

**Quality Standards**  
**for**  
**Local Authority**  
**Support Services**  
**for**  
**Sensory Impairment**

**JUNE 2012**

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## **1. PURPOSE OF THE DOCUMENT**

The purpose of this document is to provide Sensory Services with an audit of current published Quality Standards connected to Sensory Impairment available at April 2012.

The document provides a brief description of the standards identified and a link to their current locations on the internet at this date.

The focus is on standards which are applicable within England, however where there is information provided about other relevant standards the country of publication has been included within the text.

The publications included within the document aim to assist services with a set of standards against which they can benchmark their delivery to:

- evaluate provision
- assist in determining appropriate provision
- identify and strive for good practice

The main body of the document looks at the standards with application for local authorities with regard to education services.

The National Occupational Standards and certain of the publications highlighted in Appendix 1 have relevance for education, health and social care.

## **2. QUALITY STANDARDS**

### **2.1 Quality Standards for Special Educational Needs (SEN) Support and Outreach Services**

Produced by a DCSF funded project

These standards were drawn up by the South East Regional Partnership (SCRIP/SERSEN) with the South West Regional Partnership.

Published in 2008

Available to download from the Department for Education publications web site:

<https://www.education.gov.uk/publications/eOrderingDownload/00582-2008DOM-EN.pdf>

These standards are not mandatory.

The standards were designed to tie into the achievement of the 5 Every Child Matters outcomes and to the core offer standards from Aiming High for Disabled Children (DCSF 2008). They were designed as generic standards, applicable regardless of the way in which the service is configured.

It is intended that the standards should offer a means of self evaluation which should:

- Improve the offer made by services
- Improve outcomes for children and young people with SEN and disabilities
- Ensure efficient and effective use of resources

- Assist in planning, development and commissioning of services
- Assist in developing effective partnership working
- Build capacity within the service
- Identify gaps in the service

The publication also highlights how the self evaluation may support the identification of the contribution of the service.

The standards are presented in two sections; whilst outcomes are used to measure the effectiveness of a service, the need for evaluating service management and delivery to ensure delivery of excellent outcomes is acknowledged.

*Outcomes – 6 standards to address:*

- recording and monitoring progress systematically
- interventions based on up to date specialist knowledge and expertise
- consultation with, and where appropriate involvement of, parents
- agreed clear outcomes
- a clear purpose for services reflecting Local Authority policies and plans
- collection of regular feedback

*Service management and delivery – 10 standards to address:*

- clear vision to develop the aims and objectives of the service
- motivation and support of staff developing continuing improvement and excellence

- positive relationships with children and young people, parents and carers, schools, early years settings and other provision
- involvement of users in the development of the services
- regular review and updating of service development plan
- increased value and satisfaction for service users and other stakeholders
- staff resources are planned, managed and improved
- collaboration with other service providers to deliver better services to users
- effective management of resources

## **2.2 Quality Standards in Educational Services for Children and Young People with Sensory Impairment (Welsh Assembly Government)**

These standards are published by the Department for Training and Education, Welsh Assembly Government.

Published in 2005

Available to download from the European Agency for Development of Special Needs Education website:

[www.european-agency.org/agency-projects/assessment-resource-guide/documents/2008/11/quality-standards-impairment.pdf/view](http://www.european-agency.org/agency-projects/assessment-resource-guide/documents/2008/11/quality-standards-impairment.pdf/view)

or

[www.wales.gov.uk/topics/educationandskills/publications/guidance/qualitystandards?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/qualitystandards?lang=en)

During 2003/4 the Welsh Assembly Government conducted an audit of educational provision for children and young people with hearing impairment, vision impairment and multi-sensory impairment. They identified common issues across the three impairments and published the standards to assist service providers with ensuring that high quality intervention is available. The publication contains a self evaluation tool which helps to identify the required provision and the standards needed to ensure it is available. The standards provide benchmarks against which Local Authorities can evaluate the services they provide for children and young people with sensory impairment.

The quality standards are presented in chapters and provide standards linked to:

- Assessment and Intervention
- Service Provision – including specific standards for HI, VI and MSI
- Early Years Provision
- School Years
- Beyond School
- Management and Leadership and Professional Skills.

### **2.3 Quality Standards – Specialist teaching and support services for deaf children and young people.**

NDCS, RNID and BATOD developed these standards in conjunction with the Regional Partnership Facilitators who developed the 2008 DCSF Standards for SEN Support and Outreach Services. It is not implied that there is DCSF endorsement of these standards.

Published in 2009

Available to download from the BATOD website:

<http://www.batod.org.uk/index.php?id=/articles/guidelines/qs-specialist-supportservices.pdf>

These standards are not mandatory.

The standards were developed for specialist support provided for deaf children and young people and intend to be applicable throughout the UK should governments wish to use them in that way.

It is intended that the standards should improve outcomes for deaf children and young people by looking at:

- Good practice for service delivery
- Supporting reduction of variability and ensuring quality of local services
- Assisting in developing local provision
- Benchmarking across services to inform commissioning
- Assisting those with statutory responsibility in determining appropriate resources

- Monitoring and evaluation of the service

After introducing the standards and highlighting both the applications of the standards for services and the impact of their use, the standards are presented in two sections. Also included are descriptors to assist with identifying the level of delivery of each standard.

*Outcomes - 6 standards to address:*

- specifically tailored programmes of support
- interventions based on up to date specialist knowledge and expertise
- involvement of parents in planning interventions and outcomes for their child
- working in partnership with settings to increase their capacity
- services should have a clear purpose
- collecting regular feedback and its' use to inform service planning and delivery

In addition to outcomes for deaf children and young people, this section includes outcomes for parents, settings, schools and staff.

*Service management and delivery – 10 standards to address:*

- clear vision to develop the aims and objectives of the service
- motivation and support of staff, recognising a culture of continuing improvement
- positive relationships with service users. Profile of the service remains high

- Involvement of users in the development of the services
- regularly updated service development plan informed by regional benchmarking
- the main activities of the service embrace the concept of inclusion which is defined and communicated
- planning, management and improvement of staff resources
- staff achievement and maintenance of high levels of specialist knowledge relevant to the field
- collaboration with other service providers and parents
- efficient management of resources

This section recognises that services may be provided in different ways including being traded or provided by a school or setting.

## **2.4 Quality Standards in Education Support Services for Children and Young People who are Deafblind/Multi-Sensory-Impaired**

Sense developed these standards, drawn up by a working group of professionals experienced in the field of deafblindness/MSI.

Published in 2003

Available to download from Sense website:

<http://www.sense.org.uk/resources/sense/publications/publications%20by%20topic/publications%20for%20professionals/qualitystandard.pdf>

These standards are not mandatory.

The standards were developed for support services to ensure that deafblind/MSI children and young people are enabled to access education and achieve the best possible outcomes through the provision of high quality support. They were published together with the Quality Standards for Children and Young People with Sensory Impairment and support the Quality Standards for Children and Young People with Visual Impairment (DfES 2002)

It is intended that the standards should:

- Increase the quality of access to deafblind/MSI support across the country
- Illustrate and support good practice
- Provide guidance to develop local provision
- Assist with determining appropriate resources
- Assist with monitoring and evaluation

After a brief introduction the standards are presented under each of six headings:

- Assessment
- Early Years
- School Years
- Transition to adulthood
- Beyond School
- Management

#### *Assessment – 11 standards*

The focus of assessment for the deafblind/MSI child is always concerned with the child 'as a whole'. Initially assessment will provide a baseline and then measure progress. Assessments chosen should be appropriate for the child and result in clear written recommendations. Parents and carers should be given the opportunity to be fully involved.

#### *Early Years – 15 standards*

Early intervention and specialist support from qualified teachers for multi-sensory impairment is highlighted, as is the significant role of parents and carers in the early years. The transition to school should be planned and involve clear preparation for the MSI child's needs.

### *School Years – 17 standards*

The regular review and assessment of need for every MSI pupil to identify the current educational implications and inform the range of support provided. Access to a qualified MSI teacher is recommended.

### *Transition to adulthood – 9 standards*

The individual needs of the young person and their views should be taken into account when making decisions about their future. Increasing independence and life skills becomes important at this stage. A formal programme should be prepared for transition.

### *Beyond School – 7 standards*

Whilst acknowledging the cessation of formal local authority responsibility on leaving school, the importance of transition is highlighted, either at post 16 or post 19. Also for those services contracted to provide post 16 support there are additional standards which may be of relevance.

### *Management - total of 15 standards. This is further divided into:*

- Practice (9 standards)
- Professional skills (3 standards)
- Monitoring and Evaluation (3 standards)

Management of services should enable the specialist support to be well planned, monitored and evaluated.

## **2.5 Quality Standards in Education Support Services for Children and Young People with Visual Impairment**

Department for Education and Skills publication

These standards were drawn up by the DES Special Educational Needs Division under the auspices of the Visual Impairment Working Group

Published in 2002

Available to download from the Teachernet National Archives website:

<http://webarchive.nationalarchives.gov.uk/20081230134948/http://www.teachernet.gov.uk/docbank/index.cfm?id=6576>

These standards are not mandatory.

These standards were developed for specialist support provided for children and young people with vision impairment and intend to provide consistent high quality provision.

It is intended that the standards should:

- Increase equality of access to VI support across the country
- Illustrate good practice for service delivery
- Provide guidance with development of local provision
- Assist in determining appropriate resources
- Assist in monitoring and evaluation of the service

The standards are presented under five headings:

Assessment, Early Years, School Years, Transition, Beyond School and Management

### *Assessment – 10 standards*

The focus of the document is on functional vision and the impact of the vision impairment on educational opportunities. Early assessment by a qualified teacher of the visually impaired (QTVI) leading to clear written recommendations which are regularly reviewed. Parent and carer views as well as those of the child or young person should be encouraged and supported.

### *Early Years – 14 standards*

Early intervention and specialist support from qualified teachers for vision impairment is highlighted, as is the significant role of parents and carers in the early years. Parent peer support is encouraged. Planning for and support in playgroup / nursery / school is highlighted.

### *School Years – 17 standards*

The regular review and assessment of need for every VI pupil to identify the current educational implications and inform the range of support provided should be evident. There should be appropriate support and access to a QTVI for pupils with VI as well as a range of services including planning, training of staff, individual tuition and teaching specialist curriculum such as mobility, Braille and keyboard skills. Pupils should be helped to develop an appropriate understanding of their eye condition.

### *Beyond School*

Whilst acknowledging the cessation of formal local authority responsibility on leaving school, the importance of transition is highlighted. Also for those services contracted to provide post-16 support there are additional standards which may be of relevance.

The individual basis of need and views of the young person should be taken into account.

*Management and Leadership – 14 standards in total. These are further divided into :*

- Practice ( 7 standards)
- Professional skills (4 standards)
- Monitoring and Evaluation (3 standards)

Management of services should enable the specialist support to be well planned, monitored and evaluated.

## **2.6 Quality Standards - Delivery of Habilitation Training (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment**

These standards were an outcome of the DCSF Mobility 21 project of 2007 and collaboration between the Institute of Education at the University of London and RNIB.

Published in 2011

Available to download from the RNIB website:

[http://www.rnib.org.uk/professionals/Documents/qs\\_for\\_the\\_delivery\\_of\\_habilitation\\_training.pdf](http://www.rnib.org.uk/professionals/Documents/qs_for_the_delivery_of_habilitation_training.pdf)

These standards are not mandatory.

The standards have been designed to complement the Quality Standards for Children and Young People with Visual Impairment (DfES 2002) and take account of:

- Quality Standards on Education Support Services for Children and Young People who are Deafblind/MSI (Sense 2003)
- Quality Standards in Educational Services for Children and Young People with Sensory Impairment (SERSEN 2003)
- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF 2008)
- Quality Outcomes for Mandatory VI Teaching Qualifications (TDA 2008)

They also included consideration of the Aiming High for Disabled Children (DCSF 2008) 'Core Offer'.

These standards were developed to provide a baseline for habilitation practice and provide guidance to assist local authorities with determining and commissioning appropriate resources.

It is intended that the standards should:

- Illustrate and support good practice
- Provide guidance to develop local provision
- Assist with determining appropriate resources
- Assist with monitoring and evaluation

The introduction highlights the variability in provision of good quality mobility and independent living training, and the desire that the standards will address these by providing a guide to the required quality of services.

The standards address assessment of need for training and training at different key stages and during transition to adulthood.

### *Assessment – 9 standards*

The holistic assessment of the habilitation needs of the child or young person with vision impairment is central. Highlighted is the need for a Qualified Habilitation Worker (QHW) working with parents and QTVI, as well as contribution of the child's own views. The QHW should have relevant experience or work with other professionals when children have learning and complex needs.

*Early Years provision – 9 standards*

In addition to QTVI input, the need for appropriate support and planning from QHW is highlighted.

*School/College Years – 13 standards*

Appropriate habilitation support to ensure access to education as well as developing independence and confidence.

*Transition to Adulthood – 10 standards*

Ensuring transition is planned to incorporate future habilitation needs.

Also included is a sample specification for a Habilitation Service, model job descriptions for habilitation practitioners and the professional attributes, knowledge and understanding expected from a habilitation practitioner.

## **2.7 Quality Standards in the Early Years: Guidelines on working with deaf children under two years old and their families.**

These standards are published by NDCS and are the result of the work of the NDCS Early Years Working Group with other professionals and parent representatives.

Published in 2002

Available to download from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

Following the implementation of universal newborn hearing screening this publication provides quality standards and guidelines to enable providers of health, education and social services to deliver appropriate and effective support for deaf children from birth to two years. Parental perspectives have been included and the importance of parental influence on the child's life is recognized and encouraged through the inclusion of principles of working in partnership with parents.

The standards are illustrated with further resources, parental comments and case studies.

## **2.8 Quality Standards - Resource provisions for deaf children and young people in mainstream schools.**

These standards are published by NDCS and are the result of the work of a large group of people working within the area of hearing impairment.

Published in 2011

Available to download from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

These standards are not mandatory.

The standards are designed to improve outcomes for deaf pupils by providing a framework which supports the school evaluation of the effectiveness of the education provision, informs school policy and planning, and promotes good practice and efficient use of resources. They can also support schools hosting the resource and local authorities with developing and reviewing service level agreements.

Relevant guidance was taken into account in the drafting of the standards.

The standards are divided into 4 areas:

- Outcomes for deaf children and young people
- Leadership and Management
- Securing inclusion and effective teaching and learning
- Participation and partnership working.

In the case of a resource providing outreach services in other schools their outreach work is not covered by these standards, but by the 2009 Quality

Standards: Specialist teaching and support services for deaf children and young people mentioned earlier in this document (ref. 2.3).

## **2.9 Quality Standards - Vision care for deaf children and young people.**

These standards, published by NDCS and Sense, are the result of the work of the NDCS Early Years Working Group with other professionals and parent representatives.

New edition revised in 2009

Available to download from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

These standards and good practice guidelines stress the importance of ophthalmic examination following confirmation of deafness, as well as offering tips on effective vision assessment.

In view of the fact that it has been stated that 40% of children with sensorineural hearing impairments have eye problems, all children with sensorineural hearing problems should undergo eye examinations. The Royal College of Ophthalmologists recognises children with sensorineural deafness as a high-risk group and recommends clinical surveillance.

The 17 quality standards provide guidance on the assessment and management of vision of deaf children. They identify the optimal stages for assessment as well as advice on their completion.

Information for families:

“Vision care for your deaf child” is also available to accompany the professional’s quality standards document. The information for families is published by NDCS and Sense and can be downloaded from the Sense website:

[http://www.sense.org.uk/Resources/Sense/Publications/Publications%20by%20topic/Families/vision\\_care\\_for\\_families\\_2009.pdf](http://www.sense.org.uk/Resources/Sense/Publications/Publications%20by%20topic/Families/vision_care_for_families_2009.pdf)

## **2.10 Quality Standards – Newborn Hearing Screening Programme**

These standards are published by the National Health Service

Published: July 2010 (Revised)

Available to download from: <http://hearing.screening.nhs.uk/>

The Quality Standards for the Newborn Hearing Screening Programme comprise 28 standards, most of which are concerned with screening and diagnosis but also covered are post diagnosis care and support including audiology treatment, education and social care support

# APPENDICES

## **APPENDIX 1: OTHER PUBLICATIONS TO NOTE**

The publications mentioned in this section whilst of interest are not Quality Standards or are not specifically aimed at Sensory Support Services.

- 1.1 National Standards for Educational Improvement Professionals
- 1.2 Department of Health Guidelines: ‘Social Care for Deafblind Children and Adults’ (LAC (DH) (2009) 6)
- 1.3 Reaching Out: A toolkit for deafblind children’s services
- 1.4 Deaf Children: Positive Practice Standards in Social Services
- 1.5 UK Vision Strategy – A Manifesto for England
- 1.6 Standards for Services for Adults who are Deafblind or have a Dual Sensory Impairment.
- 1.7 A Practitioner’s Guide – Social care for deaf children and young people.
- 1.8 14+ Protocol and Recommended Guidelines for Pupils and Students with Sensory Impairment
- 1.9 Leonardo da Vinci Project
- 1.10 Quality Standards for the use of personal FM systems
- 1.11 Quality Standards for bone anchored hearing aids
- 1.12 Quality Standards for Positive Activities
- 1.13 Code of Practice for Communication Support Workers in Tertiary Education
- 1.14 Government Standards for Paediatric Audiology in Wales and Scotland
- 1.15 Quality Standards – Transition from Paediatric to Adult Audiology Services
- 1.16 Count us in: Achieving success for deaf pupils (Scotland)

## **1.1 National Standards for Educational Improvement Professionals**

Published in 2005 (a revision of the earlier standards published in 2003)

Available to download from the ASPECT (Association of Professionals in Education and Children's Trusts) website:

<http://www.aspect.org.uk/files/814/National%20Standards.pdf>

These standards take account of the Government's five year strategy for Children and Learners and the five outcomes of Every Child Matters.

These standards are aimed at both individual practitioners and organisations to improve the quality of services. They have relevance to a wide range of professionals involved in education improvement including local authority providers. The central role of capacity building for improvement and the need to adapt to rapidly changing contexts is recognised.

The standards are designed to:

- Target CPD for staff in local authority and private sector education services
- Support recruitment
- Refine performance management systems
- Support staff induction

The standards identify 6 dimensions which reflect working practice:

- Developing self and others

- Professional leadership to build capacity
- Accountability
- Promoting learning
- Working with and developing organisations
- Developing and sustaining partnerships

Within each dimension there are three elements:

- Actions
- Areas of knowledge and understanding
- Professional qualities.

## **1.2 The Department of Health Guidelines: “Social Care for Deafblind Children & Adults” (LAC (DH) (2009) 6)**

Local authorities are required to provide a range of services for children in need, which includes disabled children. In addition local authorities have identified responsibilities towards deafblind children and young people. These responsibilities are in line with The Department of Health Guidelines, “Social Care for Deafblind Children & Adults” (LAC (DH) (2009) 6) issued in June 2009 under section 7 of the Local Authority Social Services Act 1970 which can be found at on the Department of Health website:

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_101113.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_101113.pdf)

The guidelines should be used predominantly to identify and meet social care needs, as education needs should be met via the Code of Practice for pupils with Special Educational Needs. The guidance is mandatory.

The guidance asks local authorities to identify, make contact with, and keep a record of deafblind people in their catchment area – including those who have multiple disabilities that include dual sensory impairment. In addition they are required to provide specialist assessments, appropriate information and services designed to meet the needs of deafblind children and young people. You may hear people refer to this as a deafblind guidance assessment.

The assessment must be carried out by a specifically trained person/team, equipped to assess the needs of a deafblind person – in particular to assess the need for one-to-one human support, assistive technology and rehabilitation.

It is recognized that deafblind people are not necessarily able to benefit from mainstream services or those services aimed primarily at blind people or deaf people who are able to rely on their other senses, and it will be necessary to identify appropriate services to enable deafblind people to engage in their local community and be suitably supported. This may include the provision of specifically trained, one-to-one support workers for those assessed as requiring this service.

### **1.3 Reaching Out: A toolkit for deafblind children's services**

Funded by DfES and produced to highlight children's services statutory responsibilities arising from the guidance: Social Care for Deafblind Children and Adults LAC 2001(8) which was subsequently reissued as shown above (ref. Appendix 1.2). It provides a self assessment checklist for directors of children's services.

Available to download from the Sense website:

<http://www.sense.org.uk/publicationslibrary/allpubs/professionals/rights/RT09>

### **1.4 Deaf Children: Positive Practice Standards in Social Services**

This publication is a guide developed for social services in England and Wales who are involved in delivering services to families with deaf children. It was published in 2002 and can be downloaded from the NDCS website: [www.NDCS.org.uk/professional\\_support/our\\_resources/index.html](http://www.NDCS.org.uk/professional_support/our_resources/index.html)

It was developed by a joint task force with representation from:

- Association of directors of social services
- British Deaf Association
- Local Government Association
- National Children's Bureau
- The National Deaf Children's Society

- The Royal National Institute for Deaf People

The standards presented are followed in each section by detailed practice guidance materials which refer to good practice examples as well as research and government guidance. A substantial Appendix listing helpful organisations is also included.

## **1.5 UK Vision Strategy – A Manifesto for England**

This publication has been developed in response to the World Health Organisation's initiative to eliminate avoidable blindness by the year 2020 and improve support and services for blind and partially sighted people.

It outlines the actions which it is felt are required to reduce preventable sight loss and ensure high quality specialist care is available in secondary care. These include inclusion, participation and independence for people with sight loss.

Available to download from:

<http://www.vision2020uk.org.uk/ukvisionstrategy/>

## **1.6 Standards for Services for Adults who are Deafblind or have a Dual Sensory Impairment.**

These standards were supported and funded by the Department of Health. They are intended for use by social care professionals, but can also be used by families.

Published in 2007

Available to download from the Sense website:

<http://www.sense.org.uk/Resources/Sense/Publications/Publications%20by%20topic/Publications%20for%20professionals/standardsforservices.pdf>

These standards are intended to reduce inconsistencies in services for deafblind people and encourage development of high quality provision. The Standards are set out in clear, measurable terms and are based on four distinct core principles stating services should be person, lifestyle, access and specialist oriented and will apply to the provision of services for deafblind people and those with a dual sensory impairment across the country.

## **1.7 A Practitioner's Guide – Social care for deaf children and young people.**

This document was produced by NDCS to support social care practitioners who are not specialists in working with deaf children and young people and their families. The aim of the guidance is to increase awareness of the practitioners and highlight the barriers which may be caused by deafness.

Published in 2011

Available to download from the NDCS website:

[http://www.NDCS.org.uk/professional\\_support/our\\_resources/index.html#contentblock7](http://www.NDCS.org.uk/professional_support/our_resources/index.html#contentblock7)

## **1.8 14+ Protocol and Recommended Guidelines for Pupils and Students with Sensory Impairment**

This publication was produced by a South East Region Special Educational Needs Partnership (SERSEN) working group to establish a recommended working protocol to help meet the needs of young people with sensory impairment during transition.

Published in 2004

Available to download from the archive held on the NatSIP website:

<http://www.natsip.org.uk/>

The document is designed to be a recommendation and may require adaptation for regional provision needs. It contains checklists for review meetings from years 9 – 11.

## **1.9 Leonardo da Vinci Project**

Part of the European education and training programme “Life-long Learning”.

Information can be found at:

<http://www.feapda.org>

One of the current projects is to draw up pan - European competencies for Teachers of the Deaf (ToD). This arose out of an earlier project which had identified inconsistencies in levels of qualifications, expertise and roles of ToD throughout Europe.

The project is being worked on by the European Federation of Associations of ToD. BATOD is involved through its membership of this federation. There are five partners within the project; in addition to BATOD there are the Universities of Malta, Leuven and Oxford Brookes with Mary Hare School as well as Telford and Wrekin Local Authority.

(With thanks to Paul Simpson, National Executive Officer BATOD, for providing information on this project.)

### **1.10 Quality Standards for the use of personal FM systems**

These standards were published by NDCS in 2008, coming from the UK children's FM working group.

Available to download from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

The publication supplies quality standards and good practice guidance, which provide a framework for health and education professionals.

The standards look at candidacy for fitting, setting up, management and use of personal frequency modulated (FM) systems.

### **1.11 Quality Standards for bone anchored hearing aids**

These standards were published by NDCS in 2010. They are a revision of the NDCS 2003 quality standards.

Available to download from the NDCS website:

[www.ndcs.org.uk/document.rm?id=268](http://www.ndcs.org.uk/document.rm?id=268)

The publication supplies quality standards and good practice guidance, to ensure that deaf children and young people who can benefit from a bone anchored hearing aid receive appropriate service and long term support. The publication enables providers of health, education, social care and voluntary sector services to deliver appropriate effective support.

### **1.12 Quality Standards for Positive Activities**

This publication was produced by the DCSF in 2012.

Available to download from in its draft form from:

<http://www.learning-southwest.org.uk/asset/Draft%20Standards%20for%20Positive%20Activities.pdf>

The publication was designed for commissioners and providers of positive activities to build on the commitments of Aiming High for Young People.

It contains 6 quality standards to benchmark performance against achieving outcomes, planning and delivery and if necessary to take steps to improve.

### **1.13 Code of Practice for Communication Support Workers in Tertiary Education**

This publication was adapted by the National Association for Tertiary Education for Deaf people (NATED) in 2007.

Available to download from:

[www.nated.org.uk](http://www.nated.org.uk)

The Code of Practice sets out the standards of conduct and good professional practice required of Communication Support Workers with Deaf people towards both students and staff in tertiary education. It also sets out minimum qualifications and provides guidelines for employers of CSWs for Deaf Learners.

### **1.14 Government Standards for Paediatric Audiology in Wales and Scotland**

The links to the Government Standards for Paediatric Audiology in Wales and Scotland are provided below. (Those for England have been incorporated into the accreditation framework for Audiology Services).

<http://wales.gov.uk/topics/health/publications/health/guidance/qualitystandards/?jsessionid=NGyQNT2Bzq8ScI56y0zkr99chKkmf1bL2QmpnfXkr8WzMd0z04TC!791063693?lang=en>

<http://www.scotland.gov.uk/Publications/2009/04/27115728/3>

### **1.15 Quality Standards – Transition from Paediatric to Adult Audiology Services**

These quality standards and good practice guidelines in transition from paediatric to adult audiology services were developed by NDCS in 2011.

They can be downloaded from:

[http://www.ndcs.org.uk/professional\\_support/transition.html](http://www.ndcs.org.uk/professional_support/transition.html)

### **1.16 Count us in: Achieving success for deaf pupils (Scotland)**

This document, produced by Education Scotland (formerly known as HM Inspectorate of Education) in collaboration with NDCS, was published in 2007. Part 2, 'Planning for excellence for deaf pupils', sets out some key indicators of excellence.

The document can be downloaded from:

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4527188.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4527188.asp)

[http://www.ndcs.org.uk/professional\\_support/other\\_academic\\_and\\_professional\\_resources/education\\_resources.html](http://www.ndcs.org.uk/professional_support/other_academic_and_professional_resources/education_resources.html)

- [FamilySupport](#)

## **APPENDIX 2: NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) for Sensory Services are a series of standards describing best practice within that area. The standards are a statement of the skills, knowledge and understanding needed in employment of individuals working in that role, as well as defining the outcomes of competent performance. The standards are the established best practice, but also with the intention that they retain enough flexibility to accommodate future skills needs.

They can be used to inform job descriptions, training needs, appraisal and workforce planning and development.

The competency elements included in the standards list the performance criteria to meet it.

Available to download from the Social Care online website:

<http://www.scie-socialcareonline.org.uk/profile.asp?guid=98eff7f2-24e9-4578-b42f-d78ada73fd28>

Currently there are 11 standards for Sensory Services:

- |            |  |
|------------|--|
| Standard 1 | Develop your own professional practice and promote awareness of vision impairment issues   |
| Standard 2 | Develop your own professional practice and promote awareness of hearing impairment, Deaf issues and cultural communication needs |
| Standard 3 | Develop your own professional practice and promote awareness of deafblind issues   |
| Standard 4 | Identify and support the physical and sensory needs of individuals identified with complex needs                                 |
| Standard 5 | Enable individuals with sensory needs to access training, employment and career development                                      |

- Standard 6 Work with individuals and key people to enable them to make informed decisions related to their sensory needs
- Standard 7 Identify and implement creative assistive technology (AT) options
- Standard 8 Prepare for habilitation/rehabilitation work, contact and involvement
- Standard 9 Undertake habilitation/rehabilitation interventions to meet the needs of people who are vision impaired
- Standard 10 Work within the values and principles of habilitation/rehabilitation practice and ensure your own professional development
- Standard 11 Support the independent living skills of deafblind people

Work is ongoing to develop a standard for communication support workers. Information and a document entitled “*Application guide on communication support for D/deaf Learners*” can be downloaded from the signature web site:

[http://www.signature.org.uk/documents/deaf\\_learners\\_guide.pdf](http://www.signature.org.uk/documents/deaf_learners_guide.pdf)

The guide is an application of the National Occupational Standards for Learning Support Staff (2008) which are context and level free.

It is a response to the Government funded I-sign project whose aim is to improve the status and provision of BSL where one of the strands was to develop a qualification for staff that support deaf learners.

The document can be used to identify professional development needs for support staff, develop new skills or develop existing skills to meet the specific needs of the learners.

(With thanks to the Surrey Physical and Sensory Support Post 16 Team for providing information on this project).

The National Occupational Standard for supporting teaching and learning in schools: Unit STL42 - Support Pupils with Sensory and/or Physical needs, is available at:

<http://www.education.gov.uk/b00203854/nos-for-stl/nvqs-in-stl/level-3-optional-units/group-b>

All the National Occupational Standards for supporting teaching and learning in schools (STL NOS) can be found on the national database of National Occupational Standards:

[www.ukstandards.org.uk](http://www.ukstandards.org.uk)

### *Strategic uses of National Occupational Standards*

This leaflet considers how managers have used the standards to contribute to business areas such as business planning, benchmarking and risk management. It can be downloaded from:

<http://www.scie-socialcareonline.org.uk/profile.asp?guid=ebbd7f37-a913-44c5-8aa3-d9d5bcd20440>

### **APPENDIX 3: MANDATORY QUALIFICATIONS (MQ) FOR SPECIALIST TEACHERS OF CHILDREN AND YOUNG PEOPLE WITH SENSORY IMPAIRMENTS**

To ensure the best quality of education provision is received by children and young people with sensory impairments, class teachers of learners with hearing impairment, vision impairment or multi-sensory impairment are required to hold an additional specialist qualification as well as having qualified teacher status (QTS).

There are three versions of the qualification; one for teachers of learners with hearing impairment, one for teachers of learners with vision impairment and one for teachers of learners with multi-sensory impairment.

A teacher with QTS can be appointed to teach such a class as long as the head teacher is satisfied that they are obtaining or will obtain their MQ within three years of taking up the post.

The requirement to hold a MQ only applies to teachers in specific roles, however qualified teachers working in support and advisory roles are strongly advised to complete the training in the best interests of the children and young people.

The DfES document below discusses this:

[Statutory instrument 2003 No.1662. The Education (School Teachers' Qualifications) (England) Regulations 2003, provisions 6-9.]

There is an expectation that such teachers would have the relevant MQ. The specifications for the MQs can be downloaded from:

The BATOD website – follow: Articles/Being a Teacher of the Deaf/Training as a Teacher of the Deaf/Annex A - ToD competencies document for MQ Hearing Impairment

[http://dera.ioe.ac.uk/8013/1/mq\\_visual\\_impairment.pdf](http://dera.ioe.ac.uk/8013/1/mq_visual_impairment.pdf)

[http://dera.ioe.ac.uk/8012/1/mq\\_multisensory\\_impairment.pdf](http://dera.ioe.ac.uk/8012/1/mq_multisensory_impairment.pdf)

## **APPENDIX 4: LIST OF QUALITY STANDARDS FOR LOCAL AUTHORITY SUPPORT SERVICES FOR SENSORY IMPAIRMENT**

The following Quality Standards documents are listed in alphabetical order by title:

### *Quality Standards Delivery of Habilitation Training (Mobility and Independent Living Skills) for Children and Young People with Visual Impairment*

Available to download from RNIB website:

[http://www.rnib.org.uk/professionals/Documents/qs\\_for\\_the\\_delivery\\_of\\_habilitation\\_training.pdf](http://www.rnib.org.uk/professionals/Documents/qs_for_the_delivery_of_habilitation_training.pdf)

### *Quality Standards in the Early Years: Guidelines on working with deaf children under two years old and their families.*

These standards can be downloaded from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

### *Quality Standards in Education Support Services for Children and Young People with Visual Impairment*

Available to download from Teachernet National Archives website:

<http://webarchive.nationalarchives.gov.uk/20081230134948/http://www.teachernet.gov.uk/docbank/index.cfm?id=6576>

*Quality Standards in* **Education Support Services for Children and Young People who are Deafblind/Multi-Sensory-Impaired**

Available to download from Sense website:

<http://www.sense.org.uk/resources/sense/publications/publications%20by%20topic/publications%20for%20professionals/qualitystandard.pdf>

*Quality Standards in* **Educational Services for Children and Young People with Sensory Impairment**

The standards can be downloaded from the European Agency for Development of Special Needs Education website:

[www.european-agency.org/agency-projects/assessment-resource-guide/documents/2008/11/quality-standards-impairment.pdf/view](http://www.european-agency.org/agency-projects/assessment-resource-guide/documents/2008/11/quality-standards-impairment.pdf/view)

or

[wales.gov.uk/topics/educationandskills/publications/guidance/qualitystandards?lang=en](http://wales.gov.uk/topics/educationandskills/publications/guidance/qualitystandards?lang=en)

*Quality Standards:* **Resource provisions for deaf children and young people in mainstream schools.**

These standards can be downloaded from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

*Quality Standards for* **Special Educational Needs (SEN) Support and Outreach Services**

Available to download from Department for Education publications website:

<http://www.education.gov.uk/publications/eOrderingDownload/00582-2008DOM-EN.pdf>

*Quality Standards: Specialist teaching and support services for deaf children and young people.*

Available to download from BATOD website:

<http://www.batod.org.uk/index.php?id=/articles/guidelines/qs-specialist-supportservices.pdf>

*Quality Standards: Vision care for deaf children and young people.*

These standards can be downloaded from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

### **Additional documents referred to (in alphabetical order):**

*Quality Standards for bone anchored hearing aids*

These standards can be downloaded from the NDCS website:

[www.ndcs.org.uk/document.rm?id=268](http://www.ndcs.org.uk/document.rm?id=268)

### **Deaf Children: Positive Practice Standards in Social Services**

This document can be downloaded from NDCS website:

[www.NDCS.org.uk/professional\\_support/our\\_resources/index.html](http://www.NDCS.org.uk/professional_support/our_resources/index.html)

### **Department of Health Guidelines: “Social Care for Deafblind Children & Adults” (LAC (DH) (2009) 6)**

The Department of Health Guidelines, “Social Care for Deafblind Children & Adults” (LAC (DH) (2009) 6) issued in June 2009 under section 7 of the Local Authority Social Services Act 1970 which can be found at on the Department of Health website:

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_101113.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_101113.pdf)

### **Leonardo da Vinci Project**

Part of the European education and training programme “Life-long Learning”

Information can be found at:

<http://www.feapda.org>

### **National Standards for Educational Improvement Professionals**

Available to download from ASPECT (Association of Professionals in Education and Children’s Trusts) website:

<http://www.aspect.org.uk/files/814/National%20Standards.pdf>

### *Quality Standards for Positive Activities*

These standards can be downloaded from:

<http://www.learning-southwest.org.uk/asset/Draft%20Standards%20for%20Positive%20Activities.pdf>

### **Practitioner’s Guide – Social care for deaf children and young people**

This document can be downloaded from NDCS website:

[http://www.NDCS.org.uk/professional\\_support/our\\_resources/index.html#contentblock7](http://www.NDCS.org.uk/professional_support/our_resources/index.html#contentblock7)

## **Reaching Out: A toolkit for deafblind children's services**

This document is available to download from Sense website:

<http://www.sense.org.uk/publicationslibrary/allpubs/professionals/rights/RT09>

## **Standards for Services for Adults who are Deafblind or have a Dual Sensory Impairment.**

These standards are available to download from the Sense website:

<http://www.sense.org.uk/Resources/Sense/Publications/Publications%20by%20topic/Publications%20for%20professionals/standardsforservices.pdf>

## **UK Vision Strategy – A Manifesto for England**

The document is available to download from:

<http://www.vision2020uk.org.uk/ukvisionstrategy/>

## *Quality Standards for the use of personal FM systems*

These standards can be downloaded from the NDCS website:

[http://www.ndcs.org.uk/professional\\_support/our\\_resources/index.html](http://www.ndcs.org.uk/professional_support/our_resources/index.html)

## **14+ Protocol and Recommended Guidelines for Pupils and Students with Sensory Impairment**

SE Region SEN (SERSEN) Partnership document published in 2004.

This document can be downloaded from the archive held on the NatSIP website:

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