

Criteria for Advisory Teaching Service Involvement in educational settings for PD/HI/VI/MSI

Key Purpose of involvement: To advise settings and share guidance and strategies to support CYP to better access teaching and learning and the wider school environment/community.

Initial request for involvement requirement:

- CYP attends a maintained, Academy or Free School setting, for some PD and sensory students this may include Special schools and pre-school settings.
- Involvement requested by independent settings and Further Education Colleges (traded).
- CYP has a diagnosed hearing loss, visual impairment, physical disability or multisensory impairment/deaf blindness.
- CYP is not making progress despite implementing quality first teaching and universal provision.
- CYP at points of transfer between key stages.
- CYP where there is concern that the placement is in danger of breaking down.
- Setting has given 'due regard' to the SEND Code of Practice and implemented '*additional and different*' support and the CYP is on the Graduated Pathway (please provide evidence).
- CYP has an EHCP: Support needs are beyond the outcomes and support strategies put in place from the EHCP

Threshold for consideration for ATS involvement:

Physical Disability (PD)	Hearing Impairment (HI)	Vision Impairment (VI)	Multisensory Impairment (MSI)/Deaf blindness
<ul style="list-style-type: none">• A diagnosed physical disability.• A diagnosed medical need.• Significant mobility needs that impact upon their safe & equitable access to a setting.• Significant fine motor skill needs that may impact on their safe & equitable access to a setting. <p>Please note requirements:</p> <ul style="list-style-type: none">• Medical diagnosis of a physical disability or medical need.• Evidence of interventions to consider fine and gross motor skill development.• Completed My Plan or above identifying PD outcomes as a primary need.	<ul style="list-style-type: none">• Medical diagnosis of permanent hearing loss• Temporary moderate – profound conductive (e.g glue ear) loss due to an additional condition e.g Downs Syndrome, Cleft Palate <p>Please note requirements:</p> <ul style="list-style-type: none">• Medical diagnosis of hearing loss.• Copies of relevant professional reports, including an up-to-date audiology report	<ul style="list-style-type: none">• Medical diagnosis of visual acuity of 6/18 or worse• Degenerative condition arising from a named condition or diagnosis. <p>Please note requirements:</p> <ul style="list-style-type: none">• Medical diagnosis of a visual impairment.• Completed My Plan or above identifying VI outcomes as a primary area of need• Completed My Assessment paperwork (if in place)• Copies of relevant professional reports.	<ul style="list-style-type: none">• Medical diagnosis of both a current hearing loss and a visual acuity of 6/18 or worse• Degenerative condition arising from a named condition or diagnosis. <p>Please note requirements:</p> <ul style="list-style-type: none">• Medical diagnosis of combined current hearing and vision impairments• Completed My Plan or above (if in place) identifying VI/HI/MSI outcomes as a primary area of need• Completed My Assessment paperwork (if in place)

<ul style="list-style-type: none"> Completed My Assessment paperwork, (if in place). Copies of relevant professional reports. 		<ul style="list-style-type: none"> Copies of relevant professional reports.
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Initial Involvement when a request is accepted:

- Arranged consultation to consider and agree areas of support and outcomes from ATS involvement (**see support options below**).
- Initial consult followed by a review to determine the next steps

*** Please note that during a visit to setting for observation, allocated time will be required with key adults e.g. Class teacher, TA.**

Support offer may include:

- ✓ Support for setting and CYP to identify strengths, needs and learning barriers.
- ✓ Support to develop staff experience and building on current skills.
- ✓ Advice for accessing teaching & learning activities, modifying teaching approaches, specialist resources and interventions.
- ✓ Evaluating the impact of hearing loss or multisensory impairment on a CYP's access to teaching & learning activities and exam access arrangements.
- ✓ Evaluating inclusion and access needs for a CYP.
- ✓ Support with signposting to relevant professionals.
- ✓ Advising on appropriate learning targets and adapting lessons.
- ✓ Support at key transition points e.g. Early Years/Reception, Infants/Juniors, Primary/Secondary and Post 16 options.
- ✓ Improving pupil access to the social and academic curriculum.
- ✓ Environmental audits and advice to support setting to make reasonable adjustments.
- ✓ Attendance at EHCP Annual Review meetings.
- ✓ Attendance at TAC/TAF meetings.
- ✓ Staff training.

PD specialist support may include:

- Liaison with other professionals, e.g. OTs, physios
- Access to ATS advice leaflets, networking groups and resource loans.
- Self-advocacy skills
- Support for setting's capacity to meet need, e.g. whole school or key staff training to improve their knowledge & skills to provide an accessible physical environment, differentiated & inclusive curriculum, timetable & school experience

HI specialist support may include:

- Support to understand how hearing loss, can impact on development and access to learning and the wider school community
- Support to effectively use and manage audiological equipment
- Support on modes of communication
- Evaluating the impact of hearing loss on a CYP's access to teaching & learning activities and exam access arrangements

VI specialist support may include:

- Support to empower families, pre-school placements, schools i.e. to be able to understand and support the child's visual needs
- Advising on modifications of printed materials; access to whiteboards and other technology
- Advice to enable access to learning and play
- Use of Gloucestershire Graduated Pathway to measure progress for CYP with a visual impairment.

MSI specialist support may include:

- Support to understand how combined hearing and vision loss can impact on development and access to learning and the wider school community
- Support to effectively use and manage specialist equipment: audiological equipment, magnification equipment and other specialist technology, and other low vision aids
- Advising on modifications of printed materials, access to whiteboards and other technology

<ul style="list-style-type: none"> Support to incorporate advice from medical professionals into an educational environment curriculum model of development Support for interventions, assessment, personalised curriculum. Support to ensure individual access to curriculum/school activities, e.g. handwriting development, practical lessons & PE, residential Support to develop alternative ways of recording work & demonstrating progression & attainment Participation in multi-agency interventions, assessments. Support to develop & deliver curriculum & SEMH interventions, e.g. individual work strategies, programmes & resources. Support to develop & enhance independence within the curriculum & wider school day 	<ul style="list-style-type: none"> Use of Gloucestershire Graduated Pathway to measure progress for CYP with a hearing impairment. Guidance on how setting can support Deaf awareness for other pupils (with CYP permission) Self-advocacy skills Support for interventions, assessment, personalised curriculum. Participation in multi-agency interventions, assessments. 	<ul style="list-style-type: none"> Maintenance / monitoring of equipment to modified text, specialist ICT equipment and software Build VI friendly classroom/setting through liaison with SENCo, CYP, class teacher, e.g. ensure positive self-images are evident. Signpost to appropriate Resources and clubs, e.g. / specialist ICT equipment and software 	<ul style="list-style-type: none"> Support on modes of communication Evaluating the impact of multisensory impairment/deafblindness on a CYP's access to teaching and learning activities and exam access arrangements Use of Gloucestershire Graduated Pathway to measure progress for CYP with multisensory impairment/deafblindness. Guidance on how setting can support Multisensory Impairment/deafblindness awareness for other pupils (with CYP permission) Build MSI friendly classroom/setting through liaison with SENCo / CYP / Parent / class teacher, e.g. ensure positive self images are evident. Signpost to appropriate Resources and clubs, e.g. / specialist ICT equipment and software Advise on how to make the school environment more MSI friendly
<p><u>Training:</u></p> <ul style="list-style-type: none"> Fine motor development Handwriting development Access to specific subjects Wheelchair skills Continence awareness Staff awareness – range of PD & medical needs Peer awareness – range of PD & medical needs Support for SEMH Sensory processing 	<p><u>Training:</u></p> <ul style="list-style-type: none"> Bespoke Deaf Awareness training related to the CYP and their diagnosed hearing loss HI Awareness training for peers/family/club leaders Effective use of a Radio Aid 	<p><u>Training:</u></p> <ul style="list-style-type: none"> Bespoke training related to the CYP and their diagnosed visual impairment. VI Awareness training with staff / CYP/family 	<p><u>Training:</u></p> <ul style="list-style-type: none"> Bespoke MSI Awareness Bespoke training related to the CYP and their diagnosed condition Peer Awareness Effective use of specialist equipment

<ul style="list-style-type: none"> • Transition <p><u>Traded:</u></p> <ul style="list-style-type: none"> • Please see GCC+ & any training package offered above can be delivered/adapted to meet the needs of individual settings. 	<p><u>Traded:</u></p> <ul style="list-style-type: none"> • Please see GCC+ & any training package offered above can be delivered/adapted to meet the needs of individual settings 	<p><u>Traded:</u></p> <ul style="list-style-type: none"> • Please see GCC+ & any training package offered above can be delivered/adapted to meet the needs of individual settings 	<p><u>Traded:</u></p> <ul style="list-style-type: none"> • Please see GCC+ & any training package offered above can be delivered/adapted to meet the needs of individual settings
<p><u>Exit criteria for end of involvement:</u></p> <ul style="list-style-type: none"> • Completion of agreed area of involvement from initial consultation. • School capacity is built to support CYP. • Category of primary need has changed, requiring referral to another specialist team (e.g. C&I or C&L needs, sensory, PD) • Transition work completed and capacity built for school to support. • CYP has moved to specialist setting (HI VI and MSI continue to support in a specialist setting) or is supported by an alternative provider. • CYP has moved on to Independent school, FE College, University, work, or moved out of county 			
<p><u>Considered priorities for continued involvement:</u></p> <ul style="list-style-type: none"> • Escalation of graduated pathway. • Transition between phases. • Looked After Child. • At risk of permanent exclusion (note within PD sensory this may be exclusion from access to the wider school environment and learning) • Mandatory access to a TOD, QTMSI or QTVI • Degenerative condition. • FE College/Independent school as traded service 			