

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:

<u>Physical Disability (PD)</u>	<u>Hearing Impairment (HI)</u>	<u>Vision Impairment (VI)</u>	<u>Multisensory Impairment (MSI)/Deaf blindness</u>
<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)

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<p><u>Initial Involvement when a request is accepted:</u></p> <ul style="list-style-type: none"> Arranged consultation to consider and agree areas of support and outcomes from ATS involvement (<i>see support options below</i>). Initial consult followed by a review to determine the next steps <p><i>* Please note that during a visit to setting for observation, allocated time will be required with key adults e.g. Class teacher, TA.</i></p>			
<p><u>Support offer may include:</u></p> <ul style="list-style-type: none"> ✓ 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. 			
<p><u>PD specialist support may include:</u></p> <ul style="list-style-type: none"> 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 	<p><u>HI specialist support may include:</u></p> <ul style="list-style-type: none"> 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 	<p><u>VI specialist support may include:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>MSI specialist support may include:</u></p> <ul style="list-style-type: none"> 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, residentials • 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 <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 	<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. <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 	<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 <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 	<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"> • Bespoke MSI Awareness • Bespoke training related to the CYP and their diagnosed condition • Peer Awareness • Effective use of specialist equipment
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<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 			