows;

1. Negative impact on the child – including future progression and Mental Health implications (115)
2. Negative impact on staff - staff pressures for mainstream schools and job losses for specialists. (33)

## **24.2 Issues raised through other forms of consultation are outlined below**

24.2.1 The tool was not written to enable Local Authorities to reduce service levels and should not be used to allocate support.

24.2.2 The tool should include professional dialogue and is only supposed to be used by professionals with a mandatory qualification.

## **24.3 Response**

24.3.1 The proposal to use the NatSIP Framework was intended as a way of using a transparent method that would help children who move across local authority borders, ensure teachers achieve consistency in their assessments, and help parents understand how support is allocated.

24.3.2 The current tool used to assess and allocate support for hearing impaired children would need to be reviewed anyway and updated as it is based on National Curriculum levels which are no longer in place. It is not used anywhere else as it has been developed by the Service and therefore children moving across Local Authorities need to be re assessed before support is allocated.

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

- 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 levels 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 the 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)

24.3.4 Whilst the NatSIP Eligibility Framework is designed to provide 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 Sensory Impairment teacher. Professionals will know that use of the NatSIP Eligibility Framework is leading to effective identification of support when children are making good progress and achieving good outcomes.\*

\* NatSIP Eligibility Framework for Scoring Support Levels Summer 2015 Edition

24.3.5 The assessment tool has already been trialled by the Sensory Service over the last year It is only used by staff with the mandatory qualification. It is used as part of an assessment and individual circumstances will always be taken into account. Personal social emotional learning impact is one of the criteria in the assessment tool as is home life and other factors.

24.3.6 This is a tool which is used successfully in over 70% of Local Authorities \* to provide fair, equitable and consistent support for children across the city. It therefore seems appropriate that this element of the proposal remains.

\* Source: CRIDE report on 2015 survey on educational provision for deaf children in England CRIDE actually states 75%

## **25.0 Changes to support and capacity of mainstream schools to meet the needs of children with a sensory impairment**

### **25.1 Feedback**

25.1.1 Feedback from the online consultation on changes to support is shown in the table below.

Agree	10
Disagree	48
Don't know	11
Neither agree nor disagree	9
Strongly agree	5
Strongly disagree	189

(blank)	9
<b>Grand Total</b>	<b>281</b>

25.1.2 The top three reasons why people strongly disagreed with the proposals to change support are as follow;

1. Negative impact on the child (56)
2. Support will be significantly reduced (54)
3. Lack of specialism in mainstream schools (47)

25.1.3 Issues raised through other forms of consultation were mainly linked to the capacity of mainstream schools to meet the needs of children with a sensory impairment – although this was raised mostly within the context of a presumed (often incorrect) reduction in support for all children there were some general concerns about mainstream schools raised as well. These were as follows:

- Mainstream schools not taking responsibility for HI/VI children
- Reductions in support would lead to poor outcomes for children with a sensory impairment
- Reductions in support would be detrimental to outcomes for all children in a school
- Class teachers would not be able to manage with a reduction in levels of support for some children
- Concerns about what schools do with children in between peripatetic visits.
- Pastoral support not being provided by mainstream schools
- Number of appointments children have which takes them out of school.

25.1.4 Concerns were raised by Sensory staff on where time for capacity building in mainstream schools would come from and concerns that a change of emphasis to 25.1.5 training will reduce time for assessing needs and specialist teaching to develop access skills .

## **26.2 Response**

26.2.1 The new assessment model was used from May 2016 as a trial to see the impact on levels of support. The outcome of this shows that directly as a result of the new assessment model:

### **Hearing Impaired Pupils**

Of 166 children allocated to a teacher:

- 124 have seen no change to their support
- 19 have seen an increase in teacher support
- 23 have seen a decrease in teacher support

### **Visually Impaired pupils**

Of 156 pupils allocated to a teacher:

- 75 have seen no change to their support
- 50 have seen a decrease in support

- 31 have seen an increase in support

26.2.2 Children and young people with a sensory impairment attending a mainstream school, regardless of the amount of peripatetic support they access, have more contact and time with staff in school than a teacher from the Sensory Support Service and it is this that will have most impact on their educational outcomes. It is therefore extremely important that school staff have a good understanding about the needs and best way to teach children in their school with a sensory impairment. As with other types of special educational needs, good practice and inclusion of strategies for learning which support children with SEND are usually good practice for all children in the class.

26.2.3 The proposals include an increased role for sensory teachers on providing training and advice to schools and this would address some of the concerns raised particularly by parents that the needs of their children were not always understood or met when the peripatetic teacher was not present and there was an over reliance on the peripatetic teacher. Sensory Teachers are able to use their professional judgement on how they use their allocation of time for individual children and whether for example it is sometimes more beneficial to work with a child in a classroom so the class teacher can see how the child is being supported and replicate this or whether time spent providing advice to a member of school staff who sees the child every day will have more of an impact than a direct teaching session occasionally.

26.2.4 Furthermore, to enhance this aspect of the proposals it is suggested that the Sensory Support Service look at examples of schools where outcomes for children with a sensory impairment are good and analyse what it is that is working well in these schools and promote this practice as part of an ongoing training programme. In addition, from September 2017, there could be a real focus in schools across the city on Sensory awareness, with training opportunities provided through different forums including SENCo networks. This would be beneficial for all children as good practice for children with a sensory impairment works for all children and also recognises the high numbers of children for example in Manchester schools that have mild hearing loss known as 'glue ear'. This approach to training classroom teachers and teaching assistants has been done before for example with autism, where the Local Authority commissioned Manchester University to evaluate the impact of training for schools on autism and this showed that it impacted significantly on school practice and outcomes for children.

## **27.0 Changes to Family Support**

### **27.1.1 Feedback**

This was not addressed specifically in the on line consultation. However, parents raised concerns about this aspect of the proposals at the face to face consultations and in direct correspondence.

27.1.2 Overall parents/carers were very positive about the support they received from this part of the Service and the parent support groups which were provided. Parents provided many examples of the support they had received eg support in the early years, emotional support, signposting, support with completing of forms, encouraging families to seek medical treatment, taking families to appointments and attending

medical appointments with families.

## **27.2 Response**

27.2.1 The proposals include the continuation of some family support which will focus on pre school children and children with a new diagnosis when parents/carers often feel isolated and are at early stages of understanding their children's needs.

However, a key function of this role going forward will need to be adopting a more strengths based approach to family work, which enables families to access existing support networks and forums. As a result of the Children and Families Act 2014, the Local Authority has established an Information, Advice and Support Service (IAS) for parents of children with SEND and young people, a Parental Engagement team, a parent/carers forum and number of parent champions. The Sensory Service has operated outside of these systems and parents do not seem to be linked into these wider services and networks. The IAS and parent engagement team have agreed to work more closely with the Sensory Support Service to support parents/carers to establish their own support networks going forward; to perhaps support some of them to become parents champions or expert parents as well as contribute to wider SEND forums and boards etc; and to ensure that parents/carers are aware of the wider offer in the city including what can be accessed through the voluntary sector. Training available for schools and settings to raise awareness of sensory impairments will also be made available to the voluntary sector to ensure that they are able to respond to need.

## **28.0 Early Years**

### **28.1 Feedback**

28.1.1 This was not addressed specifically in the on line consultation as no changes were proposed. However, the importance of high quality support in the early years was raised by parents at the face to face consultations and in direct correspondence.

28.1.2 Feedback about the service was positive and included;

- Importance of early intervention
- Concerns about reductions in support in the early years
- Concerns about the ability of some settings to meet the needs of children with a sensory impairment.

28.1.3 Parents were also clear that they would favour support from Teachers of the Deaf in groups and would travel to access this.

### **28.2 Response**

28.2.1 The proposals are to maintain the existing level of support in the early years for visually impaired children where there is a very strong model and to increase the support for hearing impaired children in the early years in recognition of the importance of early intervention. In addition, the Sensory Service will look at implementing some of the suggestions from parents about support in the early years. Early Years settings would also be included in future training and development sessions on Sensory Impairment as outlined previously.

## **29.0 Appointment of additional multi sensory impairment teacher (MSI)**

### **29.1 Feedback**

29.1.1 There were some concerns expressed about the proposal to increase this provision by 0.5fte particularly that the Sensory Support Service should not be increasing staff in an area, when there are reductions in Hearing Impairment and Visual Impairment functions of the service and that there are insufficient numbers of children with MSI to justify this.

### **29.2 Response**

29.2.1 It would be good practice for a local authority the size of Manchester to have a part-time qualified MSI teacher. This function is currently fulfilled by buying in consultancy for specialist assessments as and when needed and if the Service had a qualified MSI specialist this resource could then be accessed by other Greater Manchester authorities. The intention was always that this would be an internal appointment and the Service would fund additional training to achieve the required qualification. There was therefore a sound business case for this post.

29.2.2 However, at this moment in time it is agreed that this option could be taken out of the proposals and kept under review.

## **30.0 Special School support**

30.1 Feedback from special school headteachers included a preference for accessing blocks of time rather than a more traditional peripatetic model of support for individual children. Schools could then use these blocks of time more effectively to support whole school training, providing advice to teachers, looking at the school environment etc.

### **30.1 Response**

It is agreed that the review of the Service provides an opportunity to change the model of delivery for specialist sensory support for children who attend a special school to include a package of support for each school depending on the numbers of children they have with a sensory impairment which would include opportunities for training etc.

## **31.0 Habilitation**

### **31.1 Feedback**

The detailed consultation response from Blind Children UK presents a firm argument for the employment of two paediatric habilitation specialists (QHS) whereas the changes proposed moving from 2 habilitation officers to 1 post which is employed directly by the service.

### **31.2 Response**

The affordability of continuing with an additional post commissioned through Guide Dogs is now being considered – outsourcing both habilitation officers from Guide Dogs would lower cost and provide specialist supervision and development of role

and would raise the status of the role within the Service. This is not possible currently but may be an option considered in the longer term.

### **32.0 Changes to Management arrangements**

32.1 There were no changes to management arrangements proposed but there was feedback from Sensory Support service staff through the consultation on a number of alternative management arrangements and also changes to accommodation.

#### **32.2 Response**

In the short term, management arrangements will need to remain as is in order to ensure that proposed changes are implemented effectively. In the medium term, existing management arrangements and whether the Sensory Support Service needs to continue to be based at Lancasterian School will be reviewed but will not need to form part of a wider public consultation.

### **33.0 Summary of revised proposals**

33.1 Feedback from the consultation, key themes and revised proposals as a result of the feedback through consultation have been discussed with:

- Senior leaders within the Sensory Service
- Headteachers at the 3 Primary Resource bases
- Special School headteachers
- National Deaf Children's Society
- Royal National Institute of Blind People.

33.2 A revised set of proposals have been developed and are outlined below.

### **34. Resource bases**

34.1 In response to feedback from the consultation it is proposed that there are 2 primary resource bases and one secondary resource base for children with hearing impairments:

- Alma Park Primary School (currently 12 places)
- St Andrew's CE Primary School (non-prescribed, numbers part of school PAN)
- Manchester Academy

34.2 It is proposed that the base at St John's is closed. The 9 children currently at St Johns will be offered a place at either Alma Park or St Andrew's if that is parental preference and Alma Park will go over their planned numbers to accommodate additional pupils. However, if children wish to remain at St John's or transfer to a local mainstream primary they will access an appropriate level of specialist support from the Sensory Support Service. All of these children will also have an Education, Health and Care plan setting out their aspirations, needs, desired outcomes and the provision required to achieve the outcomes.

### **35.0 Description of Primary Resourced Provision:**

- Alma Park will provide specialist provision from Nursery to Year 6. It will offer Auditory Verbal/Aural/Sign or a combination of approaches appropriate to the learner. The number of children attending this school may expand but will be kept under review in the short term
- St Andrew's will provide intensive specialist provision from Nursery to end Key Stage 1/early Key Stage 2. It will offer an Auditory Verbal /Aural approach appropriate to the learner. By end KS1/early KS 2, through assessment and multi-professional involvement and with parents/carers, a decision will be made as to whether child remains in St Andrew's with peripatetic support or is able to move to a local school with peripatetic support or if they will need longer term access to resourced provision, moves to specialist provision at Alma Park.
- Line Management of both resourced provisions will be the same to ensure a flexibility across the 2 provisions, shared practice/learning and common approaches. Specialist staff will all be employed by the Sensory Support Service.

**36.0 Proposed criteria for resourced provision- this will be written/determined in a multi-agency planning group but will include:**

- Profoundly deaf
- Hearing Amplification (Hearing Aid and/or Cochlear Implant) or none
- NatSIP Eligibility Framework Score 70+
- Language Development Delay or a description of language delay due to hearing loss.
- Multi-professional agreement (school staff, TOD, specialist SaLT, Audiologist, Statutory assessment officer) on benefit of resource base place and which RP is most suitable at this stage
- Parental choice of RP as opposed to local provision (+ CYP if able to express opinion)
- All children will have an Education, Health and Care plan

**37.0 Proposed exit criteria and pathway- this will be written/determined in a multi-agency planning group but will include**

- In St Andrew's this process will be complete by end of KS1/early KS 2
- In Alma this process will/may be started following EP report and ongoing support from Teacher of the Deaf, education, Specialist SaLT and audiology assessments
- NatSIP score
- Language development
- Multi-professional assessment inc Education
- Parental and CYP involvement

**38.0 Training and advice for mainstream schools**

38.1 It is proposed that the Sensory Support Service works closely with National Deaf Children's Society and Royal National Institute for Blind People to develop an ongoing programme of training for settings, schools and other services to promote awareness of sensory needs. The Sensory Support Service will also work with these

organisations to identify the most effective models of promoting best practice in settings and schools.

### **39.0 Family Support**

39.1 It is proposed that family support provided by the Sensory Support Service is reduced to 1 fte across both visual impairment and hearing impairment and that the focus on this is work with families who have children in the early years or a recently diagnosed child

39.2 It is proposed that other support for families with a hearing impaired or visually impaired child is available through Manchester Information, Advice and Support Service (IAS) and there is closer working between this service and the Sensory Support Service.

39.3 It is proposed that the Parent Engagement team train the Family Support workers to use the Local Offer with families and that parents of children with sensory impairments are invited to join the IAS parent participation register and the Parent Carer Forum (PACT).

39.4 Manchester also has a growing number of parent champions who are trained and supported by IAS to promote the use of the Local Offer to other families. The range of expertise of the parent champions would be enhanced by including parents of children with sensory impairments – the Service will also explore training available for parents of children with a hearing or visual impairment to become ‘expert parents’.

### **40.0 Provision for Special School**

40.1 It is proposed that special schools are provided with a package of time allocated to the schools based on numbers of pupils with a sensory impairment and the levels of need of these pupils. This package of time can be used flexibly by the school to provide training, advice, assessment and reports for reviews etc.

### **41 Habilitation**

41.1 It is proposed that habilitation is provided by 1 fte internal post and 0.6 fte commissioned post from Guide Dogs. In addition, there will be an improved referral process to access this offer and support provided for transitions. In the longer term the option of combining the paediatric habilitation offer with the offer to adults which is currently provided by the Council through an All Age Habilitation Service will be explored.

### **42.0 The following areas will remain as outlined in the original proposal.**

#### **42.1 Early Years**

This will continue as set out in the current service offer with a focus on early support and intervention.

#### **42.2 Assessment and allocation of support**



42.2.1 The use of NatSIP tool as a common framework alongside professional discussion with staff who have a mandatory qualification as teacher of the deaf or qualified teacher of visual impairment to support the indicative allocation of resources within the Sensory Support Service remains within the proposal for the Sensory Support Service. This will ensure consistency of allocating support both within the service and also enable comparison across other Local Authorities.

### **42.3 Specialist equipment and services**

42.3.1 The Sensory Support Service will continue to maintain a specialist team who will be able to advise on the maintenance, management and use of specialist equipment to support children and young people's learning and interaction. The Visual Impairment team will be strengthened and further developed to provide an equitable provision of equipment and resources for children with a visual impairment.

### **42.4 Speech and Language Therapy**

42.4.1 The existing level of Specialist Speech and Language therapy (0.5fte) provided through the Sensory Support Service will remain the same. It was viewed that the specialist assessment and programmes of work provided are vital alongside Teachers of the Deaf to develop speech. This supplements the 1.5 days of specialist support provided each week through the NHS.

### **42.5 Resource and data officer**

42.5.1 It is proposed that this post (1fte) is disestablished and the functions would be fulfilled by Sensory Support Service managers

## **43 Revised budget**

43.1 These proposed changes will be implemented from September 2017. The reductions to the Sensory Support Service in 2017/18 will be £242,590 and £275,519 in 18/19 (full year). This will mean that the Sensory Support Service can operate within a budget of £2,907,481 and there will be saving made within the High Needs Block of the DSG of which will contribute to the provision of additional special school places in the city.

### **44.0 Impact on staffing**

- Teachers of the Deaf: Current; 17.6 - Proposed: 15.6.
- Qualified Teachers of the Visually Impaired: Current: 7.6 - Proposed: 7
- Current Teaching Assistants: Current: 29.4fte - Proposed: 29fte
- Resource and Data Officer: Current: 1 - Proposed: 0
- Family Support Workers: Current: 2 - Proposed: 1fte
- Habilitation Officers: Current: 2 - Proposed: 1.6

### **44.1 Changes to Teaching Assistant terms and conditions**

The Sensory Support service will continue to employ the specialist Teaching Assistants for Hearing Impairment supporting in the resource bases. However, the numbers and levels of Teaching Assistants across the Sensory Support Service have

been reconsidered to mitigate against the number of redundancies originally proposed. All peripatetic Teaching Assistants will remain as all year round grade 3 staff. However, in the resource bases the following changes will be made: each base requires one all year round Teaching Assistant grade 3 to support audiology provision in the base, taking responsibility for planning and delivering sessions and to be able to support the extra curricula work; a term time only Teaching Assistant grade 3 who is also able to plan and deliver sessions; and the remaining teaching assistants will be paid at grade 2. This will reduce the number of Teaching Assistants at grade 3 by 5.3 fte in the service but increase the number of Teaching Assistants at grade 2 by 5.9 fte.

#### **45.0 Next steps**

45.1 The revised set of proposals will now be consulted on. The consultation period will be from 9<sup>th</sup> January to 6<sup>th</sup> February 2017. Key stakeholders including staff, schools, national organisations, parents/carers and children and young people will be notified of the revised proposals and asked for feedback.

45.2 Following this a paper outlining changes to the Sensory Service will be provided to Children and Young People's scrutiny (28<sup>th</sup> February 2017) and Executive for a decision to implement (8<sup>th</sup> March 2017).

# Local Offer for



## Lancasterian Sensory Support Service

**Who we support:** All children and young people (CYP), and their families, who have a sensory impairment such that additional support and/or advice are required. We support at home, in Nursery settings, maintained, academy and free schools. Age Group: birth to leaving provision, ie 16 or 19 depending on provision.

### What we offer:

- Advice and Information regarding learning and education
- Building capacity through training and support to families, settings and individuals and may include 1:1 with CYP depending on need
- Multi-agency working
- Independence development including habilitation skills and equipment use
- Hearing Technology support for effective use and maintenance of hearing equipment used by the deaf or hearing impaired CYP
- Provision of, and training, in the use of assistive technology for Visual Impaired CYP to access learning.

### Partnerships:

We work in partnership with many other professionals including: Schools and Nurseries; Audiology; Auditory Implant Team; Manchester Eye Hospital; Orthoptists; Community Paediatricians; Health Visitors; Educational Psychologists; Rodney House outreach; Speech and Language Therapy; Vision Team; Children and Families Sensory Team; Universities of Manchester & Birmingham & Manchester Metropolitan University; Guide Dogs (Blind Children UK); Ear Foundation; Henshaws; National Deaf Children's Society; SENSE; Deaf Cahms and more.

We do also seek advice from, or refer on to, specialist provision outside Manchester when required eg Thomasson Memorial School, Mary Hare, Seashell Trust, St Vincent's.

### Our staff team:

Qualified Teachers of the deaf and visually impaired; Specialist Teaching assistants; Family Support Workers; Qualified Mobility & Habilitation Officers, Hearing Technicians; IT Resource Officer; Resource & Data Officer; Service Support Manager; Speech and Language Therapist.

### Referrals to the Service: (all require parental permission)

- Referrals for hearing impaired and deaf children are received from Greater Manchester Audiology Clinics and through the New Born Hearing Screening programme **only**.
- Referrals for sight impaired children come from Manchester Eye Hospital, Community Orthoptists, Schools, other professionals and families

*Referral forms and pathways are in place to manage these processes and are available on request, see below.*

Once a referral is received, the specialist staff assess the CYP in their setting to determine the level of support and what auxiliary aids\* may be required to access learning, using nationally based criteria and service policies. We recognise that needs change over time and at other points such a transition; the level of support will reflect this.

\* These include radio systems, signed support, independence aids and assistive technology.

### How to contact us:

Head of Service: Helen MacDougall. Email: [h.macdougall@lancasterian.manchester.sch.uk](mailto:h.macdougall@lancasterian.manchester.sch.uk) Phone: 0161 4450123 or 07587968968

Support Manager: Carolyn Davies. Email: [c.davies@lancasterian.manchester.sch.uk](mailto:c.davies@lancasterian.manchester.sch.uk) Phone: 0161 4450123 or 07739955639

For further information about what we offer please visit: <http://www.lancasterian.manchester.sch.uk/page/lsss/284/>

Consultation letters sent to the following to stakeholders:

- Parents/carers of children accessing peripatetic service
- Parents/carers of children attending resource bases
- Manchester headteachers
- Manchester managers of Early Years settings
- National Organisations:
  - National Deaf Children’s Society
  - Royal National Institute of Blind
  - Blind Children UK
  - National Sensory Impairment Partnership
  - Association of Qualified Teachers of the Visually Impaired
  - British Association of Teachers of the Deaf
  - Henshaws
  - Action for Blind
  - VICTA
  - National Deaf CAMHS
  
  - University of Manchester, Department for Deaf Education
  - Manchester Deaf Centre
  - Manchester Royal Eye Hospital
  - Manchester Community Audiology Clinics
  - Manchester Cochlear Implant Centre
  - Manchester Community Paediatricians
  - Low Vision Aid Clinic, MREH
  - Manchester Adult Sensory Team
  - One Education Educational Psychologists team leader
  - Manchester NHS Speech and Language Team leader
  
- North West Sensory Services