Quality Improvement Support Pack

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Preface

This report was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:

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1. Foreword

This is a live working document, which continues to be updated and refined in light of valuable feedback from colleagues. We welcome further suggestions for improvement and comments on the usefulness and practical application of this resource. Please send your comments to professionals@ndcs.org.uk.

2. Summary

2.1 Purpose of this document

This document is intended to support services in reviewing and improving the quality of their provision for children with sensory impairments by providing a framework for self-evaluation.

There is an increased expectation of services to demonstrate that they have reviewed local provision and its effectiveness in raising outcomes. We hope that this pack will support services in doing so.

2.2 Structure of this document

This document consists of:

- an introductory text on the importance of quality improvement

- a series of tables setting out a framework for self-evaluation, including possible examples of sources of evidence and links to documents currently in use by services

- a self-audit tool (revised in May 2016)

This document is based on the Quality Standards for Sensory Support Services in England,[1] published by NatSIP in 2016. These standards draw from the Ofsted/CQC framework[2] for inspecting local area arrangements for meeting the needs of children and young people with SEND and improving their outcomes.

2.3 Intended audience

This document has been developed to support senior managers, including heads of specialist education support services, and other professionals who work to support children with sensory impairments. The principles of this document can however be adopted by other specialist support and outreach services.

Although this document has been developed with reference to quality standards developed in England, it is based on principles for quality provision that may be equally relevant in Scotland, Wales and Northern Ireland.

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[1] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-standards-for-sensory-support-services/1044-quality-standards-for-sensory-support-services
[2] https://www.gov.uk/government/publications/local-area-send-inspection-framework

2.4   Acknowledgements

This document has been developed with support from a wide range of colleagues. We would like to thank all those who have contributed their own resources and time and energy to developing this resource.

2.5   A note about hyperlinks

Throughout this document (often in page footnotes) there are many hyperlinks to other resources. Many of these links are to resources on the NatSIP website.[3] The NatSIP website has most of its resources behind a login wall, so you will need to be registered on, and logged in to, the NatSIP website to access these. Registration is free, and open to all. We recommend that when you login, you use the site's 'remember me' feature. If you login and 'remember me' from your web browser (Internet Explorer, Edge, Safari, Chrome etc.) first, then you will be able to click on the links in this document as you read through it on screen, and be taken to each resource without being asked to login each time.

Please see Appendix 1 for a walkthrough on how to register and use 'remember me'.

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[3] https://www.natsip.org.uk/

3.   Part 1

3.1   What is quality improvement?

Quality improvement is about ensuring that sensory support services consider how to improve provision they make to ensure all children and young people with sensory impairment access high quality learning so that they make good progress and achieve good outcomes. Quality improvement is a continuous cycle based on planning, implementing, reviewing and analysing.

Through undergoing this process, services can assess their performance against recommended standards and criteria and hence identify key areas of performance, provision and practice that require improvement. This analysis would then inform plans for developing the service and so improve outcomes.

3.2   Importance of quality improvement

Quality assurance should result in an improved service and allow you to actively identify outcomes and procedures to provide evidence and inform discussions with local authority senior management teams and with Ofsted.

Heads of services are increasingly being called upon to demonstrate the difference that they are making to the improvement of outcomes for children with sensory impairment. The introduction of new Ofsted/CQC inspections of local area arrangements for provision of support to children with SEND, under which specialist education services for children with sensory impairment are likely to be inspected, is part of this trend.

In relation to services for deaf children, the Ofsted (2012) *Communication is the Key* report[4] found that:

> Strategic planning, quality assurance and evaluation were underdeveloped. There was limited strategic overview and no systematic approach across all services to evaluate the quality of services and their impact on improving the lives of deaf children.

> The educational attainment of individual children was well monitored and information on the attainment of deaf children was gathered and reported to contribute to national surveys. However, these data were not used strategically to evaluate the impact of services and plan provision.

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[4] http://www.ofsted.gov.uk/resources/communication-key

3.3   Getting started

There is no single approach that will fit all services, for quality improvement. The diagram below sets out the basic principles and provides a framework for getting started:

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┌─────────────────────────────────────┐
│           How are we doing?          │
└─────────────────────────────────────┘
                   │
                   ▼
┌─────────────────────────────────────┐
│           How do we know?            │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│   Evaluation – Six high-level questions   │
│                                      │
│  1.  What key outcomes have we achieved?   │
│  2.  How well do we meet the needs of our stakeholders?  │
│  3.  How good id our delivery of our key processes?  │
│  4.  How good is our management?     │
│  5.  How good is our leadership?     │
│  6.  What is our capacity for improvement?  │
└─────────────────────────────────────┘
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┌──────────────────┐  ┌──────────────────────────┐
│ What are we going │  │ Reporting on standards    │
│   to do now?      │  │        and quality        │
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          └─────────┬─────────┘
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       ┌─────────────────────────┐
       │  Planning for improvement │
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       │  Action for improvement   │
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The National College for Teaching and Leadership[5] have suggested that the following be considered when developing an approach to quality assurance:

- agree a set of quality principles with all stakeholders and review stakeholder expectations

- develop a shared policy and strategic review process

- determine objectives and results you are aiming to achieve as part of the strategy

- agree what could be used to provide evidence for quality assurance judgments.

- develop a simple framework for provision and be systematic in the way you approach and deliver the required results by establishing clear protocols, processes, roles and responsibilities.

- build internal and external assessment across the year (including peer review) so that it is ongoing and allows the alliance to review the learning.

- assess and refine your approaches based on monitoring and analysis of the results achieved

- consider where improvement is needed and set appropriate goals

NatSIP has developed a RAG chart[6] which provides a table covering the above points and which can be used to develop quality assurance models.

3.4   Context for quality standards and Ofsted

The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:

The first three domains are based on the evidence inspectors will gather to answer three primary questions relating to the quality of arrangements for supporting children and young people with SEND.[7] The three questions are:

- How effectively does a local area identify children and young people with SEND? When evaluating effectiveness the inspection team will be considering
  (i) the timeliness of the identification and
  (ii) the quality of identification and assessment information
  (known as domain A)

- How effectively the needs of children and young people are assessed and are met (known as domain B)

- How effectively are local arrangements improving outcomes for children and young people with SEND (known as domain C).

In making judgements relating to these primary questions, the inspectors will be considering leadership, joint commissioning, local offer and , improvements planning. These standards therefore include a fourth quality domain related to **the effectiveness of leadership and management** (known as domain D).

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[5] http://www.education.gov.uk/nationalcollege/teachingschools-quality-assurance
[6] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/697-rag-chart
[7] See paragraph 85 of the inspection handbook

In reaching their judgements, inspectors, in line with the requirements of the Code of Practice, will also pay particular attention to:

- the accuracy and rigour of the local area's self-evaluation, the extent to which the local area knows its strengths and weaknesses, and what it needs to do further to improve the life chances of children and young people with special educational needs and/or disabilities

- to what extent the outcomes for children and young people are improving as a result of the collective actions and support of local agencies and bodies

- the efficiency of identification of special educational needs and disabilities

- the timeliness and usefulness of assessment

- how well local agencies and bodies plan and coordinate their work to assess need and provide necessary effective support

- how well the local area engages with children and young people, and their parents and carers, to inform decisions about the strategic commissioning of services (joint strategic needs assessment)

- how well the local area involves the individual child or young person, and their parents and carers, in the process of assessing their needs

- how well the local area communicates with children and young people, and their parents or carers, to ensure that these primary users are clear about the identification and assessment processes and the criteria used to make decisions

- the extent to which the local area gives due regard to its duties under the Equality Act 2010 to children and young people with special educational needs and/or disabilities.

The Ofsted/CQC handbook for inspectors[8] from paragraph 84 onwards provides more detail on the specific questions that inspectors will cover.

Separately, a significant role of support services is to help **schools and other education settings** meet the needs of children with sensory impairment on their roll. We therefore need to consider the extent to which education providers are supported in meeting standards in relation to the education of children and young people with a sensory impairment. The Ofsted framework provides key standards against which the effectiveness of an education provider is assessed.

Inspection acts in a number of ways to drive and support school improvement. It:

- raises expectations by setting the standards of performance and effectiveness expected of schools

- provides a sharp challenge and the impetus to act where improvement is needed

- clearly identifies strengths and weaknesses

- recommends specific priorities for improvement for the school and, when appropriate, checks on and promotes subsequent progress

- promotes rigor in the way that schools evaluate their own performance, thereby enhancing their capacity to improve

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[8] https://www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors

- monitors the progress and performance of schools that are not yet 'good', and challenges and supports senior leaders, staff and those responsible for governance.

The school inspection framework examines four areas:

1. the achievement of pupils/students

2. the quality of teaching

3. behaviour and safety

4. quality of leadership and management

Each of these areas is accompanied by a set of descriptors.[9]

3.5   Moderation

A challenge with self-evaluation is establishing how you can moderate your own findings to prevent bias and to ensure you can sensibly benchmark your service against others. There are different ways in which moderation can be done including:

- self-review against standards

- service managers can review using the standards and looking at policies, processes and data.

- peer review

- a manager from a neighbouring LA or a statistical neighbour could review the service

- benchmarking your outcomes against comparable local authorities. This could be done by, for example, participating in the NatSIP outcomes benchmarking initiative

- internal local authority review

- a colleague from another service in your LA could review the service. E.g. a manager of another service, educational psychologist, parent, SIP

- external consultants

- a third-sector service or an outside provider could review the service

3.6   How to use this support pack

The support pack provides a framework by which you can evaluate the quality of your service's provision. It lists each of the quality standards and the requirements to meet under each standard.

It then includes a table using the following columns:

Column 1: Examples of sources of evidence

Suggested possible sources of evidence many of which you will be routinely collecting.

A key source of evidence will be the outcomes achieved by children and young people. The NatSIP Outcomes Benchmarking Project[10] provides a recommended data set for which the progress of children and young people with sensory that can be evaluated to support quality improvement processes.

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[9] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/712-ofsted-descriptors
[10] https://www.natsip.org.uk/index.php/outcomes-benchmarking

Column 2: Links to documents in use by services

In this column, we provide links to useful templates and checklists that have been developed by services to support quality assurance or other documents that services have reported to us as being useful.

At the end of this document, we include a suggested self-audit tool that we hope will be helpful.

Descriptors

We have not included any descriptors or criteria against each standard at this stage. The new Ofsted/CQC local area inspections will provide narrative judgements only, rather than graded judgements (i.e. outstanding, good, etc). NatSIP will consider inclusion of descriptors in this resource in the future, once the new inspection framework is more established.

3.7   Definitions used in this support pack

Sensory Impairment (SI)   refers to deafness or hearing impairment (HI), deafblind/multi-sensory impairment (MSI) and vision impairment (VI).

Deafness   refers to all levels of hearing loss or impairment, including temporary (as in glue ear), and hearing loss in one ear.

Vision impairment   refers to irretrievable sight loss and covers a wide spectrum of different impairments from monocular to total absence of vision. It does not include those whose sight problems can be corrected by spectacles or contact lenses.

Children and young people   (CYP) includes learners, students and children in the early years.

Parents   includes both parents and carers.

In functional terms, children and young people with MSI may include those with:

- moderate to profound auditory and significant visual impairments

- moderate to profound auditory and significant visual impairments and other significant disabilities

- central processing problems of hearing and vision

- progressive sensory impairments

- a significant visual impairment

- a possible loss of auditory processing mechanisms (associated with severe physical disability or severe cognitive disability) and severe communication delay.

4. Part 2

Domain A: Effective identification of need

QS A1: **Services will support the <u>timely</u> identification and assessment of a child or young person with sensory impairment**

Requirements to meet the standard:

A1 (i)   Information is given to parents, schools and early year's settings on the possible signs of a permanent or temporary hearing and/or vision loss and what to do if this is suspected.

A1 (ii)   For all referrals of children with sensory impairment not received through the newborn hearing screening programme, the service will contact families and (where relevant) education settings within **five working days** of a notification of a diagnosis of a sensory loss. The timing of the first visit is to be agreed with the parent/setting and would normally be undertaken within ten working days of the notification. The visit will:

- explain what support is available to access education

- explain the sensory loss and its implications

- (where relevant) explain to the education setting what it can do to ensure the child or young person is included and makes progress

- answer any questions parents and staff in the education setting have.

A1 (iii)   In the case of families of babies diagnosed with a hearing loss by the newborn hearing screening programme, the service will contact them within **two working days**[11] of the referral.[12] This initial contact will inform parents about the support offered by the service and how they can help their child or young person and answer any questions the family may have. The timing of the first visit is to be agreed with the parent and would normally be undertaken within ten working days of the referral.

A1 (iv)   Following referral of a child or young person with sensory impairment, having received consent from parents, an assessment of his/her needs is undertaken by a qualified specialist teacher for hearing, vision or multi-sensory impairment. An MSI assessment may require the involvement of more than one, and sometimes all three, specialist teaching professions. The timing of the initial assessment will be determined in consultation with parents and would usually be undertaken within at least **three working weeks** of notification of diagnosis.

A1 (v)   Where a child or young person is not making progress in line with other children or young people and/or it is clear that they experience difficulties in particular areas of development despite receiving appropriate support and interventions, specialist assessments undertaken by teachers with the mandatory qualification are used promptly. A written report should normally be provided within **ten working days** of the assessment which describes the assessment results in a way that can be clearly understood by parents, and suggests strategies for addressing any difficulties the child or young person is experiencing.

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[11] Taken from the government's quality standards for the Newborn Hearing Screening Programme (2010). See :
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422755/
NHSP_Quality_Standards_September_2010.pdf
[12] Note: multi-agency pathways should ensure there is a prompt referral to the education service following diagnosis by health professionals.

A1 (vi)   Where a child or young person is starting in a new education setting or adult service, the service will provide information on their assessed needs within four working weeks of the new educational setting being allocated to the child or young person or adult service being provided.

A1 (vii)   The progress of the child or young person is monitored to ensure the assessment information is up to date. Service protocols are in place to ensure relevant specialist assessments are used on an ongoing basis to ensure the child or young person is making good progress. The service ensures that effective use is made of information from audiologists or other health professionals and also from national assessments.

A1 (viii)   Specialist teachers make an effective contribution to Education, Health and Care needs assessments in accordance with the NatSIP guidance Better Assessment, Better Plans, Better Outcomes[13] and do so within the required timescales.

Example sources of evidence	Links to documents used by services
Service leaflets and information	NDCS / NatSIP Assessment Booklet[14]
Referrals policy	
Assessment reports	
Assessment policies	

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[13] https://www.natsip.org.uk/index.php/doc-library-login/better-assessments-including-model-ehc-plans/478-11-better-assessment-better-plans-better-outcomes
[14] http://www.ndcs.org.uk/professional_support/our_resources/assessments.html

QS A2: **Information provided by identification and assessments carried out by the service ensures an understanding of the child or young person's needs, identifies targets for his/her progress and supports the planning and review of the effectiveness of teaching and the help and support they require**

Requirements:

A2 (i)   Specialist assessments where appropriate (both standardised and non-standardised) and an analysis of attainment and progress are used to:

- identify needs and any gaps in the child or young person's learning and development

- establish a baseline set challenging but realistic targets with particular focus on developing language and literacy and promoting access to the curriculum and independence in learning

- identify the support/provision required to address the needs and meet targets

- identify the reasonable adjustments required under the Equality Act 2010 to ensure the child or young person is not placed at a substantial disadvantage when accessing teaching and learning or participating fully in the life of the education setting

- monitor progress and evaluating the effectiveness of the teaching and other education, health and social care support provided

- identify areas which require further exploration by other professionals.

A2 (ii)   Education providers are given clear written and verbal explanation of the assessment and what it means in terms of the child or young person's strengths and needs and the steps they will have to take to ensure the child or young person has access to teaching and learning and makes progress.

A2 (iii)   The service supports the use of small step assessments and/or P levels to monitor progress of those children and young people with significant additional learning needs. Expectations of such learners are high and are informed by an understanding of how their other needs can impact on learning and progress.

Example sources of evidence	Links to documents used by services
Assessments ongoing/over time	NatSIP Outcomes Benchmarking data[15]
Attainment and achievement data	Format of an Assessment Report[16]
P Levels	NDCS/NatSIP Assessment Booklet[17]
Records of attainment and progress	NatSIP assessment and information gathering proforma for Education, Health and Care Plans[18]
Specialist assessments	
Assessment reports on progress	Nottinghamshire Goal Planner[19]
VI Early Year Development Programme	Early Support developmental journal[20]
Assessment reports on progress	
Assessment policies	

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[15] https://www.natsip.org.uk/index.php/outcomes-benchmarking
[16] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/682-format-of-an-assessment-report
[17] http://www.ndcs.org.uk/professional_support/our_resources/assessments.html
[18] https://www.natsip.org.uk/index.php/natsip-documents/better-assessments-including-model-ehc-plans/658-05-natsip-better-plans-assessment-and-information-gathering-proforma-v2
[19] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/689-notts-goal-planner-blank
[20] http://www.councilfordisabledchildren.org.uk/resources/deaf-babies-and-children-development-journal-early-support

QS A3:   Arrangements are in place by the service to demonstrate that it has supported the effective identification of the child or young person's needs

Requirements:

A3 (i)   The service can show that it keeps accurate records of the:

- number, age, gender and ethnicity of children and young people with sensory impairment

- the specific needs of each child or young person and the assessments undertaken

- timescales for contacting the family and completing of assessments from the point of confirmation of a sensory impairment

- how assessment has supported and informed intervention strategies.

A3 (ii)   As well as identifying the individual needs of children and young people, the service provides an overview of their needs to inform commissioning decisions (including any joint commissioning between education, health and social care) and strategic developments such as the local offer and the Joint Strategic Needs Assessment (JSNA).

Example sources of evidence	Links to documents used by services
Records of visits	NatSIP Eligibility Framework[21]
Assessment reports on progress	
EHC Plan reviews	
Recording policy	
Referrals policy	

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[21] https://www.natsip.org.uk/index.php/eligibility-framework

Domain B: The effectiveness of the service in assessing and meeting the needs of children and young people with a sensory impairment

QS B1: **There are thresholds and eligibility criteria for supporting children and young people with sensory impairment that are clear and applied in a transparent way, reflecting level of needs, including the need for early intervention to prevent children falling behind, while also ensuring there is a prompt response where limited progress is being made**

Requirements:

B1 (i) Eligibility criteria and thresholds for support are shared with, and reviewed with, parents and young people and education establishments and are easy to access through the local offer.

B1 (ii) There is a clear understanding of what early years settings, mainstream and special schools and post 16 providers are expected to provide for learners with sensory impairment. This information should be easily accessed through the local offer.

Example sources of evidence	Links to documents used by services
Referral allocation records/framework	NatSIP eligibility framework[22]
Resource allocation framework	NatSIP Assess-plan-do-review briefings[23]
Records of levels of support	
Local offer	
Communications with educational settings about provision for SI learners	
Records of responses to concern over progress	

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[22] https://www.natsip.org.uk/index.php/eligibility-framework
[23] https://www.natsip.org.uk/index.php/doc-library-login/natsip-briefing-documents-and-papers/assess-plan-do

QS B2: **The service ensures that the child or young person and his/her parents are fully involved in their assessment, ongoing monitoring and review**

Requirements:

B2 (i)   Children, young people and their parents are given their own explanation of the assessment and what it means in terms of family support for the child or young person, the support available from others and the next steps. The report should be jargon-free and clear, age-appropriate , written and oral, or where required signed. This should be provided within 10 working days of the assessment.

B2 (ii)   Support is given to education settings and local authority statutory assessment staff enable children or young people with a sensory impairment to:

- articulate their needs and identify the barriers and problems they face in accessing teaching and learning, making progress and feeling socially included

- be involved in agreeing the support required to meet needs, targets and improve outcomes.

B2 (iii) Parents are enabled to:

- become fully involved in the assessment and articulate the needs of their child and identify the barriers and problems faced in accessing teaching and learning, making progress and feeling socially included in their education setting.

- identify and agree the support required to meet needs, achieve targets and improve outcomes.

Example sources of evidence	Links to documents used by services
Parent feedback/focus groups Questionnaires	Structured Conversations - Year 4-5 Nottinghamshire[24] Pupil questionnaire - Secondary School[25] My Views - Secondary[26] Oxfordshire How's it going? Voice of the child tracking questionnaire thumbs up[27] Oxfordshire How's it going? Voice of the child tracking questionnaire Smileys[28] Oxfordshire Readiness to Learn for Young Pupils[29] Oxfordshire Readiness to Learn for KS2 and above[30]

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[24] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/702-structured-conversations-yr-4-5-notts
[25] https://www.natsip.org.uk/index.php/694-new-play-campaign-from-sense
[26] https://www.natsip.org.uk/index.php/16-25-years/715-dwp-guidance-supporting-young-people-in-to-work
[27] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1201-oxfordshire-how-s-it-going-voice-of-the-child-questionnaire
[28] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1202-oxfordshire-how-s-it-going-voice-of-the-child-questionnaire-smileys
[29] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1203-oxfordshire-readiness-to-learn-for-young-pupils

QS B3: **The service works well with the child or young person's early years setting, mainstream school, special school or college and other professionals during their assessment**

Requirements:

B3 (i)   There are clear protocols for multi-disciplinary and multi-agency assessments of children and young people with a sensory impairment setting out clearly roles and responsibilities.

B3 (ii)   The service can produce evidence of an effective contribution to multi-agency and multi-disciplinary assessments that has resulted in a holistic assessment of the child or young person's needs for the purposes of early intervention (such as use of the Common Assessment Framework and the Assess, Plan, Do, Review cycle) and statutory Education, Health and Care needs assessment.

B3 (iii)   There is regular information exchange between the education service and health services about how well the child or young person is functioning to inform adjustments to their hearing or vision equipment or other technologies.

B3 (iv)   The annual survey of users' views demonstrates high levels of satisfaction with the service's contribution to statutory Education, Health and Care needs assessments and plans and the Assess, Plan, Do, Review cycle set out in the SEND Code of Practice (2015).[31]

B3 (v)   There are clear pathways in place for referring children and young people for specialist mental health assessment, and/or specialist social care assessment if issues with social and emotional wellbeing become apparent.

Example sources of evidence	Links to documents used by services
Referrals Allocation Framework	Nottinghamshire Planning Visit Record Schools[32]
Records of visit	Format of an Assessment Report[33]
Response to referral policy	Nottinghamshire Goal Planner[34]
Resource allocation framework	NDCS / NatSIP Assessment Booklet[35]
Records of multi-agency meetings	NatSIP assessment and information gathering proforma for Education, Health and Care Plans[36]
Provision mapping	NatSIP Assess-plan-do-review briefings[37]
	Oxfordshire SENSS Advisory Visit Report (HI)[38]
	Oxfordshire VI Intervention Log[39]

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[30] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1204-oxfordshire-readiness-to-learn-for-ks2-and-above
[31] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
[32] https://www.natsip.org.uk/index.php/691-dla-claims-change-to-guidance-on-evidence-gathering-for-deaf-cyp
[33] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/682-format-of-an-assessment-report

QS B4: **The service provides effective support to families and education establishments in meeting assessed needs**

Requirements:

B4 (i)   The service can provide specialist staff who have the necessary training, qualifications and experience of supporting parents with babies and young children to ensure good progress in meeting early years developmental milestones.

B4 (ii)   The service can provide specialist staff with the training, knowledge and experience to support children and young people

- in different education settings and phases of education to ensure access to the curriculum
- with additional needs such as those where English is a second language and those with additional complex needs in local special schools
- who are using an increasing diverse range of access technologies.

B4 (iii)   At the point of transfer of a child or young person to a new education establishment, the service can demonstrate that the establishment has a clear understanding of the learner's needs and how to ensure a successful transition.

B4 (iv)   The service can demonstrate how it has improved the capacity of education establishments to meet the needs of children and young people with sensory impairment.

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[34] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/689-notts-goal-planner-blank

[35] http://www.ndcs.org.uk/professional_support/our_resources/assessments.html

[36] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/better-assessments-including-model-ehc-plans/658-05-natsip-better-plans-assessment-and-information-gathering-proforma-v2

[37] https://www.natsip.org.uk/index.php/doc-library-login/natsip-briefing-documents-and-papers/assess-plan-do

[38] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1197-oxfordshire-senss-advisory-visit-report-hi

[39] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1196-oxfordshire-vi-intervention-log

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Example sources of evidence	Links to documents used by services
Qualifications and CPD record of service staff	Pupil Transition Questionnaire[40]
Performance management records	
Examples of transition procedures	Questionnaire for Schools[41]
Records of communication with educational providers to improve capacity/SI awareness	School Questionnaire - Falkirk[42]
SI guidance in special schools	Best practice guidance for Sensory Impairment in Special Schools - Kent[43]

QS B5: **The service can demonstrate that children and young people are fully satisfied that their needs are being met and their outcomes have improved**

Requirements:

B5 (i)   The service regularly collects the views of children and young people and can demonstrate how their views have informed service planning and practice.

B5 (ii)   The service can demonstrate that children and young people:

- are involved in identifying, planning and reviewing the support and access arrangements that they need on a day to day basis and long term.

- have a full understanding of their targets and are fully involved with target setting and attend the reviews of their Education, Health and Care plan or the Assess, Plan, Do, Review cycle of support set out in the SEND Code of Practice (2015).[44]

- have the confidence and opportunity to let staff know if they have not understood what has been said or taught.

Example sources of evidence	Links to documents used by services

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[40] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/717-transition-questionnaire-pupil
[41] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/705-questionnaire-for-schools
[42] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/698-school-questionnaire-falkirk
[43] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1127-best-practice-guidance-for-si-in-special-schools
[44] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Focus groups	My Views - Secondary[45]
Voice of CYP	Pupil Transition Questionnaire[46]
Consultation documents	Pupil questionnaire - Secondary School[47]
Feedback from mainstream staff	NatSIP Assess-plan-do-review briefings[48]
	Oxfordshire How's it going? Voice of the child tracking questionnaire thumbs up[49]
	Oxfordshire How's it going? Voice of the child tracking questionnaire Smileys[50]
	Oxfordshire Readiness to Learn for Young Pupils[51]
	Oxfordshire Readiness to Learn for KS2 and above[52]

QS B6: **The service can demonstrate that parents have high levels of satisfaction that the service is meeting their child's needs and helping them to make good progress**

Requirements:

B6 (i)   By conducting regular surveys of parents views the service can demonstrate:

- how their views have informed service planning and practice.
- high levels of satisfaction with the service's support.

B6 (ii)   The service's records show that working with education settings good links with home are developed to ensure parents:

- receive regular up to date and accessible information on the support their child is receiving and their progress.

- know how they can contribute to their child's learning.

Example sources of evidence	Links to documents used by services

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[45] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/715-my-views-secondary

[46] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/717-transition-questionnaire-pupil

[47] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/694-pupil-s-questionnaire-secondary-school

[48] https://www.natsip.org.uk/index.php/natsip-briefing-papers/assess-plan-do

[49] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1201-oxfordshire-how-s-it-going-voice-of-the-child-questionnaire

[50] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1202-oxfordshire-how-s-it-going-voice-of-the-child-questionnaire-smileys

[51] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1203-oxfordshire-readiness-to-learn-for-young-pupils

[52] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1204-oxfordshire-readiness-to-learn-for-ks2-and-above

Parent feedback	Questionnaire for Parents[53]
Focus groups	Pre-school parents satisfaction questionnaire[54]
	Parent Questionnaire VI Birmingham[55]
	Evaluation with parents change of support[56]

[53] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/696-questionnaire-for-parents

[54] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/692-pre-school-parents-satisfaction-questionairre

[55] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/716-parents-questionnaire-vi-doc-updated-birmingham

[56] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/679-evaluation-with-parents-change-of-support

Domain C: The effectiveness of the service in improving outcomes for children and young people with a sensory impairment

QS C1: The service can demonstrate it is making an effective contribution to ensure that the child or young person's needs are being met and their outcomes are improving

This is one of the most critical standards and the key requirements related to this standard have been grouped under four sub-headings:

1. Those that relate to progress and attainment outcomes.

2. Those that relate to social and emotional development outcomes.

3. Those that relate to post-16 outcomes.

4. Those that relate to key aspects of the work of the service that contribute to positive outcomes, that are not covered in other sections.

Requirements that relate to progress and attainment outcomes

C1 (i) The service regularly and rigorously monitors progress and has data showing that the progress of children and young people with sensory impairment is age-appropriate and at least in line with other learners of similar ability, and that they make good progress relative to their starting point and that any attainment gaps are narrowed.

C1 (ii) There is an expectation that progress is age-appropriate in line with other learners of similar ability, and, for learners with complex needs, it is commensurate with their sensory impairment and their additional learning needs.

C1 (iii) Progress is evaluated using national assessment data as well as teacher assessment and specialist assessments. The service participates in the NatSIP national outcomes benchmarking exercise to compare its outcomes with national benchmarks.

Requirements that relate to social and emotional development outcomes

C1 (iv) The service has records to demonstrate the impact of its support to educational settings and parents on children and young people in relation to:

- developing social skills, having good levels of self-esteem and a positive self-identity

- having the opportunity to take responsibility for managing their own sensory impairment

- developing emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.

C1 (v) Children and young people with sensory impairment are given opportunities to meet peers with sensory impairment on a regular basis and have access to role models with sensory impairment.

C1 (vi) The service provides effective support to schools to ensure Personal, Social, Health and Citizenship Education (PSHCE) lessons are planned and adapted to enable access for children and young people with sensory impairment so that they are able to develop a good knowledge of healthy lifestyles and choices.

C1 (vii) Data shows that the number of school days lost by children and young people with sensory impairment through exclusion and other absences is in line with or no worse than that for all children and young people.

Requirements that relate to post 16 outcomes

C1 (viii)   The service's records show that it works with schools to ensure that:

- young people with a sensory impairment are positive and ambitious about what they can achieve after leaving school. They are encouraged to think about careers and apply to courses that are most suited to developing their potential and independence.

- the profile of post-school destinations of young people with a sensory impairment is similar to that of all students. Data on post-16 destinations of school leavers shows that the proportion of young people with sensory impairment in full-time education or in employment and training is similar to that of other students.

C1 (ix)   The service's records shows that it works with schools to ensure young people with sensory impairment, and their parents, are fully informed at the appropriate time of post-school options and of the support, services and schemes available to enable young people with a sensory impairment to attend further education colleges and universities, join an apprenticeship scheme or access work (e.g. Access to Work or Disabled Students Allowance).

C1 (x)   The service works with schools and colleges to ensure there are effective transition arrangements in place for young people with a sensory impairment aged 14+ years. This should include assessing the young person's need for support to help overcome potential barriers, providing information on options, relevant work experience, full student engagement, transition visits and liaison with the future education setting or employer.

C1 (xi)   The service ensures that young people are aware of their right, under the Care Act 2014, to a transition assessment to address their social care needs.

Other requirements relating to key aspects of the work of the service that contribute to positive outcomes

C1 (xii)   The service's records can demonstrate that specialist support, advice and training to class and/or subject teachers and teaching assistants has resulted in:

- effective teaching and learning

- reasonable adjustments being made to create good learning environments

- children and young people with sensory impairment feeling included and participating in the life of the education setting.

C1 (xiii)   The service's records show that children and young people with sensory impairment have access to up-to-date technology from an early age that is effectively managed, to improve their ability to participate in life at home and in their education setting ,and access teaching and learning in formal and informal settings.

Example sources of evidence	Links to documents used by services
Destination data	NatSIP outcomes benchmarking data[57]
Data collection	NatSIP TA Document[58]
Data on days lost/exclusions	NDCS/NatSIP Supporting Achievement resources[59]
Transition policy	NatSIP Eligibility Framework[60]
	School Questionnaire - Falkirk[61]
	Personal Understanding of Deafness (PUD)[62]
	Healthy Minds[63]
	Think Right Feel Good[64]
	Pupil Transition Questionnaire[65]
	Evaluation with teachers and teaching assistants questionnaire[66]
	Questionnaire for Schools[67]

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[57] https://www.natsip.org.uk/index.php/outcomes-benchmarking
[58] http://www.natsip.org.uk/index.php/workstreams-and-groups/previous-workstreams/improving-effective-practice/248-the-effective-use-of-teaching-assistants-guidance
[59] http://www.ndcs.org.uk/professional_support/our_resources/supporting.html
[60] https://www.natsip.org.uk/index.php/eligibility-framework
[61] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/698-school-questionnaire-falkirk
[62] http://www.earfoundation.org.uk/downloadables/items/7/personal-understanding-of-deafness-pud
[63] http://www.ndcs.org.uk/family_support/positive_parenting_families/emotional_health_and_wellbeing/healthy_minds.html
[64] https://www.natsip.org.uk/index.php/doc-library-login/emotional-resilience
[65] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/717-transition-questionnaire-pupil
[66] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/680-evaluation-with-teachers-and-teaching-assistants
[67] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/705-questionnaire-for-schools

Domain D: Leadership and management

QS D1:   **Leaders demonstrate an ambitious vision for children and young people with a sensory impairment, they have high expectations for what all children and young people with sensory impairment can achieve and ensure high standards of support provision and care for children and young people**

Requirements:

D1 (i)   Leaders articulate and support high expectations for children or young people with a sensory impairment and a commitment to ensuring that any attainment gaps are closed. This vision is reflected in the work of staff and their job descriptions and goals.

D1 (ii)   Service performance reporting includes progress data collected for all children or young people with a sensory impairment (such as through the NatSIP Outcomes Benchmarking exercise). The data is interrogated and reported to service managers.

Example sources of evidence	Links to documents used by services
Benchmarking data	Northumberland Dashboard Service Profile - Section A[68]
Provision Mapping	
Service handbook	Northumberland Dashboard Service Profile - Section B[69]
Service Plan	Northumberland blank dashboards 2015-16[70]
Local and Schools Offers	Northumberland self-evaluation framework[71]
Attendance at CAF/TAC meetings	Teachers Standards[72]
Inter-team meetings	NatSIP outcomes benchmarking data[73]
Regional meetings	Oxfordshire 15 16 SENSS Dashboard[74]
CHSWG	Oxfordshire Impact of Intervention Log[75]
Child development team meetings	
Health social care meetings	
Services involve other agencies in their recruitment processes	
Service Vision/Mission Statements	
Signposting and clear service descriptors	
Representatives on SEN Panels around statutory assessment / change in provision	
Multi Agency Assessment meetings	
Inter-agency referral forms	

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[68] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/687-northumberland-sensory-support-service-profiles-section-a-information
[69] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/686-northumberland-sensory-support-service-profiles-section-b-outcomes

[70] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/745-northumberland-dashboards-2015-16

[71] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1068-example-sef-report-northumberland

[72] https://www.gov.uk/government/publications/teachers-standards

[73] https://www.natsip.org.uk/index.php/outcomes-benchmarking

[74] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1198-oxfordshire-15-16-senss-dashboard

[75] https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-improvement-support-pack/support-resources/1200-oxfordshire-senss-impact-of-intervention-log

QS D2: **Leaders improve staff practice in supporting parents and education establishments in the assessment of need and the teaching and learning of children and young people with sensory impairment through rigorous performance management and appropriate professional development**

Requirements:

D2 (i)   Managers should have the necessary qualifications, knowledge and skills related to the teaching and learning of children and young people with a sensory impairment and be able to:

(i)   guide and monitor staff performance

(ii)   work with staff who work directly with children and young people with hearing, vision and multi-sensory impairments to develop performance measures, and make sure that standards and improvement targets are in place for key processes

(iii)   ensure that appropriate training and development opportunities are provided to all staff so that they maintain high levels of specialist knowledge and make effective use of developing technologies, new research and methodologies

(iv)   ensure that all staff have appropriate specialist qualifications and the necessary personal skills to deliver effective services which promote positive outcomes and progress.

Example sources of evidence	Links to documents used by services
Developmental Journal	NDCS/NatSIP Assessment Resource[76]
Record of training delivered and impact	NatSIP assessment and information gathering proforma for Education, Health and Care Plans[77]
Staff qualifications audit	CRIDE reports[78]
Team meetings	
Annual Reviews	
Staff Training Plans	
Service Documentation including books and leaflets	
Staff newsletters	
Achievements recognised on Service Days	
Flexible working policies	
ICT and VPN	
Performance management/appraisal records	

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[76] http://www.ndcs.org.uk/professional_support/our_resources/assessments.html
[77] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/better-assessments-including-model-ehc-plans/658-05-natsip-better-plans-assessment-and-information-gathering-proforma-v2
[78] http://www.batod.org.uk/index.php?id=/resources/survey

QS D3: Leaders evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement

Requirements:

D3 (i)   Children and young people with sensory impairment, their parents, schools, early years settings, further education colleges, health and social care services are fully involved in the development of services.

D3 (ii)   Partnerships and networks in education, health, social care and voluntary agencies are reviewed and evaluated to inform future improvements.

D3 (iii) Evaluations of service delivery are reported to stakeholders, inform developments, and help improve practice.

Example sources of evidence	Links to documents used by services
Records of Visits	MAPIT from Early Support[79]
Parent Feedback	Pupil questionnaire - Secondary School[80]
Focus groups	NatSIP Local Offer - Creating Confidence in Services[81]
Voice of CYP	Evaluation with parents change of support[82]
Consultation documents	Evaluation with teachers and teaching assistants questionnaire[83]
Service Plan	Questionnaire for Parents[84]
Local Offer	Pre-school parents satisfaction questionnaire[85]
School Offer	School Questionnaire - Falkirk[86]
Service Offer	Questionnaire for Schools[87]
Feedback from mainstream staff	My Views - Secondary[88]
EHCP Reviews	Parent Questionnaire VI Birmingham[89]
Performance Management / Appraisal Records	Pupil Transition Questionnaire[90]
Pupil Questionnaires	
Complaints and compliments	

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[79] http://www.councilfordisabledchildren.org.uk/resources/mapit-multi-agency-planning-and-improvement-tool
[80] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/694-pupil-s-questionnaire-secondary-school
[81] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/hoss-documents/hoss-conference-2013/presentations-2/574-creating-confidence-in-local-services-pdf
[82] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/679-evaluation-with-parents-change-of-support
[83] http://www.natsip.org.uk/index.php/doc-library-login/doc_details/680-evaluation-with-teachers-and-teaching-assistants
[84] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/696-questionnaire-for-parents
[85] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/692-pre-school-parents-satisfaction-questionairre
[86] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/698-school-questionnaire-falkirk
[87] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/705-questionnaire-for-schools

QS D4:   **Leaders ensure that high quality support is provided to education establishments so that children and young people with a sensory impairment are provided with learning programmes or a curriculum that has suitable breadth, depth and relevance. This should meet any relevant statutory requirements and ensure that children and young people with sensory impairment get a good start to their formal education, are well prepared for the next stage of their education and eventually for post-education, training or employment**

Requirements:

D4 (i)   Leaders deliver guidance and mentoring to support good practice and delivery of training to settings to ensure positive outcomes for all children and young people with sensory impairment on the caseload.

D4 (ii)   Staff are informed of developments in the curriculum to ensure high quality advice and support to parents, schools and settings.

Example sources of evidence	Links to documents used by services
Record of training delivered and impact	NatSIP curriculum documents[91]
Staff qualifications audit	
Team meetings	
Staff training plans	
Service documentation including books and leaflets	
Performance management/appraisal Records	
Local Offer	

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[88] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/715-my-views-secondary

[89] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/716-parents-questionnaire-vi-doc-updated-birmingham

[90] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/717-transition-questionnaire-pupil

[91] https://www.natsip.org.uk/index.php/curriculum

QS D5: **Leaders promote equality and diversity. There is a focus on those children and young people most at risk of not making good levels of progress (e.g. those with additional or complex needs, in families on low income, and in families where English is an additional language)**

Requirements:

D5 (i)   Leaders ensure that the service policies enable teachers of sensory impairment to advise on reasonable adjustments and equal access to the curriculum.

D5 (ii) Leaders ensure that the service has policy and practice resources to support progress for all children and young people. Where children and young people are not making the expected progress, discussions are held with settings and interventions are delivered and carefully monitored. Referrals are made to other agencies if appropriate.

D5 (iii) Leaders ensure that staff are able to support children and young people with sensory impairment with a wide range of needs and abilities, ensuring a range of appropriate skills in the workforce (e.g. British Sign Language, Braille skills, etc.).

Example sources of evidence	Links to documents used by services
Skills and qualifications	DfE Equality Act guidance[92]
	Equality and Human Rights Commission guidance on Equality Act 2010[93]
	NDCS Equality Act factsheet for parents[94]
	Nottinghamshire: Impact of Radio Aid[95]
	NatSIP Outcomes Benchmarking Data[96]

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[92] https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
[93] https://www.natsip.org.uk/index.php/funding-reforms-equality-act/424-equality-act-2010-guidance-documents
[94] http://www.ndcs.org.uk/applications/publications_shop/view.rm?id=22682
[95] https://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/quality-improvement-for-services/quality-improvement-support-pack/support-resources/684-impact-of-radio-aid-notts
[96] https://www.natsip.org.uk/index.php/outcomes-benchmarking

5.   QS - Services Self Audit Tool – May 2016

5.1   Domain A: Effective identification of need

QS A1: Services will support the timely identification and assessment of a child or young person with sensory impairment

Standards		Stage of Development	Evidence	Action Points
A1 (i)	Information is given to parents, schools, early year's settings and primary care providers on the possible signs of a permanent or temporary hearing and/or vision loss and what to do if this is suspected.	Red ☐ Amber ☐ Green ☐		
A1 (ii)	For all referrals of children with sensory impairment not received through the newborn hearing screening programme, the service will contact families and (where relevant) education settings within **five working days** of a notification of a diagnosis of a sensory loss. The timing of the first visit is to be agreed with the parent/setting and would normally be undertaken within ten working days of the notification.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
A1 (iii)	In the case of families of babies diagnosed with a hearing loss by the newborn hearing screening programme, the service will contact them within **two working days** of the referral. This initial contact will inform parents about the support offered by the service and how they can help their child or young person and answer any questions the family may have. The timing of the first visit is to be agreed with the parent and would normally be undertaken within ten working days of the referral.	Red ☐ Amber ☐ Green ☐		
A1 (iv)	Following referral of a child or young person with sensory impairment, having received consent from parents, an assessment of his/her needs is undertaken by a qualified specialist teacher for hearing, vision or multi-sensory impairment. An MSI assessment may require the involvement of more than one, and sometimes all three, specialist teaching professions. The timing of the initial assessment will be determined in consultation with parents and would usually be undertaken within at least **three working weeks** of notification of diagnosis.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
A1 (v)	Where a child or young person is not making progress in line with other children or young people and/or it is clear that they experience difficulties in particular areas of development despite receiving appropriate support and interventions, specialist assessments undertaken by teachers with the mandatory qualification are used promptly. A written report should normally be provided within **ten working days** of the assessment, which describes the assessment results in a way that can be clearly understood by parents, and suggests strategies for addressing any difficulties the child or young person is experiencing.	Red ☐ Amber ☐ Green ☐		
A1 (vi)	Where a child or young person is starting in a new education setting or adult service, the service will provide information on their assessed needs within four working weeks of the new educational setting being allocated to the child or young person or adult service being provided.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
A1 (vii)	The progress of the child or young person is monitored to ensure the assessment information is up to date. Service protocols are in place to ensure relevant specialist assessments are used on an ongoing basis to ensure the child or young person is making good progress. The service ensures that effective use is made of information from audiologists or other health professionals and also from national assessments.	Red ☐ Amber ☐ Green ☐		
A1 (viii)	Specialist teachers make an effective contribution to Education, Health and Care needs assessments in accordance with the NatSIP guidance Better Assessment, Better Plans, Better Outcomes and do so within the required timescales.			

QS A2: Information provided by identification and assessments carried out by the service ensures an understanding of the child or young person's needs, identifies targets for his/her progress and supports the planning and review of the effectiveness of teaching and the help and support they require .

Standards		Stage of Development	Evidence	Action Points
A2(i)	Specialist assessments where appropriate (both standardised and non-standardised) and an analysis of attainment and progress are used to: -identify needs and any gaps in the child or young person's learning and development	Red ☐ Amber ☐ Green ☐		
-	establish a baseline set challenging but realistic targets with particular focus on developing language and literacy and promoting access to the curriculum and independence in learning	Red ☐ Amber ☐ Green ☐		
-	identify the support/provision required to address the needs and meet targets	Red ☐ Amber ☐ Green ☐		
-	identify the reasonable adjustments required under the Equality Act 2010 to ensure the child or young person is not placed at a substantial disadvantage when accessing teaching and learning or participating fully in the life of the education setting	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
-	monitor progress and evaluating the effectiveness of the teaching and other education, health and social care	Red ☐ Amber ☐ Green ☐		
A2 (ii)	Education providers are given clear written and verbal explanation of the assessment and what it means in terms of the child or young person's strengths and needs and the steps they will have to take to ensure the child or young person has access to teaching and learning and makes progress.	Red ☐ Amber ☐ Green ☐		
A2 (iii)	The service supports the use of small step assessments and/or P levels to monitor progress of those children and young people with significant additional learning needs. Expectations of such learners are high and are informed by an understanding of how their other needs can impact on learning and progress	Red ☐ Amber ☐ Green ☐		

QS A3: Arrangements are in place by the service to demonstrate that it has supported the effective identification of the child or young person's needs .

Standards		Stage of Development	Evidence	Action Points
A3 (i)	The service can show that it keeps accurate records of:			
	- the-number, age, gender and ethnicity of children and young people with sensory impairment	Red ☐ Amber ☐ Green ☐		
	- the specific needs of each child or young person and the assessments undertaken	Red ☐ Amber ☐ Green ☐		
	- timescales for contacting the family and completing of assessments from the point of confirmation of a sensory impairment	Red ☐ Amber ☐ Green ☐		
	- how assessment has supported and informed intervention strategies	Red ☐ Amber ☐ Green ☐		
A3 (ii)	As well as identifying the individual needs of children and young people, the service provides an overview of their needs to inform commissioning decisions (including any joint commissioning between education, health and social care) and strategic developments such as the local offer and the Joint Strategic Needs Assessment (JSNA).	Red ☐ Amber ☐ Green ☐		

5.2   Domain B: The effectiveness of the service in assessing and meeting the needs of children and young people with a sensory impairment

QS B1: There are thresholds and eligibility criteria for supporting children and young people with sensory impairment that are clear and applied in a transparent way, reflecting level of needs, including the need for early intervention to prevent children falling behind, while also ensuring there is a prompt response where limited progress is being made

Standards		Stage of Development	Evidence	Action Points
B1 (i)	Eligibility criteria and thresholds for support are shared with, and reviewed with, parents and young people and education establishments and are easy to access through the local offer .	Red ☐ Amber ☐ Green ☐		
B1 (ii)	There is a clear understanding of what early years settings, mainstream and special schools and post 16 providers are expected to provide for learners with sensory impairment. This information should be easily accessed through the local offer.	Red ☐ Amber ☐ Green ☐		

QS B2: The service ensures that the child or young person and his/her parents are fully involved in their assessment, ongoing monitoring and review

Standards		Stage of Development	Evidence	Action Points
B2 (i)	Children, young people and their parents are given their own explanation of the assessment and what it means in terms of family support for the child or young person, the support available from others and the next steps. The report should be jargon-free and clear, age-appropriate , written and oral, or where required signed. This should be provided within 10 working days of the assessment.	Red ☐ Amber ☐ Green ☐		
B2 (ii)	Support is given to education settings and local authority statutory assessment staff, to enable children or young people with a sensory impairment to: - articulate their needs and identify the barriers and problems they face in accessing teaching and learning, making progress and are feeling socially included. - be involved in agreeing the support required to meet needs, targets and improve outcomes.	Red ☐ Amber ☐ Green ☐		

Standards	Stage of Development	Evidence	Action Points
B2 (iii) Parents are enabled to: - become fully involved in the assessment and articulate the needs of their child and identify the barriers and problems faced in accessing teaching and learning, making progress and feeling socially included in their education setting	Red ☐ Amber ☐ Green ☐		
- identify and agree the support required to meet needs, achieve targets and improve outcomes.	Red ☐ Amber ☐ Green ☐		

QS B3: The service works well with the child or young person's early years setting, mainstream school, special school or college and other professionals during their assessment

Standards		Stage of Development	Evidence	Action Points
B3 (i)	The service can produce evidence of an effective contribution to multi-agency and multi-disciplinary assessments that has resulted in a holistic assessment of the child or young person's needs for the purposes of early intervention (such as use of the Common Assessment Framework) and statutory Education, Health and Care needs assessment.	Red ☐ Amber ☐ Green ☐		
B3 (ii)	There is regular information exchange between the education service and health services about how well the child or young person is functioning to inform adjustments to their hearing or vision equipment or other technologies	Red ☐ Amber ☐ Green ☐		
B3 (iii)	The annual survey of users' views demonstrates high levels of satisfaction with the service's contribution to statutory Education, Health and Care needs assessments and plans and the Assess, Plan, Do, Review cycle set out in the SEND Code of Practice (2015).	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
B3 (iv)	There are clear pathways in place for referring children and young people for specialist mental health assessment, and/or specialist social care assessment if issues with social and emotional wellbeing become apparent.	Red ☐ Amber ☐ Green ☐		

QS B4: The service provides effective support to families and education establishments in meeting assessed needs

Standards		Stage of Development	Evidence	Action Points
B4 (i)	The service can provide specialist staff who have the necessary training, qualifications and experience of supporting parents with babies and young children to ensure good progress in meeting early years developmental milestones.	Red ☐ Amber ☐ Green ☐		
B4 (ii)	The service can provide specialist staff with the training, knowledge and experience to support children and young people: - in different education settings and phases of education to ensure access to the curriculum - with additional needs such as those where English is a second language and those with additional complex needs in local special schools - who are using an increasing diverse range of access technologies .	Red ☐ Amber ☐ Green ☐ Red ☐ Amber ☐ Green ☐ Red ☐ Amber ☐ Green ☐		
B4 (iii)	The service can provide specialist staff with the training, knowledge and experience to support children and young people with sensory impairment and additional needs such as those where English is a second language and those with additional complex needs in local special schools.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
B4 (iv)	At the point of transfer of a child or young person to a new education establishment, the service can demonstrate that the establishment has a clear understanding of the learners needs and how to ensure a successful transition.	Red ☐ Amber ☐ Green ☐		
B4 (v)	The service can demonstrate how it has improved the capacity of education establishments to meet the needs of children and young people with sensory impairment.			

QS B5: The service can demonstrate that children and young people are fully satisfied that their needs are being met and their outcomes have improved

Standards		Stage of Development	Evidence	Action Points
B5 (i)	The service regularly collects the views of children and young people and can demonstrate how their views have informed service planning and practice.	Red ☐ Amber ☐ Green ☐		
B5 (ii)	The service can demonstrate that children and young people:			
	- are involved in identifying, planning and reviewing the support and access arrangements that they need on a day to day basis and long term.	Red ☐ Amber ☐ Green ☐		
	- have a full understanding of their targets and are fully involved with target setting and attend the reviews of their Education, Health and Care plan or the Assess, Plan, Do, Review cycle of support set out in the SEND Code of Practice	Red ☐ Amber ☐ Green ☐		
	- have the confidence and opportunity to let staff know if they have not understood what has been said or taught.	Red ☐ Amber ☐ Green ☐		

QS B6: The service can demonstrate that parents have high levels of satisfaction that the service is meeting their child's needs and helping them to make good progress

Standards		Stage of Development	Evidence	Action Points
B6 (i)	By conducting regular surveys of parents views the service can demonstrate:			
	- how their views have informed service planning and practice.	Red ☐ Amber ☐ Green ☐		
	- high levels of satisfaction with the service's support.	Red ☐ Amber ☐ Green ☐		
B6 (ii)	The service's records show that working with education settings good links with home are developed to ensure parents:			
	- receive regular up to date and accessible information on the support their child is receiving and their progress.	Red ☐ Amber ☐ Green ☐		
	- know how they can contribute to their child's learning.	Red ☐ Amber ☐ Green ☐		

5.3   Domain C: The effectiveness of the service in improving outcomes for children and young people with a sensory impairment

QS C1: The service can demonstrate it is making an effective contribution to ensure that the child or young person's needs are being met and their outcomes are improving

Standards		Stage of Development	Evidence	Action Points
C1 (i)	The service regularly and rigorously monitors progress and has data showing that the progress of children and young people with sensory impairment is age-appropriate and at least in line with other learners of similar ability, and that they make good progress relative to their starting point and that any attainment gaps are narrowed.	Red ☐ Amber ☐ Green ☐		
C1 (ii)	There is an expectation that progress is age-appropriate in line with other learners of similar ability, and, for learners with complex needs, it is commensurate with their sensory impairment and their additional learning needs.	Red ☐ Amber ☐ Green ☐		
C1 (iii)	Progress is evaluated using national assessment data as well as teacher assessment and specialist assessments. The service participates in the NatSIP national outcomes benchmarking exercise to compare its outcomes with national benchmarks	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
C1 (iv)	The service has records to demonstrate the impact of its support to educational settings and parents on children and young people in relation to:			
	- developing social skills, having good levels of self-esteem and a positive self-identity	Red ☐ Amber ☐ Green ☐		
	- having the opportunity to take responsibility for managing their own sensory impairment	Red ☐ Amber ☐ Green ☐		
	- developing emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.	Red ☐ Amber ☐ Green ☐		
C1 (v)	Children and young people with sensory impairment are given opportunities to meet peers with sensory impairment on a regular basis and have access to role models with sensory impairment.	Red ☐ Amber ☐ Green ☐		
C1 (vi)	The service provides effective support to schools to ensure Personal, Social, Health and Citizenship Education (PSHCE) lessons are planned and adapted to enable access for children and young people with sensory impairment so that they are able to develop a good knowledge of healthy lifestyles and choices.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
C1 (vii)	Data shows that the number of school days lost by children and young people with sensory impairment through exclusion and other absences is in line with or no worse than that for all children and young people.	Red ☐ Amber ☐ Green ☐		
C1 (viii)	The service's records show that it works with schools to ensure that:			
-	young people with a sensory impairment are positive and ambitious about what they can achieve after leaving school. They are encouraged to think about careers and apply to courses that are most suited to developing their potential and independence.	Red ☐ Amber ☐ Green ☐		
-	the profile of post-school destinations of young people with a sensory impairment is similar to that of all students. Data on post-16 destinations of school leavers shows that the proportion of young people with SI in full-time education or in employment and training is similar to that of other students	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
C1 (ix)	The service's records shows that it works with schools to ensure young people with sensory impairment, and their parents, are fully informed at the appropriate time of post-school options and of the support, services and schemes available to enable young people with a sensory impairment to attend further education colleges and universities, join an apprenticeship scheme or access work (e.g. Access to Work or Disabled Students Allowance).	Red ☐ Amber ☐ Green ☐		
C1 (x)	The service works with schools and colleges to ensure there are effective transition arrangements in place for young people with a sensory impairment aged 14+ years. This should include assessing the young person's need for support to help overcome potential barriers, providing information on options, relevant work experience, full student engagement, transition visits and liaison with the future education setting or employer	Red ☐ Amber ☐ Green ☐		
C1 (xi)	The service ensures that young people are aware of their right, under the Care Act 2014, to a transition assessment to address their social care needs.	Red ☐ Amber ☐ Green ☐		

Standards		Stage of Development	Evidence	Action Points
C1 (xii)	The service's records can demonstrate that specialist support, advice and training to class and/or subject teachers and teaching assistants has resulted in:			
	- effective teaching and learning	Red ☐ Amber ☐ Green ☐		
	- reasonable adjustments being made to create good learning environments	Red ☐ Amber ☐ Green ☐		
	- children and young people with sensory impairment feeling included and participating in the life of the education setting.	Red ☐ Amber ☐ Green ☐		
C1 (xiii)	The service's records show that children and young people with sensory impairment have access to up-to-date technology from an early age that is effectively managed, to improve their ability to participate in life at home and in their education setting ,and access teaching and learning in formal and informal settings.	Red ☐ Amber ☐ Green ☐		

5.4   Domain D: Leadership and management

QS D1: Leaders demonstrate an ambitious vision for children and young people with a sensory impairment, they have high expectations for what all children and young people with sensory impairment can achieve and ensure high standards of support provision and care for children and young people

Standards		Stage of Development	Evidence	Action Points
D1 (i)	Leaders articulate and support high expectations for children or young people with a sensory impairment and a commitment to ensuring that any attainment gaps are closed. This vision is reflected in the work of staff and their job descriptions and goals.	Red ☐ Amber ☐ Green ☐		
D1 (ii)	Service performance reporting includes progress data collected for all children or young people with a sensory impairment (such as through the NatSIP Outcomes Benchmarking exercise). The data is interrogated and reported to service managers.	Red ☐ Amber ☐ Green ☐		

QS D2: Leaders improve staff practice in supporting parents and education establishments in the assessment of need and the teaching and learning of children and young people with sensory impairment through rigorous performance management and appropriate professional development

Standards	Stage of Development	Evidence	Action Points
D2 (i) Managers should have the necessary qualifications, knowledge and skills related to the teaching and learning of children and young people with a sensory impairment and be able to:			
(i) guide and monitor staff performance	Red ☐ Amber ☐ Green ☐		
(ii) work with staff who work directly with children and young people with hearing, vision and multi-sensory impairments to develop performance measures, and make sure that standards and improvement targets are in place for key processes	Red ☐ Amber ☐ Green ☐		
(iii) ensure that appropriate training and development opportunities are provided to all staff so that they maintain high levels of specialist knowledge and make effective use of developing technologies, new research and methodologies	Red ☐ Amber ☐ Green ☐		
(iv) ensure that all staff have appropriate specialist qualifications and the necessary personal skills to deliver effective services which promote positive outcomes and progress.	Red ☐ Amber ☐ Green ☐		

QS D3: Leaders evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement

Standards		Stage of Development	Evidence	Action Points
D3 (i)	Children and young people with sensory impairment, their parents, schools, early years settings, further education colleges, health and social care services are fully involved in the development of services.	Red ☐ Amber ☐ Green ☐		
D3 (ii)	Partnerships and networks in education, health, social care and voluntary agencies are reviewed and evaluated to inform future improvements	Red ☐ Amber ☐ Green ☐		
D3 (iii)	Evaluations of service delivery are reported to stakeholders, inform developments, and help improve practice	Red ☐ Amber ☐ Green ☐		

QS D4: **Leaders ensure that high quality support is provided to education establishments so that children and young people with a sensory impairment are provided with learning programmes or a curriculum that has suitable breadth, depth and relevance. This should meet any relevant statutory requirements and ensure that children and young people with sensory impairment get a good start to their formal education, are well prepared for the next stage of their education and eventually for post-education, training or employment.**

Standards		Stage of Development	Evidence	Action Points
D4 (i)	Leaders deliver guidance and mentoring to support good practice and delivery of training to settings to ensure positive outcomes for all children and young people with sensory impairment on the caseload.	Red ☐ Amber ☐ Green ☐		
D4 (ii)	Staff are informed of developments in the curriculum to ensure high quality advice and support to parents, schools and settings.	Red ☐ Amber ☐ Green ☐		

QS D5: Leaders promote equality and diversity. There is a focus on those children and young people most at risk of not making good levels of progress (e.g. those with additional or complex needs, in families on low income, and in families where English is an additional language).

Standards		Stage of Development	Evidence	Action Points
D5 (i)	Leaders ensure that the service policies enable teachers of sensory impairment to advise on reasonable adjustments and equal access to the curriculum.	Red ☐ Amber ☐ Green ☐		
D5 (ii)	Leaders ensure that the service has policy and practice resources to support progress for all children and young people. Where children and young people are not making the expected progress, discussions are held with settings and interventions are delivered and carefully monitored. Referrals are made to other agencies if appropriate.	Red ☐ Amber ☐ Green ☐		
D5 (iii)	Leaders ensure that staff are able to support children and young people with sensory impairment with a wide range of needs and abilities, ensuring a range of appropriate skills in the workforce (e.g. British Sign Language, Braille skills, etc.).	Red ☐ Amber ☐ Green ☐		

Appendix 1: Registering and logging in to the NatSIP Website

A1.1   Introduction

The NatSIP Website www.natsip.org.uk offers access to a wealth of resources, most of which are behind a 'login wall', i.e. you need to be registered on the site and logged in before you can access them.

A1.2   Why register?

We ask users to register not because we are checking up on anyone, but because we need to demonstrate to the DfE and other bodies who support NatSIP how our resources are being used. By recording document downloads against registered users, we can show our funders that our resources are useful, and show where they are being used. We can also use the download logs to target 'impact surveys' – if you have downloaded a particular document, we may e-mail you and ask you about how useful it was and what we might do to improve it.

A1.3   Who can register?

Registration on the site is free and open to anyone. All you need is a valid, working email address that you can access, and a web browser.

A1.4   How do I register?

a) Go to the new site at https://www.natsip.org.uk

b) On the home page, on the right, you'll see a login box, with a 'Register…' link:
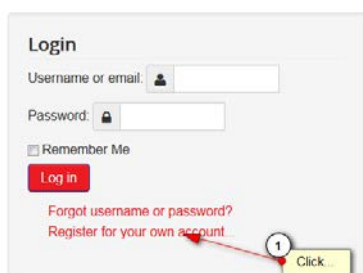
Click on the 'Register…' link.

c) You'll see a registration form:

All the fields are required.

Complete the form, with your own name and e-mail address.

Be careful to get the e-mail address right, as our robot will use it to send you a confirmation email.

d) Here's an example completed form:

Note that you can choose your own username, provided it isn't used already. The system checks if your choice is free.

e) Finally, click on the Register button at the bottom of the form

After a few seconds, you should see a message:

Registration Complete

An email with further instructions on how to complete your registration has been sent to the email address you provided.

Please check your email (including your spambox) to complete your registration.

To have the email sent again, simply try logging in with the username and password from your registration.

f) Now check your e-mail. You should find an e-mail message from registration@natsip.org.uk that looks something like this:
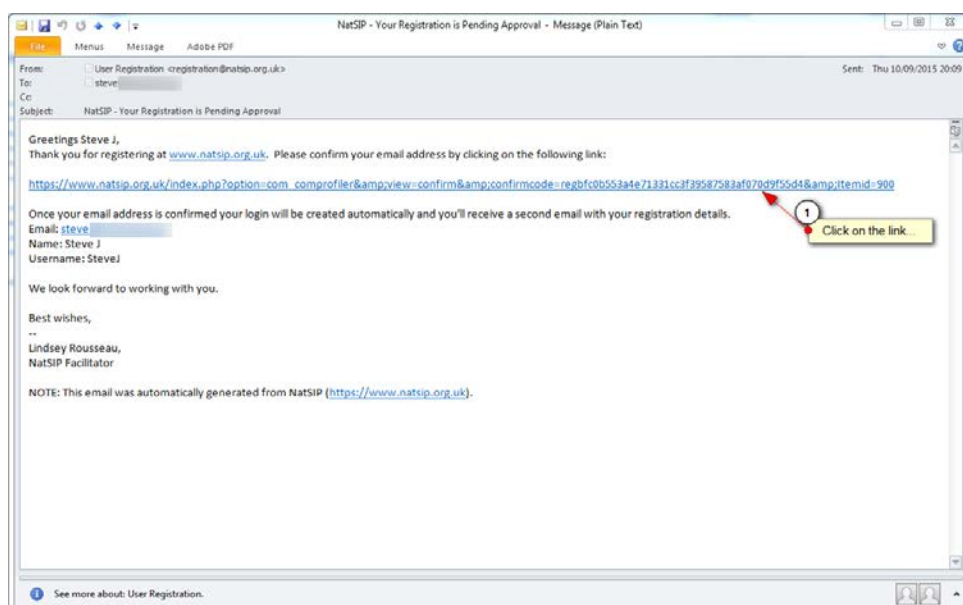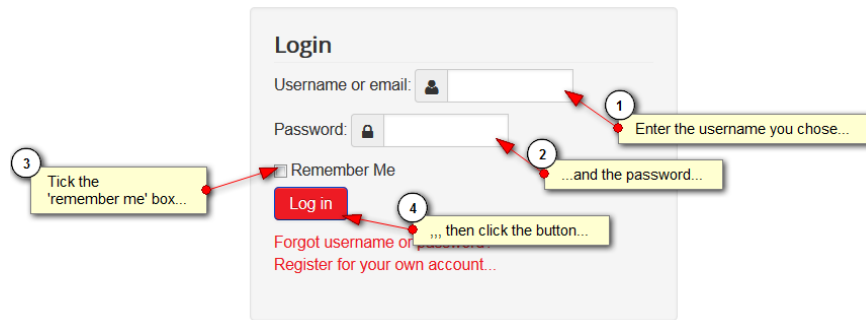

You **must** click on the link in the e-mail to confirm your registration.
[This is Outlook – your mail software may look different]

g) When you click on the link, you should see a message:
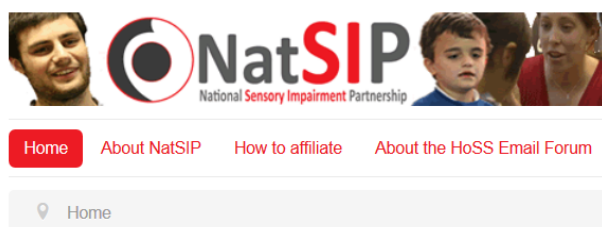
Click on the home button (top R) to make the page refresh.

h) Now you can login:

Fill in your username and password, tick the 'remember me' box and click the login button.
You can use your registered e-mail address instead of your username if you wish.

Note: What does 'Remember Me' do?

It sets a cookie on your machine saying that you are logged on. If you come back to the site later, the cookie will be recognised and you won't be asked to log in again.

The cookie **does not** contain your username or password, or any other identifiable details, so it's OK to use, even on shared or work computers.

We recommend that you use 'remember me' to reduce the number of times you need to enter your login credentials to the site.

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i) The first time you log in, you will see your user profile.
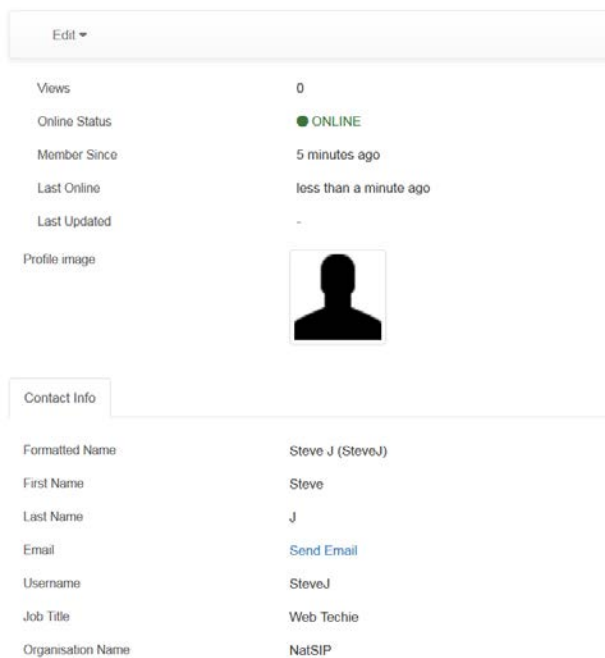
If you need to, click on the 'Edit' button at the top to change things.

j) When you have finished editing your profile, click on 'Home' at the top right of the screen

When you are logged in as a registered user, you will see a new 'User Menu' appear in the LH column:

If your account has been given extra permissions, (for example, if you will be using the NatSIP Moodle) you may see extra options on this menu:

You should also notice that the site search system appears at the top right of your screen:

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