

DfE Contract April 2013 – April 2015

Contract Impact Report

May 2015

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Preface



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



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May 2015

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Foreword

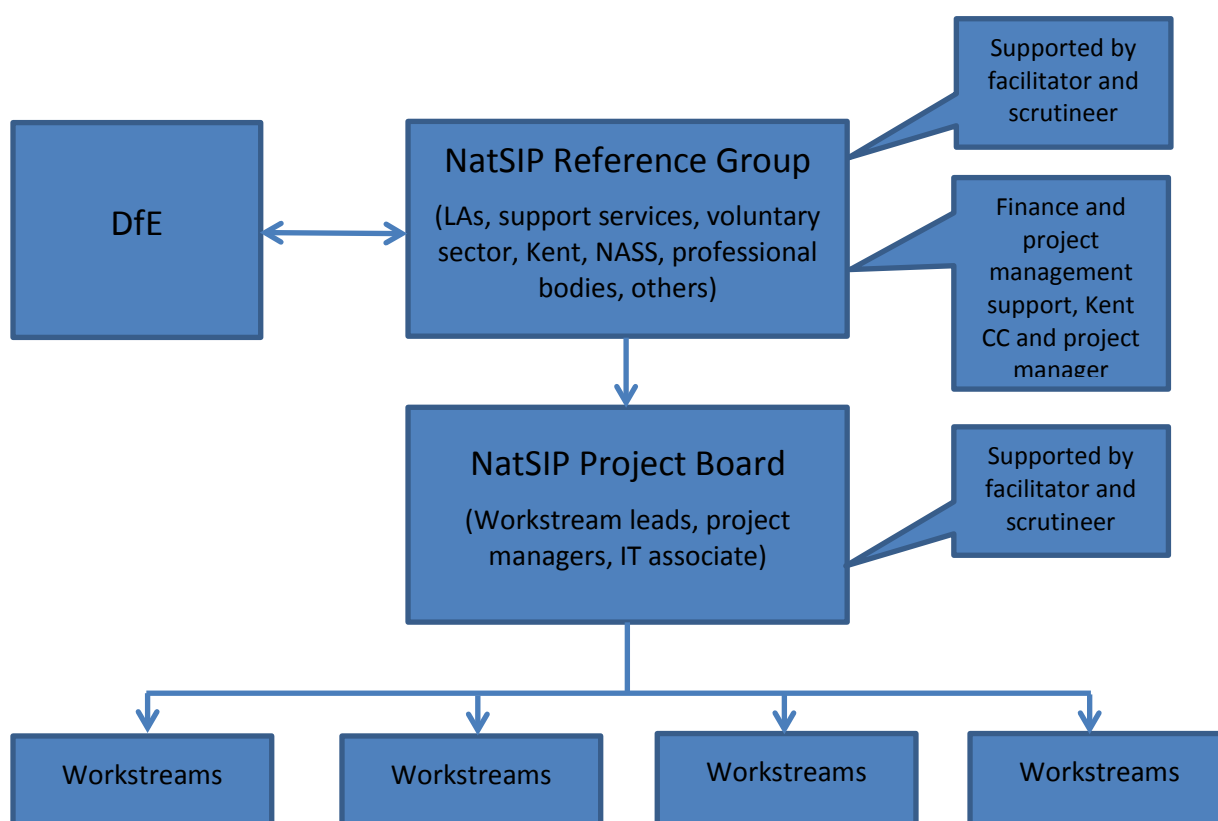
NatSIP is a unique national partnership of professionals and voluntary organisations working with children and young people with SI and their families. The purpose of NatSIP is to improve outcomes for children and young people with SI, closing gaps with their peers, through joint working in services for these children. Through a growing network of NatSIP partners engaging in the work, it has been possible to identify, test and validate good practice for children and young people (CYP) with hearing impairment (HI), multi-sensory impairment (MSI) and vision impairment (VI).

The reforms within The Children and Families Act 2014 on Special Educational Needs and Disability (SEND) have marked the most significant change in legislation, and therefore also professional practice, for the last 30 years. As the Code of Practice recognises, there are specific issues which relate to sensory impairment (SI), not least how the low incidence nature of Sensory Impairment impacts on the implementation of the SEND reforms and also the complexities of addressing the interface between the SEN and disability requirements in the legislation.

It is especially important that people working across all educational settings, in local authorities and other statutory services understand not just the general impact of the SEND reforms, but also the specific and complex ways in which the reforms need to address SI. This includes everything from constructing a viable local offer for low incidence groups, to the challenges of recognising what good outcomes and progress look like for children with SI; from how to ensure that ECH plans reflect good outcomes and understanding of the specialist support necessary to achieve these, to how joint commissioning is going to work for low incidence groups; from a good school's offer to ensuring that pupils can successfully access the national curriculum.

The NatSIP contract with the DfE for 2013-15 was based on taking each strand of the key elements of the legislation and developing guidance and support for sensory support services, parents and young people, local authority and health commissioners to ensure that the reforms were put into this context. Fundamental to the whole process is recording what good outcomes are and how we can ensure that future practice is based on evidence of what works through NatSIP's core outcomes benchmarking activity.

In fulfilling this contract, NatSIP followed the structure outlined below:



NatSIP's primary engagement is through partnership with heads of service and key professional staff in sensory support services, schools and colleges and work with the main voluntary sector organisations and professional groups and individuals with an interest in sensory impairment.

The partnership cuts across all these key agencies and groups and unites them in workstreams with an interest in securing a better future for children and young people with SI.

Each objective within the NatSIP contract was managed as a separate project, termed a 'workstream' within NatSIP. All NatSIP projects have a set of KPIs related both to the process of project management and the outcomes and impact expected of each project. The leads for the workstreams are members of the NatSIP Project Board and each lead reported on progress towards objectives to the NatSIP scrutineer and facilitator at quarterly meetings. Across all of NatSIP's project management there is a strong focus on ensuring deadlines and progress towards delivery are monitored and kept on track. The NatSIP Reference Group act as the Advisory Board for all NatSIP activities.

NatSIP communications are through multiple delivery modes and include workshops, seminars, events, conferences, papers, working days, web publications, links through partner organisations (including the Council for Disabled Children (CDC), DfE and Nafen SEND gateway), email communications and the Heads of Sensory Services (HoSS) email forum.

1. Objective 1: Improve outcomes benchmarking and quality of management information on CYP with SI

1.1 Aims of Objective 1

The aims of Objective 1 were to

- provide reliable data for local authority Sensory Support Services to help evidence their impact against agreed national Quality Standards, relating to the educational achievement and attainment of children with SI, and to inform service development needs
- increase the number of authorities participating in the benchmarking study by 15% each year
- carry out a feasibility study into the possibility of integrating the NatSIP work with the annual Consortium for Research into Deaf Education (CRIDE) study.

1.2 Impact of Objective 1

1.2.1 Impact Surveys

Impact surveys to evaluate the usefulness of the outcomes benchmarking reports for Sensory Services have been carried out on an annual basis. These have had strong response rates (58% of participating LAs in 2015, 66% of participating LAs in 2014) which have exceeded the KPI for this area.

Key Impacts include:

- Elements of all five areas of OB applications covered within the survey (data management, service reporting, continuing professional development, quality assurance and service planning) had been used by a high percentage of the respondents in the six month period following the production of the OB report (70% in the February 2015 survey, 80% in the February 2014 survey).
- Respondents typically found seven or eight different applications for the data from the most recent OB exercise in which they participated and an even higher number when previous exercises were taken into account.
- Over three quarters of respondents (77% in 2015, 81% in 2014), reported that the OB data had been used to inform service development plans.

While the applications do not provide a direct measure of impact upon children and young people with sensory impairment, they provide information about sensory support services endeavouring to develop their practices in line with the evidence gained from the survey. The information collected demonstrates how practice related to improving outcomes for children and young people is changing.

There is now a formal agreement in place between NatSIP, CRIDE and UCL covering the integration and extension of the scope of the data collected. An initial feasibility study will report in June 2015.

1.2.2 Objective 1 Users report

The 2014 survey has enabled me to have statistics for a valid staffing proposal.

HoSS email forum participant

The range of [benchmarking] data that you receive is impressive...

We are now able to measure outcomes for different levels of sensory impairment against a 'national' (NatSIP) cohort...

We RAG rate our LA outcomes data against the national outcomes data and use this to focus on the areas for improvement. We use a service day to discuss the priorities for future work and build this into our Action Plan, decide on Working Groups to target areas of concern and inform individual Performance Management targets.

Kent Specialist Teaching Service

2. Objective 2: Support the implementation of the SEND reforms

2.1 Aims of Objective 2

The aims of Objective 2 were to

- produce advice and guidance for each area of the SEND reforms to support LAs implementing the reforms; publish all our guidance on our website and disseminate it via NatSIP events and our partner network to ensure that it reaches all LAs, including the SEN Pathfinders in their next phase
- produce an impact report showing how service delivery has been affected in selected schools and local authorities with a particular focus on pathfinders
- survey a representative sample of LAs and offer support on their Local Offer to see how sensory needs are reflected in the plans, and in parental satisfaction with those plans and provision
- publish a report to support good practice in area of Local Offer and Sensory Impairment and disseminate it to all LAs; feedback to LAs and VCS and professional organisations on what makes for effective local offers.

2.2 Impact of Objective 2

NatSIP has produced the following guidance documents on the SEN Reforms:

Local Offer - Creating confidence in services¹

(for SI services to use for self-improvement purposes, and for parents to inform them of what they can look for in a local offer)

Including sensory services in the local offer²

(a companion paper to the above)

Joint Commissioning — Key information to support joint commissioning of services³

(a guide for commissioners of services for children and young people with sensory impairments. A short form of this document was also made available as a summary leaflet⁴).

¹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/752-01-local-offer-creating-confidence-in-services

² https://www.natsip.org.uk/index.php/doc-library-login/doc_details/778-02-including-sensory-services-in-the-local-offer

³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/761-03-joint-commissioning-key-information-to-support-joint-commissioning-of-services

⁴ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/813-03a-joint-commissioning-key-information-summary-leaflet

Schools Information – SEN Information Report – Evaluation Tool ⁵

(an evaluation template to help the school think about what information it must provide to parents, its overall approach to SEND within the school and how this fits with the overall local offer as defined by the Local Authority)

The publication of these reports were followed up with surveys to find out how well they were being used and what impact they were having locally. This work was published as the report **Evaluation of the impact of NatSIP local offer guidance** ⁶.

NatSIP has published a series of framework and guidance documents for professionals developing EHC plans, including:

- Assessment framework for all SI ⁷
- Assessment framework for HI ⁸
- Assessment framework for MSI ⁹
- Assessment framework for VI ¹⁰
- Information gathering proforma ¹¹

as well as an evaluation report and other guidance documents.

The evaluation indicated that the resources are proving useful and having a positive impact on services. User comments include:

A great balance between putting the the child and family at the centre, as well as providing highly professional and detailed information.

...made us focus on the child's need rather than reports.

...a real focus on outcomes.

...unpicks what is happening – cannot just say that the child is doing well.

...made us review our practice and we are now more aware of the gaps.

...has encouraged us to become more holistic in our assessments and call in a wider range of professionals where appropriate. The whole process feels much more joined up.

⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/751-04-schools-information-sen-information-report-evaluation-tool

⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/937-07-evaluation-of-natsip-local-offer-guidance

⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/654-01-natsip-assessment-framework-all-si

⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/655-02-natsip-ehcps-assessment-framework-hi-only

⁹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/656-03-natsip-ehcps-assessment-framework-msi-only

¹⁰ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/657-04-natsip-ehcps-assessment-framework-vi-only

¹¹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/658-05-natsip-better-plans-assessment-and-information-gathering-proforma-v2

NatSIP has published a series of four model Education Health and Care Plans based on real children, with examples for use by professionals working in SI. These include:

- ‘Kirsty’, aged 4, a girl with hearing impairment ¹²
- ‘Robert’, aged 11, a boy with hearing impairment ¹³
- ‘Steven’, aged 5, a boy with vision impairment ¹⁴
- ‘Ruby’, aged 3, a child with hearing impairment who uses British Sign Language (BSL) ¹⁵

NatSIP has also published a document ***Guidance on the implications of Personal Budgets for SI services*** ¹⁶, drawing on the experiences of a small number of services who had used personal budgets in other non-SEN areas.

2.2.1 Use of published materials

This range of model EHC plans is being used by professionals in assessments as reference points learners with sensory impairment. We have feedback from sensory support services and schools that the model plans and guidance have helped improve writing of EHC plans.

Commissioners’ feedback was that they were better able to recognise the needs of CYP with sensory impairment and better informed to take account of these in their commissioning decisions.

The Schools Information Evaluation Tool is being used by specialist support services when they are advising schools on provision and approaches to sensory support. They are encouraging the schools to integrate SI provision within their SEND Information Reports.

The impact survey for this report showed that 75% of stakeholders in local authorities and schools had made use of the resources.

2.2.2 Objective 2 Users report

The outcome of the local offer is that families now report the benefit of short break opportunities and young people with MSI are accessing life experiences that peers take for granted. Parents have let us know that they find the joined up services and reports to be a positive support. Parents are providing support to each other, whereas previously many had spoken of the isolation of being a parent of an MSI child. Families have experienced a wide range of activities and some are now accessing these without specialist support.

The information from the parent consultation has also informed the Joint Strategic Needs Assessment for Sensory. This document provides data and information on children and adults with MSI, HI and VI and outlines the ongoing Sensory Strategy.

Suzanne Wilkins, County Professional Lead for Sensory Impairment,
Kent County Council

¹² https://www.natsip.org.uk/index.php/doc-library-login/doc_details/662-07-natsip-model-ehc-plan-kirsty-v5

¹³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/835-08-natsip-model-ehc-plan-robert

¹⁴ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/850-09-natsip-model-ehc-plan-steven

¹⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/879-10-natsip-model-ehc-plan-ruby

¹⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/811-05-personal-budgets-guidance

3. Objective 3 – Funding reforms for schools, settings and colleges

3.1 Aims of Objective 3

The aims of Objective 3 were to:

- undertake an audit of how the sector is developing following funding reforms, and produce a report and guidance material for schools, colleges and LAs
- disseminate best practice across the sector by highlighting successful models in our guidance and reports, and at our events and via our partner networks
- ensure that schools and colleges are confident in dealing with their responsibilities on auxiliary aids and services, and how this impacts on the schools offer and new funding arrangements in this area and can fully support children with sensory loss having full access to the curriculum

3.2 Impact of Objective 3

NatSIP has produced the briefing ***Provision of Equipment and Technology for children and young people with a sensory impairment-funding arrangements in the context of the Special Educational Needs Framework and the Equality Act 2010***¹⁷.

We have conducted five regional workshops where colleagues were able to bring their questions to the funding workstream leads. In addition, funding reform has been the subject of working groups at NatSIP national working days, and part of surveys on the Heads of Sensory Services (HoSS) email forum. There have also been keynote presentations at NatSIP and HoSS events (available for download on the NatSIP website).

A School Funding Reform Day was held on 10 December 2014 for London-based professionals working with SI children. More than 30 professionals attended. An overall briefing was provided and questions and discussion allowed services to explore issues and receive support.

¹⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/839-natsip-briefing-provision-of-equipment

3.3 Objective 3 Users report

Thanks to the NatSIP funding briefings and presentations at NatSIP events I am one step ahead in the LA and am able to inform the Finance Department of important changes relevant to all CYP with SEND.

Evaluation comment from NatSIP working day

4. Objective 4: Advising on teaching and learning strategies to support the curriculum reforms

4.1 Aims of Objective 4

The aims of Objective 4 were to:

- develop best-practice guidance on effective teaching and learning strategies for CYP with VI, HI and MSI, including adapting and updating that already published by NDCS for deaf pupils for use with other SI, to support the curriculum reforms and disseminate this to all relevant stakeholders
- offer practical guidance to Schools and colleges on the implications of changes in assessment and examinations for the teaching and learning of pupils/students with SI

4.2 Impact of Objective 4

- NatSIP has published a report on deaf young people's views: ***Summary of the findings of NatSIP – commissioned deaf young people's participation project on the National Curriculum Reforms which has been used to inform practice***¹⁸.
- A resource paper ***Effective Support for Pupils with a vision Impairment in Secondary Schools***¹⁹ was produced and promoted through NatSIP networks.
- Six staff training events/workshops held around the country to support specialist staff understanding of the reforms.
- Four curriculum briefings²⁰ were produced in an easily accessible, downloadable format to enable frontline staff and senior managers to understand and keep pace with the current changes and how they will impact on pupils with sensory impairments.

Staff and the families of CYP with sensory impairments are now better informed about the curriculum and assessment reforms and have an understanding of the time scales involved for implementation.

There is a clearer view of the needs of BSL users especially in mainstream schools and greater focus on addressing these needs.

Working with the BSL-using young people directly and listening to their opinions has highlighted the need for further work across the SI workforce to develop effective ways of involving pupils and listening to them and then using the information to develop effective support in line with their needs.

¹⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/661-dex-report-summary

¹⁹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/903-00-effective-support-for-pupils-with-vi-in-secondary-schools

²⁰ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/215-natsip-briefing-documents-and-papers/217-curriculum-briefings

4.3 Objective 4 Users report

After using the curriculum briefings, staff report feeling better informed and that they have a clearer understanding of the reforms.

Evaluation of training events shows that specialist staff feel better informed and are more confident that they will be able to meet the needs of pupils with sensory impairments.

5. Objective 5: Creating an Online Resource Portal for Sensory Impairment

5.1 Aims of Objective 5

The aims of Objective 5 were to:

- increase uptake of our resources with 15% growth in the number of registered, active users of the portal; measure from a baseline of the active users in the period 1 Apr 2012 - 31 March 2013. (465 grows to 535 over life of contract).
- increase awareness of our on-line resources through our events and professional networks, with an increase in downloads of available resources by 25% over the life of the contract.

5.2 Impact of Objective 5

At the start of the contract there were 465 active registered users of the NatSIP Portal. At the end of the contract there were 1,011.

At the start of the contract we were serving 11,110 document downloads per annum. At the end of the contract we were serving 18,618.

We have also taken user feedback on how the site is organised and displayed, and modified our content taxonomy to better match user expectation and need.

We have also ensured that both our site and our documents are compatible with assistive technology. We have worked to ensure that the site meets the W3C AI standards ²¹, and test our documents with the widely-used JAWS screen reader software ²².

One registered website user, who is completely blind and uses JAWS, described the site as 'friendly' to JAWS and commented: 'It's good that you've obviously thought about that...'

Our policy of using the portal as our publications vehicle has enabled us to keep report distribution costs down. Our per-report costs are well below ACEVO ²³ average figures for the third sector. This demonstrates value for money for the DfE and our user base, and helped eliminate waste and printing inventory costs.

The introduction of 'OCS', our on-line collaboration tool has been widely used across many workstreams and has been described by one workstream lead user thus:

[OCS is] excellent – a real time saver...

²¹ <http://www.w3.org/standards/webdesign/accessibility>

²² <http://www.freedomscientific.com/Products/Blindness/JAWS>

²³ <https://www.acevo.org.uk/>

We have deployed an in-house (locally hosted) web reporting tool, as we have an in-principle objection to the enforced data sharing that is required by tools such as Google Analytics. This package has allowed us to maintain near-real-time data on how our site is used, what users look at, how often and how long they visit for, from where, and so on. This information has been used to guide our site development and changes, so that, for example, the top fifteen things that people search for most often (both on-site and through Google) each have a clear entry or link on the front page of the site.

We have done much work to integrate our portal with social media, specifically Twitter²⁴ and Facebook²⁵. We have also created an email digest system (users can sign up for a weekly or fortnightly 'update' email from NatSIP). These all help users keep in touch with what is going on across the site without having to visit it frequently.

Users have commented:

[The Twitter feed is] very helpful...

[The email digest is] great – a useful way to keep in touch.

We are developing video access to content from our working days so that our keynote speaker presentations will be more widely available.

Working with test users, we have learned that a conventional approach to corporate video does not work for the sector:

- Users who lip-read prefer a closer close-up and higher resolution image than we had expected. With HD broadcasting now widespread, users have high expectations of the quality of anything we produce.
- Testing with users with HI shows that they prefer higher quality audio from a single microphone close to the speaker in mono, rather than room feed audio in stereo or surround sound, and that they find room noise 'atmosphere' to be distracting.
- We have also worked with speech-to-text reporting (STTR) reporters and two software vendors to come up with an innovative solution to record STTR captions live as they are generated, enabling us to produce video with captions for HI users without the cost or delay of re-captioning in post-production.

We will continue to develop our solution, so that we can offer four communication modalities access to our video materials, and meet our aim of facilitating access to those who cannot attend our events.

6. Objective 6: Development of specialist skills – Workforce Development

6.1 Aims of Objective 6

The aims of Objective 6 were to:

- work with DfE on current course content and specification of the existing mandatory qualification (MQ)
- review and deliver other training available for SI workforce
- survey/audit the use of a number of key NatSIP resources
- run regional seminars on service development reflecting SEND reforms
- produce a toolkit for the self-evaluation of support services.

²⁴ Our twitter name is @NatSIPUK

²⁵ <https://www.facebook.com/nationalsensoryimpairmentpartnership>

6.2 Impact of Objective 6

6.2.1 Mandatory Qualification

NCTL/DfE and NatSIP produced and published a set of three revised specifications for existing providers for the HI, MSI and VI MQ courses ²⁶. This was carried out following a series of consultation meetings with stakeholders.

The current MQ itself was the topic for an online survey from NCTL in December 2014 and the government response to that published in March 2015 ²⁷.

6.2.2 Review and deliver other training

NatSIP SI training to support the SEND reforms, during the contract period, included:

- Six national NatSIP working days in London ^{28 29 30 31 32 33}
- Two annual Heads of Support Services (HoSS) events in Birmingham ^{34 35}
- Better Assessment training for EHC plans
- Theory of Change training for Managers of SI Services in preparation for service developments
- Mental Capacity Act training (London and York) ³⁶
- HI leadership training for Heads of Service with VI MQ
- VI leadership training for Heads of Service with HI MQ ³⁷

SI training has included:

- Revision of the MSI Regional Centre of Expertise course for pilot in June 2015
- Annual 2-day course for VI Teaching Assistants (delivered by RNIB with Surrey County Council) ³⁸
- Annual HI TA course (delivered by The Ear Foundation with a Local Authority)
- MSI TA course (delivered by Sense with Surrey Local authority)

²⁶ <https://www.natsip.org.uk/index.php/supporting-si-workforce/rce-course-2/584-review-of-the-mandatory-review-for-hi-vi-and-msi-teachers>

²⁷ <https://www.gov.uk/government/consultations/mandatory-qualification-specialist-teachers>

²⁸ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/199-natsip-working-day-4-feb-2015

²⁹ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/190-national-working-day-london-1-october-2014

³⁰ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/165-working-day-4-june-2014

³¹ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/162-natsip-working-day-5-feb-2014

³² https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/152-working-day-1-october-2013

³³ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/131-working-day-4-june-2013

³⁴ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/60-hoss-documents/166-hoss-conference-2014

³⁵ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/60-hoss-documents/150-hoss-conference-2013

³⁶ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/191-mental-capacity-act-training-oct-nov-2014

³⁷ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/187-vi-leadership-training-23-24-september-2014

³⁸ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/176-vi-ta-training-london-7-14-july-2014

In addition NatSIP partners have delivered training to SENDIST members and judges, Local Authority SEN officers, and staff training with governors at a special school.

6.2.3 Survey/audit the use of a number of key NatSIP resources

The use of the NatSIP Eligibility Criteria was surveyed – this resulted in agreement to review and revise with a stakeholder working group. A new revised, renamed document, the **NatSIP Eligibility Framework**³⁹, was launched in June 2015.

Surveys for the NatSIP SEND reform publications undertaken and suggestions acted upon in ongoing workstreams.

Publication of additional NatSIP guidance to support the workforce in improving service delivery during the reforms has been prolific and includes guidance for Resource Bases and mainstream schools as well as curriculum applications for specialist teachers^{40 41 42 43 44 45 46}.

6.2.4 Run regional seminars on service development reflecting the SEND reforms

NatSIP has worked in partnership with Seashell Trust in Manchester and the North East Region Heads of Services (NERHOS) to establish NatSIP North⁴⁷. Training has been delivered in York four times.

In the East Region training has been delivered in Cambridge⁴⁸.

In the South West NatSIP has contributed to the *Every Deaf Child Matters* annual conference.

Venue locations used during the contract have included London, Leeds, Nottingham, Bristol, Cambridge, Manchester, Durham, York, Worcester, Newbury, and Tyne and Wear⁴⁹.

6.2.5 Produce a toolkit for the self-evaluation of support services

NatSIP has developed an online resource for Quality Improvement through a series of regional development days and sharing of effective practice. The **Quality Improvement Support Pack**⁵⁰ reflects good and evaluated practice in use by NatSIP partners, benchmarked against the DfE QS for support services and the Ofsted framework.

The Heads of Sensory Services (HoSS) email forum is moderated by NatSIP for DfE. This forum is an active place for NatSIP proposals to be discussed and ratified. Recently, HoSS colleagues have asked NatSIP for SI training for SEN managers in LAs and a sector learning event about Ofsted and CQC inspections.

6.2.6 Other resources

A new resource **Assessing and monitoring the progress of deaf children and young people: Communication, language and listening**⁵¹, published with the National Deaf Children's Society (NDCS) has

³⁹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/916-eligibility-framework-document

⁴⁰ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/869-06-effective-practice-in-transition-and-provision-for-young-people-ages-16-25-with-si-guidance-for-practitioners

⁴¹ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/892-08-deprivation-of-liberty-under-18s-the-law-society

⁴² https://www.natsip.org.uk/index.php/doc-library-login/doc_details/811-05-personal-budgets-guidance

⁴³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/881-04-mca-guidance-summary-briefing-note

⁴⁴ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/596-funding-high-needs-places-2014-15-academic-year

⁴⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/594-equality-act-2010-reasonable-adjustments-for-disabled-pupils-guidance

⁴⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/593-equality-act-2010-technical-guidance-for-schools

⁴⁷ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/167-natsip-north-working-day-10-july-2014

⁴⁸ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events/163-natsip-east-28-april-2014

⁴⁹ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/57-natsip-working-days-and-events

⁵⁰ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/730-qi-support-pack

⁵¹ www.ndcs.org.uk/document.rm?id=8473

proved popular with teachers of the deaf and other education practitioners. The resource provides advice on how to carry out effective assessments, as well as providing information on specialist assessments that teachers of the deaf can draw on.

Evaluation carried out by NDCS found that 86% of professionals surveyed said that they felt more confident in identifying which assessments to use, whilst 77% said that deaf children's needs were now being better identified as a result of this resource.

NatSIP has also worked with NDCS to update **Quality Standards: Resource provisions for deaf children and young people in mainstream schools**⁵². One service staff member has since reported to NatSIP that she was able to use the quality standards to demonstrate to Ofsted how she was meeting the needs of deaf children in her setting.

7. Objective 6a: Development of specialist skills for BSL and sign support

7.1 Aims of Objective 6a

The aims of Objective 6a were to:

- conduct an audit/survey of the provision to deaf children and young people using BSL as a first language, reflecting changing needs and linking to the I-Sign VCS project which will map available provision to adults
- publish a guidance document on the use of Language Plans for BSL users and disseminate it via the NatSIP website, events, and professional networks
- publish a short factsheet outlining principles of adapting BSL to be accessed in a tactile way - mapping existing resources

7.2 Impact of Objective 6a

The following specialist publications have been produced:

BSL Sign Systems Audit Report⁵³

This report gives a snapshot of practice across the country, and will help with the development of communities of practice. The examples of case studies and positive interventions have assisted teachers to better support deaf learners.

The Language Planning Tool Kit^{54 55}

An event at Frank Barnes School in November 2014 helped promote the Language Planning Toolkit to Teachers of the Deaf and Speech and Language Therapists and the work is being taken to the International Conference in July 2015.

More comprehensive language plans will be produced as a result of the guidance. Two schools are piloting the toolkit and it has been downloaded from the NatSIP website 235 times.

Feasibility study on occupational standards for the role of Communication Support Workers⁵⁶

This report was published in 2015. As a result there is greater awareness of the role of the CSW and different types of skills required to support learners.

⁵² http://www.ndcs.org.uk/applications/publications_shop/view.rm?id=16025

⁵³ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/889-bsl-sign-systems-audit-report

⁵⁴ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/845-01-language-planning-teacher-toolkit

⁵⁵ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/846-02-language-planning-teacher-toolkit-appendices

⁵⁶ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/893-csw-standards-feasibility-study-2015

Tactile Signing⁵⁷

A briefing on accessing sign language in the tactile modality has been produced and disseminated. Training requirements and gaps for users of tactile signing have been identified. The report highlighted that practitioners and family members are unsure how to appropriately use tactile signing, how to adapt it for an individual and how to support an individual to further develop tactile sign language skills once a basic system has been implemented.

Two BSL leaflets about the Local Offer have been published – parents are more aware of the obligations of local authorities and empowered to ask for appropriate provision in respect of BSL and sign support.

The BSL Coalition is promoting the documents through its networks, and has its own pages on the NatSIP website.

8. Objective 6b: Development of resources to support braille literacy in blind children

8.1 Aims of Objective 6b

The aims of Objective 6a were to:

- develop a certificated advanced online training course to support the teaching of braille literacy by qualified teachers of vision impaired children (QTVI). QTVIs and other professionals teaching CYP through braille report increased confidence in their own teaching and 20 QTVIs successfully completed the online training course and demonstrate improved teaching skills in teaching literacy through braille
- develop and deliver regional training courses in Unified English Braille (UEB) and technical codes, plus follow up web based resources
- increase in literacy interest and skills of blind CYP due to UEB knowledge and resources available to support teaching of literacy through braille. 14 one day courses to be delivered at different venues across England and Wales, attended by 150 VI teachers who demonstrate improved knowledge of Unified English Braille (UEB).

8.2 Impact of Objective 6b

8.2.1 Braille literacy course

The braille literacy online training course recruited 19 QTVIs, of whom 17 completed the course. The two students who withdrew did so for personal reasons unrelated to the course itself.

8.2.2 UEB training courses

The UEB training courses far exceeded the target figure of fourteen courses with 150 attendees:

- Literary training courses – thirteen courses with 399 participants
- Technical training courses – six courses with 150 participants.

⁵⁷ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/866-briefing-note-tactile-signing

8.3 Users report

The braille literacy online training course received very positive evaluations:

- 14 out of 17 teachers strongly agreed that studying the course would improve their working practice, with the other three agreeing with this statement.
- 13 out of 17 teachers said they felt a lot more confident about teaching braille after studying the course, with another three feeling a little more confident.
- 15 out of 17 teachers would definitely recommend the course to a colleague, while the other two would probably do so.

The UEB training courses also received very positive evaluations:

- 87% of delegates completed the feedback forms.
- All delegates were asked to rate their UEB knowledge at the beginning and end of the course on a scale of 1 to 10. All participants reported an increase with the average being 3.45 points.
- An average of 94% of respondents found the course, the practice exercises and the handouts either extremely or quite useful.

Evaluation comments after the braille literacy online training course include the following:

Altogether I thought it was a great course. I have really enjoyed doing it and feel it has been very beneficial for my work and my confidence working with and promoting braille.

I feel every QTVI teaching educationally blind children should complete the course as the reading materials, discussions and tasks were so relevant to teaching literacy through Braille in the inclusive mainstream schools. I have recommended the course to the Heads of VI Services in the East Midlands and to all my VI colleagues. I think this is one of the most beneficial VI courses I have ever done since the QTVI Course.

I have found this course to be both enjoyable and instructive. I liked the way it combined reading, discussion, portfolio and test and a complete absence of long essays! I am very glad to have been part of the pilot and will be encouraging other members of our team to consider it too.

9. Objective 6c: MSI/Deafblind Intervenor for children and young people

9.1 Aims of Objective 6c

The aims of Objective 6c were to:

- offer up to 5 local network events to provide CDP and local support for intervenors.
- audit current learning and development needs of intervenors to inform the ongoing development of the SIG and future training events.
- publish a guidance document on service delivery standards for intervenor services applicable in education, health and care settings.

9.2 Impact of Objective 6b

NatSIP facilitated a practitioner forum and five local network events to co-produce the report ***Achieving Independence: Intervenor and deafblind/MSI children and young people. A guide for education, health and social care professionals to Intervenor service standards.***

As a result:

Informal networks of intervenors working in different parts of the country have created connections with the National Organisation of Intervenor (NOI) and with NatSIP, providing a stronger, collaborative voice.

Schools and services have a growing awareness of the importance of providing local networking opportunities to ensure professional development, collaboration and reduce professional isolation.

There is an evidence base about the current training offered to intervenors and an identified scope for the future training needs of this specialist, low incidence workforce.

10. Objective 7: Post-16 transition pathways for CYP with SI

10.1 Aims of Objective 7

The aims of Objective 7 were to:

- identify good practice in post-16 transition pathways for sensory support and arrange regional workshops around good practice in post-16 education and successful transitions to adulthood for young people with HI, MSI and VI
- publish a Best Practice Guidance Document and disseminate it via our website, events and professional networks
- produce guidance (Top 10 tips) to support other agencies to achieve positive outcomes for young people with SI, especially Access2Work

10.2 Impact of Objective 7

NatSIP produced the report **Effective practice in transition and provision for young people aged 16-25 with sensory impairments: Guidance for practitioners**⁵⁸

This was developed from six national events in Sheffield, Cambridge, Manchester, Nottingham, Durham and London. Over 90 people attended these events. Feedback was also sought from participants at two NatSIP working days.

Evaluation from the workshops reported:

- the events provided very useful/useful information for working with SI young people
- attendees will take actions as a result of the day
- attendees agreed that the events developed their understanding of post-16 SEN policy and funding
- attendees agreed that they discussed shared issues and made new contacts

Feedback suggest that the events were extremely useful, not least in sharing and identifying effective practice and improving knowledge of the post-16 reforms, but also in networking and meeting with colleagues from neighbouring areas. It is our hope that services will build on this to consider more joined-up regional working across services.

We used feedback from the events and the working groups to guide the content and format of the report, to make sure that it will be as useful as possible to practitioners. This led us to decide that a single document covering effective practice and achieving outcomes, including Access to Work, would be the most useful option.

⁵⁸ https://www.natsip.org.uk/index.php/doc-library-login/doc_details/869-06-effective-practice-in-transition-and-provision-for-young-people-ages-16-25-with-si-guidance-for-practitioners

11. Overall NatSIP success measures

The contract documentation identified the following overall success measures:

No	Measure	Result
1.	NatSIP extends its reach with data from at least 40%, aspiring to 50%, of all local authorities being contributed to the Outcomes Benchmarking survey	Achieved. See Objective 1. The NatSIP Outcomes Benchmarking Survey now covers two thirds of LA's and exceeded the contract aspiration by 13.5%.
2.	Affiliation to NatSIP increases by 33%, aspiring to 50%, by the end of the contract, measured against a baseline of 46 organisations affiliated in the year up to 31 March 2013.	Achieved. Affiliation to NatSIP now stands at 74 against a target of 60. We have therefore achieved our 50% aspirational target.
3.	NatSIP resources are being used by 50% more professionals than in the 2 years to 31 March 2013 as measured by: <ul style="list-style-type: none"> • web downloads • number of attendances at working days, courses and other events • requests for printed materials by the end of the contract and cumulative usage increases towards 100% over the period of the contract.	Achieved. See Objective 5. All KPI's have been exceeded. Key objectives: At the start of the contract there were 465 active registered users of the NatSIP Portal. At the end of the contract there were 1,011. Our target was to increase registered users by 15% over the life of the contract. We actually increased users by over 50%. At the start of the contract we were serving 11,110 document downloads per annum. At the end of the contract we were serving 18,618 per annum. Our target was to increase downloads by 25% over the life of the contract. We actually increased downloads by 68%
4.	Increase attendances at NatSIP events by 30% over the life of the contract, including regional seminars, workstream meetings and training, to involve a greater number of partners in NatSIP activities.	Achieved. Attendance at NatSIP events has more than quadrupled for 2014, and for 2015 stands at 707 against a target of 320. We have therefore achieved 220% of our target.

12. User endorsements of NatSIP's work

12.1 Sue Churchill, Service Manager, Northumberland Sensory Support Service

As HoSS for a rural authority in the north of England NatSIP is a lifeline for all the following reasons and more:

- *Participating in the NatSIP Benchmarking exercise is highly informative. Scrutiny of outcomes allows us to see how well SICYP in our authority are faring in relation to all CYP and to SICYP nationally, and if the data is presented in tabular form we can traffic light areas of potential concern and link this to service improvement.*
- *Workforce development - NatSIP working days are always highly effective and, as they are usually well attended, provide excellent networking opportunities. Everyone leaves energised and ready to promote good practice. If you are unable to attend an event, the website is available to provide documentation to develop thinking and support training.*
- *It has been exciting to be part of QI work nationally. NatSIP is an excellent means of connecting services and helping us to learn from/support one another, thereby improving practice nationally for all children with sensory impairments.*
- *The HoSS forum has had a significant impact. It is a highly effective means of debating issues and sharing good practice.*

NatSIP is a dynamic engine which helps to keep us all focussed on what is important and supports us in our efforts to improve practice on the ground.

12.2 Gillian Coles, Head of Berkshire Sensory Consortium Service

NatSIP guidance and documents add more reasons for commissioning LAs to engage us and listen to our advice. Decisions are being made by colleagues in SEN without experience and there is far too much going on for people to get a full grasp on work we do improving outcomes for SI CYP. NatSIP and HoSS bring together a breadth of expertise which benefits us all.

12.3 Helen Forbes-Low, Children's Sensory Team, London Borough of Harrow

NatSIP is vital for service development. It provides a national direction for sensory team development focusing on improved outcomes for children and young people with sensory impairment. It enables services to network, share good practice and concerns in a positive and productive way. NatSIP is an excellent provider of training and resources.

12.4 Lesley Gallagher, Sensory Partnership Coordinator, East Riding of Yorkshire Integrated Sensory Support Service

The work of NatSIP has had a tremendous impact on my service and on me personally. I was appointed to my current post two years ago having been a HoS in another LA. At interview I was able to discuss in depth how I had experience of demonstrating impact using the NatSIP outcomes benchmarking. My prospective LA were very interested in this and the other initiatives in which I had been involved as they valued NatSIP as being the main developer of good practice and current initiatives.

In my current LA I have set up a new sensory service and have relied heavily on the NatSIP guidance to ensure that we are moving towards a service that delivers outstanding practice for our CYP. The QA pack has been invaluable and we have embedded the eligibility criteria to ensure equitable service delivery. We use the NatSIP website regularly as a resource to ensure that we are aware of developments in the field.

I and my senior staff attend the NatSIP national working days which we find inspirational as they inform us of current national initiatives and good practice delivered by high quality speakers. We then disseminate this to our team and partner LA and implement locally.

NatSIP is branching out more and more into the regions and is proactive in working with our regional HoS group to promote its work and good practice.

12.5 Mark Geraghty, CEO, Seashell Trust

NatSIP is a highly regarded and effectively connected professional network of practitioners and leaders from the full continuum of the low incidence SEND Sector.

NatSIP work days are extremely well planned and commendably delivered, focusing on the current and relevant issues facing service providers, from all parts of the low incidence SEND sector.

The fundamental impact of the NatSIP conferences is to inform the thinking of leaders, managers and practitioners of SI services/provisions. In turn, this enables personnel, from these low incidence services, to plan their advice and support to families and stakeholders e.g. schools, statutory services, etc.

This forecasting is then primed by a real and relevant awareness of the key strategic drivers germane to the effective delivery of these important services to children and young people with low incidence SEND e.g. local or national improvements or implementation of legislative drivers.

Additionally, it brings together practitioners and educators in an extremely well managed and focused way to provide genuine and pertinent outcomes for the various topics. The standards and outcomes achieved by these groups are then shared using a variety of accessible media and resources portals.

The ultimate impact of NatSIP is that the partnership boosts professional development and enhances practitioners' and leaders' ability to connect and deliver effectively with the sector. As an investment in colleagues, NatSIP's central impact is to promote learning and thus increase knowledge, understanding and skills across this highly specialist sector.

12.6 Dr Joao Roe, Head of Bristol Sensory Services

In a field of such low incidence, it is very important to share practice and to define what good practice looks like. The input from practitioners and others to NatSIP's work makes this a reality.

At our service's last senior leadership team meeting went through key NatSIP documents to ensure we are on track. There is such a lot of guidance materials and other resources, which can be used not only to support our work but also to develop accountability. You also know that, if there is an area that needs further development or to be looked into at national level, you can just mention it to NatSIP and it will be addressed.

12.7 Suzanne Wilkins, County Professional Lead for Sensory Impairment, Kent County Council

The work of NatSIP has ensured that Kent County Sensory team has been able to put in place new developments that better support children and young people to achieve their outcomes.

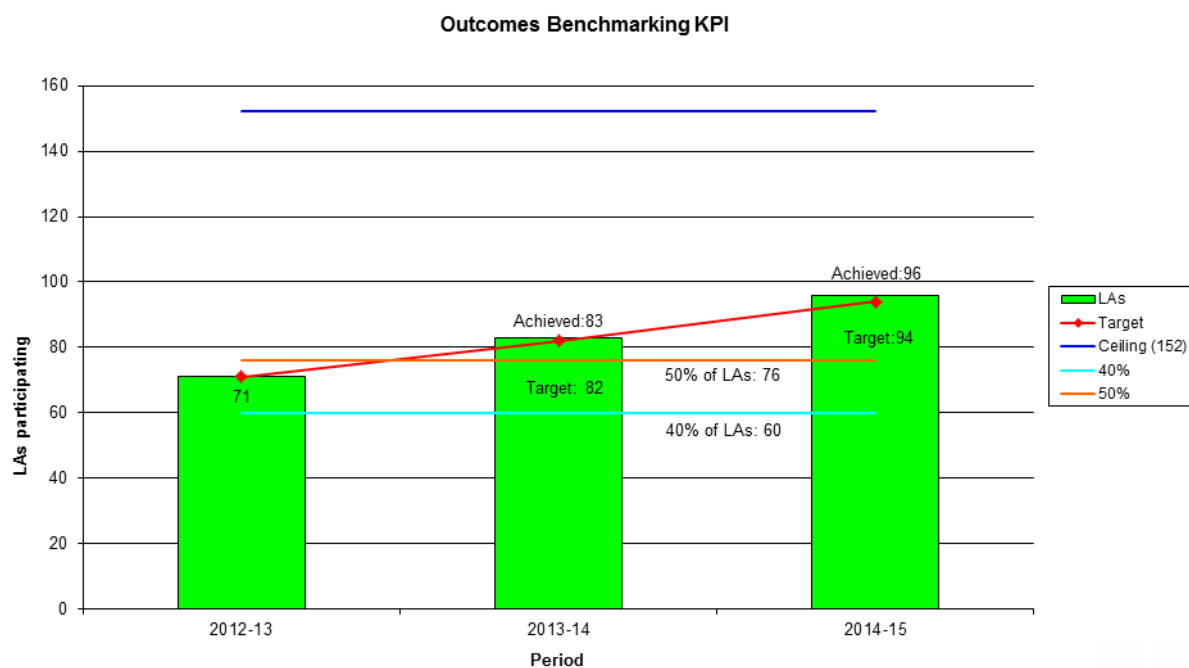
Our sensory team regards the NatSIP working days as essential CPD opportunities which provide access to up-to-date high quality information about the current developments in the world of education and their impact on the delivery of services to sensory impaired children and young people.

We support the NatSIP workstreams as they have produced innovative and essential documents which we would not have the resources to develop independently. These documents have prompted our development as a sensory service.

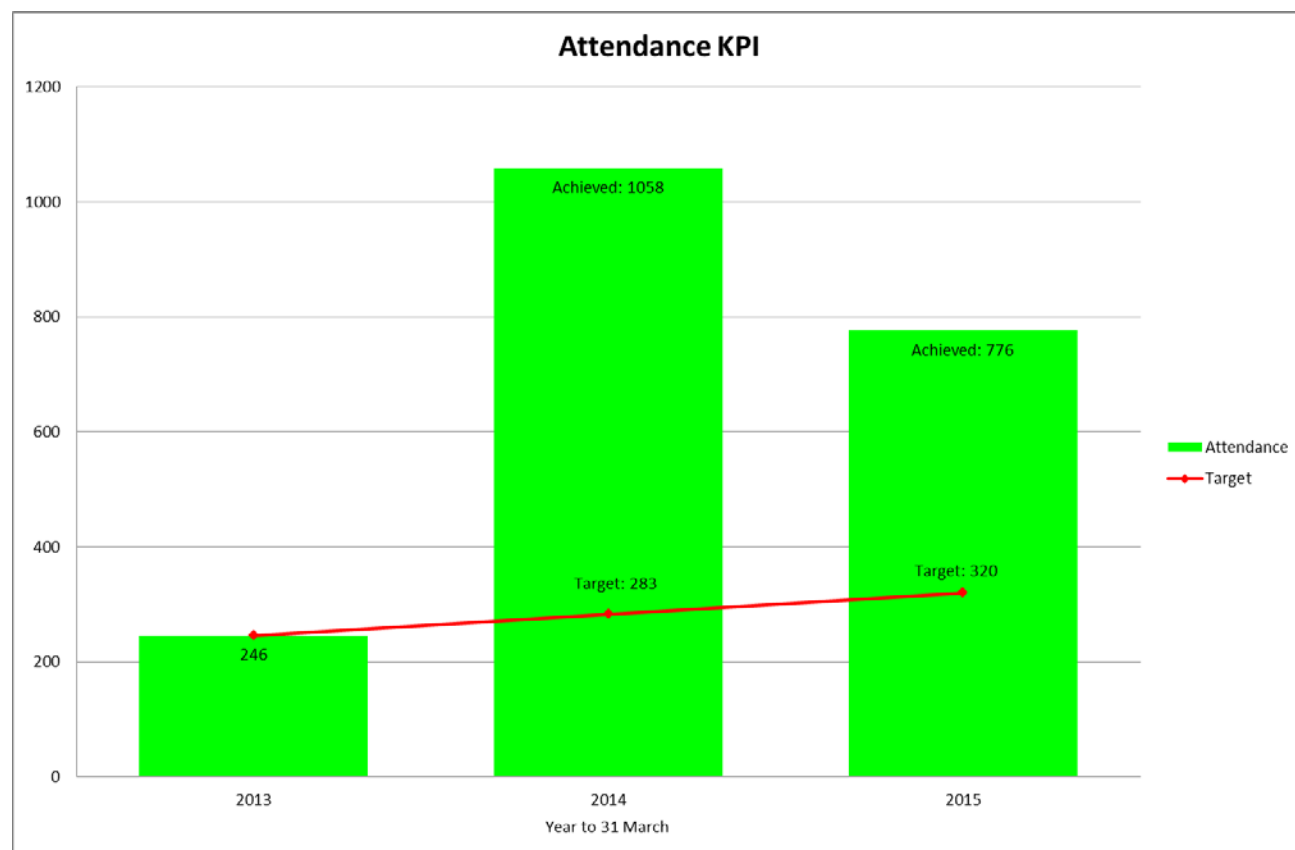
It is noticeable that compared to colleagues for other SEND need types, sensory are the only group with a really strong cooperative national forum actively working on a coherent response to strategic developments - mainly thanks to you for holding the reins.

13. Appendix 1: KPI Trajectory Graphs

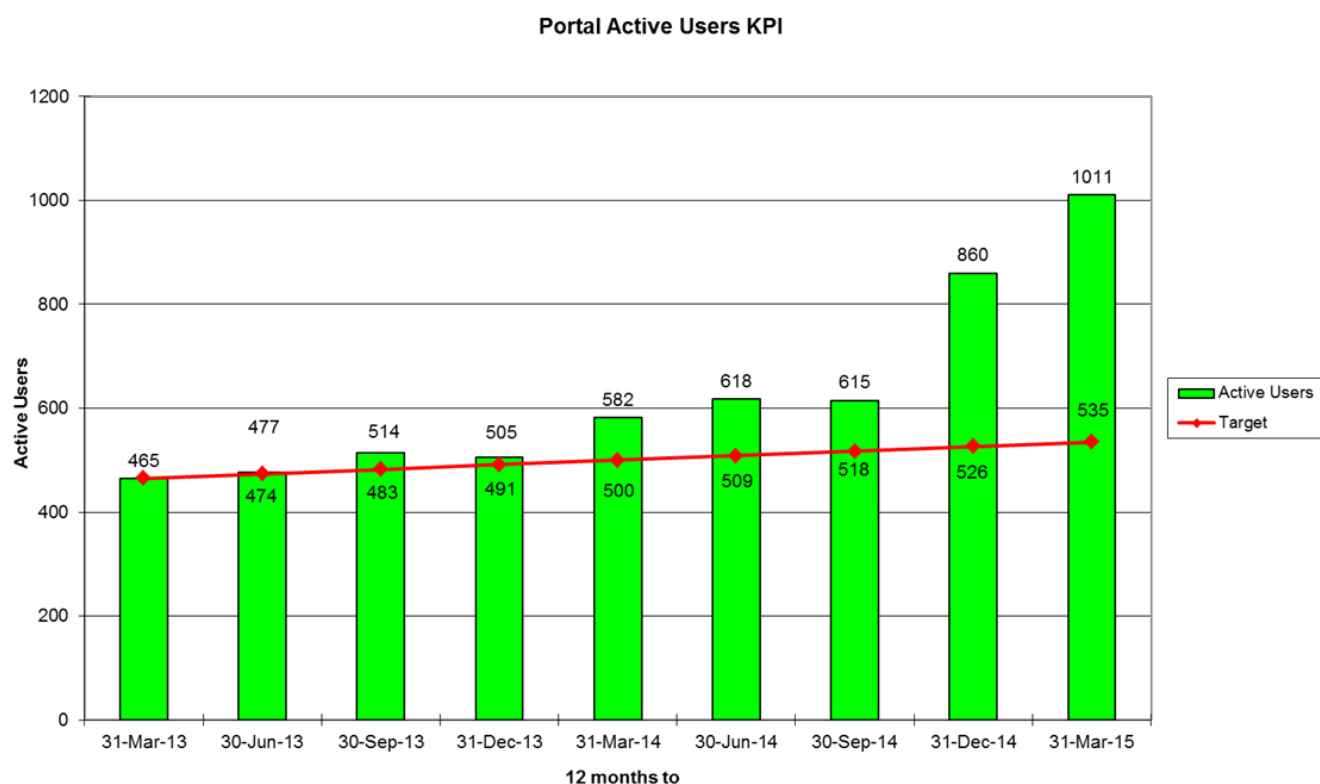
13.1 Outcomes Benchmarking: Number of LAs participants against target.



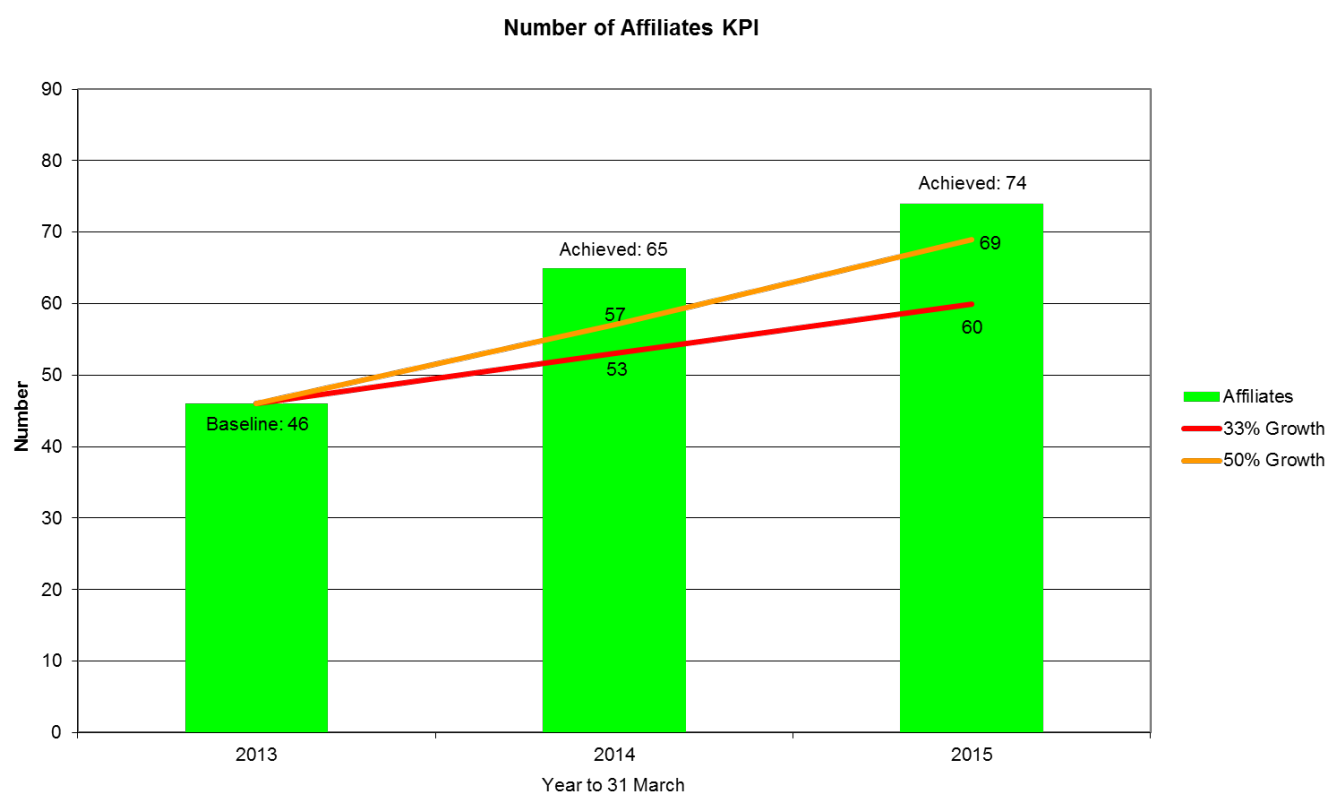
13.2 Attendance at NatSIP Events against target



13.3 Portal Active Users against target



13.4 Number of Affiliates against target



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