

**Manchester City Council  
Report for Resolution**

**Report to:** Children and Young People Scrutiny Committee – 28 February 2017  
Executive – 8 March 2017

**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 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 and 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, where there are pressures to meet statutory requirements in relation to Education, Health and Care plans for children and young people 0 to 25 and sufficiency of special education provision.

**Recommendations**

It is recommended that

- The Children and Young People Scrutiny Committee comment on this proposal.
- The Executive agree that Lancasterian School is commissioned to deliver the Sensory Support Service as set out in this report.

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**Wards Affected: All**

<b>Manchester Strategy outcomes</b>	<b>Summary of the contribution to the strategy</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The increase in pupil numbers across the City requires additional primary, secondary, special school places. All schools in the city should be inclusive, promoting, celebrating and meeting the needs of a diverse population so that all children and young people are able to access opportunities in the city.

A highly skilled city: world class and home grown talent sustaining the city's economic success	An effective Sensory Support Service will work in partnership with schools in the city to ensure all children and young people achieve their potential in education and develop skills and talents which will enable them to access the jobs and opportunities created within the city.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Regular attendance at a high performing, inclusive school helps all children and young people to develop appropriate social skills, self respect and respect for others and therefore make a positive contribution to their community.
A liveable and low carbon city: a destination of choice to live, visit, work	Access to effective and inclusive schools providing a high quality education is central to the Council's strategy of developing sustainable neighbourhoods, to make Manchester increasingly attractive to economically active people as a place to work, live and bring up children.
A connected city: world class infrastructure and connectivity to drive growth	

### Financial Consequences – Revenue

In 2017/18, 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 a requirement to fund educational provision for 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. Historically this budget has not been linked to pupil population growth (unlike other parts of the DSG).

In 2017 -18 Manchester has received an additional £1.6 million, but this additional funding is not in proportion to the levels of growth of the school population in the city and there continues to be significant pressure on the High Needs Block budget.

The Sensory Support Service budget is currently £3.1 million, commissioned through a Service Level Agreement between the Local Authority and Lancasterian School.

This paper outlines an initial proposal which would have saved £411k from this budget. Following consultation, a new proposal was developed for further consultation which would save £275,510 (full year saving).

Following a transition year, this saving would be available from April 2018 to provide support for children and young people in mainstream places through education,

health and care plans and allow for further projected growth in special school places to reflect the growing pupil population in the City.

### **Financial Consequences – Capital**

None

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#### **Contact Officers:**

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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.

- Report to the Director of Education and Skills, Lancasterian Sensory Support Service Redesign - 22nd April 2016
- High Needs Block report and update, Schools Forum - 26<sup>th</sup> September 2016
- Changes to Lancasterian Sensory Support Service Report to Children and Young People Scrutiny Committee - 6<sup>th</sup> December 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 and 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 need and that all schools and services are able to deliver good outcomes for children and young people with special educational needs and disabilities (SEND). This is a requirement of Local Authorities specified in the Special Educational Needs and Disability Code of Practice published in 2015.
- 1.2 In addition, as part of the current national reform of school funding including changes to High Needs Funding within the dedicated schools grant (DSG), the Department for Education announced in December 2016 that Local Authorities should carry out a strategic review of their SEND provision and develop a strategic plan that sets out how SEND provision will be made using the high needs funding they expect to receive in the future to ensure that it is 'affordable' within future budget allocations in a way that works for parents and young people. An outcome of this strategic review will also be to identify potential opportunities for capital investment, pending the announcement of Local Authority SEN capital allocations which is expected imminently. Local Authorities were allocated additional funding to support and implement this review. Whilst it is acknowledged that this review of the Lancasterian Sensory Support Service was initiated before that announcement, the rationale for the review of this service was to help address pressures on the High Needs Block funding allocated to the Local Authority and to improve the offer made by the Sensory Support Service. The learning and information gathered through the consultations on the Lancasterian Sensory Support Service will feed into the wider review of SEND provision.
- 1.3 This paper provides background information on the initial proposal to make changes to the Lancasterian Sensory Support Service which was the subject of consultation in June/July 2016 and the revised proposal developed following feedback from that consultation. It sets out the final proposal for consideration by the Council's Executive which has been developed following further consultation in January/February 2017. The changes are designed to ensure that Lancasterian Sensory Support Service: is affordable within future budget allocations; provides children and young people with access to specialist support and/or equipment to access their learning as stated in the SEND Code of Practice 2015, which is allocated in a consistent and transparent way; is understood by parents/carers and responsive to changing individual needs; improves outcomes for young people with a sensory impairment so they are enabled to achieve their full potential; and enables children and young people and their parents/carers to access and contribute to the range of opportunities and services implemented following the Children

and Families Act 2014 including <sup>1</sup>Local Offer, <sup>2</sup>Information, Advice and Support Service, Parent Engagement Team and Parent Carer Forum.

- 1.4 The proposals support the principles described in Our Manchester and also in the All Age Disability Strategy (AADS) which sets out a vision for children and adults with a disability and is Manchester's plan to enable disabled children and adults to fully participate in all of the city's opportunities, facilities, activities and communities. The strategy is based on a social model of disability which says it is not people's conditions or impairments that disable people, but environmental and societal conventions that create barriers and do not accommodate difference and therefore disable people. The AADS has an ambition that Manchester is a city where:
- Disabled children's aspirations are recognised and realised
  - All areas of the city and all parts of city life are accessible
  - Disabled children and adults can be independent and have control and choice over their lives
  - People's strengths are built on
  - Everyone has the right to fulfil their own potential.
- 1.5 These points have been echoed in consultations with young people with a sensory impairment who have said that in their experience of Education, they did not always have control over their learning in school including which lessons they were withdrawn from, spending too much time out of class, being over supported in schools, not having enough access to teachers who were subject specialist and that there were many barriers to learning within the classroom such as too much noise.

## Background

- 2.1 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. The Service is funded through the High Needs Block held centrally from the Dedicated Schools Grant (DSG). Since 2011, the

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<sup>1</sup> **Local Offer** Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care plans. Local authorities must arrange for children with SEND and their parents and young people with SEND to be provided with information and advice about matters relating to their SEND including health and social care. Information, advice and support should be provided through a dedicated and easily identifiable service. IAS services should be impartial, confidential and accessible.

<sup>2</sup> **Information Advice and Support** Local authorities must arrange for children with SEND and their parents and young people with SEND to be provided with information and advice about matters relating to their SEND including health and social care. Information, advice and support should be provided through a dedicated and easily identifiable service. IAS services should be impartial, confidential and accessible.

value of this SLA has been £3.1 million. The commission for the Sensory Support Service has not been reviewed by the Local Authority since 2011 when it transferred to Lancasterian School.

2.2 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.

2.3 The service currently offers:

- Direct teaching and support for children and young people with a sensory impairment. This includes supporting children and young people in their mainstream school or special school through a peripatetic outreach service. Some hearing impaired children with a attend a resource base within a mainstream school where they can access more intensive support from the Sensory Support Service who have staff based at the school.
- Advice and information regarding education
- Training for 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 the voluntary sector

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

2.4 The Sensory Support Service currently provides support to 566 children and young people with different levels of Hearing Impairment (HI); 369 children and young people with Visual Impairment (VI) and 15 children and young people with a Multi Sensory impairment (MSI) . The severity of condition and degree of support required varies.

TABLE 1 – numbers of children with a Visual Impairment/Hearing Impairment by age range and/or severity

HI, including MSI : 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	

VI, including MSI: Teacher Support		
Teacher Support	School Age	Early Years
2+ visits per week	13	

Weekly	29	10
Monitor (annual, bi-annual, termly, half termly, monthly or fortnightly)	134	34 some will also have weekly VI TA support, all will have at least 1 short term programme of VI TA support for a block of 6 weeks
Special school monitor	137	

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

#### Hearing Impairment

3.1 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
- Visual Impairment

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

#### Multi Sensory Impairment

3.3 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 (additionally resourced mainstream school) 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) are not 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 – 7
- St John's – 9
- St Andrew's – 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 74 (65.1 fte). The full breakdown of staffing in the Service is included in Appendix 2.

5.2 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 or more of the above qualifications.

5.3 In the period from September 2015 to February 2017, the Service has left unfilled 6.7fte roles 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, presenting sustainability challenges in the longer term on the current model.

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

6.1 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 above the Manchester average on the 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 Local Authorities**

7.1 The Code of Practice for SEND published in 2015, states that: 'Many children 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.' (paragraph 6.34).

7.2 It goes on to say that schools should work closely with the Local Authority to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly which include: specialist teachers with a mandatory qualification for children with HI and VI (paragraph 6.61).

7.3 The Code of Practice does not specify how these specialist services should be organised or commissioned and there is not an agreed national model for assessing need, allocating or providing such specialist support. Consequently, it is very difficult to make comparisons with other Local Authorities. 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 the 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 to allocate support but again the models of organisation of services varies.

## **8.0 Rationale for making proposed 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, meet the requirements of the Children and Families Act 2014 and supporting Code of Practice published in 2015 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 consideration of change was because of pressures on the High Needs Block within the dedicated schools grant (DSG) which is used to fund education provision for SEND within the city. The sustained and

significant growth in the school population over recent years has meant that the actual numbers of children and young people with Education Health and Care Plans (EHCP) has increased although as a proportion of the overall school population this has remained at 2.8%. In line with national indicators, approximately half of pupils with an EHCP require a special school place and this has resulted in 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. Although there has been an increase of £1.6m in the High Needs Block for 17/18, this funding has not increased proportionately to reflect the growth in the school population (as it has in the Schools Block of the DSG). This has meant that funding for ECHPs for those children who attend mainstream schools, and additional specialist places to meet demand, have put pressure on this funding which will be insufficient going forward to meet projected needs unless action is taken to reduce spend.

- 8.3 In December 2016, the DfE published 'High Needs National Funding Formula and Other Reforms - Government Response and new proposals for consultation – stage 2'. In this document the DfE is consulting on a proposal that 50% of the High Needs Block in the future will be linked to the pupil population including a range of proxy indicators such as deprivation and 50% will be linked to historic spend. This may result in a small increase for Manchester; however, our projections show that this would remain insufficient to meet need.
- 8.4 The document also sets out a requirement for Local Authorities to carry out a strategic review of their SEND provision and to develop a strategic plan that sets out how SEND provision will be made using the high needs funding they expect to receive in the future to ensure that it is 'affordable' within future budget allocations in a way that works for parents and young people. An outcome of this strategic review will also be to identify potential opportunities for capital investment, pending the announcement of Local Authority SEN capital allocations which is expected imminently. Local Authorities were allocated one-off additional funding to support and implement this review. Whilst it is acknowledged that this review of Lancasterian Service was initiated before that announcement, this service review will form part of a suite of reviews of SEND services and provision funded through the High Needs Block.
- 8.5 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 as noted above. This has been done without changing the overall Service Level Agreement or current operating model for the service. This approach has meant that the Service has continued to deliver the same offer but with vacant posts which has meant that, for example, the

Service has not been able to provide supply cover for specialist teachers which has caused concern with staff as there had previously been an expectation that this would happen. It is therefore not sustainable in the medium to longer term to continue to use the current service delivery model and, as with other parts of the schools system and wider public services, the Sensory Support Service offer needed to be reviewed to ensure the service remains sustainable and efficient for the future.

- 8.6 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 in 2015. There are consequently many things that have been in place in the Local Area as a result of these changes which could be considered to 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 in the review of the service.

## **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 Support Service provided by another GM Authority.
- 9.2 These alternative options have been discounted for the short term 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. However, these options this will be considered, as they will for all relevant services, as part of the wider strategic review of SEND in the coming months

## **10.0 The Proposed Approach**

- 10.1 A proposal was developed in partnership with the senior leadership in the Service 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

The proposals which were consulted on would have achieved £411k of savings from the total £3.1 million commission. The proposals are outlined below.

### Changes to the Assessment model

- 10.2 The Sensory Support Service reviewed the current provision model alongside alternative recommendations for provision from **NatSIP** (National Sensory Impairment Partnership)<sup>3</sup>, **VIEW** (the Association of Qualified Teachers of the Visually Impaired), the **Royal National Institute for the Blind**<sup>4</sup>, **BATOD** (Association of Teachers of the Deaf) and the **National Deaf Children's Society**<sup>5</sup>.
- 10.3 It was proposed that the Sensory Support Service would 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
  - The impact of SI on the child or young person's personal, social and emotional learning
  - SI teacher involvement in any multiagency liaison
- 10.4 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.
- 10.5 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.

### Resource bases

- 10.6 In addition to changing the assessment criteria, the first phase 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 and are both based within a short distance of Alma Park Primary School. The

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<sup>3</sup> NatSIP Eligibility Framework for Scoring Support Levels

<sup>4</sup> VIEW RNIB Caseload Management Guidance

<sup>5</sup> NDCS Quality Standards: Resource Provisions

staff supporting children in these bases work for the Sensory Support Service and not the individual schools. This would have left 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 for the primary phase.

#### Specialist equipment and services

- 10.7 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.

#### Speech and Language Therapy

- 10.8 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.

#### Habilitation (mobility officer)

- 10.9 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.

#### Resource and data officer

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

#### Family Support

- 10.11 The proposals included reducing family support from 2 fte to 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 and those whose diagnosis changes 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.

## Multi Sensory Impairment (MSI)

10.12 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 from the service who know the children and their families.

### **11.0 Consultation**

11.1 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 3. 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.

11.2 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.

### **12.0 Outcomes of Consultation**

12.1 There were 281 responses to the online consultation in addition to direct responses. 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

12.2 The outcomes of this consultation and the Local Authority's response are described in detail in appendix 4. These were reported in full to the Children and Young People Scrutiny Committee in December 2016.

12.3 As a result of the feedback from initial consultation and key themes which emerged a revised set of proposals were developed which took into account the points raised through the consultation process. These were discussed with:

- Senior management team within the Sensory Service
- Head teachers at the 3 Primary Resource bases
- Special School head teachers
- National Deaf Children's Society
- Royal National Institute for Blind People.

### **13.0 Revised Proposals**

13.1 The revised proposals were consulted on from 11<sup>th</sup> January to 8<sup>th</sup> February 2017 and are set out below.

13.2 It is proposed that there are 2 primary resource bases and one secondary resource base for children with hearing impairments. This is a change as currently, there are 3 primary schools with resource bases for children with a more severe hearing impairment. These are Alma Park Primary (Levenshulme), St Andrew's C of E (Levenshulme) and St John's C of E (Longsight).

13.3 There is no change proposed to the resourced provision at Manchester Academy.

- Alma Park Primary School (currently 12 places and 7 pupils\*)
- St Andrew's C of E Primary School (non-prescribed, numbers part of school published admission number PAN) - currently 6 pupils\*)
- Manchester Academy (currently 7 pupils\*)

13.4 It is proposed that the base at St John's C of E Primary School is closed.

13.5 All 3 primary bases are in schools which are close together in the centre of Manchester and have relatively small numbers of pupils with a hearing impairment. This means that the resources and expertise from the Sensory Support Service used to support these pupils are spread out over 3 schools in close proximity. The proposal would focus these resources in 2 schools.

13.6 The 9\* children currently at St John's C of E Primary would be offered a place at either Alma Park or St Andrew's C of E Primary if that is parental preference. Alma Park would admit above their allocated number for a period of time to accommodate additional pupils. However, if children wished to remain at St John's C of E Primary or transfer to a local mainstream primary the Sensory Support Service would provide an appropriate level of specialist

support for the individual child. All of these children will also have an EHCP setting out their aspirations, needs, desired outcomes and the provision required to achieve the outcomes.

\* numbers at November 2016

#### Description of proposed Primary Resourced Provision arrangements:

- Alma Park Primary 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 teaching approaches will be the same as offered in the current provisions. The number of children attending this school may expand.
- St Andrew's will provide intensive specialist provision from Nursery to end of Key Stage1/early Key Stage 2. It will offer an Auditory Verbal/ Aural approach appropriate to the learner. The teaching approaches will be the same as offered in the current provisions. By the end of Key Stage1/early Key Stage 2, through assessment and multi-professional involvement and discussion with parents/carers, a decision will be made as to what sort of provision best meets the child's needs. At that stage, the choices will be for the child to remain in St Andrew's with peripatetic support or to move to a local school with peripatetic support or, if they will need longer term access to resourced provision, to move to resourced provision at Alma Park.
- There will be one line manager for both resourced provisions to ensure flexibility, shared practice/learning and common approaches across the two bases. Specialist staff will all be employed by the Sensory Support Service.

13.7 Sensory staff will continue to work for the Sensory Support Service but will be allocated to each resource base. They will sometimes work flexibly across both bases to share best practice.

#### Training and advice for mainstream schools on sensory needs

13.8 The proposals include an increased role for sensory teachers on providing training and advice to schools. 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 in the school and there was an over reliance on the peripatetic teacher.

13.9 The Sensory Support Service will work closely with the 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. There will be a focus on this training at network meetings for school SENCOs which are arranged and funded by the Local Authority.

#### Assessment and allocation of support from the Sensory Support Service



13.10 Assessment and allocation of support will be agreed through the use of the NatSIP (National Sensory Impairment Partnership) tool alongside professional discussion with staff who have a mandatory qualification as teacher of the deaf or qualified teacher of visual impairment and in discussion with pupils and parents. This will ensure consistency of allocating support both within the service and also enable comparison across other Local Authorities. Over 70% of Local Authorities are understood to use the tool currently.<sup>6</sup>

13.11 The NatSIP assessment criteria use a broader range of factors than currently used in Manchester, which consider 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 (mobility) 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
- The impact of sensory impairment on the child or young person's personal, social and emotional learning
- Specialist teacher involvement in any multiagency liaison.

13.12 In addition, the current assessment tool for allocating support for children with a hearing impairment developed by the Service uses obsolete National Curriculum levels for speaking and listening and will therefore need to be updated in line with new National Curriculum expectations.

#### Impact on pupils of using the NatSIP tool for assessing and allocating support

13.13 The NatSIP tool for assessing and allocating support 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

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<sup>6</sup> Source: CRIDE report on 2015 survey on educational provision for deaf children in England

\*The reasons for a decrease in allocation include:

- Children are receiving additional support from their mainstream school through their EHC plan and it is therefore not required from the Sensory Support Service;
- Change in support required following successful transition to secondary school

Pupils making above expected level of academic progress

- Support divided between a teacher and a teaching assistant rather than just from a teacher.

### Provision for Special Schools

13.14 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, in discussion with teachers from the Sensory Support Service, to provide training, advice, assessment and reports for reviews etc.

13.15 This is different to now where children in special schools all have their own allocation of support which is spread out across the year.

13.16 This proposal will improve support for children attending a special school with a sensory impairment because it will ensure that all staff working with children in school will have a greater level of skill and understanding about their sensory needs and this will be incorporated into their daily learning programme. Children's individual assessed needs will still be met.

### Family Support

13.17 Support for families with a hearing impaired or visually impaired child is available through Manchester Information, Advice and Support Service (IAS) and there should be closer working between this service and the Sensory Support Service.

13.18 Furthermore, information about how schools support children with special educational needs and disabilities should be accessible to parents/carers through the SEN information report which is published annually by individual schools.

13.19 It is proposed that family support provided by the Sensory Support Service is reduced from 2 full time staff to 1 full time staff across visual impairment and hearing impairment (0.5 for hearing impairment and 0.5 for visual impairment). The focus for the Sensory Support Service will be work with families who have children in the early years or a recently diagnosed child or where a child's needs have changed.

13.20 It is also proposed that the Parent Engagement staff from the IAS 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.

13.21 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’.

#### Habilitation (mobility officer)

13.22 The offer of habilitation for children with a visual impairment was originally proposed to reduce from 2 full time staff to 1 full time officer. After consultation the new proposal will increase this to 1 full time officer based in the Service and 3 days per week from an officer from Guide Dogs also funded by the Local Authority which equates to 1.6 full time equivalent in total. In addition, there will be an improved referral process to access this offer and support provided for all moves between schools and into adulthood.

#### Resource and data officer

13.23 It is proposed that this post is disestablished and the Sensory Support Service managers would carry out these tasks.

#### Changes to Teaching Assistant terms and conditions

13.24 In order to manage the Teaching Assistant resource more efficiently it is proposed that the number of Teaching Assistant Grade 3 posts is reduced and the number of Teaching Assistant Grade 2 posts is increased. All teaching assistants working peripatetically will be Grade 3 and the resource bases will have a mix of Grade 3 and Grade 2 posts.

#### 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 (full time equivalents)
- Resource and Data Officer: Current: 1 - Proposed: 0
- Family Support Workers: Current: 2 - Proposed: 1fte
- Habilitation Officers: Current: 2 - Proposed: 1.6 fte

#### Proposals for other areas of the service are outlined below

- Early Years will continue as it is now with a focus on early support and intervention.

13.25 All early years’ children will continue to be supported and monitored with dedicated teams across the service including specialist Teaching Assistants

who are able to work under the guidance of the qualified teachers with parents, children and settings. The Sensory Service will continue to place an emphasis on early years support and to promote a short term programme approach which meets families' needs. These will be blocks of time which will develop skills, promote independence and allow assessment of the continued need in preparation for educational settings.

### Specialist equipment and services

13.26 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.

### Speech and Language Therapy

13.27 The existing level of Specialist Speech and Language therapy (0.5fte) provided through the Sensory Support Service will remain the same.

13.28 In summary, these proposals are intended to:

- Consolidate resources and staff expertise across two primary resource bases for hearing impaired children, instead of three, while still offering the same number of places in resourced provision.
- Improve the knowledge and understanding of mainstream school staff and special school staff, so they are better able to teach and support their pupils with sensory impairments which will improve their educational outcomes. These teachers all work with pupils with a sensory impairment for the majority of their time in school and it is important that they have the appropriate awareness and skills to do this. Most of the strategies used for pupils with a sensory impairment are beneficial to all pupils in a class and particularly those with more minor sensory impairments.
- Use an assessment tool which the majority of other local authorities use, alongside professional discussion by specialist teachers. The assessment tool will take account of a wider range of factors when allocating the amount of support, allow the sensory support service to benchmark against other areas and provide consistency.
- Give more flexibility in how special schools support their pupils with sensory impairments.
- Provide a more efficient use of SEN funding, which will enable the local authority to meet all its statutory requirements. By making these changes, the Sensory Support Service would cost £275,510 less in April 2018 from the current budget of £3.1 million. This will enable resources to be reallocated to meet required growth in special school places and increasing numbers of children in mainstream schools who will need an Education, Health and Care Plan.

These savings will be made through reductions in staffing:

- 2 Teachers of the Deaf
- 0.6 Qualified Teachers of the Visually Impaired
- 1 Resource and Data officer
- 1 Family Support Worker (2 x 0.5)
- 0.4 Habilitation Officer
- 0.4 Teaching Assistants
- Some Teaching Assistant posts will change grade from TA 3 to TA 2

#### **14.0 Outcomes of Consultation on revised set of proposals**

- 14.1 The consultation period lasted from 11<sup>th</sup> January 2017 to 8<sup>th</sup> February 2017. The list of consultees who received a letter about the proposed changes is included at appendix 5. Consultees were asked to respond online. In addition, individual meetings were held with parents of children attending St John's resource base, parents of all children using the service were invited to attend a drop in session to give their views on the proposals and meetings were held with head teachers of the resource bases. Meetings were offered to groups of staff during the consultation period with staff and trade unions.
- 14.2 Five focus groups were held with young people in schools and a group of approximately 15 young people at the Deaf Centre.

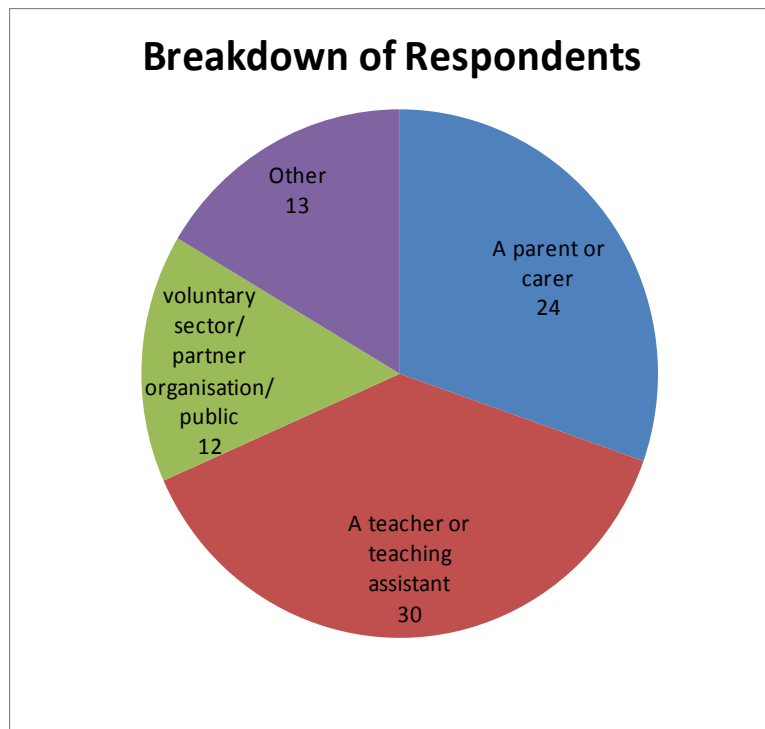
<b>Mainstream schools where focus groups were held</b>	<b>Number of pupils spoken to</b>
East Manchester Academy	3
William Hulme's Grammar School	4
Abraham Moss Community School	5
Trinity Church of England High School	4
Wright Robinson College	5
<b>Total</b>	<b>21</b>

- 14.3 These focus groups were led by a Civil Service secondee to the Council who is leading on consultation with young people who have SEND as part of the All Age Disability Strategy. The outline of these consultations was developed following discussion with the NDCS.

#### **15.0 Outcomes of the consultation**

- 15.1 There were 79 responses to the online consultation in addition to direct responses by letter and email.

The breakdown of online respondents is shown below:



15.2 The list of all those who responded directly is available on request. The full set of responses to the online consultation is available for viewing on request.

15.3 The main themes and issues which were raised through the consultation are:

- Proposal to close 1 resource base at St John’s Primary
- Proposed change to age range in St Andrew’s Primary resource base
- Developing the skills and knowledge of schools based staff about sensory impairment
- Change to the way support is offered to special school pupils
- Early Years
- Allocation of support
- Rejection of cut in budget
- Changes to family support
- Reductions in staffing
- Changes to teaching assistant terms and conditions
- Management of service

15.4 Each of these themes will be considered and includes a response to the consultation feedback received.

**Proposed change to resource bases for pupils with hearing impairment**

Feedback

15.5 The feedback to the online consultation is shown in the table below

	Parent/carers	Other
Strongly agree with proposal	2	0

Agree with proposal	0	6
Neither agree/disagree	0	4
Disagree	5	6
Strongly disagree	17	39

- 15.6 Most parents felt the proposed closure of the resource base at St John's would affect them/their child a lot. The main reason for this is the impact it would have on the child and the damage the disruption may cause
- 15.7 Other respondents who disagreed or strongly disagreed questioned the negative impact on the child the closure could have, stating that they did not believe that adequate support can be given and that the child was moved into a resource base in the first place for a reason and that reason remains.

#### Other issues raised

- 15.8 The parents of children at St John's all expressed their appreciation of the school and the staff in the base. Most wanted their child to stay in a resource base which uses an oral approach although some were very keen for their children to stay at St John's because they have a sibling there, because moving to a school further away would cause difficulties for them getting the child to school, and because the child has friends at the school. There was also concern about moving a child who has recently had a cochlear implant. Some were worried whether there would be sufficient places in the 2 remaining resource bases.
- 15.9 The St John's parents, staff and other respondents were concerned that the proposal for the St Andrew's resource base to focus on nursery and key stage 1 might mean that their child would have to move schools twice, which would be detrimental for their language acquisition and their emotional wellbeing. There were a number of other concerns raised about the provision at St Andrew's base not providing for children in older year groups and the impact of an imposed transition at primary school for children with a hearing impairment One response went into more detail stating that if St Andrew's only offer resourced base provision until the end of KS1, parents may be deterred from placing their children there because of the uncertainty about how long they may be able to stay and unwillingness to move a child midway through their primary phase of education. Staff asked if St Andrew's has sufficient space to accommodate the Auditory Verbal/Aural approach currently used in St John's and there was a suggestion by teachers that St John's nursery continued to provide a resourced base using the Auditory Verbal model and then the pupils moved to St Andrew's Primary
- 15.10 The parents, staff and voluntary sector organisations proposed that there is a phased closure of St John's so pupils do not need to transfer schools.
- 15.11 One respondent agreed with the proposal to reduce the number of bases in central Manchester and suggested opening a base in the north of the city so that pupils from the north do not need to travel so far to school.

15.12 Some responses also said that the acoustic conditions at Alma Park needed to be improved and additional accommodation would be needed if more children using an oral approach are to move there.

### Response

- 15.13 It is proposed that St John's resource base will close and that individual discussions are held with parents and children to decide on the best alternative option for each child. These could include the child moving to resource bases at St Andrew's or Alma Park Primary Schools, remaining at St John's with peripatetic support from the service or moving to a school closer to home with peripatetic support from the service. Children's EHC plans would be reviewed and, if necessary, the support specified in the child's EHC plan would be changed – eg from resource base to individual package of support provided by the school and the service, including peripatetic teaching. The Travel Coordination Unit will review the transport needs of children who move school.
- 15.14 Respondents' view that there is a need to minimise the number of transitions children make is accepted, so it is proposed that St Andrew's resource base will continue to take children from nursery to end of key stage 2 and will focus on children being taught through an oral approach including an Auditory Verbal approach.
- 15.15 It is proposed some staff from St John's will move to Alma Park, others to St Andrew's to ensure pupils who move to those bases are taught and supported by familiar staff. The proximity of St Andrew's and Alma Park will allow children to come together more – than is currently possible with 3 bases. A line manager will oversee both bases and staff can move across the 2 bases to share best practice.
- 15.16 It is proposed that improvements to acoustic facilities at Alma Park and the implementation of the Auditory Verbal approach at St Andrew's are discussed with head teachers and an implementation plan developed. It is possible that additional one-off funding could be made available through the SEN Strategic Review grant to support this and potentially the SEN capital allocation once it is known.
- 15.17 It is proposed that the number and capacity of resource bases is kept under review. If further resource base capacity is required in future years, consideration would be given to opening a new base in a different part of the city, to avoid children having to travel long distances to school.

### **Proposed change to the role of sensory teachers in training and advising mainstream school staff**

### Feedback

- 15.18 The feedback to the online consultation on this aspect of the proposal is shown in the table below



	Parent/carer	Other
Strongly agree with proposal	5	7
Agree with proposal	3	6
Neither agree/disagree	1	7
Disagree	1	7
Strongly disagree	13	25
TOTAL	23	52

- 15.19 The majority of the on line responses were from teachers and teaching assistants – with 21 saying it would affect them a lot. The main reasons for disagreeing were the impact on the child, the negative effect this change and disruption could have and a view that this was an alternative to accessing specialist support from a teacher with the mandatory qualification.
- 15.20 Many who responded agreed that more training is required but as a supplement and as good practice not to replace specialist knowledge. They were concerned about the nature of the specialist role changing and de skilling the specialist as they would spend time training and not doing what they trained in and actually helping the children. Respondents also questioned the capacity to carry out the training with reduced staffing

#### Issues raised through other forms of consultation

- 15.21 Most respondents welcomed the commitment to provide increased training and awareness raising in mainstream schools, but said this should not be a substitute for specialist teaching from staff with a mandatory qualification. Some questioned where the time will come from if staffing is reduced.
- 15.22 Teachers in the Service stated that they are already providing excellent training to mainstream schools but there was concern expressed that mainstream staff cannot be expected to meet the needs of sensory pupils without ongoing support from the sensory service. Some staff raised concerns about the environmental conditions in mainstream schools for pupils with HI/VI.
- 15.23 Some parents were worried that their child's needs are not understood by the mainstream school. One parent said she would like her daughter's class to have better awareness of visual impairment.
- 15.24 Testimonials from some schools gathered by the Sensory Support service directly showed that the service is valued for the direct support they provide to pupils and the training, advice and support they provide to staff. These schools were concerned that there should be no reduction in support.
- 15.25 Focus groups were held with visually impaired and hearing impaired pupils in 5 mainstream secondary schools. The pupils received a range of support from weekly peripatetic teaching to annual monitoring. The pupils provided numerous examples of excellent teaching and support in mainstream schools as well as some poor practice. Many gave examples of how training by teachers from the Sensory Support Service had had a significant impact on

the ability of their classroom teachers and support workers to meet their needs effectively. They all felt that providing training to school staff was important, especially to new teachers and wanted to find ways of skilling up new staff quickly, so they understood their needs – for instance how to use a radio microphone. Some pupils use their one page profiles to help staff understand how best to support them.

*'More training to teachers is good – teachers are supportive but need more help with understanding how to help people – teachers don't realise how difficult it can be to learn if VI/HI'*

15.26 Pupils also gave examples of the skills they had learned from teachers from the Service that allowed them to be more independent – learning touch typing, learning to use software/equipment.

15.27 Some pupils felt that they no longer needed the same level of monitoring from specialist staff as they felt their school was providing the right support and equipment.

*'Equipment is useful – makes you quicker and means you can join in.'*

15.28 Most of the pupils were confident in being able to ask their teachers and teaching assistants for the type of support they needed. They generally spoke positively of the equipment available to them and valued the visits from technicians to check their specialist equipment.

15.29 There were also many examples of how their mainstream peers support them and were confident in being able to ask their friends if they needed help.

*'If I don't know people it can be hard to ask for help but all pupils are helpful – holding doors etc, asking how to help.'*

15.30 One group spoke about how their school was promoting inclusion – doing a project about teaching Braille to year 7 pupils and being involved in raising awareness of disability rights. An area of concern for some pupils was noisy classrooms and other pupils' poor behaviour which made it difficult for them to learn.

15.31 A focus group was held with deaf young adults, most of whom use sign language. Their views on how they were supported in mainstream schools were more mixed than that of the current pupils. Many felt they had been over-supported in secondary school. Some felt that they would have preferred to spend less time being taken out of lessons for one to one sessions and had no choice about which lessons they were withdrawn from. Some said they spent a lot of time in the base for deaf children and they were not pushed to achieve their full academic potential. Others felt that being taken out of class a lot for one to one sessions made them lose confidence. They wanted to be consulted more about how they were supported, which lessons they would receive additional support / interpretation for. Some felt there needed to be more emphasis in schools on preparing young people for adulthood. Others gave

similar examples to the pupils of the importance of good classroom management to ensure HI/VI pupils get full access to learning. They also wanted HI Teaching Assistants to be highly trained in BSL, that support workers' skills should be matched to the needs of the young person and that they should have regular deaf/disability awareness training.

- 15.32 Both parents and young people said they wanted HI and VI role models to be involved in the delivery of training to mainstream staff, pupils, parents and others.

### Special Schools

- 15.33 Teachers suggested an alternative approach to supporting children with HI/VI in special schools which would provide a package of support to each school of training, assessment and written advice for each sensory impaired child with additional complex needs. It was also suggested that Special schools could appoint a named teacher with responsibility for HI/VI who would meet the TOD /QTVI regularly to ensure children have access to the right learning environment and for example that their equipment is monitored regularly. There was also a suggestion of a signing resource base in a special school.
- 15.34 There were some concerns raised about this approach, this was mostly based on a perception that there will no longer be direct support for children in special schools from a teacher of the deaf and this was to be replaced by written guidance.
- 15.35 The RNIB recommended an approach being used in Bradford to support children with VI in special schools which involves training special school staff on a specific framework called 'Positive Looking' for children with a visual impairment which is not dependent on a qualified teacher of visual impairment.

### Response

- 15.36 The proposal to reduce to two resource bases instead of three will allow additional peripatetic teaching time for Teachers of the Deaf (TOD) which can be used to provide more training and advice to schools. In addition, qualified teachers for visual impairment (QTVI) have some capacity within their caseload allocation and there would be further reprioritisation of duties to enable them to have time for training schools.

NB. It is absolutely not proposed that support from TOD/QTVI will be withdrawn. There will continue to be specialist peripatetic teaching and support from TAs provided to mainstream schools. There may be a shift in balance of support they provide particularly in the first year of implementing the proposals.

- 15.37 This part of the proposals is important because children and young people have more contact time with mainstream staff than with teachers and TAs from the Sensory Support Service. It is the contact with mainstream staff that will have most impact on their educational and other outcomes. Therefore it is

extremely important that school staff have a good understanding of the needs of sensory impaired children and the best ways to teach and support them and make the environment accessible. In addition, good teaching practice and strategies which support pupils with a sensory impairment are usually good practice for all pupils.

- 15.38 This proposal presents an opportunity to devise a wide ranging programme of training and support for mainstream school staff, parents and pupils – working with staff from the service, NDCS, RNIB, deaf and visually impaired role models and young people and parents, starting with understanding what needs to be improved and sharing examples of current best practice. Modified versions of this programme could also be delivered to providers of other universal services, such as play/youth provision, colleges/training providers, information and advice services, as well as to local authority and health staff to raise awareness of strategies to support the inclusion of children and young people with sensory impairments. It is suggested that the Sensory Support Service analyses what works best in those schools where practice and outcomes are good and outstanding and share this practice as part of the training package. The local authority can ensure there are training opportunities for SENCOs and other staff in schools on support for pupils with VI and HI. One-off funding could be made available from the Strategic review grant to develop the training package.
- 15.39 Implementation of this proposal would include a commitment to run further focus groups with young people with sensory impairments – to feed into training packages and to inform the All Age Disability Strategy and work being developed as part of the Children and Families Act 2014 to develop a young people’s participation register.
- 15.40 There is also the potential to cluster secondary age children who use Braille in a number of schools of their choice where additional specialist peripatetic staff and equipment can be provided and teachers and TAs given additional training to support these pupils.
- 15.41 Many of the suggestions relating to special schools are welcomed and will be followed up with special school heads on how they could be implemented – possibly starting with a pilot. We will also learn from the Bradford model where special schools have identified key ‘partners in learning’ who are champions for visual impairment within the school.
- 15.42 The suggestion for a signing base in a special school will be kept under review.

### Proposed change to assessment and allocation of support from the Sensory Support Service

#### Feedback

- 15.43 The feedback to the online consultation on this aspect of the proposal is shown in the table below

	Parent/carer	Other
Strongly agree with proposal	0	2
Agree with proposal	2	3
Neither agree/disagree	1	9
Disagree	5	5
Strongly disagree	16	33
TOTAL	24	52

The main reasons why people disagreed with the proposal

- 15.44 The majority of parents disagreed or strongly disagreed - the main reason being the negative impact on the child, they believe the changes will result in 'inadequate' education and that their child requires intensive support to excel. They also do not feel the assessments will be thorough. One comment mentioned the terminology used with the new tool is confusing and parents need more support with understanding this
- 15.45 Other respondents mentioned the negative impact on the child stating that they require and deserve 1-1 support. One respondent commented that whilst it will be a good improvement to use the NatSIP criteria to assess intervention and support levels, the pilot indicated no change for most children, some reduction and some increase for others. And it is therefore difficult to justify a decision to reduce staffing when the indication is that overall similar staffing will be required.

Issues raised through other forms of consultation

- 15.46 Teachers and some other organisations were concerned that the use of the NatSIP tool will significantly reduce the levels of support for children. They also questioned how 'successful transition' would be monitored. There was a concern that teaching assistants could be asked to take on the role of a specialist teacher.
- 15.47 Another professional organisation welcomed the commitment to using this tool alongside discussion with a qualified teacher of the deaf, pupils and parents. However, it was stated that there was a lack of consistency of approach between 70% of Local Authorities who use this tool for children with a visual impairment.

Response

- 15.48 It is proposed that the service adopts the NatSIP tool in 2017-18, and that it is used as one of the methods used for allocating support for pupils – alongside professional discussion with TODs and QTVIs, discussions with pupils and parents and reviews of EHC plans.
- 15.49 Whilst the NatSIP eligibility framework is designed to provide for a fair allocation of resources, it relies on professional judgement and should only be used as part of a full assessment by a qualified specialist sensory teacher.

Professionals will know that use of the tool is leading to effective support when children are making good progress and achieving good outcomes.\*

15.50 Pilot use of this tool to allocate support in 2016 has shown that some children have accessed additional support as a result of the tool and the majority of children have continued to access the same level of support. The reasons for children who have been allocated a reduced level of support were set out earlier in this paper. Feedback from focus groups with young people told us that some of them felt that they were over supported and that their levels of support did not change as they made progress, got older and more independent and were able to help themselves. Many of them questioned the need for such regular monitoring as they felt they had developed strategies to help themselves. The use of a transparent and consistently applied tool used alongside professional discussion which takes into account a wide range of factors should be sensitive to the needs of the child and young person and where appropriate access to specialist support should be reduced and not necessarily seen as a negative outcome for a young person.

15.51 The Sensory Support Service should create accessible information for parents and pupils explaining how their level of support is allocated and how they can give their views to inform the level of support.

15.52 It remains unclear why some professional organisations disagree with the use of this tool in Manchester when they have recommended its use in other North West authorities. In addition, it is proposed that there should be discussion with other sensory services in the Greater Manchester area and North West about how to achieve greater consistency across the region in use of the tool and other methods of assessing support, to enable better transfer of information across borders and at transitions.

15.53 The use of the tool should be reviewed in 2018 with input from the service, schools, pupils, parents, national professional and voluntary organisations. Manchester will also participate in the annual NatSIP benchmarking exercise so that pupils' attainments can be tracked over time. This will allow us to monitor whether the proposed changes are leading to improved outcomes.

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

#### Proposed change to family support

#### Feedback

15.54 The feedback to the online consultation on this aspect of the proposal is shown in the table below

	<b>Parent/carer</b>	<b>Other</b>
Strongly agree with proposal	2	4
Agree with proposal		1
Neither agree/disagree	4	5

Disagree	4	5
Strongly disagree	13	38
TOTAL	23	53

15.56 The main reason why the parents who responded disagreed with the proposal is the impact on the child and the family: they believe children with impairments require specialist support and the support they receive currently from the Family Support Worker is a lifeline. They felt that reductions would result in more families needing to access support from charities.

15.57 One respondent stated that research points clearly to specialised high quality support for families following early diagnosis and risks negating the impact of health services in their diagnosis. Non-specialist staff cannot have the necessary knowledge about specialist equipment, diagnosis nor the skills to observe the very small early steps of listening and language development.

#### Issues raised through other forms of consultation

15.58 Parents were concerned about losing support from the family support workers as some voluntary organisations have also reduced family support. Parents were also concerned that they would not be able to manage many of the things that the family support workers help them with – such as attending hospital appointments, completing benefit applications.

15.59 Teachers of the Deaf felt that families need access to a support worker who can sign. Qualified Teachers of Visual Impairment felt the family support worker was a constant source of support and that staff in Information, Advice and Support would not have the specialist skills required to fulfil this role. National voluntary organisations were concerned about any cuts to family support, though they welcomed the commitment to providing support in the early years and to newly diagnosed children. They asked if this could be extended to children with degenerative conditions.

15.60 It was also felt that there needs to be a better multi agency approach to supporting vulnerable families, including social care and the hospital eye clinic liaison officer (ECLO) and that work needs to be done on upskilling the Information, Advice and Support team.

15.61 Most pupils did not comment specifically on this proposal, but several said they felt they and their families were well supported by school, family and friends.

#### Response

15.62 It is proposed that the Family Support Worker posts are reduced to 0.5 for Hearing Impairment and 0.5 for Visual Impairment. Having Family Support within the Sensory Support Service, although highly regarded by families, is not a requirement or indeed provided by most Local Authorities as part of Sensory Support Service provision. Going forward, this provision needs to be

targeted for families with children in the early years and newly diagnosed when families can feel isolated and need access to specialist support. The proposal includes providing support to families with children experiencing significant changes in their diagnosis.

- 15.63 A key element of the role of the family support workers will be to adopt a strengths based approach and to work closely with other organisations supporting families, including early help, social care, health professionals and the Local Authority Information, Advice and Support (IAS) service, so that families can gradually be introduced to universal advice and other support services available within the City.
- 15.64 Providing an IAS service is a statutory requirement of the Children and Families Act 2014. The Manchester service includes caseworkers with training in SEND law, parent engagement staff and a young people's engagement officer. The IAS team are already liaising with the family support workers and there will need to be a programme of training to upskill them to provide effective support to parents of older pupils and to young people themselves. This training will be an extension of the package that will be developed for schools and will involve families in its development.
- 15.65 There should be further work done by heads of all Greater Manchester sensory services with hospital managers – in particular to clarify the role of the ECLO and the expectations on the support family support workers will provide around hospital visits. The parent carer forum and parent champions are keen to broaden their membership to include parents of children with a sensory impairment. These parent led groups do not replace professional staff but complement the offer of Information, Advice and Support by providing peer led support to families and support to influence policies and practices of the local authority and health.
- 15.66 The Local Offer will be reviewed to ensure it includes all the information families need to understand the support available to them and their child.

#### Other proposed changes to staffing

#### Feedback

The main reasons why people disagreed with the proposal is the negative impact on the children. Respondents believed staff levels needed to be increased as opposed to cut and worry about the impact on the remaining staff.

- 15.67 There was concern that if staff were lost and numbers of pupils rise it will be hard to recruit new specialist staff. The mandatory nature of the teaching qualification for pupils with a sensory impairment was mentioned as a reason for not reducing numbers of teachers.



Parents were concerned about staff morale if jobs were reduced. Some pupils commented that they did not want people to lose jobs or their support be removed.

- 15.68 Respondents from the Service disagreed with the proposal to reduce numbers of teachers as it was unclear how additional training for schools could be provided with lower numbers of staff.
- 15.69 Many respondents were concerned about the proposed reduction or loss of grade of teaching assistants and the potential impact on children. There was a fear that if staff had to move down a grade they would leave the service and their living standards, pension and prospects for advancement would be affected.

There was much support for the continuation of holiday activities which are led by teaching assistants. Teaching staff within the Service proposed an alternative model which reduced high level Teaching Assistants (TA4s).

- 15.70 Staff asked if the 'Element 3 – top up' funding delegated to schools for support outlined in pupils' EHC plans could be allocated to the sensory service so that specialist staff could be deployed rather than schools recruiting their own TAs.
- 15.71 Resource and Data Officer – respondents felt it was unclear what the impact of losing this post would be, people do not understand what the job involves and whether senior managers have the time and skills to take on these additional responsibilities.
- 15.72 Habilitation – Pupils said that their support for mobility works really well at home and at school. Parents and other respondents felt habilitation staff are vital to ensure positive outcomes for young people and prevent future dependency on social care. One professional organisation did not support the proposal to reduce this service whilst teaching staff in the Service proposed that this aspect of the Service could be further reduced and Teaching Assistants used to deliver the programmes. There was a request to look at how the service can link better to what is provided for 18-25 year olds.

### Response

- 15.73 The proposals have been revised to keep staffing reductions to a minimum – particularly relating to teachers with a mandatory qualification which is the only support specified in the SEND Code of Practice that the Local Authority is required to make available to children with a sensory impairment. The proposed reduction of teachers is 2fte Teachers of the Deaf and 0.6 fte Qualified teachers of Visual Impairment.
- 15.74 The proposals include not reducing the numbers of teaching assistants which is possible if some of their terms and conditions are changed. It is also inadvisable to withdraw funding for EHC plans and allocate staff to schools instead for this purpose. An option going forward could be that schools can choose to use this funding to buy in Teaching Assistant support from the

Sensory Support Service rather using their own staff. However, ultimately it is for the governing body of Lancasterian School who are responsible for the delivery of this commissioned service to determine the most appropriate staffing structure within the allocated budget for the Sensory Support Service.

#### Alternatives to these proposed changes and any other comments

##### Feedback

- 15.75 Other respondents felt that children in all schools should be taught sign language.
- 15.76 There was a suggestion of more outsourcing to local charities who may provide the same service (for instance family support and training for schools) for lower costs and that more multi agency working is required.
- 15.77 One respondent suggested the service stays as it is as it offers a valuable service and to make cuts elsewhere.

##### Issues raised through other forms of consultation

- 15.78 Many respondents welcomed the emphasis on providing support to children and families in the early years.
- 15.79 Several parents who attended the drop in were very concerned that their early years child's support was going to be withdrawn – this is not the case.
- 15.80 Some respondents felt it was not useful to make comparisons with other local authorities. Another proposal was that Manchester should charge other local authorities for the service which is accessed by non Manchester residents attending Manchester schools.
- 15.81 There were questions about the accessibility of the consultation for parents.
- 15.82 The commitment to maintain a specialist equipment team for VI children was welcomed and a request made for pupils to be trained in the use of their equipment as well as staff.
- 15.83 There were questions around what the management structure should look like and a view that the Sensory Support Service ( and the specific services within it for children with a visual impairment and with a hearing impairment) should only be managed by staff with the mandatory qualification appropriate to the service area. Some of the staff have produced their own structure for the Service which included no Head Of Service or Service (business) manager and a proposal that the 2 teams within the Service would be led by 2 teachers managing the appropriate team each with an additional teaching and learning responsibility payment on a part time basis. The rationale for this proposal is that the Service leads could also teach children and there would be no impact on service delivery.

15.84 Respondents asked how young people had been involved in the formulation of the proposals.

### Response

15.85 Early years support will continue at the same or an enhanced level and increasing multi agency working and partnership work with voluntary sector is a priority for successful implementation of these proposals.

15.86 The Sensory Support Service is a commissioned service with a current value of over £3 million, a large staff team, working across a significant number of settings and schools in the City supporting over 900 children and young people. The senior management of the service therefore requires staff with a range of skills including in education management, strategic leadership, contract management, budget control and human resources/organisational development as well as teachers with mandatory qualifications. The senior management team will need to include staff with all of these skill sets and the service is too large to be led by teachers who also have a part time teaching commitment. However, ultimately it is for the governing body of Lancasterian School who are responsible for the delivery of this commissioned service to determine the most appropriate management arrangements for the Sensory Support Service.

15.87 All parents received a letter with details of how to respond on line as well as inviting them to meetings supported by family worker and interpreters.

15.88 The approach to young people's involvement was informed by discussions with staff from voluntary organisations and schools. It will be built upon further so that hearing and visually impaired young people can influence local area strategy through the All Age Disability Strategy and their views will be a crucial part of the training package we propose to develop.

## **16.0 Key Policies and Considerations**

### Equal Opportunities

16.1 A full equality impact assessment is attached at appendix 6.

## **17.0 Conclusion**

17.1 It is acknowledged that the consultation has been difficult for staff from the service and some parents due to the proposal to reduce staff and close a resource base. However, the quality of information received about what is working well and what needs to be improved for children and young people with a sensory impairment from a range of stakeholders including parents/carers, pupils at school and young people who have left school, specialist staff within the Service, professional organisations and others has informed proposals to lead to improvements in the Sensory Support Service offer for children and young people in the City. This includes:

- Improving outcomes for children and young people with a sensory impairment through ensuring that the teachers and staff based at the schools which the children and young people attend and who have the most day to day influence on children and specialist curriculum knowledge are equipped with the understanding, awareness and skills, to deliver them the best possible education.
- More flexibility in how special schools support their pupils with sensory impairments
- Consolidating places, expertise, staff and best practice from 3 Primary Resource bases in very close proximity to 2 bases focusing on 2 different models of communication. St Andrew's to offer an oral approach from nursery to year 6 and Alma Park to offer a total communication approach from nursery to year 6.
- Use of an assessment tool which the majority of other local authorities use, alongside professional discussion by specialist teachers. The assessment tool will take account of a wider range of factors when allocating the amount of support, allow the Sensory Support Service to be benchmarked against other areas and provide consistency across the service and also other authorities.

17.2 The proposals, if implemented, will provide a more efficient use of SEN funding, which will enable the local authority to meet all its statutory requirements. By making these changes, the Sensory Support Service will cost £275,510 less in April 2018 from the current budget of £3.1 million and will help ensure the High Needs Block within the Dedicated Schools Grant is able to fund an appropriate balance of provision for children and young people in the City. This will allow for expected growth in special school places in proportion to population growth, and increasing numbers of children in mainstream schools who will need an Education, Health and Care Plan.

17.3 The Sensory Support Service will be kept under review as required by the SEND Code of Practice to ensure that it meets the needs of children and young people with a sensory impairment. The proposals outlined in the report will also form part of a wider strategic review of SEND provision and some of the one-off funding allocated for this review can be allocated to support implementation of these changes. The invaluable view of children and young people gained through this review will also be used to influence the All Age Disability Strategy.

## **18.0 Recommendation**

18.1 It is recommended that:

- The Children and Young People Scrutiny Committee comment on this proposal and that
- The Executive agree that Lancasterian School is commissioned to deliver the Sensory Support Service as set out in this report.

# 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 auxillary 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/>

## Appendix 2

### LSSS Staffing in December 2016

1 Head of Service  
1 Service Support Manager

#### 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 TA2s 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)

#### 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)

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

##### Alma Park

- Teachers of the Deaf: x3 (1.6 fte)
- TA3 all year round x3 (2.8 fte)
- TA3 term time only x1 (0.4 fte)
- TA2 term time only x1 (0.6 fte)

##### St Andrew's

- Teachers of Deaf of the Deaf: x2 (1.6 fte)
- TA3 all year round x2 (1.8 fte)
- TA2 term time only x3 (3fte)

##### St John's

- Teachers of the Deaf: x2 (1.6 fte)
- TA3 all year round x2 (1.6fte)

- TA3 term time only x2 (2fte)
- TA2 term time only x1 (0.5 fte)

The Manchester Academy

- Teachers of the Deaf: x2 (1.2 fte)
- TA3 all year round x1 (0.3 fte)
- TAs term time only x2 (1.4 fte)
- TA2 term time only x2 (2 fte)

### Appendix 3

#### 2016 consultation

- Meetings held with staff and trade unions
- Meetings held with parents,
- Meetings with NDCS and RNIB
- Meetings with head teachers of resource bases

#### Consultation letters/emails sent to the following to stakeholders:

- Parents/carers of children accessing peripatetic and early years' services
- Parents/carers of children attending resource bases
- All Staff
- Manchester head teachers
- Manchester managers of Early Years settings
- 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
- Henshaw's
- 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 Psychology team leader
- Manchester NHS Speech and Language team leader
- NW Sensory services

Online consultation open from 8th June 2016 to 21st July 2016 – 281 responses



## Appendix 4

Previously reported to Children and Young People Scrutiny Committee December 2016

Outcomes of consultation 8<sup>th</sup> June 2016 to 21<sup>st</sup> July 2016 and local authority response

### Proposal to close 2 primary resource bases

#### 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>

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)

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

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.

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 Andrews Primary to ensure it has an optimum environment for aural learners.

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.

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

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.

## **Response**

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 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.

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 Andrews Primary to ensure that there is an optimum environment for aural learners. It is therefore recommended that the original proposal to close 2 bases is changed to only closing 1 resource base at St John Primary and keeping the resource base at St Andrews 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.

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.

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.

The entry criteria for both provisions will 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.

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

## **Changes to the assessment criteria**

## 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>

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)

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)

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

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

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

## Response

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.

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 .

'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)

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

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.

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%

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

Feedback from the online consultation on changes to support are 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>

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)

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.

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 training will reduce time for assessing needs and specialist teaching to develop access skills.

### **Response**

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

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.

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 in 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.

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.

### **Changes to Family Support**

#### **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.

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.

### **Response**

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.

### **Early Years**

#### **Feedback**

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.

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.

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

### **Response**

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.

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

#### **Feedback**

There were some concerns expressed about the proposal to increase this provision by 0.5fte particularly that because 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.

#### **Response**

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.

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

#### **Special School support**

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.

#### **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.

#### **Habilitation**

##### **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..

**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.

**Changes to Management arrangements**

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.

**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.

## Appendix 5

### 2017 consultation

- Meetings with staff and trade unions
- Meetings with all parents of St John's children with local authority representatives and senior managers from the service, supported by family support worker and interpreters
- Drop in session for parents with local authority and head of service – supported by family support worker, Information, Advice and Support Manchester and interpreters
- Focus groups with 5 groups of young people in schools and youth settings
- Meetings with head teachers of resource bases

### Consultation letters/emails sent to the following stakeholders:

- Parents/carers of children accessing peripatetic and early years services
- Parents/carers of children attending resource bases
- All Staff
- Manchester head teachers
- Managers of Manchester Early Years settings
- Heads of NW Sensory Services
- Audiology Clinics (Manchester)
- Cochlear Implant team (Manchester)
- University of Manchester, Department for Deaf Education
- Ophthalmology team leader
- NHS SaLT team leader
- MCC Sensory Team
- Manchester Deaf Centre
- Henshaw's
- Guide Dogs (Blind Children UK)
- VIEW (QTVI organisation)
- BATOD (ToD organisation)
- RNIB
- NDCS
- Educational Psychology (One Education)
- Rodney House Service for Early Years
- VICTA (Charity, Vision)
- Deaf CAMHS
- Disability Sport Manchester
- Seashell Trust
- Manchester Royal Eye Hospital
- Health Visiting
- Paediatricians
- Genie Networks
- Action for Blind

## Appendix 6



# MANCHESTER CITY COUNCIL

## Stage 2 Equality Analysis: Equality Impact Assessment

**Appendix 1: Demonstrating Outcomes of Equality Analysis**

**EQUALITY IMPACT ASSESSMENT**

1. Directorate	Children and Families	2. Section	Education and Skills	3. Name of the function being assessed	Sensory Service
4. Is this a new or existing function?	Existing	5. Officer responsible for the assessment	Julie Hicklin	6. Lead manager responsible for the assessment	Amanda Corcoran
7. Date assessment commenced	6.4.16.	8. Date of completion	6.1.17.	9. Date passed to BIP Equality Team	9.1.17.

### Summary of Relevance Assessment

1. Has a Stage 1 Equality Analysis: Relevance Assessment document been completed?

Yes  Date of assessment: March 2016

No  Please refer to 2.2 in the guidance above.

2. Please indicate which **protected characteristics** the relevance assessment identified as relevant to the function that is being assessed (tick below):

Age  Disability  Race  Gender (inc. Gender Reassignment, Pregnancy and Maternity)

Sexual Orientation  Religion or Belief (or lack of religion or belief)  Marriage or Civil Partnership

3. Please indicate which **aims of the equality duty** the relevance assessment identified as relevant to the function being assessed (tick below):

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

Advance equality of opportunity between those who share a protected characteristic and those who do not

Foster good relations between people who share a protected characteristic and those who do not

## Equality Impact Assessment Template

### 1. About your function

<p>Briefly describe the key delivery objectives of the function being assessed</p>	<p>The Service supports all children and young people who have a sensory impairment requiring additional support and/or advice, at home, in pre-school settings and in publically funded schools in Manchester.</p> <p>Age Group: birth to leaving school provision, ie 16 or 19 depending on provision.</p> <p>The Service provides: direct teaching, building capacity though training and support to families, settings and individuals; advice, intervention and information re: access to education; family support: independence development; hearing technology support.</p> <p>The service is required to:</p> <ul style="list-style-type: none"> <li>Respond to referrals within an agreed timeframe</li> <li>Maintain Lancasterian Sensory Support Service data bases of all children with a sensory impairment in the city</li> <li>Provide early intervention for pre 5s, including family support</li> <li>Provide support for individual children in Early Years settings according to assessed need</li> <li>Provide advice and support for settings</li> <li>Provide training as appropriate for Manchester schools/ academies, settings, and post 16 providers</li> <li>Provide audiological equipment (FM/radio aid systems) to supplement what is provided by NHS and schools according to assessed needs</li> <li>Maintain hearing equipment including repairing and replacing as required (minimum check of once per fortnight)</li> <li>Provide some specialist equipment and resources for children with Visual Impairment (VI) and Multi Sensory Impairment (MSI), according to need assessed through the Education, Health and Care process, to facilitate curriculum access</li> <li>Maintain designated resourced provision according to agreed SLAs with individual schools</li> <li>Provide at least fortnightly (North and South) family support groups</li> <li>Contribute to multi agency meetings, assessments EHC planning meeting and take the lead in coordinating a multi agency approach as appropriate, including providing advice for EHC assessments and plans for young people aged 16-25</li> </ul>
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	<p>If in lead professional role, or as determined by multi-agency meetings, to make referrals to other agencies eg Deaf Camhs, SaLT</p> <p>Provide information to families to support them in making decisions about educational placements</p> <p>Support transition to pre-school settings, between key stages and post 16 and school transfers</p> <p>Monitor outcomes for children with sensory needs – information to be provided by settings</p> <p>Provide extra-curricular activities for children with sensory needs</p> <p>Provide the Local Authority with data relating to the cohort when requested and provide advice on needs and future service requirements</p> <p>The proposed changes to the Sensory Service will mean that the service changes the emphasis of its work towards a capacity building model. Peripatetic teaching support would be retained for pupils with a high level of sensory impairment and the expertise of the teachers would be used to train and support teachers in mainstream and special schools across Manchester to be better able to support the educational needs of their pupils with sensory impairments.</p> <p>There has been significant population growth in Manchester and the Children and Families Act has extended the age range of children/young people eligible to apply for Education, Health and Care plans to 0-25. This has put pressure on the high needs budget which funds the Sensory Service. The proposed savings from the Sensory Support Service will be spent on children and young people with all types of special educational needs/disabilities in Manchester mainstream and special schools, early years provision and colleges.</p>
<p>What are the desired outcomes from this function?</p>	<p>In Manchester we want all of our children and young people, to become resilient, confident and competent citizens who are able to realise their full potential and take a full and active part in the wider community.</p> <p>The <i>All Age Disability Strategy</i> sets out a vision for children and adults with a disability in Manchester and is Manchester’s plan to support and enable disabled children and adults to fully participate in all of the city’s opportunities, facilities, activities and communities.</p> <p>Manchester City Council has also made a commitment through its Community Strategy to enable its residents to achieve their potential and to establish neighbourhoods where families choose to learn, live and play.</p> <p>In order to realise this vision for children and young people with sensory needs, we need to ensure that within our educational provision we have the highest possible expectations for children and young people with sensory needs, and that through our policy and practice we ensure that the gap</p>

	<p>in outcomes between children and young people with sensory needs and those without sensory needs is narrowed, children and young people with sensory needs aspire to the highest possible level of achievement and are in a position to access work and independence as adults.</p> <p>The proposed changes to the service will promote inclusion - meaning that all schools across Manchester are equipped to provide support for the pupils in their community who have a sensory impairment. The proposal ensures that there is wide ranging provision to meet the needs of pupils with a range of sensory impairments – including support for early years children and parents, inclusive mainstream schooling, mainstream school with support from the sensory support service, primary and secondary resource bases for children with hearing impairment and support from the sensory service for children in special schools. The proposed changes also ensure that the service continues to meet or exceed statutory requirements.</p>
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2. About your customer

Do you currently monitor the function by the following protected characteristics?	Protected Characteristics	Y/N	If no, please explain why this is the case and / or note how you will prioritise gathering this equality data
	Race	Y	
	Gender (inc. gender reassignment, pregnancy and maternity)	Y	
	Disability	Y	
	Sexuality	N	This characteristic is not routinely monitored by the sensory service, though the service would take account of any individual pupil's support needs that relate to their sexuality.
	Age	Y	
	Religion or belief (or lack of religion or belief)	N	This characteristic is not routinely monitored by the sensory service, though the service would take account



			of any individual pupil's support needs that relate to their religion/belief.
	Marriage or civil partnership	N	This characteristic is not relevant due to the age of the pupils. The marital / civil partnership status of the pupils' parents/carers is not routinely monitored.
<p><b>4. What information has been analysed to inform the content of this EIA?</b></p> <p><b>Please include</b> details of any data compiled by the service, any research that has been undertaken, any engagement that was carried out etc.</p>	<p>Lancasterian Sensory Support Service (LSSS) - Service Level Agreement LSSS data School census 2015-16 Children in Manchester 2015 – PRI report Vision Impairment JSNA Draft SEND JSNA NatSIP guidance (National Sensory Impairment Partnership) NDCS advice to local authority commissioners on meeting the needs of children and young people with sensory impairments</p> <p>An initial proposal has been subject to public consultation with parents/carers, pupils, teachers, health and care staff, voluntary sector organisations, elected members and other interested parties, and a detailed proposal is being consulted on before recommendations are taken to the Children and Young People's Scrutiny Committee and Executive.</p>		

3. Delivery of a customer focused function

Does your analysis indicate a disproportionate impact relating to <b>race</b> ?	<b>Y</b>	<b>N</b>					
		<b>N</b>					
<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>	<p>The 2015-16 School Census report shows the ethnicity profile of children and young people aged 0-16 in Manchester is:</p> <table border="1"> <tr> <td>White</td> <td>43.91%</td> </tr> <tr> <td>Black</td> <td>16.35%</td> </tr> </table>			White	43.91%	Black	16.35%
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Black	16.35%						

	<table border="1"> <tr> <td></td> <td>%</td> </tr> <tr> <td>Chinese</td> <td>1.09%</td> </tr> <tr> <td>Dual Heritage</td> <td>8.22%</td> </tr> <tr> <td>Asian</td> <td>21.78%</td> </tr> <tr> <td>Other Ethnic Group</td> <td>6.67%</td> </tr> <tr> <td>Unknown</td> <td>1.95%</td> </tr> </table>		%	Chinese	1.09%	Dual Heritage	8.22%	Asian	21.78%	Other Ethnic Group	6.67%	Unknown	1.95%												
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	<p>The ethnicity profile of pupils receiving teaching from the Sensory Service in 2015-16 is:</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>HI</th> <th>VI</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>25.6%</td> <td>21.2%</td> </tr> <tr> <td>Black</td> <td>7.8%</td> <td>8.8%</td> </tr> <tr> <td>Chinese</td> <td>1.5%</td> <td>0</td> </tr> <tr> <td>Dual Heritage</td> <td>1.5%</td> <td>0.8%</td> </tr> <tr> <td>Asian</td> <td>20.4%</td> <td>18.5%</td> </tr> <tr> <td>Other ethnic group</td> <td>5.7%</td> <td>2.6%</td> </tr> <tr> <td>Unknown</td> <td>42.4%</td> <td>47.7%</td> </tr> </tbody> </table> <p>As there is a large proportion of pupils whose ethnicity is not known, it is difficult to make reliable assumptions about whether the pupil profile reflects that of the wider school population.</p> <p>The sensory service provides very individualised support, which takes account of all the needs of each pupil, so this approach ensures that all reasonable measures are taken to avoid a negative impact based on a pupil's race. Over time, there should be a positive impact as all schools across the city are supported to be inclusive, so more pupils will be able to attend a local school of their choice.</p>	Ethnicity	HI	VI	White	25.6%	21.2%	Black	7.8%	8.8%	Chinese	1.5%	0	Dual Heritage	1.5%	0.8%	Asian	20.4%	18.5%	Other ethnic group	5.7%	2.6%	Unknown	42.4%	47.7%
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Which action plans have these actions been transferred to?	Reduce number of records with ethnicity not known. Complete further analysis of ethnic profile of pupils and their outcomes.																								

Does your analysis indicate a disproportionate impact relating to <b>disability</b> ?	Y	N	
	Y		
<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>			<p>In 2016 the service supported 539 pupils with hearing impairments (HI) and 336 pupils with visual impairments (VI). The severity of condition and degree of support required varies but will in future it is proposed that this will be assessed using the NatSIP criteria. This criterion is used by more than 70% of sensory services across England.</p> <p>Currently in Manchester (2015 census), 2.0% of pupils have a primary need of Hearing Impairment and 0.9% of pupils have a primary need of Visual Impairment. 0.1% of pupils have a primary need of Multi Sensory Impairment (MSI). These proportions are roughly in line with national figures. HI 1.9%, VI 1.1%, MSI 0.2%</p> <p>Sensory impairment is a low incidence need, so classroom teachers and other school staff rely on the expertise of specialist teachers from the Sensory Service.</p> <p>The proposed changes to the service mean that peripatetic teachers will spend a bigger proportion of their time advising and training school staff and a lower proportion of time providing direct teaching.</p> <p>In 2016 87 early years children with HI and 60 with VI were being taught or monitored by the service.</p> <p>The proposals will give a greater emphasis to supporting children in the Early Years phase.</p> <p>117 school age children with HI and 52 children with VI were receiving teaching from the service.</p> <p>In 2016 the NatSIP Eligibility Framework for allocating support was trialled by teachers of the deaf (TOD) and qualified teachers of visually impaired pupils (QTVI). The tool was used alongside professional discussion with teachers. The outcome of this shows that as a result of this model:</p>

	<p>Hearing Impaired pupils Of 166 children allocated to a teacher 124 saw no change in their support 19 saw an increase in their support 23 saw a decrease in their support</p> <p>Visually impaired pupils Of 156 pupils allocated to a teacher; 75 saw no change in their support 50 saw a decrease in their support 31 saw an increase in support</p> <p>Over 500 children and young people with sensory impairments will see no change to the support currently provided.</p> <p>The CRIDE Survey 2015 states that the average caseload for Teachers of the Deaf varies between 33:1 to 56:1. The current average caseload in Manchester is 30:1. For peripatetic teachers this average drops to 16.3:1 Under the proposed model the nominal caseload will be 36:1 and for peripatetic teachers it will change to 15.8:1, with 1 Teacher of the Deaf allocated to every 6 children in resource bases.</p> <p>The proposal is to continue to use the NatSIP Framework in 2017-18 alongside professional discussion with teachers and to review after this period whether it is assisting with consistency of allocation of support and transparency for pupils and parents.</p> <p>In 2016 the service provided support to 46 children with HI (as one of their needs) and 139 with VI (as one of their needs) in special schools in Manchester.</p> <p>Resource bases for pupils with a hearing impairment. There are currently 3 primary resource bases and 1 secondary resource base.</p>
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Alma Park Primary – 7 pupils  
St Andrew's C of E Primary – 6 pupils  
St John's C of E Primary – 9 pupils  
Manchester Academy – 7 pupils

The proposal is to reduce to 2 primary resource bases (Alma Park and St Andrew's) and continue with 1 secondary base.

All the children and young people currently in resource bases already have or are undergoing assessment for an Education, Health and Care plan which will set out the type and amount of support they will receive to meet their needs and outcomes.

If the proposal is agreed the options for the pupils at St John's are: to move to one of the other resource bases, to stay at St John's with peripatetic support or to move to their local school with peripatetic support. All of the children at St John's and their parents will have individual discussions about the option that would best meet their needs.

**Summary**

The proposed changes relate solely to children and disability with a special educational need/disability, so there is a disproportionate impact compared to the general population. However, most of the children and young people currently receiving a service will continue to receive the same or similar level of service. A number of children with hearing impairments will receive fewer visits from a Teacher of the Deaf, but their classroom teachers will receive more training to meet their needs. If the proposal is agreed in the ST John's resource base will have to either move school or see a change in the way their support is provided. However, each child's Education, Health and Care plan will be reviewed and the new plan will set out their individual needs and provision and the outcomes they should achieve. The service will focus even more on working with Early years children and their families.

It is likely that in the long term the service changes will have a positive impact, by equipping classroom teachers to meet the needs of their pupils, though in the short term, some pupils, parents and school staff may find the changes unsettling and may need time to adjust to the change in provision. This will be mitigated through transitional support to families and schools over the 2017-18 academic year.

Which action plans have these actions been transferred to?	LSSS and Information, Advice and Support Manchester to provide support to pupils, parents/carers and schools to deal with the transition to the new service model and provide a comprehensive training programme for mainstream and special school staff.																																			
Does your analysis indicate a disproportionate impact relating to <b>Gender</b> (including gender reassignment or pregnancy and maternity)?	Y	N																																		
Please describe the nature of any disproportionate impact/s  Please indicate what actions will be taken to address these	<p>Proportions of female/male pupils receiving support from the sensory service.</p> <p><b>HI</b></p> <table border="1" data-bbox="779 675 1644 906"> <thead> <tr> <th>Type of provision</th> <th>Female %</th> <th>Male%</th> </tr> </thead> <tbody> <tr> <td>Early years taught/monitored</td> <td>51.7</td> <td>48.2</td> </tr> <tr> <td>Taught</td> <td>52.1</td> <td>47.8</td> </tr> <tr> <td>Audiology monitoring</td> <td>44.6</td> <td>55.3</td> </tr> <tr> <td>Half termly monitored</td> <td>37.5</td> <td>62.5</td> </tr> <tr> <td>Special school</td> <td>45.6</td> <td>54.3</td> </tr> </tbody> </table> <p><b>VI</b></p> <table border="1" data-bbox="779 979 1644 1171"> <thead> <tr> <th>Type of provision</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>Early years taught/monitored</td> <td>36.6</td> <td>63.3</td> </tr> <tr> <td>Taught</td> <td>37</td> <td>63</td> </tr> <tr> <td>Monitored</td> <td>36.4</td> <td>63.5</td> </tr> <tr> <td>Special school</td> <td>45.3</td> <td>54.6</td> </tr> </tbody> </table> <p>The numbers of pupils with HI and VI are quite low as a percentage of the total number of pupils with special educational needs, so it is difficult to draw robust conclusions. The proportion of all males/females (with and without SEN) in mainstream schools is roughly equal. The proportion of males/female pupils with a range of impairments in special schools is roughly 3:1. The male/female proportions of children with hearing and visual impairments</p>			Type of provision	Female %	Male%	Early years taught/monitored	51.7	48.2	Taught	52.1	47.8	Audiology monitoring	44.6	55.3	Half termly monitored	37.5	62.5	Special school	45.6	54.3	Type of provision	Female	Male	Early years taught/monitored	36.6	63.3	Taught	37	63	Monitored	36.4	63.5	Special school	45.3	54.6
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	<p>appear to be closer to those for the general population, than other special educational needs/disabilities. The service provides an individualised service to all of the pupils it supports so would take account of any individual pupil's support needs relating to their gender</p>		
<p>Which action plans have these actions been transferred to?</p>			
<p>Does your analysis indicate a disproportionate impact relating to <b>age</b>?</p>	<p><b>Y</b></p>	<p><b>N</b></p>	
<p>Please describe the nature of any disproportionate impact/s  Please indicate what actions will be taken to address these</p>	<p><b>X</b></p>		
<p>Which action plans have these actions been transferred to?</p>			
<p>Does your analysis indicate a disproportionate impact relating to <b>sexual orientation</b>?</p>	<p><b>Y</b></p>	<p><b>N</b></p>	
		<p><b>X</b></p>	

<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>	<p>It is unlikely there would be any disproportionate impact in relation to sexual orientation. The service provides an individualised service to all of the pupils it supports so would take account of any individual pupil's support needs if they were to identify as L,G or B.</p> <p>The pupil's sensory needs are the determining factor in the level and type of support they receive.</p>					
<p>Which action plans have these actions been transferred to?</p>						
<p>Does your analysis indicate a disproportionate impact relating to <b>religion and belief</b> (including lack of religion or belief)?</p>	<table border="1"> <tr> <th data-bbox="768 528 880 563">Y</th> <th data-bbox="880 528 1016 563">N</th> </tr> <tr> <td data-bbox="768 563 880 675"></td> <td data-bbox="880 563 1016 675">X</td> </tr> </table>	Y	N		X	
Y	N					
	X					
<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>	<p>It is unlikely there would be any disproportionate impact relating to religion and belief. The service provides a personalises service to all of the pupils it supports, so would take account of any pupil's support needs relating to their religion or belief.</p> <p>The pupil's sensory needs are the determining factor in the level and type of support they receive.</p>					
<p>Which action plans have these actions been transferred to?</p>						
<p>Does your analysis indicate the potential to <i>cause discrimination</i> in relation to <b>marriage and civil partnership</b>?</p>	<table border="1"> <tr> <th data-bbox="768 979 880 1015">Y</th> <th data-bbox="880 979 1016 1015">N</th> </tr> <tr> <td data-bbox="768 1015 880 1126"></td> <td data-bbox="880 1015 1016 1126">X</td> </tr> </table>	Y	N		X	
Y	N					
	X					
<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>	<p>The age of the children/young people means there would be no discrimination in relation to marriage and civil partnership.</p>					
<p>Which action plans have these actions been transferred to?</p>						



Does your analysis indicate a disproportionate impact relating to <b>carers</b> ?	Y	N	
	Y		
<p>Please describe the nature of any disproportionate impact/s</p> <p>Please indicate what actions will be taken to address these</p>			<p>There is a proposed reduction to the parent support advice staffing provided by the service. However, there will be some increase to the amount of work done with families of early years children, which over time, will mean needs are identified and support put in place at an earlier age. It is proposed that there will be increased partnership working between the service's family support workers and universal services such as Early Help, the Information, Advice and Support Service and voluntary sector agencies to ensure that parents of older children know where to access advice and support.</p> <p>A small number of children may need to change school. This is likely to affect some children currently attending St John's HI primary resource bases, who may need to move to Alma Park or St Andrew's if their Education, Health and Care plan states that their educational needs can only be met in a HI resource base. The bases are relatively close to each other. There may be some families who will need to travel further to take their children to school, however, they will be entitled to apply for travel support to access education.</p> <p>Some children may be able to stay at St John's with peripatetic support or move to their local mainstream school with appropriate support detailed in their EHC plan. The service will discuss each individual family's preferred choice of school and how the service can meet the needs and aspirations of each child.</p> <p>A small number of carers may see a negative impact, if their child is required to change school. Over time, there should not be a significant impact on carers.</p>
<p>Which action plans have these actions been transferred to?</p>			<p>Make parents/carers aware of all the support available to them – such as the Information, Advice and Support service, Parent Engagement team, Independent Supporters, the Local Offer, the voluntary disabled children's register, parent carer forum and support from specialist organisations such as NDCS, Manchester Deaf Centre, Henshaw's, RNIB. Ensure Education, Health and Care assessments are carried out for those children/young people who require them before any changes to provision are made.</p>

4. EIA Action Plan

Service / Directorate lead:

Strategic Director:

Business Improvement and Partnerships – Equality Team lead:

Actions identified from EIA	Target completion date	Responsible Officer	Is this action identified in your Directorate Business Plan and / or Equality Action Plan? (Yes / No / n/a)	Comments
Reduce number of records with ethnicity not known. Complete further analysis of ethnic profile of pupils.	July 2018	Sensory service SEND Lead	Y	
LSSS to provide support to pupils, parents/carers and schools to deal with the transition to the new service model and provide a comprehensive training programme for mainstream and special school staff.	July 2018	Sensory service IAS Parent engagement lead NDCS RNIB	Y	

5. Director level sign off

Name:		Date:	
Directorate:		Signature:	

*NB: Sign-off must be in the form of an actual signature; not an emailed authorisation.*

*Appendix 2*

Business Improvement and Partnerships Service – Equality Team

Directorate Nominated Officers

Each Directorate has a nominated officer from within the Business Improvement and Partnerships Service’s Equality Team to provide consultation, advice, guidance and support.

The nominated officers for each Directorate are:

<b>Directorate</b>	<b>BIP Nominated Officer</b>	<b>Telephone</b>	<b>Email</b>
Corporate Core	Matt Doran	234 (800) 4263	m.doran1@manchester.gov.uk
Directorate for Families, Health and Wellbeing	Keiran Barnes	234 (800) 3036	keiran.barnes@manchester.gov.uk
Directorate for Children and Commissioning	Mary Meehan	234 (800) 1822	mary.meehan@manchester.gov.uk
Growth and Neighbourhoods	Anissa Kheratkar	234 (800) 3647	a.kheratkar@manchester.gov.uk
Senior Equality Officer	Adam Farricker	234 (800) 4615	a.farricker@manchester.gov.uk

*Appendix 3*

Useful Background information

**Equality Act 2010:** <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/>

**Equality and Human Rights Commission – Guidance to the Public Sector Equality Duty** (includes an essential guidance document and detailed guidance on equality analysis, engagement, equality objectives and equality information):  
<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

**State of the City reports, State of the Ward reports and Communities of Interest reports:**  
<http://www.manchesterpartnership.org.uk/page/23/>