

DfE Contract April 2017 – March 2018

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**Grant Activity and KPI Document – Q1 Edition**

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**Authors:** *Lindsey Rousseau  
Steve Johnson  
for NatSIP Ref Gp*

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## Preface



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



### Contact:

Lindsey Jane Rousseau, NatSIP Facilitator

T: 07711 030711

E: [lindsey.rousseau@natsip.org.uk](mailto:lindsey.rousseau@natsip.org.uk)

W: [www.natsip.org.uk](http://www.natsip.org.uk)

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## **1. Introduction: Grant funding to NatSIP from the DfE for April 2016 – April 2017**

For the period April 2017-18, NatSIP is in receipt of contract funding from the DfE under reference CSEC SEND 16-17 05, extended by a variation agreement. This funding is governed by the terms of the contract ('the Contract') contained in the signed on 23 May 2016, and the variation agreement ('the variation agreement') between NatSIP and the DfE signed on 31 March 2017. For convenience, these documents taken together are referred to as 'the agreements' in what follows.

## **2. About this document**

This document sets out a rolling activity plan and reports against contract targets and KPIs.

## **3. About NatSIP**

The purpose of The National Sensory Impairment Partnership (NatSIP) is to improve outcomes for children and young people with sensory impairments, closing gaps with their peers, through joint working in services for these children.

NatSIP is a unique national partnership representing the views and expertise of professionals, voluntary organisations, schools and colleges working in the field of SI. More than 70 support services, schools, colleges, the major VCS and professional bodies, are affiliated to NatSIP. Through this, and the administration of HoSS (Heads of Sensory Support Services) forum, we are directly connected with support to front line services nationally.

With NatSIP's growing national reputation we are becoming the first port of call for many professionals working in the SI sector and this ensures that we can support at all levels those who need advice.

NatSIP also has bilateral relationships with other key professional and user groups and, through its VCS partners, can ensure input from the voices of users, parents and young people. This gives DfE an opportunity to reach the Sensory Impairment (SI) sector in the SEND category, through the contract for 2017-18.

### **3.1 The purpose of the work covered by the agreements**

#### **3.1.1 The contract**

This contract is to provide delivery support to early years providers, schools and post-16 providers to improve outcomes for children and young people with sensory impairment. The contractor will do this by:

1. Equipping the school workforce to deliver high quality teaching and SEN support for pupils with sensory impairments, through:
  - Innovating and using the creative energy of the sector to find new and rewarding ways of working that stimulate both the professionals who serve this group and the children and young people themselves.
  - Sharing innovative approaches by using models of school-to-school support and system leadership to help school leaders, SENCOs and teaching staff to achieve the best possible outcomes for children and young people with sensory impairment.
  - Building on the evidence-based good practice that already exists by establishing an evidence base of "what works" for teaching children and young people with sensory impairment.
  - Working with sensory impairment organisations to provide a range of support for early years, schools and post-16 providers, and acting as a gateway for providers to access these organisations if they have a specific training need.

2. Promoting good practice on supporting children and young people with sensory impairments, through:
- Enhancing teachers' knowledge, understanding and skills in supporting children and young people with sensory impairment.
  - Developing a short CPD module, for each of visual impairment and hearing impairment, which providers could use to equip teachers with the skills required to teach children and young people with sensory impairment.
  - Planning future requirements for sensory impairment expertise in the workforce and in academia; this should include successor planning of Heads of Sensory Services and lecturers.
  - Raising awareness in the sector of which training materials are available and how they can access them.
3. Improving the quality of EHC plans for children and young people with sensory impairment, through:
- Building on the existing resource base and developing further tools and practical guidance on writing advice and information plans for children and young people with sensory impairment.
  - Providing best practice examples of advice and information from specialist teachers submitted as part of EHC needs assessment. This will take the form of three for hearing impairment, three for visual impairment and three for multi-sensory impairment. The three examples will consist of one for early years, one for 5-16 pupils and one for post-16 students.
  - Producing a checklist that practitioners can follow when writing EHC plans, setting out the principles of excellent EHC plans for children and young people with sensory impairment, including guidance on how education, health and care professionals should work together.
4. Promoting the use of technology to improve the accessibility of education and outcomes for children and young people with sensory impairment, through:
- Thinking creatively about how the latest technology can be used to help children and young people with sensory impairment.
  - Evaluating the effectiveness of the latest technologies for children and young people with sensory impairment in supporting teaching and learning.
  - Promoting the effective use of technology to improve the educational experience and outcomes for children and young people with sensory impairment.

Contract Schedule 1 p.3ff

### 3.1.2 The variation agreement

This variation will address two priorities:

- i. To enhance the capacity and knowledge base of the front line workforce
- ii. To develop the capacity of the broader sensory impairment sector

Variation agreement p.4

## 4. Contract Requirements

### 4.1 Requirement 1 – To enhance the capacity and knowledge of the front-line workforce

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>1.1 NatSIP website:</b></p> <p>Ensuring that the Sensory Learning Hub has sections for different elements of the workforce from TAs through to SENCOs, as well as specialist SI professionals. The offer is enhanced with advice and materials from TAs through classroom teachers to SENCOs. This will include simple versions of What Works and teaching strategies and advice at different levels of expertise. Potential is explored for a simple link to basic top tips or at a minimum identified and easy to access elements of the website that teachers and classroom support can easily access. The actions outlined below will form a coherent offer supported by further developments in the Web offer through the Sensory Learning Hub.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Enhancements to the Sensory Learning Hub</li> <li>• Development of What Works guides, including Technology</li> <li>• Find a specialist - directory of where to find specialist advice</li> <li>• Training calendar with links to both face to face training and webinars/online courses</li> <li>• A way to link to the website to provide simplified to do tips</li> </ul> <p><b>Lead: Steve R with Steve J</b></p> <p><b>Brian G and team for WW</b></p>	<p>No. of users of website and those accessing SLH and WW exceeds previous years target by 10%</p> <p>User satisfaction feedback gives positive satisfaction rating in 90% of feedback</p> <p>Production and publication of documents and no. of downloads</p> <p>No. of users of the SLH discussion forum.</p> <p>Workforce is more able to support SI CYP in classroom settings and better able to identify when they need specialist support. (Measured by structured feedback)</p> <p>Children with SI outcomes improve as a result of enhanced expertise. (Measured through feedback from SI services via monitoring.)</p> <p>Workforce more aware of how CoP can be applied successfully with CYP. (Measured by feedback and usage on the site.)</p>	<p>Review of website structure and content to make it more easily accessible, including telephone links to basic top tips</p> <p>Explore and develop a directory and links for finding specialist advice</p> <p>Create easy entry on the Sensory Learning Hub for production of 'essential things you need to know about your role in supporting CYP with HI/VI/MSI', with summaries specifically for</p> <ul style="list-style-type: none"> <li>• Mainstream teachers (EY/primary/secondary/college/special)</li> <li>• TAs</li> <li>• SENCOs (primary and secondary) with links to more detailed advice</li> </ul> <p>Keep What Works updated to capture recent information</p> <p>Development of the WW forum.</p>	

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>1.2 OnlineTraining:</b> Continue to offer online training to mainstream workforce through offering of more free places following on from the success of this year's offer. This will allow training of more front line staff and through training more tutors also ensure a growing number of specialist teachers are equipped to help train the mainstream workforce and see this as part of their role.</p> <ul style="list-style-type: none"> <li>Recruiting more learners and schools/settings</li> <li>Include OLT FE module for HI and VI</li> </ul> <p><b>Lead: OLT Hugh Clench and Jacqui Webber-Gant Martin and Jude to contribute for FE Bev Mars for MSI</b></p>	<p>10 new sensory services trained to deliver and 200 new course participants enrolled</p> <p>HI and VI FE modules updated with new links to video included and delivered to 50 participants</p> <p>Participants rate the course good or excellent in 90% of feedback.</p> <p>Participants feel more competent to address CYP with SI needs</p>	<p>Further recruitment of front line staff by existing course tutors and engagement of new sensory services as tutors.</p> <p>Content review and movement of FE modules to the new web platform.</p> <p>Creation of new video content. Build on Supporting Achievement resources for HI.</p>	
<p><b>1.3 Development of face to face training and support materials for SENCOs</b> so that they are better able to support the mainstream workforce and deliver on Chapter 6 of the CoP. As well as SENCOs in schools and colleges the contractor targets groups of what are sometimes referred to as super SENCOs. There are highly trained SENCOs often with a MEd in SEND or similar level qualifications. The aim is for them to promote best practice and knowledge through their networks.</p> <ul style="list-style-type: none"> <li>SENCO training – super SENCO events with regional SENCO forums</li> <li>Approach SENCO qualification providers for slots on SENCO course for more general awareness</li> </ul> <p><b>Lead: Lindsey with Bev Mars</b></p>	<p>5 SENCO SI training events</p> <p>Inclusion of materials to some SENCO qualification provider courses</p> <p>SENCOs rate that they are more confident to deal with sensory issues.</p> <p>Follow up evidence that SENCOs are using materials.</p> <p>SENCOs feel more competent to address needs of SI children (Measured by event feedback and follow up where possible.)</p>	<p>Development of SI materials and delivery of training sessions for SENCOs</p> <p>Delivery of at least 5 plan SI training events</p> <p>Attendance at training events organised by other providers.</p>	

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>1.4 Develop a mainstream training pack</b> that can be used by all sensory impaired services in their work with local mainstream schools when they are doing training. This will be developed from the best practice currently underway in some services and will support greater use of sensory support services and growing expertise in the mainstream workforce.</p> <ul style="list-style-type: none"> <li>The mainstream school training pack - linked to online resources through the training hub</li> </ul> <p><b>Lead: Lindsey with HoSS/NDCS/SENCOs</b></p>	<p>HI resources drafted and reviewed – end of Q2</p> <p>HI resources published – end of Q3</p> <p>VI/MSI resources drafted and reviewed – end of Q2</p> <p>VI/MSI resources published – end of Q4</p> <p>Positive response to training pack from SI services.</p> <p>Mainstream teachers more confident about addressing needs of CYP with SI. (Measured by follow up with mainstream teachers by SI services.)</p>		In use Q3/4
<p><b>1.5 Promote the work being done by NHS England and Public Health England to create an awareness of the importance of hearing well and understanding the challenges faced by children who need additional support to hear.</b> This would be as part of an integrated approach to understanding the context of sensory impairment and good classroom practice in relation to noisy environments and the impact on learning for children with sensory impairment.</p> <p><b>Lead: Lindsey ( with HoSS/ Ewing in pilot areas)</b></p>	<p>6 SI service colleagues identified to participate in training</p> <p>Delivery of DD in 6 schools/colleges</p> <p>Participants feel more confident dealing in understanding overall issues of hearing and deafness. (Measured at end of course.)</p>	<p>Public Health England will be arranging for training in Dangerous Decibels. Train the trainers, peer reviewed approach to provide interested SI service professionals in an evaluated training offer to schools and colleges.</p> <p>Delivery of training in pilot area</p>	<p>Train the trainers in Q1/2</p> <p>Q3</p>
<p><b>1.6 Technology</b> - easy to use technology information and engagement events for mainstream schools and colleges to support the use of technology and raise awareness of what else is available. Production of training pack to support the events.</p> <p><b>Lead: Caireen Sutherland</b></p>	<p>12 events in mainstream provision.</p> <p>Participants understand and are more confident in using equipment. (Measured at end of course 90% confident rating.)</p>	<p>Using Easy Access technology checklist and guidance produce a training pack to deliver at training events to raise awareness</p>	



Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<b>1.7 Face to face training for TAs and support staff</b> <ul style="list-style-type: none"> <li>On line streaming and recording/accessibility (pilot) of suitable courses</li> <li>2day TA courses - VCS/LA partners working together to deliver training (HI/MSI and VI)</li> </ul> <b>Lead: Lindsey with Rory (VIEW/RNIB), Steve R/Bev, Tina (NDCS)</b>	<p>Course satisfaction ratings</p> <p>Development of course validated by pilots.</p> <p>Staff more confident. (Measured by rating at end of course.)</p>	<p>Pilot 2 suitable courses and have available, post event, on the NatSIP website</p> <p>Develop materials and deliver 2day courses, as a partnership between VCS and LA, in HI, MSI and VI</p>	
<b>1.8 Examination access</b> – online awareness raising resource (links to Equality duties, Reasonable Adjustments). To be used also as part of the schools training and awareness pack outlined above (1.5/1.6)  <b>Lead: Rory /Paul</b>	<p>Update of current document relevant to Access Arrangements and in line with the new JCQ regulations 2017-18</p> <p>Resource for SENCOs and mainstream schools and trial in use by 20 teachers.</p> <p>Teachers better able to support adjustments. Use of information.</p>	<p>Review existing NatSIP examination access guidance in light of new regulations once issued; incorporate into resource and new awareness packs (1.3 and 1.4)</p> <p>Develop an interactive online resource to promote an awareness of exam access arrangements for SI learners</p> <p>In use</p>	<p>Q2</p> <p>Q3</p> <p>Q4</p>

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<b>1.9 16 – 25yrs</b>  Continued work building on this year to ensure that there is a coherent offer post-16 and post-19 especially around apprenticeships. <ul style="list-style-type: none"> <li>• Apprenticeships HI and VI – regional events for providers</li> <li>• Supporting Achievement in HE (deaf students)</li> <li>• Webinar with ETF</li> <li>• Publication of Supporting Achievement in HE (VI students)</li> </ul> <b>Lead: NDCS (Martin) working with RNIB/Jude/ B’ham Univ for HE VI Achievement</b>	Materials ready for events  Publish and receive evaluated feedback from 20 users  Deliver to 50 delegates  Confidence of participants increased. (Measured at end course. Information rated as useful.)  Publication of guidance working with B’ham University, evaluated by VI students.	Develop VI materials  Develop and publish HI HE Supporting Achievement for Deaf students  Deliver 2 regional events for SI Apprenticeship providers  Webinar with ETF  Develop and publish VI HE Supporting Achievement	Q1  Q1  Q3,4  Q2

## 4.2 Requirement 2 – To develop the capacity of the SI sector

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>2.1 Strengthen the Sensory Learning Hub for SI professionals</b> now it is up and running as part of the NatSIP website - through providing additional content and promoting its use to sensory professionals. Develop the training log concept further and link this directly to the training calendar. Now the basic elements are in place identify and create further specialist resources and promote these through the learning hub.</p> <p>Website:</p> <ul style="list-style-type: none"> <li>• CPD area/log</li> <li>• Training calendar</li> <li>• Development of specialist sections</li> </ul> <p><b>Lead: Steve R/ Steve J</b> <b>Lead CPD: Jackie Salter</b></p>	<p>Number of users increased by 5%</p> <p>New materials and CPD log available on site and number of downloads in line with NatSIP average.</p> <p>Positive response from SI specialists to new materials</p> <p>Restricted areas of the website completed.</p> <p>Specialist Workforce is more able to support mainstream workforce and SI CYP. (Measured by structured feedback)</p> <p>Children with SI outcomes improve as a result of enhanced expertise. (Measured through feedback from SI services via monitoring.)</p> <p>Specialist Workforce more aware of how CoP can be applied successfully with CYP and ensure they are aware of latest good practice and can log training. (Measured by satisfaction rates.)</p>	<p>Identify what SI professionals want from the SLH through surveys and analysis of use. Revise and update guidance docs.</p> <p>Develop the CPD log form with SI services, use and evaluate.</p> <p>Refine training calendar</p> <p>Develop restricted areas of the website</p>	<p>Q1</p> <p>Q2</p> <p>Q3</p> <p>Q4</p>

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>2.2 Train SI leaders for the future</b> and ensuring SI support services can meet the needs of the new educational environment. This work follows on from the contractor's review of how to assist sensory support services to be fit for purpose in the new commissioning and educational environment of the future. National working days and regional learning events to take the work programme forward will include:</p> <ul style="list-style-type: none"> <li>Developing a better understanding of commissioning and how to influence and negotiate contracts with commissioners – including awareness of Equality duties (RA). From this hold training days for heads of services and commissioners to promote a better understanding and competence in commissioning for sensory services.</li> <li>Development of business models and strategic planning for sustainability in the future (SI services/LA reviews/High Needs funding and Eligibility Framework)</li> <li>Evaluating impact of specialist interventions on SI learners</li> <li>Bringing together a quality evaluation framework for SI services (to demonstrate outcomes) and a checklist of statutory obligations for SI services</li> </ul> <p><b>Lead: Brian L with team</b></p> <p><b>Lead Impact and evaluation framework: Niki E</b></p> <p><b>Lead QE framework/ checklist for services: NDCS</b></p>	<p>New commissioning/service/business models researched and developed and published to support training events</p> <p>3 commissioning clinics held in regional venues</p> <p>3 regional training events for HOSS to support use of models and better commissioning delivered to 70 participants. (HOSS or service leaders)</p> <p>3 bespoke training events delivered on impact evaluation and guidance published</p> <p>Quality evaluation framework published.</p> <p>Checklist published</p> <p>Leaders express great confidence in ability to be able plan future services, negotiate with commissioners and develop proposals. (Measured at end of course.)</p>	<p>Research and report on commissioning by LAs, schools and other providers with market analysis of scope and opportunity for different service offers.</p> <p>Development of new commissioning models with guidance for HOSS based on the research with LAs and commissioners and consultations with HOSS.</p> <p>Training events held on good commissioning practice with input from commissioners.</p> <p>Training events and guidance on evaluating and demonstrating impact of specialist support and interventions for SI learners.</p> <p>Development of Quality Evaluation Framework.</p> <p>Checklist of Statutory Obligations</p>	

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<p><b>2.3 Publish an evidence base of progress for MSI CYP</b> (based on Victoria MSI Unit curriculum)</p> <p>Building on the MSI curriculum develop a recording and evaluation matrix</p> <p><b>Lead: Heather Murdoch</b></p>	<p>Produce tools to support delivery of the Victoria MSI Unit curriculum and use of the linked assessment profiles, including:</p> <ul style="list-style-type: none"> <li>• Summary of issues for planning, recording and evaluating progress</li> <li>• Flowchart of planning, delivery, assessment and evaluation cycle</li> <li>• Sample templates for target-setting, student needs and teaching strategies, planning and recording</li> <li>• Case studies and 'worked examples' of templates</li> <li>• Suggestions for additional assessment materials</li> </ul>	<p>Summarise issues and draft flowchart of planning, delivery, assessment, evaluation cycle, templates for target-setting, student needs and teaching strategies, planning and recording.</p> <p>Develop case studies including use of templates</p> <p>Suggest additional assessment measures for specific needs/ages/stages</p> <p>Publish on website</p>	<p>Publish in Q3</p>
<p><b>2.4 Develop a new framework for the support and deployment of CSWs</b></p> <p>Framework: to provide clarity to education providers on the role, skills and qualifications needed to meet CYP individual educational needs and outcomes (DWP)</p> <p><b>Lead: Martin (NDCS)</b></p>	<p>Engagement event – early Q3</p> <p>Publish framework – early Q4</p> <p>Greater clarity on role of CSWs.</p>	<p>Participation across the sector</p> <p>Framework referenced</p>	<p>Q3</p> <p>Q4</p>
<p><b>2.5 16 – 25yrs</b></p> <ul style="list-style-type: none"> <li>• EHC Plans post 19 training for parents/young people/professionals - links to Mental Capacity Act</li> </ul> <p><b>Lead: NDCS (with Jane Sinson/Jude)</b></p>	<p>Professionals and parents are confident they understand and can contribute to the process of plans appropriately. (Measured at end of course and follow up.)</p>	<p>2 training events - 1 for parents and 1 for professionals</p>	<p>Q2 and Q3</p>

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<b>2.6 Outcomes Benchmarking:</b> support to transition the outcomes benchmarking to CRIDE/NatSIP/UCL/City longitudinal study and to look at the development of VI and MSI benchmarking  <b>Lead: Bob Denman</b>	Successful launch of the CRIDE/NatSIP/UCL/City longitudinal programme of data collection for CYP with HI  Running of the last OB exercise under current arrangements  Full review of OB exercise  Outcomes benchmarking provides useful data to inform practice and future commissioning and is used by services. Measured by end of year report.	Finalise the data set and all requirements in governance arrangements, and data protection.  Publish.  Updating and launch  Consultation to establish SI Services' future data analysis requirements and the potential options	Q2   Q4  Q4
<b>2.7 Early Years language development in deaf children –</b> key messages from research. Seminar events based on what we know from recent research  <b>Lead: NDCS</b>	Professionals better informed. Information in use to assist parents.	2 face to face seminar events  1 'virtual conference' event to be available from NatSIP website	Q1, 2 and 3
<b>2.8 Regional commissioning for LISEND-</b> looking to support the development of regional commissioning either the through current grant application or if that fails by developing our own proposals and model.  <b>Lead: Mark Geraghty (Seashell)</b>	Develop new model of regional commissioning. (Subject to funding innovations project bid, in Yorkshire and Humberside region, being successful.)		
<b>2.9 MSI Leaders:</b> group to address and share MSI and LISEND solutions in response to the sector  <b>Lead: Mark Geraghty (Seashell)</b>	Greater understanding of MSI challenges and solutions	2 meetings, dissemination reports and MSI input into NatSIP events	Q2 Q4

## 5. WIPs – Requirement 1

### 5.1 WIP 1.1 - NatSIP Web Site

**Contract Requirement** Items in bold relate to this part of the work stream:

Ensuring that the Sensory Learning Hub has sections for different elements of the workforce from TAs through to SENCOs, as well as specialist SI professionals. The offer is enhanced with advice and materials from TAs through classroom teachers to SENCOs. This will include simple versions of What Works and teaching strategies and advice at different levels of expertise. Potential is explored for a simple link to basic top tips or at a minimum identified and easy to access elements of the website that teachers and classroom support can easily access. The actions outlined below will form a coherent offer supported by further developments in the Web offer through the Sensory Learning Hub.

This will include:

- Enhancements to the Sensory Learning Hub
- Development of What Works guides, including Technology
- Find a specialist - directory of where to find specialist advice
- Training calendar with links to both face to face training and webinars/online courses

An way to link to the website to provide simplified to do tips

**KPIs to be achieved** Items in bold relate to this part of the work stream:

No. of users of website and those accessing SLH and WW exceeds previous years target by 10%

User satisfaction feedback gives positive satisfaction rating in 90% of feedback.

Production and publication of documents and no of downloads.

No of users of the SLH discussion forum.

Workforce is more able to support SI CYP in classroom settings and better able to identify when they need specialist support. (Measured by structured feedback)

Children with SI outcomes improve as a result of enhanced expertise. (Measured through feedback from SI services via monitoring.)

Workforce more aware of how CoP can be applied successfully with CYP. (Measured by feedback and usage on the site.)

**Products/Deliverables:** Items in bold relate to this part of the work stream:

Q1:	<p>Communication plan identified – month 1 <b>Completed</b></p> <p>Review of Website structure to make it more easily accessible, including links to basic top tips (quick tips) <b>Review completed and revision work on Quick Links and login wall changes implemented</b></p> <p>Explore and develop a directory for finding specialist advice – <b>Find an Advisor Directory launched and available on the site</b></p>
Q2:	<p>Review of Website structure to make it more easily accessible, including links to basic top tips (quick tips)</p> <p>Explore and develop a directory for finding specialist advice</p> <p>Development of the SLH forum</p> <p>Keep What Works updated to capture recent information</p>
Q3:	<p>Explore and develop a directory for finding specialist advice</p> <p>Create easy entry on the Sensory Learning Hub for production of Essential things you need to know about your role in supporting CYP with HI/VI/MSI with summaries specifically for Mainstream teachers, TAs, SENCos with links to more detailed advice</p> <p>Development of the SLH forum</p>
Q4:	<p>Development of the SLH forum</p> <p>Keep What Works updated to capture recent information</p>

WIP Status: **GREEN**



## 5.2 WIP 1.2 – Online Training

### Contract Requirement

Continue to offer online training to mainstream workforce through offering of more free places following on from the success of this year's offer. This will allow training of more front line staff and through training more tutors also ensure a growing number of specialist teachers are equipped to help train the mainstream workforce and see this as part of their role.

- Recruiting more learners and schools/settings
- Include OLT FE module for HI and VI

### KPIs to be achieved

10 new sensory services trained to deliver and 200 new course participants enrolled

HI and VI FE modules updated with new links to video included and delivered to 50 participants

Participants rate the course good or excellent in 90% of feedback.

Participants feel more competent to address CYP with SI needs.

Products/Deliverables	
Q1:	Contact made with new delivery partners Identification of review group for FE modules
Q2:	Recruitment to existing modules Modifications to FE modules Transfer of all modules to new web platform
Q3:	Recruitment to all modules Further additions to FE modules
Q4:	Continuing recruitment to all modules

14 new delivery partners identified with a further 7 expressions of interest

11 cohorts with 95 new participants already underway

Recruitment is outstripping predictions, and we are well ahead on numbers (200 expected for full year, 95 already achieved)

WIP Status: **GREEN**

### 5.3 WIP 1.3 – Development of face-to-face training and support materials for SENCOs

#### Contract Requirement

**Development of face to face training and support materials for SENCOs** so that they are better able to support the mainstream workforce and deliver on Chapter 6 of the CoP. As well as SENCOs in schools and colleges the contractor targets groups of what are sometimes referred to as super SENCOs. There are highly trained SENCOs often with a MEd in SEND or similar level qualifications. The aim is for them to promote best practice and knowledge through their networks.

- SENCO training – super SENCO events with regional SENCO forums
- Approach SENCO qualification providers for slots on SENCO course for more general awareness

#### KPIs to be achieved

Development of SI materials and delivery of training sessions for SENCOs

Delivery of at least 5 planned SI training events

Attendance at training events organised by other providers

Products/Deliverables	
Q1:	Communication plan identified – month 1. Publicity through working day, website and directly targeted to SENCO training providers completed to 8 qualification providers Contact SENCO training providers and offer training in SI. Contact SENCO groups and offer training sessions, seek involvement in designing training pack. 2 SENCO forums have expressed interest,
Q2:	Develop training session presentation with SLH and Technology workstreams. Deliver training sessions to providers. Contact SENCO groups and seek participation in designing training pack (1.4). Talk with SENCOs.
Q3:	Deliver training at events. Inclusion of materials to some SENCO qualification provider courses.
Q4:	Ongoing delivery of events. SENCOs rate that they are more confident to deal with sensory issues. Follow up evidence that SENCOs are using materials. SENCOs feel more competent to address needs of SI children (Measured by event feedback and follow up where possible.)

Dates confirmed for delivery for 2 courses: Worcester (14th Sept) and Roehampton (1st Nov)

Ongoing discussion with 2 course providers (Edge Hill, Northampton and UCL) and input to the national SENCO providers' conference

Follow up emails sent (Birmingham, and Reading)

Agreement in principle to deliver at SENCO forums in Wokingham and Swindon (dates to be confirmed)

WIP Status: **GREEN**

## 5.4 WIP 1.4 – Develop a mainstream training pack

### Contract Requirement

**Develop a mainstream training pack** that can be used by all sensory impaired services in their work with local mainstream schools when they are doing training. This will be developed from the best practice currently underway in some services and will support greater use of sensory support services and growing expertise in the mainstream workforce.

- The mainstream school training pack - linked to online resources through the training hub

### KPIs to be achieved

HI resources drafted and reviewed – end of Q2

HI resources published – end of Q3

VI/MSI resources drafted and reviewed – end of Q2

VI/MSI resources published – end of Q4

Positive response to training pack from SI services.

Mainstream teachers more confident about addressing needs of CYP with SI. (Measured by follow up with mainstream teachers by SI services.)

### Products/Deliverables

Q1:	Identified need and solution. <b>Completed</b>
Q2:	Working with SENCOs to identify training needs and start building framework of training pack. Survey SENCOs and on line. Identify partners.
Q3:	Resources prepared, piloted and reviewed
Q4:	Resources delivered and available on website

WIP Status: **GREEN**

**5.5 WIP 1.5 – Promote the work being done by NHS England and Public Health England to create an awareness of the importance of hearing well and understanding the challenges faced by children who need additional support to hear.**

**Contract Requirement**

Deliver Dangerous Decibel training as part of an integrated approach to understanding the context of sensory impairment and good classroom practice in relation to noisy environments and the impact on learning for children with sensory impairment.

**KPIs to be achieved**

Public Health England will be arranging for training in Dangerous Decibels. Train the trainers, peer reviewed approach to provide interested SI service professionals in an evaluated training offer to schools and colleges.

Delivery of training in pilot areas

**Products/Deliverables**

Q1:	Communication plan identified – month 1. Seek participants through NatSIP training day, contract comms, etc. <b>Completed</b> 6 SI service colleagues identified to participate in training <b>Completed</b>
Q2:	Participate in training
Q3:	Delivery of DD in 6 schools/colleges
Q4:	Participants feel more confident dealing in understanding overall issues of hearing and deafness. (Measured at end of course.)

WIP Status: **GREEN** However project delivery is dependent upon NHS England providing the training

## 5.6 WIP 1.6 – Technology

### Contract Requirement

**Easy to use technology information** and **engagement events** for mainstream schools and colleges to support the use of technology and **raise awareness of what else is available.**

Production of training pack to support the events.

### KPIs to be achieved

1.6 i 12 events in mainstream provision.

1.6 ii Participants understand and are more confident in using equipment. (Measured at end of course 90% confident rating.)

1.6 iii Using Easy Access technology checklist and guidance produce a training pack to deliver at training events to raise awareness

## Products/Deliverables

Q1:	<b>1 April -30 June 2017</b> Communication plan <b>completed</b> WIP <b>completed</b> Review of 2016-17 workstream <b>completed</b> Content of training pack, including evaluation/feedback mechanism <b>completed</b> Content of training events <b>completed</b> 1 Test Event
Q2:	<b>1 July -30 Sept 2017</b> Training pack - content developed Training Event - Video content developed Training Event - written content developed Review of Training Pack and Content of Training Collection and Analysis of feedback Delivery of 5 training events
Q3:	<b>1 Oct -31 December 2017</b> Ongoing review of Training Pack and Training Content Collection and Analysis of feedback Delivery of 5 training events
Q4:	<b>1 January – 31 March 2018</b> Collection and Analysis of feedback Finalise training pack for publication Identify next steps with Advisory Group Specialist SI Information Sheet Delivery of 2 training events

WIP Status: **GREEN**



## 5.7 WIP 1.7 – Face to face training for TAs and support staff

### Contract Requirement

- 1) On line streaming and recording/accessibility (pilot) of suitable courses
- 2) 2day TA courses - VCS/LA partners working together to deliver training (HI/MSI and VI)

### KPIs to be achieved

- 1) Pilot 2 suitable courses and have available, post event, on the NatsIP website
- 2) Develop materials and deliver 2day courses, as a partnership between VCS and LA, in HI, MSI and VI
- 3) Continue with delivery of 5 day RCE course with partners

### Products/Deliverables

Q1:	Communication plan identified – month 1. Identify training partners, geographical locations and schedule dates. Identify event for MyClearText to stream. <b>completed</b>
Q2:	Deliver HI course in London. Complete analysis of MSI pilot from March 2017 and refine course content with working group. Arrange MSI course delivery in North. 5 day RCE course delivery in Kent.
Q3:	MSI course delivery in North and additional area 5 day RCE course in Bristol?
Q4:	VI course delivery

MSI:

Approaches made to 5 LA sensory service teams\* requesting expressions of interest in working together to deliver:

- MSI 2-day TA course
- MSI RCE 5-day course

Confirmation of delivery dates for MSI RCE 5-day course in Kent (21/09/2017 – 30/11/2017)

‘Task and finish’ day planned for 10/07/2017 with 3 MSI LA advisors (Kent, Surrey and Berkshire consortium) to review MSI 2-day TA course materials in line with pilot project evaluations

HI: Booking open for 2 day course in London in September (28<sup>th</sup>/29<sup>th</sup>)

WIP Status: **GREEN**

## 5.8 WIP 1.8 – Examination access

### Contract Requirement

Online awareness raising resource (links to Equality duties, Reasonable Adjustments). To be used also as part of the schools training and awareness pack (1.5/1.6)

### KPIs to be achieved

Update of current document relevant to Access Arrangements and in line with the new JCQ regulations 2017-18

Resource for SENCos and mainstream schools and trial in use by 20 teachers.

Teachers better able to support adjustments by use of information.

### Products/Deliverables

Q1:	Project plan and costs agreed. <b>completed</b>
Q2:	Review existing NatSIP examination access guidance in light of new regulations once issued; incorporate into resource and new awareness packs (1.3 and 1.4)
Q3:	Develop an interactive online resource to promote an awareness of exam access arrangements for SI learners
Q4:	Trial online resource with 20 mainstream staff (SENCos, teachers, exam officers)

WIP Status: **GREEN**

## 5.9 WIP 1.9 – 16-25 years

### Contract Requirement

Continued work building on this year to ensure that there is a coherent offer post 16 and post 19 especially around apprenticeships.

- Apprenticeships HI and VI – regional events for providers
- Supporting Achievement in HE (deaf students)
- Webinar with ETF

### KPIs to be achieved

Materials ready for events

Publish and receive evaluated feedback from 20 users

Deliver to 50 delegates

Confidence of participants increased. (Measured at end course. Information rated as useful.)

### Products / Deliverables / Work Schedule

Q1:	Develop VI materials Develop and publish HI HE Supporting Achievement for Deaf Students resource <b>completed</b>
Q2:	Planning for regional events
Q3:	Deliver 1st regional event for SI apprenticeship providers
Q4:	Deliver 2nd regional event for SI apprenticeship providers Webinar with ETF

WIP Status: **GREEN**

## 6. WIPs – Requirement 2

### 6.1 WIP 2.1 – Strengthen the Sensory Learning Hub for SI professionals

#### Contract Requirement

2.1 Strengthen the Sensory Learning Hub for SI professionals now it is up and running as part of the NatSIP website - through providing additional content and promoting its use to sensory professionals. Develop the training log concept further and link this directly to the training calendar. Now the basic elements are in place identify and create further specialist resources and promote these through the learning hub.

#### Website:

- CPD area/log
- Training calendar
- Development of specialist sections

#### KPIs to be achieved

Number of users increased by 5%

New materials and CPD log available on site and number of downloads in line with NatSIP average.

Positive response from SI specialists to new materials

Restricted areas of the website completed.

Specialist Workforce is more able to support mainstream workforce and SI CYP. (Measured by structured feedback)

Children with SI outcomes improve as a result of enhanced expertise. (Measured through feedback from SI services via monitoring.)

Specialist Workforce more aware of how CoP can be applied successfully with CYP and ensure they are aware of latest good practice and can log training. (Measured by satisfaction rates.)

Products/Deliverables	
Q1:	Identify what SI professionals want from the SLH through surveys and analysis of use. Revise and update guidance docs. Completed
Q2:	Develop the CPD log form with SI services, use and evaluate.
Q3:	Refine training calendar
Q4:	Develop restricted areas of the website

WIP Status: GREEN

## 6.2 WIP 2.2 – Train SI leaders for the future

### Contract Requirement

2.2 Train SI leaders for the future and ensuring SI support services can meet the needs of the new educational environment. This work follows on from the contractor's review of how to assist sensory support services to be fit for purpose in the new commissioning and educational environment of the future. National working days and regional learning events to take the work programme forward will include:

- Developing a better understanding of commissioning and how to influence and negotiate contracts with commissioners – including awareness of Equality duties (RA). From this hold training days for heads of services and commissioners to promote a better understanding and competence in commissioning for sensory services.
- Development of business models and strategic planning for sustainability in the future (SI services/LA reviews/High Needs funding and Eligibility Framework)
- Evaluating impact of specialist interventions on SI learners
- Bringing together a quality evaluation framework for SI services (to demonstrate outcomes ) and a checklist of statutory obligations for SI services

### KPIs to be achieved

New commissioning/service/business models researched and developed and published to support training events

3 commissioning clinics held in regional venues

3 regional training events for HOSS to support use of models and better commissioning delivered to 70 participants. (HOSS or service leaders)

Quality evaluation framework published.

Leaders express great confidence in ability to be able plan future services, negotiate with commissioners and develop proposals. (Measured at end of course.)

**Products/Deliverables**

Q1:	Communication plan identified – month 1 - <b>completed</b> Training events held on good commissioning practice with input from commissioners. One workshop held – 9 <sup>th</sup> May 2017 – at National working day - <b>completed</b> Checklist of Statutory Obligations Checklist published – <b>completed</b> Training event held on Demonstrating Impact – key note presentation to 70 delegates and follow up workshop to 30 - <b>completed</b>
Q2:	1 bespoke training event delivered on impact evaluation and guidance published Training events held on good commissioning practice with input from commissioners.
Q3:	Research and report on commissioning by LAs, schools and other providers with market analysis of scope and opportunity for different service offers. Production of Guidance to support training and follow up. 1 bespoke training events delivered on impact evaluation and guidance Training events held on good commissioning practice with input from commissioners. Development of Quality Evaluation Framework. 3x Evaluation days [Niki Elliot work on Impact will take place in Q2 and 3]
Q4:	Development of new commissioning models with guidance for HOSS based on the research with LAs and commissioners and consultations with HOSS. Training events held on good commissioning practice with input from commissioners. 1 bespoke training events delivered on impact evaluation and guidance

WIP Status:

**GREEN**

### 6.3 WIP 2.3 – Publish an evidence base of progress for MSI CYP

Objective	Key Performance Indicator (including targets for success)	Activities/Actions	By When?
<b>Publish an evidence base of progress for MSI CYP</b>	<ul style="list-style-type: none"> <li>• Produce tools to support delivery of the Victoria MSI Unit curriculum and use of the linked assessment profiles, including</li> <li>• Summary of issues for planning, recording and evaluating progress when using child-centred curriculum appropriate for MSI-linked needs, and ways of addressing these</li> <li>• Flowchart of planning, delivery, assessment and evaluation cycle</li> <li>• Sample templates for target-setting, student needs and teaching strategies, planning and recording</li> <li>• Case studies and ‘worked examples’ of templates</li> <li>• Suggestions for additional assessment materials</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise issues for planning and recording progress on child-centred curriculum, and appropriate responses to these</li> <li>• Draft flowchart of planning, delivery, assessment, evaluation cycle</li> <li>• Draft templates for target-setting, student needs and teaching strategies, planning and recording</li> <li>• Develop case studies including use of templates</li> <li>• Suggest additional assessment measures for specific needs/ages/stages (eg: 14-19 accreditation)</li> <li>• Seek feedback from settings using the Victoria MSI Unit curriculum and revise if necessary</li> <li>• Prepare final version for publication on website</li> </ul>	Q2



## 6.4 WIP 2.4 – Develop a new framework for the support and deployment of CSWs

### Contract Requirement

Framework: to provide clarity to education providers on the role, skills and qualifications needed to meet CYP individual educational needs and outcomes

### KPIs to be achieved

Engagement event – early Q3. Participation across the sector

Publish framework – early Q4

Greater clarity on role of CSWs – framework referenced by others

### Products / Deliverables / Work Schedule

Q1:	
Q2:	Drafting of framework and initial consultation
Q3:	Further consultation with sector
Q4:	Framework published and disseminated

No activity planned this quarter

WIP Status: **GREEN**

## 6.5 WIP 2.5 – Post-19 EHC Plans

### Contract Requirement

EHC Plans post 19 training for parents/young people/professionals - links to Mental Capacity Act

KPIs to be achieved

Professionals and parents are confident they understand and can contribute to the process of plans appropriately. Measured at end of course and follow up.

Products / Deliverables / Work Schedule		Estimated Costs:
Q1:	Planning completed	
Q2:	Training event for professionals	
Q3:	Training event for parents	
Q4:		

WIP Status: GREEN

## 6.6 WIP 2.6 – Outcomes Benchmarking

### Contract Requirement

2.6: Support to transition the outcomes benchmarking to support the NatSIP/UCL/City/CRIDE longitudinal study and to look at the development of VI and MSI benchmarking.

### KPIs to be achieved

KPI 1 Successful launch of the NatSIP/UCL/City/CRIDE longitudinal programme of data collection for CYP with HI

KPI 2 Running of the last OB exercise under current arrangements

KPI 3 Consultation over future VI and MSI benchmarking

### Products/Deliverables

Q1: N/A. First release reporting to LA participants and Reference Group for 2016-17 activity by 30<sup>th</sup> June – **completed**. NatSIP/CRIDE planning and ToR - **completed**

Q2: KPI 1: NatSIP/UCL/City/CRIDE longitudinal programme database developed plus the Guidance document for project  
KPI 2: Revised set of performance indicators; revised online survey (OBMRS); Guidance for OB exercise (Ac. Yr. 2016/17) prepared.

Q3: N/A

Q4: KPI 1: NatSIP/UCL/City/CRIDE longitudinal programme first year of data collection completed by end of March 2018  
KPI 2: Target of 100+ LA data submissions in the OB exercise by the end February 2018  
KPI 3: Consultation report on the future of VI and MSI benchmarking by the end of March 2018

No activity planned this quarter for 2017-18 exercise but deadline met for first release report from 2016-17.

WIP Status: **GREEN**

## 6.7 WIP 2.7 – Early years language development in deaf children

### Contract Requirement

Discussion seminar events based on what we know from recent research

### KPIs to be achieved

Professionals better informed

### Products / Deliverables / Work Schedule

Q1:	Planning, publicity and booking for events opened - completed
Q2:	1 <sup>st</sup> discussion seminar event
Q3:	2 <sup>nd</sup> discussion seminar event, filmed to be available as a virtual conference available from NatSIP website 3 <sup>rd</sup> discussion seminar event
Q4:	Promotion and dissemination

Events scheduled for: 12 Sep 2017 – Exeter  
16 Oct 2017 – London (NDCS)  
13 Nov 2017 – Cheadle Hulme (Seashell Trust)

WIP Status: GREEN

## **6.8 WIP 2.8 – Regional commissioning for LIEND**

This project stands outside the NatSIP DfE contract.

NatSIP has coordinated a bid to the Children's Social Care Innovation Programme.

This is a joint proposal, for a two/three year regional commissioning programme, with LAs in the Yorkshire and Humberside Region and NHS England.

The bid was submitted to DfE on 2<sup>nd</sup> May.

## 6.9 WIP 2.9 – MSI Leaders

### Contract Requirement

MSI leaders group to address and share MSI and LISEND solutions in response to the sector

### KPIs to be achieved

2 meetings, dissemination reports and MSI input into NatSIP events

### Products/Deliverables

Q1:	Communication plan identified – month 1. Existing group informed of progress – <b>completed</b> Solution: Find an MSI Advisor section opened on NatSIP website, linked through Sense website. <b>Completed</b>
Q2:	New Terms of Reference to be agreed between lead organisations in August 2017. Agree remit for group and dates for meetings. 1 <sup>st</sup> meeting tba.
Q3:	
Q4:	

WIP Status:

**GREEN**

-- End of Document --