Outreach services for deaf children and young people – Specification

Services for children or young people with any level of hearing loss

Children and Young People's Services **Sensory and Communication Service**
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1. Introduction

The Outreach services for deaf children and young people team is part of Suffolk County Council's Sensory and Communication Service. The team comprises Teachers of the Deaf (ToDs), Sensory Support Practitioners (SSPs), a British Sign Language Tutor and a Technical Officer.

Teachers of the deaf (ToDs), are specialist teachers who are able to provide outreach advice and support to families, mainstream schools and other settings. ToDs are teachers who are experienced in mainstream education and who undertake a mandatory specialist qualification.

Sensory Support Practitioners (SSPs) work closely with the specialist teacher (ToD) to provide regular support for children and their families, in the home and in Early Years settings and schools.

On the team we have a qualified British Sign Language (BSL) tutor. In his role, he supports children and young people (CYP) in mainstream and specialist settings to develop their BSL skills and in some cases to undertake accredited qualifications.

The support around individual pupils in settings may include:

- Deaf awareness training and support to understand the impact of deafness
- Training in deaf friendly teaching strategies and classroom practice and support to promote inclusion.
- Training and support to manage and use technology optimally
- Monitoring and checking technology
- Assessment of the listening environment
- Advice around Curriculum differentiation
- Support to plan and implement interventions
- Advice around target setting
- Lesson observations and feedback
- Modelling of teaching and support strategies
- Support for implementation of the Graduated Response
- SENDCo support around Education and Health Care Plan (EHCP) referrals and implementation
- Contribution to the EHCP process including attending annual reviews
- Contact and liaison with parents
- Attending meetings and Liaison with professionals
- Referral to specialist professionals
- Specialist assessments
- Written advice and visit records
- Personal understanding of deafness interventions or study (PUD)
- Support or tutoring to develop British Sign Language (BSL) skills
- Collaborative working with specialist speech and language therapists.
- Transition planning
- Signposting to other services and information
- Advice on resources and teaching tools
- Support for moving into adulthood

School support at a broad level is offered through advice and signposting, training, liaison and school visits. Generally, Support is offered to parents and carers of school aged children through face to face meetings or phone calls.

Support available for babies and children in the early years (0-3 years) and their families includes:

- Advice and information about deafness and how to promote good listening and language development
- Support to establish consistent use and confident management of listening technology
- Support for developing communication
- Support to maintain a good listening environment
- Support visits to clinics
- Signposting to local or national events, groups or sources of information
- Target setting
- Monitoring and specialist assessments
- Regular drop in family and child groups
- Language groups run jointly with Speech and Language therapy (NHS)
- Liaison with and referral to specialist professionals
- Support to learn early sign language
- Family Sign language courses (BSL)

2. How are requests for support made?

Referrals can be made by the family, setting or by hearing professionals and are made using the Inclusion Service Referral form and Appendix 1b (Outreach services for deaf children and young people) which is available on the Local Offer Website. See the link below.

Outreach services for deaf children and young people

If children or young people are referred directly by NHS Community Audiology or a Cochlear implant centre, an Inclusion Service Referral form is not usually required.

For help or more information about making a referral, contact the business support team. See below for details.

3. Children and young people will be considered for outreach support if they:

- Are aged 0-25 (Support can continue to 25 with an Education Health Care Plan)
- Have a diagnosis of a hearing loss of any level, in one or both ears

4. Packages of Support

Graduated Response Sensory – Deaf children and young people: Descriptors	OUTREACH SERVICES FOR DEAF CYP
Sensory needs – Deaf learners: **Children and young people with a hearing loss can find it difficult to access the curriculum and language around them.** **Deafness can mean that someone needs support with listening and understanding, communication and language development.** **The needs of a deaf learner can vary over time according to their age, communication need, level of hearing and use of technology.** **Below are some systemic strategies to support learning and development. This is not an exhaustive list and should not be used as a checklist. The suggestions below describe the minimum expectation of support.** **All strategies should be bespoke; observed, modified, and reapplied.**	**Education Outreach Service Support Package** **The following support packages link to the menu of support in the Service Specification.** **The number of agreed visits can be organised in a way that is most helpful to the family or setting. For example, a six-visit package for a school could be organised so that the first three visits are in the first months of support, with the next three visits organised as one per half term.** **Children and young people can be taken onto caseload at any level of support. It is not necessary to progress through 'A' and 'B' to 'C'.**

Universal	**Universal** provision and support: • Classroom and whole school modifications to the environment to take account of listening and learning needs. • Teaching that is accessible, using deaf friendly strategies including visual support for learning. • The teacher speaking clearly and facilitating lipreading. • An appropriately differentiated curriculum and personalised learning targets. • Carefully planned pair and group work to facilitate good communication. • Consideration and understanding of pupils' different learning styles. For example, multi-sensory. • Active learning opportunities within the classroom to encourage language skills and development. • The teaching of social skills and thinking skills to enable independence and promote self-awareness. • Classroom displays which support learning and provide visual cues, for example key vocabulary is displayed and previous learning is reinforced. • Use of both peer and adult support, including buddy systems. • Close home-school links to ensure the sharing of information and support strategies. • Access to a range of accredited qualifications in line with a pupil's ability. • Special arrangements to access testing and assessments in line with learning needs.	**Package A:** **Fact-finding telephone call/virtual meeting following receipt of referral form to establish:** • Current provision and support. • Knowledge/understanding of deafness. • Understanding of technology and management. • Listening conditions/environment • Questions/concerns. • Training/Advice required • School access to SEND Consultation, Inclusion Surgeries and webinars. **What's included in Package A?** • **Advice/Information** • **Signposting to resources and sources of information** • **Appointment for further telephone call/virtual meeting arranged to review progress.** • **Trouble shooting for technology.**

Targeted	**Targeted** setting provision and support: • Deaf friendly strategies and use of visual support for learning including subtitles. • According to need, signed support for learning (BSL/Makaton) • Classroom grouping and seating arrangements facilitate access and promote good communication. • Increased differentiation of learning tasks – both in terms of input and output. • Access to flexible adult support. • Careful adult use of scaffolding, verbal and visual prompting, and modelling of language. • Repetition and clarification of classroom language/vocabulary. • Optimal use of additional listening devices/hearing technology. • A quiet space to work within the classroom for specific tasks or outside of the classroom where listening is key. • Extra time available for a pupil to answer questions and respond to instructions. • Planned support for changes to routines, for example, supply staff, visitors to the school or special events. • Opportunities to talk about learning and to make links with previous learning. • Interventions and/or support strategies that target (according to need) the development of listening and attention, speech and language, vocabulary, language development, communication, socialisation and independence, effective use of technology. • Pre/post teaching of vocabulary and concepts according to need.	**Package B:** **Fact-finding telephone call/virtual meeting following receipt of referral form to establish:** • Current provision and support. • Knowledge/understanding of deafness. • Understanding of technology and management. • Listening conditions/environment • Questions/concerns. • Training required • School access to SEND Consultation, Inclusion Surgeries and webinars. **Where greater or more targeted support is required, due to limited progress or change of circumstances, this can be arranged in discussion with setting/family. No further referral is required to change package.** • Review of Universal strategies and Package A.

	• Support for organisational and study skills. • Access to IT where appropriate, including bespoke programmes to support learning and socialisation. • Possible external support from relevant professionals, with strategies carefully implemented by adults and regularly reviewed by the class teacher and SENDCo. • Monitoring and review.	**What's included in Package B?** • **Advice/information** • **Signposting to resources and sources of information** • **Visits from a specialist teacher (Teacher of the Deaf). Focus and content, from list of available support, will be agreed at initial planning meeting, along with number of visits, most commonly 3 or 6 visits. Visits are usually half termly or termly.** • **Initial planning meeting (Face to face or virtual) – not included in visits.** • **Loan/monitoring/checking of technology.** • **Training**
Specialist	**Specialist** provision and support**:** • A high level of care and supervision / access to a significantly higher level of one to one or individualised support. • Access to a highly differentiated curriculum and individualised learning program, with careful consideration of qualification pathways. • A personalised plan for learning adapted, evaluated, and then developed through cycles of 'Assess, Plan, Do, Review' with	**Package C:** **Fact-finding telephone call/virtual meeting following receipt of referral form to establish:** • Current provision and support. • Knowledge/understanding of deafness.

	parents/carers, the pupil, and external professionals working with the pupil. Reviews of progress take place with the team around the child or young person at least termly. • Access to additional bespoke class support, individually or for a small group. • Access to small group work with high adult to pupil ratio to develop listening, speech/Sign, language and communication skills, including support for social communication. • Individualised intensive interventions to address additional long-term learning and skill development, planned and differentiated by the class/subject teacher following specialist advice. • Specialist communication support where required: British Sign Language (BSL), Sign Supported English (SSE) or Makaton. • Visual support for learning. For example, visual timetable, lesson notes/summary, video transcripts, subtitles, drawings, video clips, pictures, comic strips. • Personalised timetable where necessary. • Individual support for repetition, overlearning and consolidation. This may include pre/post teaching of vocabulary and concepts. • Organisational / environmental changes – For example, a designated quiet working area with very little background noise. • High level support for effective use of technology. • High level of support to develop independence skills, particularly in regard to technology and self-advocacy.	• Understanding of technology and management. • Listening conditions/environment • Questions/concerns. • Training required • Setting access to SEND Consultation, Inclusion Surgeries and webinars. **Where greater or more specialist support is required, due to limited progress, complexity of need or change of circumstances, this can be arranged in discussion with setting/family. No further referral is required to change package.** • Review of Targeted strategies and Package B. **What's included in Package C?** • **Advice/information** • **Signposting to resources and sources of information** • **High frequency of visits from a specialist teacher (teacher of the deaf), reviewed at the end of the agreed set of visits.**

	• Expressive communication may be supported through alternative and augmentative communication systems to facilitate learning and interaction. This may include the use of symbols and PECS as well as signed communication.	• **Focus and content, from list of available support, will be agreed at initial planning meeting, along with frequency of visits (weekly, fortnightly, monthly).** • **Initial planning meeting (Face to face or virtual) – not included in visits.** • **Loan/monitoring/support for technology.** • **Training and/or modelling for setting staff and/or family.** • **Delivery/planning of specialist Personal Understanding of deafness interventions (PUD).**