

ANNUAL REPORT 2017-18

Sensory and Physical Support Service

SENSORY AND PHYSICAL SUPPORT SERVICE ANNUAL REPORT

2017-18

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The body of the text is in Arial 13, as per the recommendation of the Royal National Institute for the Blind and Derbyshire's policy on accessibility.

Tables are in Arial 9, to enable clear layout. Copies of the report / plan are available in enlarged text upon request to Phil Sutcliffe, Head of Sensory and Physical Support Service, SEN Support Services, Grange Street, Alfreton, Derbyshire DE55 7JA. Philip.sutcliffe@derbyshire.gov.uk

1. INTRODUCTION AND OVERVIEW

This year has seen a further period of consolidation for the Service, as well as the movement of the main service base to a newly developed office area in Alfreton. A number of new appointments have also been made to ensure service continuity as experienced staff have retired. More cross service working practices have been established and the service continues to be involved in the roll out of the SEND reforms, and has been supporting schools and families in their understanding of the changes to the SEN code of practice and Derbyshire's response to this, including new funding arrangements (TAEYS, GRIPs and EHCs) and the reconfiguring of services to reflect local need more closely.

Whilst there has been, and will continue to be, some major changes within the Service and Local Authority budgets have remained tight, existing levels of support have been maintained and, in some areas, improved.

The Service aims to ensure the inclusion and achievement of children and young people with sensory and physical impairments and the building of expertise and capacity within schools in Derbyshire, in line with current local and national strategies.

The focus of support across the service continues to be working in partnership with families, schools, pre-school settings, and other involved agencies so as to ensure the needs of the students we work with are fully met. To achieve this we use a variety of approaches:

- Assessment of need
- Advice to schools and parents
- Support for schools and parents
- Formal and informal training for school staff
- Provision or advice on materials and equipment
- Monitoring of progress and educational provision

- Liaison and close work with different professionals and agencies
- Close liaison with the Development Section when there is a need for a school to make adaptations to the environment to improve physical access for pupils
- In some specific cases where there is a high level of need the team may on occasions do direct teaching of particular skills with a young person.

The Service remains committed to the development of integrated Children's Services and continues to work to develop close links with partners in Social Care, Health and other Children's Services teams.

Our priorities are:

- Early Intervention – through our involvement both with children in Early Years and Pre-School and also in our response to newly referred or diagnosed children
- Removing barriers to access and learning for the children and young people we work with – through our detailed support and advice on accessibility, modification, differentiation and equipment and work with children, schools/settings, families and other agencies
- Raising expectations and achievement – through our work with schools/settings, pupils and parents. Maximise progression of pupils from their starting points
- Reducing the difference in outcomes for young people with SEND compared to all pupils nationally
- Delivering improvements in partnership with others– through our commitments to working with schools, parents and other services, both in Children's Services and also in other agencies
- Continuous improvement in the quality of the work we conduct with schools, children and families through service programmes of performance management, continuing professional development, external accreditation of the quality of work and an ongoing dialogue with those we work with

- Ensuring that the above are all achieved efficiently and in a way that delivers value for money
- Supporting the Local Authority and the SEN department in the implementation of the changes as a result of the SEND reforms.

Over the last year the Service has continued to review and improve procedures, approaches and paperwork, most notably in the following areas:

- ICT – developing knowledge and skills of the team in new technology for students with specific needs improving systems for ensuring students have access to the right technology, developing service resources for the trialling of equipment and improving data tracking on equipment loans and usage, improving the systems for requesting equipment and sourcing funding for that equipment
- Early Years paperwork and approaches have been developed to streamline speed of contact with families
- Approaches to working with children who are tactile learners are being developed, for children in mainstream and special schools
- Joint working, communication and referral processes with colleagues in health and social care
- Developing the service's social care support to children, young people and their families
- Developing common paperwork and procedures in a range of areas

Performance Management observations and other service quality assurance monitoring continue to demonstrate a high quality of service delivery and commitment from staff.

Amongst the many positive developments that have taken place this year have been:

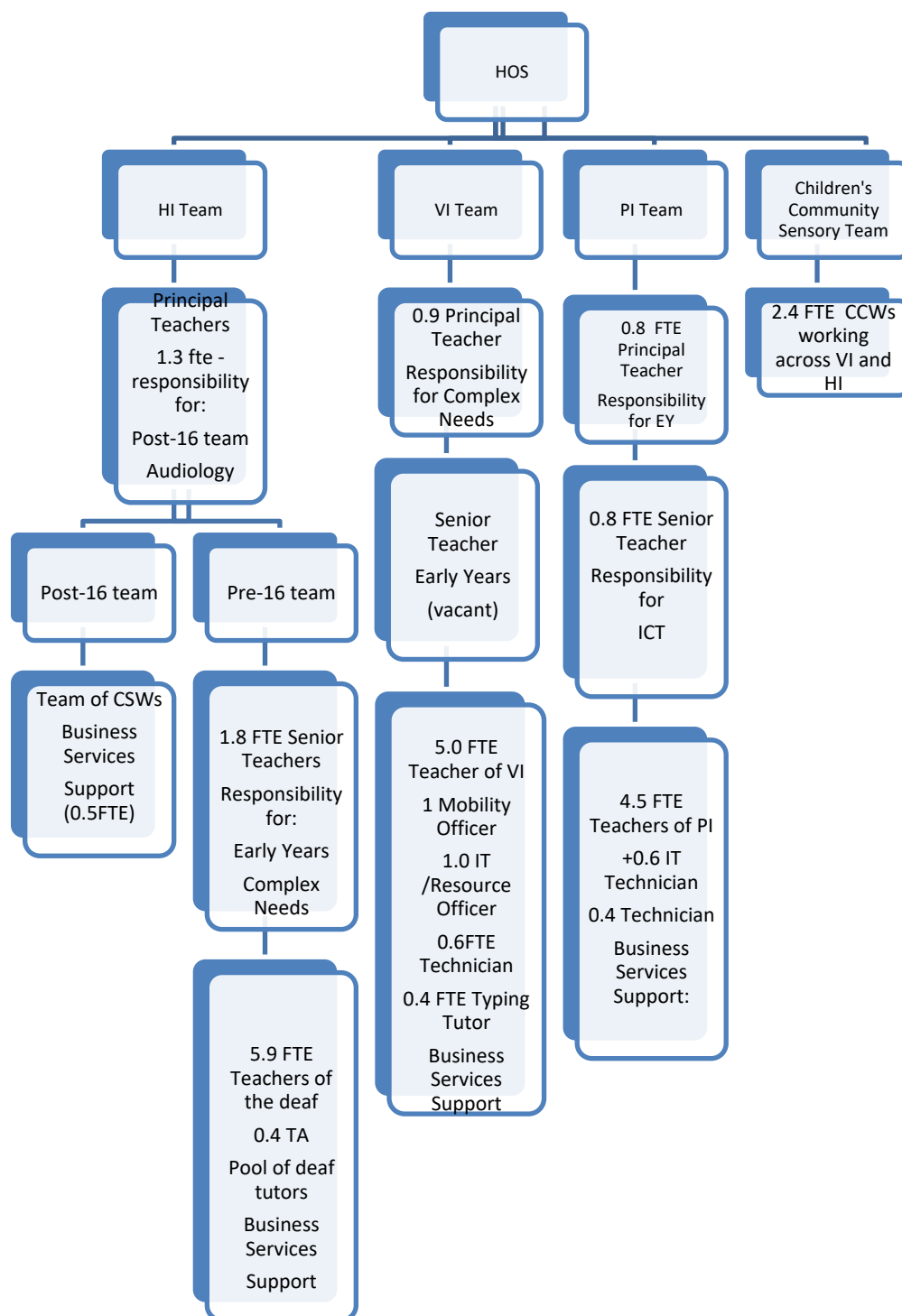
- Successful move to new premises in the southern half of the county
- Continuing high level of visits to children across the county

- Successful support for inclusion of a growing number of students with a range and/or complexity of needs in mainstream schools
- More cross service training and joint working practices with members of different teams within the service working much more closely together to coordinate provision and support
- More inter-agency working and closer links with Health and other professionals across the county
- Improved inter-agency communication through the replacement of postal and fax communication with the use of secure email systems
- Regular training sessions in schools and settings across the county and a range of other training activities.
- Improvement in systems for electronic communication for staff and the service move to electronic files

2 STAFFING

2.1 Structure of the Service

The management structure is as below:



2.2 Staff Roles/ Responsibilities

Management structure

Responsibility for the overall management of the teams is held by the Head of Service. Within each of the three advisory teaching teams there is a Principal Teacher and also a number of teachers with responsibility for specific key areas of work (eg Complex Needs, Early Years). The Community Care Workers are managed directly by the Head of Service.

Specialist Teachers

Specialist Advisory Teachers: Teachers work on a geographical patch basis advising and supporting learners with physical or visual impairments or those who are deaf or hearing impaired. Staff work closely with these young people either at home or in their school or setting.

Typing Tuition

The typing tutor works across the VI and PI teams supporting students in their ICT and touch typing skills, where it has been identified that the young person will need to access ICT as their main means of written communication. The work involves the planning and overview of schemes of work to pupils and their teaching assistants. The bulk of the touch typing practice with the students is carried out by the teaching assistants, under the supervision of the tutor who supports the TAs in delivering a scheme of work to the students. The tutor tends to hold on average 50-60 students on caseload at any one time and has worked with 213 children and young people in total over the past year. Skills are taught and, once the student has reached a competent standard then the case is closed. Over the last year she has carried out a total of 480 visits to schools.

Mobility/Habilitation

The Mobility and Habilitation Officer currently has a caseload of around 50 children/young people with visual impairments across the county, working on independence and mobility skills in and around school with these students

and advising schools on accessibility as appropriate. In the past 12 months the Mobility Officer has received 11 new referrals. Caseload levels continue to be high for the post. This year we have developed a new model for involvement where the Habilitation Officer will get involved for a targeted piece of work with a young person with clear aims and objectives. Once the work is completed then a review takes place and a decision made on whether to move to new objectives or whether to end the case. We are clearer with families that Habilitation work will be a limited and targeted piece of work.

We continue to monitor the quality of provision in this area and audit service delivery against the national MISE (Mobility And Independence Specialists in Education) quality standards. The self evaluation indicates that we were mostly compliant with the standards, with a few partial compliances. The service has developed an action plan to gain fuller compliance and we monitor progress towards this annually.

ICT and Technical Support

The Service has 2.6 fte equivalent ICT officers and Technicians who have a range of responsibilities around specialist laptops, software and hardware for students. The specialist technical support we have also provides a limited large print/Braille /tactile resource production service for students with visual impairments, the management and maintenance of a stock of specialist seating and equipment for students with physical needs and bespoke production and maintenance of specialist resources for students (including footstools, laptop guards and raised desktops).

Additionally, the Educational Audiologist within the team has a responsibility for audiological equipment and manages the issue, maintenance, repair and technical support for soundfield systems and FM (radio aid) systems for those students who are hearing impaired. The report below is her summary of the Audiological support delivered to children in schools over the past year:

Radio Aids Sept 2017 – July 2018

Radio Aids currently in use in Home, Pre School and Schools across Derbyshire

Radio Aid Systems currently in use 174

Consisting of:

Radio Aid Transmitters 163

Receivers 326

Redcat Soundfields 18

Phonak Digi Master Tower Soundfields 28

Requests made for Audiological equipment 2017 – 2018

Transmitters 22

Receivers, CI receivers, BAHA Receivers 42

Sept 2017 – July 2018	Radio Aid System Including Transmitters, Receivers, CI receivers, BAHA Receivers
September	2
October	15
November	19
December	2
January	8
February	13
March	1
April	11
May	14
June	3
July	8

Developments:

- The service continues to move over to portable soundfield systems, rather than the previously used electrically installed systems. These enable more flexibility and portability when used, without compromising on sound quality. There are also no uninstallation/installation costs incurred when the young person moves classroom at the end of each school year. In 2013-14 10 of these were set up in schools. By 2017 this had increased to 49. There has been a gradual cost saving as a result of the use of these systems, without any reduction in sound amplification quality.
- The service continues to upgrade its Digital Radio Aids from the previously used FM systems. The latest equipment being allocated is the Roger Touchscreen system

- Advice has been provided to the DCC Development Section about systems to be installed in new build and refurbished schools, where DCC is able to influence decisions. The recommendation is that portable soundfield systems are deployed strategically across schools. Hopefully this will ensure compatibility and quality in newly installed systems in future.

Community Care Workers

The Service employs three Community Care Workers (2.4 full time equivalent), following the re-organisation and re-design of services to deaf and hearing impaired children in 2012. The three workers all work with both deaf and visually impaired young people, 0-18, and their families. Work is divided between the three workers on a patch basis.

There is an open referral system via the new Derbyshire Starting Point referral system. Families can self-refer and any professional involved with the family can also refer, providing there is parental permission to do so.

Day to day management and monthly supervision for the team is provided by the HOS and further professional support is provided through links with the Disabled Children's Team and sensory staff in Adult Services.

Over the year July 2017-July 2018 provision from the Community Care Workers has included:

- Provision of equipment at home such as deaf alerters, TV loops, personal listeners
- Support in applications for grants from the local authority for Direct Payment grants, family link funding
- Support for applications to District Councils for home alterations and improvements
- Support for accessing local and specialist CAMHS support
- Support for transition of young people to adult services
- Support for safeguarding issues where needed

Staff within the team also actively support and are involved with the Hear and Now Youth Club, parents and family groups and the VI and HI family and professional forums.

Staff work on a casework basis, using the same assessment framework as colleagues in other social care teams, following a Sensory Assessment process or a Child in Need Plan where appropriate. Staff have about 60 cases open at any one time and have worked with over 100 families over the year. The children the team work with are increasingly complex in their needs.

Deaf Tutors

The team offers a service to families of deaf children to support the family in developing sign language and communication skills for the family as a way of supporting and developing the early communication of a young person with a hearing loss. A number of courses are run for families in the home, and also for staff who work in pre-school settings. We routinely ask for feedback from these sessions and the response continues to be very positive.

Business Services

Administrative support continues to be provided on site in the team offices.

3 PUPIL AND STUDENT STATISTICS- ADVISORY TEACHING STAFF

3.1 VI, PI, HI Statistics

Students with Visual Impairments

Total number of pupils supported by VI Team: 382		
By age	0 - 5	66 (17%)
	6 - 11	182 (48%)
	12 19	134 (35%)
of which Special School (all ages)		119
Gender of Active pupils:		
Male		220 (%)
Female		162 (%)
Placed/Educated outside Derbyshire:		

There is increasing diversification in the range of education settings where children with visual impairments are known to the service:

School Type	Number of Active VI Children
Unrecorded	21
Early Years Setting	18
Infant School	22
Junior School	22
No Establishment	5
Not known	1
Nursery School	3
Primary School	101
Secondary School	70
Special School	119

Recent trends for students with Visual Impairments:

- There has been a rise in the proportion of students with additional needs seen by staff. The team has developed further emphasis on joint working

and information sharing with professionals from other teams and services as a consequence of this.

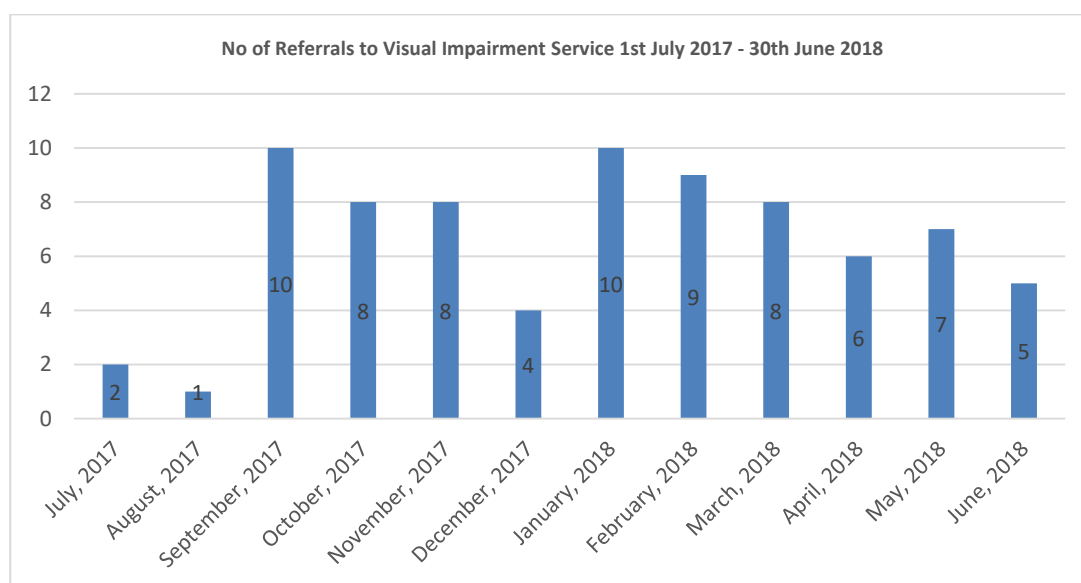
- Caseload numbers reduced in 2017-18, after several years of gradually increasing:

Year	06	08	10	12	14	16	17	18
Caseload	305	354	400	428	466	409	435	382

Referrals to Advisory Teaching Staff in the VI Team

Total number of new referrals: 78 (Previous year 85)

Breakdown of Referrals by month over the last academic year



Outcomes of Referrals:

Total	78
Taken on to caseload	52
Still being assessed	8
Assessed, input delivered, no longer on	18
Referrals of children pre-school age	24

Students with Physical Impairments

Total number of pupils actively supported by PI Team		
383		
By age	0 – 5	66
	6 – 11	183
	12 – 18	126
Of which Special School (all ages)		8
Gender of Active Pupil:		
Male	207	
Female	176	
Placed/educated outside Derbyshire		11

Recent trends for students with Physical Impairments:

Numbers on caseload fell slightly in 2017-18 after several years of increasing:

Year	2014	2015	2016	2017	2018
Numbers	344	360	377	408	383

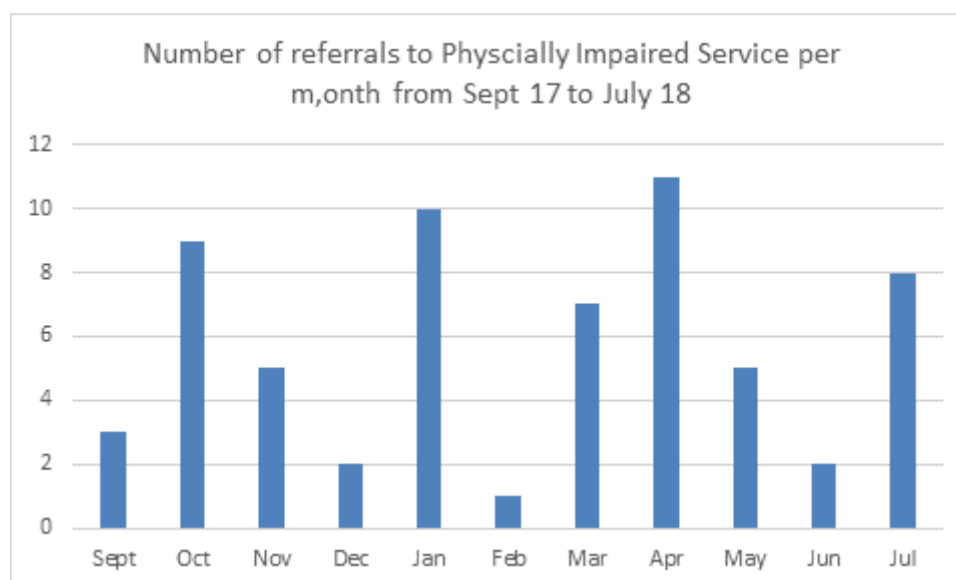
As with students with Vision or Hearing Impairments, there is increasing diversification in the range of education settings where children with physical impairments are known to the service:

Mainstream School/Academy in Derbyshire	285
Special School in Derbyshire	6
Enhanced Resource in Derbyshire	27
Independent Special School	0
Independent School	0
Mainstream School or Academy in other LA	16
Enhanced Resource in other LA	0
Special School in other LA	4
Home educated, school age	3
Pre-school no setting, pre-school setting, maintained nursery	9
Other	0

Referrals to Advisory Teaching Staff in the PI team

Total no of new referrals: 61

Breakdown by month:



Students who are deaf or hearing impaired

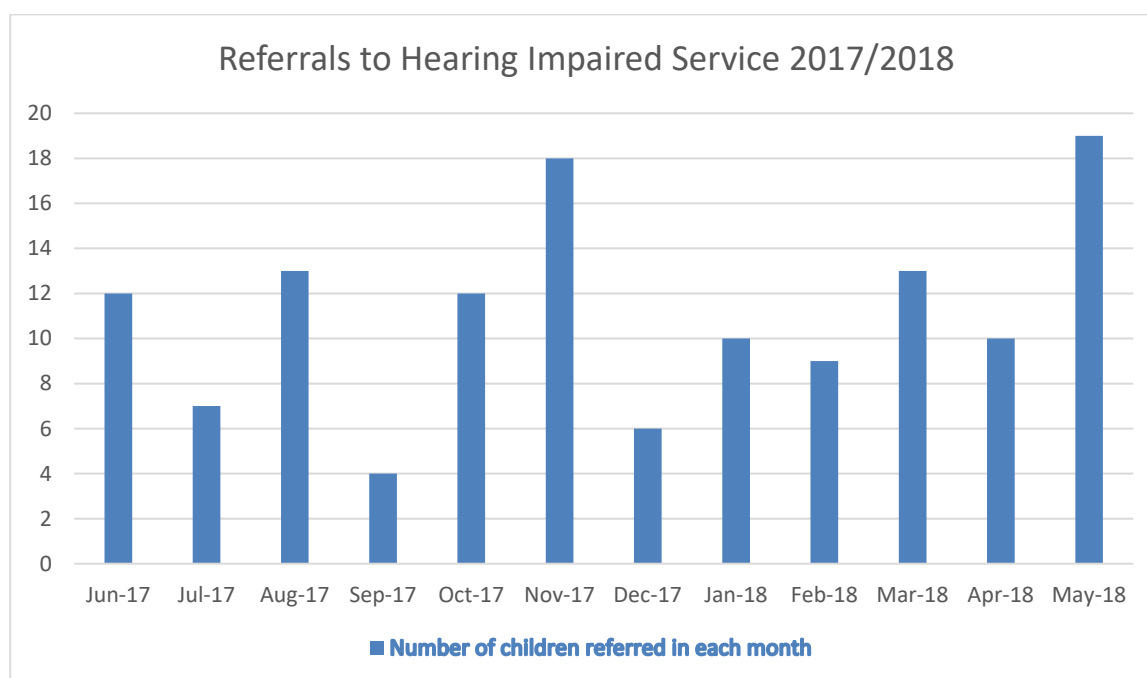
Total number of pupils supported by HI Team: 738		
By age	0 – 5	= 98
	6 – 11	= 342
	12 – 19	= 298
Gender of Active pupils:		
Male	388	
Female	350	
Live in Derbyshire placed/educated outside Derbyshire: 21		
Live outside Derbyshire attend Derbyshire School: 34		

- As with PI and VI, there is increasing diversification in the range of education settings where children who are deaf or hearing impaired are known to the service:

Mainstream School in Derbyshire	453
Enhanced Resourced School for HI children in Derbyshire	27
FE 6 th form College	3
Academy in Derbyshire	109
Special School in Derbyshire	56
Maintained Nursery, Pre-school setting and pre-school or nursery age	56
Pupil Referral Unit	2
Independent Special School	9
Independent School	2
Mainstream school or Academy in other LA	5
Enhanced Resourced in other LA	4
Special School in other LA	3
Specialist Nursery Assisted Place	3
Home educated, school age/ Alternative provision	5
Awaiting placement	1

Outcomes of referrals to the Service from June 2017 to May 2018:

Total	135
Taken on to caseload	129
Still being assessed (Jul 18):	2
Assessed, input delivered, no longer on caseload	4



Recent trends for students who are deaf or hearing impaired:

- The principal Audiology Departments we work with have both seen a second year of low numbers of diagnosed children with hearing loss via Newborn Hearing Screening. This may well be a statistical anomaly, or it could be a trend. We won't know until referral statistics are collated in future years.
- There continues to be a gradual fall in the numbers of students seen by staff who are primarily BSL users and a slightly smaller increase in those who use sign to support oral communication.
- There has been an increase in the numbers of students profoundly/severely deaf who have had cochlear implants.

3.2 Level and frequency of visits

Each of the teams has clear criteria for support. These criteria are available on the Service website. All children and young people referred to the Service are assessed through a series of visits either to the home or setting environment and an initial report is written. Once the assessment is complete a decision will be made, in consultation with those involved, about levels of future support, if needed. The frequency of visits for students with a statement of SEN or an Education, Health and Care Plan (EHC) is specified in the Statement or EHC document. Frequency of visit will be indicated by a minimum level of visit but may well increase at particular times, for example on transition to a new school or setting or when there are changes in a young person's condition. Children will be taken off the active caseload if appropriate and in liaison with schools and parents.

Post-16 HI Team update

The Hearing Impaired Team has a small post-16 advisory/teaching team that works in FE colleges and with other providers of education and training, operating on a net-nil budget. The team's expertise is bought in by providers to

support the inclusion of deaf students in the FE and sometimes work-based training environments.

Post 16 2017-18	Student No.s
Total	5
Attended Colleges	4
Attended training providers	1
Schools	0
14-16	0
16-19	1
20-25	4
Over 25	0
Chesterfield college (College training provider)	1
University of Derby FE	1
Buxton and Leek College (and college training provider)	3

Regular work has been with the following organisations:

- Learning Unlimited (Chesterfield College training provider)
- Buxton and Leek College (FE)
- University of Derby (FE)
- Youth Services (not included in student numbers above)

There have also been small amounts of short term and one-off community interpreting work with various organisations including Social Care and local schools providing access arrangements for deaf parents. We have also provided regular communication support to a child in a local nursery, where other signing provision had been difficult to source.

The team has worked very positively in all these settings and had good feedback. All students have been successful in their learning goals. The team of Community Care Workers has continued to complement our work with 16 and 17 year olds and strengthened our ability to offer appropriate and high quality support locally, in a cost-effective way.

A persistent challenge is that our partner organisations are constantly striving to reduce their spending and, as an outside agency to them, we are often regarded as an unwelcome expense; therefore, in spite of being

valued by these organisations, work which seems secure at the start of the academic year often finishes early as we are replaced by in-house staff. We try to meet this challenge by working with as broad a base of organisations as possible, by seeking new partners where we can and by increasingly using relief staff in order to stay flexible. However, our work has decreased substantially this year compared to last year and the recent and continuing financial climate mean it is possible that our work will decrease even further, impacting on our future viability.

4. SERVICE DEVELOPMENT

Below is a summary of the current service plan, developments 2017-18, and progress towards the achievement of the plan (up to July 2018) are in the second column, along with what we feel should be the focus/next steps for the coming year

Action- original actions from 2013	Progress 17-18	Lead Officer	Target date for completion	Success Criteria
<p>1.Management of the service</p> <ul style="list-style-type: none"> Establishment of new service management team with clear roles and responsibilities Establish new meeting schedule for the team Re-launch of the team in Autumn 2013 with new letterheads, paperwork, leaflets and website details Review of team policies and procedures to streamline approaches-including referral systems, SEN review paperwork, absence reporting, staff handbook, network drives Review of team representation at local authority and other meetings/panels Revise Performance Management structure Review and plan quality assurance and feedback from service users 	<ul style="list-style-type: none"> Team Performance management structures amalgamated and revised ongoing amalgamation/ revision of policies and procedures revision of network drives and website and Local Offer info <p>Future focus:</p> <ul style="list-style-type: none"> Ongoing revision of service procedures and handbook information Review of network drives and their organisation Further review of surveys and questionnaires to service users Review of admin support to the team after new office move 	Head of service and Principal Teachers	March 2018	Common approaches established. Service users informed and satisfied with the changes
<p>2. School Environments</p> <ul style="list-style-type: none"> Use service database to identify pupils and use meeting time to confirm teachers started process. Liaise with individual staff to ensure process is in place and on target Record and monitor outcome of requests to 	<ul style="list-style-type: none"> All school environment development work completed academic year 16-17 <p><u>Focus for 18-19</u></p> <ul style="list-style-type: none"> -support all requests for academic year 2017-18 -clarify further the role of the service in advising/supporting academies and church schools, in the light of further funding changes - 	Head of Service	September 2019 (reviewed annually)	All pupil transfers completed successfully with adaptations/reasonable adjustments in place

<p>schools to fund minor adaptations</p> <ul style="list-style-type: none"> Flag up any recommendations for adaptations where school is an Academy and liaise with AEO SEN Officer Pupil Support Services on how to proceed. Act accordingly Identify any probable delays and consider, in conjunction with schools, any short term reasonable adjustments Review process 				
<p>3. Curriculum Access</p> <ul style="list-style-type: none"> Series of training sessions on developments in specialist ICT arranged for teams Liaison with NHS audiological departments about this equipment and compatibility with NHS hearing aids Key staff attend training and awareness sessions out of county (Phonak open days, Sight Village, Inclusive Open Days) Individual support offered by Service AAC coordinator, Educational Audiologist and Service Technicians Effectiveness for pupils and training for staff in schools monitored via individual pupil files and performance management observations 	<ul style="list-style-type: none"> Training sessions on IPADS, phonak radio aids and soundfields, VI cameras and speech devices, AAC equipment all taken place Ongoing discussion and liaison with audiology and cochlear implant teams taken place Out of county training arranged and staff fed back to teams at meetings 1:1 training sessions arranged IT as a focus in performance management A number of demonstrations and training sessions on Braille equipment taken place Dual boot laptops set up for staff Development of access approaches enabling view of whiteboard on pupil device used <p><u>Future focus:</u> -Target needs to continue as ICT still a major training need:</p> <ul style="list-style-type: none"> VI- Braille technology All teams- IPADs and tablets for assessment and teaching tool Approaches to AAC equipment 	Head of Service, IT coordinators, Technicians	March 2013/March 2018	Staff trained. Pupils and schools successfully supported in their use of specialist equipment
<p>4. Partnership Working</p> <ul style="list-style-type: none"> All MATs to be sent service leaflet and receive email contact from HOS MAT team manager to attend staff meeting to raise awareness of 	<p><u>Future focus:</u> <u>Partnership working an ongoing priority. Change of focus though now (as for 16-17):</u> -Team to develop links with new locality SEN teams and commissioning arrangements</p>	Head of Service	March 2018	<p>Staff have greater understanding of the role of Multi Agency Teams</p> <p>MATS aware of role and remit of the team</p> <p>Successful partnership working taking place to</p>

<p>MATs and update service on developments</p> <ul style="list-style-type: none"> Individual teachers to introduce themselves to MATS in their geographical working patch 				the benefit of CYP and their families
<p>5. Early Years</p> <ul style="list-style-type: none"> Training and ongoing support on EYFS delivered Service paperwork/guidance materials rewritten as appropriate Individual staff supported by EY coordinators as necessary 	<ul style="list-style-type: none"> EY coordinators involved in support of new staff and those less experienced in EY involvement in and development of virtual EY panel development of advice and approaches to EHC requests from parents of EY children involvement in EY SEN group further development of joint planning and coordination of EY provision across the service ongoing involvement in roll out of funding and other arrangements in EY <p><u>Future focus:</u></p> <ul style="list-style-type: none"> Ongoing participation in and development of virtual EY panel in the light of the development of SEND Locality Teams 	Head of Service + Service EY Coordinators	March 2018	Staff confident in their knowledge of the EYFS. Schools and settings positively rate support by the service via the service evaluation questionnaire
<p>6. Children and young people with complex needs</p> <ul style="list-style-type: none"> Programme of training developed and advertised Training delivered Review of work in special schools conducted 	<ul style="list-style-type: none"> Used MAPP as planning tool Further developed cross –professional assessments of children with complex needs (eg joint VI/HI assessment) <p><u>Future focus:</u></p> <ul style="list-style-type: none"> Clarify service roles, responsibility and approaches where a child or young person has an AAC device 	Complex Needs Coordinators	March 2018	Training delivered and well evaluated
<p>7. Social care:</p> <ul style="list-style-type: none"> Staff develop links with DCT Referral systems established and developed 	<ul style="list-style-type: none"> Development of strategies of support to families in the light of reduced funding Review of support and recommendations to SMT of service involvement at Derby City EY centre development of local provision for family groups in Derbyshire Ongoing review of procedures in the light of external pressures on time – including 	Head of Service and CCWs	March 2013/2018	<p>Staff recruited</p> <p>Families identified and being supported for their social care needs using new approach</p> <p>Social Care support for children with sensory needs being delivered across the county in inclusive and targeted way</p>

	<p>focus and purpose of visits and referrals</p> <p>Future Focus:</p> <ul style="list-style-type: none"> Monitoring of developments in Derby City Early Years Centre Review of criteria for involvement in cases, in relation to Disabled Children's Team 			
<p>8. Mobility</p> <ul style="list-style-type: none"> Review of approaches to mobility and independence taken place Audit of provision to ensure conformity with national standards 	<p>Targets completed 2017-18</p> <p><u>Future Focus</u></p> <ul style="list-style-type: none"> further review of provision against mobility standards implementation of new approach to cases using the NATSIP weighting criteria 	Head of Service and Mobility Officer	March 2018	Revised approach to case work developed Audit of provision against national standards conducted
<p>9. Relocation of service base</p> <ul style="list-style-type: none"> Options for bases considered Decision made on most appropriate base Planning for move completed Move takes place 	<ul style="list-style-type: none"> Relocation of base from Breadsall to Alfreton completed October 2017 Target Completed 	HOS	According to LA timescales- October 2017	Impact on service users kept to minimum
<p>10. Technical Support</p> <ul style="list-style-type: none"> Investigate remote management of IT equipment Develop clearer guidance on roles and responsibilities for maintenance when specialist seating issued Develop cross team strategy for use and management of service Ipads 	<ul style="list-style-type: none"> Remote management of IT has proved more complicated than anticipated. Closer liaison with school ICT network managers being carried out as an alternative Specialist seating maintenance advice written and now issued with equipment as routine Cross service IPAD group established and Further develop recycling and re-use of specialist seating to reduce stock held by team <p>Future focus:</p> <ul style="list-style-type: none"> Further discussion and costings on move to ICES model of equipment provision 	Head of service and service technicians	March 2019	<ul style="list-style-type: none"> Reduce Technician travel time and costs, quicker resolution of technical problems Ensure safer maintenance and use of specialist seating Sharing of skills, apps and approaches to use of ipads and effective use with students
<p>11. Implementation of SEND reforms</p> <ul style="list-style-type: none"> Further develop guidance for staff when explaining the reforms to schools and family Develop service paperwork for the new processes 	<ul style="list-style-type: none"> Guidance and service paperwork developed Implementation of phase 2 of SEND reforms including advice on ETAEYS and GRIPS Ensured Service was inspection ready for area inspections and took an active part in 	Head of service and Principal Teachers	March 2019	<ul style="list-style-type: none"> Families and schools clear on implications and impact of send reforms Service reporting to the LA and to schools effectively

<ul style="list-style-type: none"> Develop guidance to families who are considering statutory assessment Clarify service role in relation to those students in transition to adulthood 	<p>focus groups and preparation for Inspection</p> <p>Future focus:</p> <ul style="list-style-type: none"> Involvement in service developments post-Inspection, including contribution to discussions on the Local Offer Service guidance and training on the Locality SEND teams Contribution to Sufficiency Review as appropriate 			<ul style="list-style-type: none"> Staff clear about service role in SEN assessment requests and able to support families Service clear on role in respect to those leaving school
<p>12. Electronic record keeping and communication</p> <ul style="list-style-type: none"> Introduce GCSX email accounts Continue trial of electronic files Develop electronic communication further across the team- document scanning, electronic signatures, virtual meetings 	<ul style="list-style-type: none"> GCSX introduced and in use Electronic communication between service bases and with other teams (including SEN team) increased Electronic pupil records fully introduced Video conferencing used by staff <p><u>Future focus</u></p> <ul style="list-style-type: none"> Extend use of GCSX to more staff Investigate use of EDRM for children's files 	Head of service and Principal Teachers	March 2019	<ul style="list-style-type: none"> Improve speed and efficiency of communication with partner agencies. Reduce service costs- fax, postage, photocopying Staff holding more children files electronically- reducing travel/admin costs and storage needs. More efficient working practices reducing travel/admin costs and storage needs. More efficient working practices
<p>13. Continue to develop team succession planning in light of retirements of number of experienced staff</p>	<ul style="list-style-type: none"> Developed number of training and information sharing sessions in affected teams Ensured new TLR appointees have opportunities to develop appropriate skills via training, shadowing etc <p><u>Future focus</u></p> <ul style="list-style-type: none"> With further retirements anticipated 2018-19 this remains an ongoing target 	Head of Service and managers	March 2019	<ul style="list-style-type: none"> Staff in post and fully able to carry out duties
<p>14. Support development and planning of ER provision for children with HI and PI</p>	<ul style="list-style-type: none"> Involvement in the ERS strategy group and dissemination of descriptors for HI and VI Direct involvement and participation in planning for ERS provisions in schools via meeting with heads and 	Head of Service	March 2019	<ul style="list-style-type: none"> ERS provision to meet needs of HI and PI remains effective and appropriate to the numbers and needs of children who would benefit

	<p>specialist teachers, attendance in reviews and quality assurance visits</p> <p><u>Future focus:</u></p> <ul style="list-style-type: none"> Ongoing review of viability of ER provision for HI children, where this an issue 			from placement here
15. Procurement and equipment	<ul style="list-style-type: none"> Explore and liaise around a possible move to locating equipment with the ICES store in Alfreton and Medequip model of procurement for specialist seating and equipment for children in schools and settings consideration of procurement changes for suppliers of specialist equipment 	Head of Service Principal Teacher for PI team	March 2019	<ul style="list-style-type: none"> Medequip model and processes considered
Further Targets introduced 18-19	•			•

5 JOINT WORKING

5.1 Working with special schools

In the academic year 2017-18 over 100 caseload children were visited in Derbyshire Special Schools by members of the team. We have continued to try to provide whole school strategies for dealing with children with visual and hearing impairments as well as working with children on a one to one basis. The Service has had a rising number of referrals of children in special school over recent years, as a result no doubt of better identification of needs.

The team continues to be involved in both educational and clinical assessment of vision and hearing loss of young people in Special Schools. Some assessments have been done jointly with medical staff in consultation with school staff and families. On occasions these assessments have been much more accurate than those done in clinics and have helped inform advice about equipment and best ways of working with the young people involved.

The Physical Impairment team does not routinely get involved in working with special schools as there is usually enough expertise in special schools already to cater for the physical needs of the students in school. The teams will continue to review approaches to children in these settings over the coming year.

5.2 Multi-agency working

The Service continues to be pro-active in its approach to joint working and awaits further developments at a national and local level. There has been a long tradition of staff working collaboratively across team disciplines (eg joint working between PI and VI teachers). This has been strengthened by recent organisational changes within the Service.

The team has an established tradition of working collaboratively with other teams and agencies including the following activities:

- Close work with SSEN when working with children seen by both teams
- Joint visits with the Early Years SEN team
- Regular joint meetings with health professionals in Chesterfield, High Peak and South Derbyshire/Derby City areas
- Regular liaison meetings with Derby City peripatetic staff and Derbyshire staff in Enhanced Resource Facilities
- Joint working with medical professionals operating in Derbyshire from Tameside and Glossop
- Regular involvement in Early Years focus group meetings and other joint planning sessions for early years
- Close work with architects and surveyors in the Development Section so as to provide better access to school sites
- Close work with local and national voluntary agencies such as Sight Support Derbyshire and the National Deaf Children's Society
- Joint assessment clinics with VI and HI Health Professionals
- Joint work with the SEND locality teams

5.3 Multi-agency forums and activities

There are a number of multi-agency initiatives/forums specifically for professionals, families or children with sensory or physical needs where the service is represented. The list below provides some examples of these. There are many more informal and formal groups where the service has active participation.

CHSWG	Children's Hearing Services Working Group (2 groups, north and south of the county)
Area	CHSWG north – north Derbyshire NHS trust area CHSWG south-Derby and Southern Derbyshire NHS trust
Composition	Parents Speech/Language therapist SSDHI staff (schools and FE) Enhanced Resource School staff NHS Audiologist + Audiology Technician Reps from National Deaf Children's Society Community Care Workers for the Deaf
Purpose	sharing information

	planning for improvements in services to deaf children forum for implementing NHSP joint working recommendations
Meeting frequency	3x year
Future planning/ issues	Further involvement of parents in the group. Improving appropriate information sharing. Consideration of new CHSWG guidelines produced jointly by NHS England and NDCS, once published Autumn 2018
Service involvement	Chaired by HOS (in north) and attendance from some Teachers of the Deaf and one of the Community Care workers in the team

	Vision Group and Vision Meeting
Area	(Vision Group) Southern Derbyshire, (Vision Meeting) north Derbyshire.
Composition	Teachers of VI from Derbyshire and Derby City Parents Mobility Officer Orthoptists Consultant Paediatrician Specialist Social Care staff Voluntary sector
Purpose	Sharing information Planning for improvements in services to children with visual impairments Joint training opportunities Coordination of provision
Meeting frequency	3x year
Future planning/ issues	Joint working, cross service training.
Service involvement	Chaired by HOS. Attendance of teachers, mobility officer and community care workers

	East Midlands Sensory Heads of Service
Area	East Midlands
Composition	Heads of Sensory services across the region
Purpose	Coordination of planning, support and advice
Meeting frequency	4x year
Future planning/ issues	Cross border arrangements Sharing of approaches and paperwork Sharing of good practice
Service Involvement	Attended by HOS

	SAI group meeting
Area	Derbyshire
Composition	HOS, Principal Teacher (PI), Moving and Handling Advisors, staff from Development Section and Local Authority Architects

Purpose	Coordination and planning of inclusive adaptations to schools
Meeting frequency	4-6 x per annum
Future planning/ issues	Developing new processes where the LA may not be directly involved in planning (eg Voluntary Aided Schools, Academies), reviewing and feedback on new and existing projects, streamlining processes

	HI ERF Teachers Meeting
Area	Derbyshire and Derby
Composition	HOS and Enhanced Resource Teachers of the Deaf
Purpose	Information sharing, joint planning
Meeting frequency	3x /year
Future planning/ issues	Preparation for Ofsted Inspections Measuring pupil progress Benchmarking of support against NDCS national standards Joint planning and liaison with advisory TOD service Standards in ERF provision and service level agreements Sharing of good practice Induction and training of new staff
Service Involvement	HOS chairs the meetings

	HI ERF Primary Heads Group
Area	Derbyshire ERS
Composition	Head teachers of the 3 schools + HOS
Purpose	Joint planning and information sharing
Meeting frequency	3-5 times/per annum
Future planning/ issues	Planning for Ofsted Transition of pupils Deaf awareness of staff in ER schools Recruitment
Service Involvement	HOS chairs the group meetings

	Parents and Family Group – Clay Cross
Area	Central/north east Derbyshire
Composition	EY coordinator, Community Care worker, parents, other teachers of the deaf, deaf adult
Purpose	Parent group for developing communication skills of pre-school deaf children
Meeting frequency	Monthly
Future planning/ issues	Ensuring continuity of group as new parents/children start and existing children move on to school
Service Involvement	Teacher and other staff support

6. STAFF DEVELOPMENT

The Service puts high priority on the development of the skills and knowledge of the staff working within them. Individual and service-wide training needs are identified via:

- Performance Management/Management Supervision/My Plan
- QDD
- Service Development Plan
- Service Management meetings
- Heads of Service meetings and planning
- Other priorities identified elsewhere- local and national initiatives, ICT developments

Staff development can be via a number of methods- training courses, shadowing, observation, research, meetings with other professionals etc

6.1 Courses Attended 2017-18

The Service places high emphasis on the quality of advice and the up to date skills and expertise of staff, particularly around ICT where there are rapidly changing resources and equipment available for children with sensory or physical impairments. Training budgets have become more limited in recent years so the service has been looking at more creative ways of acquiring the skills and knowledge necessary to provide high quality advice and information for the schools, children and families we work with. This has included in-house training, research and shadowing as well as conventional training courses. Training priorities are related to the service plan and include the sessions listed below and ensuring that all staff (including new appointees) have the relevant skills and qualifications for the post:

- Ensuring staff are kept up to date with developments in their professions (social care framework training for social care staff, technology training for technicians and teachers)
- Developing skills of staff in work in Early Years

- Developing skills of staff in relevant technological developments (eg AAC, Soundfield and Radio Aids, Braille and Magnification technology)
- Developing skills in working with children who have complex needs
- Ensuring staff keep abreast of developments in the statutory and SEN framework at both national and local levels, particularly in light of the changes to the SEN code of practice and the statutory assessment process
- Training on specific conditions (eg particular syndromes, cerebral visual impairment or muscular dystrophy) or specific skills (eg advanced Braille).

Training is often sought at a regional or national level as the skills of staff in the teams is highly specialist. The training received by staff over the last year has included the following:

- Derbyshire in-house training including briefings from EY specialists and the SEND team
- Training from specialist equipment providers relevant to the team (eg from Sonova Phonak, Smartbox, Humanware)
- Regional and national conferences and networking days (Braille network day, NAATPIP, regional Braille and Multi-Sensory Impairment training days, Educational Audiology Conference).
- Training in specialist areas (eg Braille, Multi-Sensory Impairment, Dwarfism, food tech equipment, specialist seating)
- Health and safety training for staff.
- IPADS and Tablets
- Developments in SEN
- Planning for accessibility- buildings, toilets, Derbyshire processes
- Specialist ICT days and sessions
- Advanced Braille

Planned service training for the coming year includes:

- soundfields, radio aids

- muscular dystrophy
- A new OT programme for developing fine motor skills
- multi-sensory impairment
- Inclusive PE
- Braille and low vision technology
- Augmentative communication
- Charity and 3rd sector providers

When individuals attend training there is an expectation that any skills or knowledge gained is shared with other team members and there is a regular well used slot on all team meeting agendas for this purpose.

6.2 Development Through Performance Management

Performance Management (Teachers) and Management Supervision/My Plan (Other Staff) has taken place through the year in accordance with DCC and national guidelines. The Service's Performance Management procedures operate via the following cycle:

- Target setting/review: Sept-Nov
- Classroom Observation: throughout the year
- Review of targets: Spring/Summer

The objectives set and achieved by individual members of staff are guided by the Service's Annual Plan. Priorities this year have included:

- Work to strengthen advice around the SEND reforms and new funding processes and systems
- Developing skills and resources for training
- Developing resources and advice in particular curriculum areas
- Development of skills, knowledge and usage of specialist equipment or software
- Development of skills and knowledge, and team usage of assessment materials

- Further development of tactile curriculum, access for Blind children and emergent Braille users and teaching strategies for literacy for these children
- Mentoring and support to new staff or those in training
- Organising of team training sessions
- Development of new ways of working jointly with other professionals
- Sharing skills and expertise of staff across the team and beyond
- Cross team support, advice and information on phases/key stages in schools and settings

6.3 INSET Delivery

The bulk of In-Service training delivered by the team is aimed specifically at individual children in individual schools. The service carries out formal whole school and Teaching Assistant training on a regular basis with schools and pre-schools across the county, as well as regular ongoing and informal INSET and training for peer groups of children in schools. We have also delivered specific disability awareness training to foster carers recently. Feedback on training is always passed on to the Head of Service and remains overwhelmingly positive.

Training topics have included:

- Training to school staff about the specific needs of individual children
- Vision awareness
- Deaf awareness
- Awareness of needs of students with physical impairment
- FM radio aid systems)
- Tactile learning
- ICT and touch typing/keyboard skills for students
- Sign language and communication to schools and pre-school settings
- Mobility for students with visual impairments.

All staff who deliver training issue training feedback forms as standard following the training. These are reviewed by the Head of Service. 100% of responses around the effectiveness and appropriateness of the training indicated that the training provided by the service indicated that the training was considered to be 'Very Good' or 'Good'. Many comments on the quality and relevance of the training delivered have been received by delegates, including the sample below, from training completed in 2017-18:

Very informative and on time
Very clear explanations and interesting
Very personalised approach, good info on the radio aid
Very well presented
Found it very interesting and made me a lot wiser about how to make any pupil with hearing problems feel involved within the classroom environment
Thankyou. Found this very useful. Even things that are easy to prevent and deal with didn't cross my mind
Good training and very useful thank you.
I found the information about using a white mobility cane very useful. The detail about how to support children with a visual impairment was great and I am now much more aware
The practical classroom tips were very useful
Quick, concise and very informative
The subject specific advice and specific information about the pupil was very useful

7. EVALUATION OF SERVICE PROVISION

7.1 Annual Evaluation Cycle

As a service we use a range of instruments to monitor our performance and effectiveness over a yearly cycle. Each activity is evaluated and findings are used to inform development planning.

Activity	Term
Classroom visit observation	At least annually for all teachers
Quality Development Dialogue	Autumn 2 Summer 1
Monitoring of pupil files (planning; visit records; pupil outcomes; service level agreements)	Autumn 1
Caseload reviewing	Summer 1 and 2
Monitoring referrals assessment outcomes- for timeliness of support and outcome of actions	On-going throughout year via staff meetings
School questionnaire	Summer 1 (to be re-issued summer 2019)
Parental questionnaire	Summer 1 (to be reissued summer 2019)
Continuing professional development	Autumn 2 Spring 2 Summer 2
Appraisal/My Plan reviews including review of job descriptions	Spring 2 Autumn 2

7.2 Quality Development Dialogue (QDD)

This process gives the Service the opportunity to have a dialogue with a Local Authority advisor and supports the process of self evaluation. One or two meetings per annum are scheduled to be held with our QDD adviser and there are also additional frequent contacts in between. These meetings are challenging but supportive and provide an opportunity to reflect on current practice and consider ways of improving. Service provision is considered in the context of National support service standards and also the Ofsted framework.

The response from our QDD advisor to our Service delivery has been very positive. All aspects of service delivery this year were considered to be Good, as they were last year.

All areas of Service activity are assessed using the LA's QDD framework for self-evaluation. We work to standards across all areas of service activity, namely:

- Progress in identified areas of improvement
- The quality of support to schools, families and settings
- The quality of training
- The quality of advice and support around access and inclusion
- The quality of leadership and management

Most recent key targets identified were as follows:

- To continue to secure staff that are fully equipped and have the expertise to support at an appropriate level to ensure the best aspects of provision and impact.
- To continue to ensure, as far as is feasible, that staffing remains consistent in order that the high quality of support and levels of satisfaction are maintained.
- To respond to the ever changing need to support schools in a dynamic SEND environment with a particular emphasis on pre-school settings and where needs are more complex.
- To develop an appropriate understanding and response to complex funding and resourcing implications of the increasingly diverse funding and organisational arrangements of schools in Derbyshire
- To develop a more creative staffing structure so that it better reflects the numbers and complexity of referrals and the availability of specialist staff and potentially with a remit across teams.
- To continue to develop common operating and referral procedures including further implementation of electronic record keeping, in order to more effectively function as a single team.
- To plan for the relocation of the Service and a single team working together e.g. cross team collaboration/joint processes of working together including assessment and reporting.

These are all linked closely to the Service's Development Plan. These have been incorporated into service planning. Progress is reported back to the QDD advisor via meetings held.

Quality and Care Standards

All staff in the service work to uphold the council's 'Putting People First' standards and the Service's own Care Standards. The Head of Service monitors that the team meets these standards via observation of office practice, performance management and information gathered at staff meetings. External confirmation of this is then gathered via feedback from service users.

Other Standards

NHSP

The Hearing Impairment team work to the National New Born Hearing Screening Programme (NHSP) Standards, which cover multi-agency support through diagnosis of hearing loss and post diagnosis care. Until recently the team had regular formal external assessments of performance across the three health trusts in the county. On a scale of 1-5, with 5 being the highest possible score, the work of the Teachers of the Deaf and Community Care Workers in the Service had been consistently rated at 4s and 5s.

Mobility Standards

The Vision Impairment Team conducted a self assessment audit of its compliance with the National MISE (Mobility and Independence Specialists in Education), in Spring 2017 and has developed an action plan to work towards full compliance against these standards. This will be further reviewed in spring 2019

8. SERVICE EVALUATION

8.1 Service Questionnaire

The Service circulates a questionnaire on a regular basis to schools and families. We sent out one to schools and families in Spring 2016, the previous one being issued in Spring 2014.

The outcomes of the Spring 2016 survey are on the service website. Plans are underway to relaunch the survey in 2018-19, using an IT based approach to issue the survey.

School and parental feedback has been received in a number of other ways over the past year including:

- parental involvement in steering groups and interest groups
- written feedback of thanks for support from a number of parents and schools
- expressions of thanks at meetings with schools and parents
- written and oral feedback at training sessions
- expressions of thanks when schools and families have contacted the service directly

Feedback of this kind continues to be overwhelmingly positive. Any expressions of dissatisfaction are taken seriously and the service is open to any suggestions for improvement of support.

8.2 Complaints and comments

There were 7 comments received in the period July 2017- June 2018 that were treated as complaints.

These were in relation to:

- the speed at which a response to a query was completed
- the time it took for a certain teaching intervention to be implemented
- an expression of concern by a parent about a member of staff's level of contact with a family
- an expression of concern about the frequency of visits by the team
- an expression of concern by a parent regarding the quality and detail in the reports provided to them

- an expression of concern from a parent about the quality and frequency of visits to a school
- an expression of concern regarding the level of expertise the team had in a certain piece of equipment

In all of these cases the Head of Service investigated the concerns and attempted a resolution with the complainant

9. FINANCE

9.1 Budget set for 2018-19

The budget set for the current year is as follows: £1,783,785

Additionally the Head of Service manages the Individual Pupil

Equipment Budget of £250,000

It is also anticipated that Service building/accommodation costs will be reduced in 2018-19 as a result of the Office move.

9.2 Expenditure 2017-18

Actual expenditure in 2017-18, including that on the Individual Pupil Equipment Budget, was £1,947,722

The Service came in slightly under budget overall. For all areas of the budget the Head of Service and other senior managers have worked closely with the accountant. This will continue over the coming year, hopefully leading to improvements in the effectiveness of budget planning. Budgets remain extremely tight, in the light of rising staffing and equipment costs.

10. FUTURE DEVELOPMENTS

Most areas for Service development are highlighted in the 2018-19 Service Plan (section 4 above).

Continuing challenges include:

- Further improving the quality of service provision and the availability of information and training around deafness. Also to produce a strategy for improvement as we develop provision for Deaf and Hearing Impaired Children in line with the Council aim of providing exemplary support for deaf people in all areas of its work
- Developing service provision in the light of the SEN legislative framework and the emerging SEN system in Derbyshire
- Evidencing pupil progress and positive outcomes for the young people, schools and families we work with
- Further review of how the teams within the service can work together more efficiently and effectively in delivering coordinated support for young people, schools and families
- Further developing opportunities for cross service development within the teams so as to further improve coordination and a common approach across the service
- Coordinating and sharing good practice across the teams within the service
- Further developing the management team within the service
- Ensuring the needs of children in Early Years are met
- Further developing Service staff ICT skills so that we can continue to advise schools on increasingly complex specialist ICT equipment
- Ensuring that the needs of children with high level needs (such as Braille users, those who use Augmentative and Alternative Communication or BSL) are met
- Supporting the Local Authority in strategies for developing access to school/setting buildings and resources for those with sensory or

physical needs, particularly as the school budget landscape diversifies as a result of the Academy/Free School programme

- Developing coordinated specialist support for children with Complex Needs
- Further developing Service INSET materials for use with school staff
- Monitoring and evaluation of Service delivery, further incorporation of the views of children, parents and schools and the development of our information gathering systems
- Developing processes for measuring and recording the impact of the Service
- Building on established links with post-16 settings and improving transition planning (at all educational phases)
- Improving data systems held by the Service and merging information held between the PI, VI and HI teams
- Service development planning at a time of budgetary constraint.

Service development will also be in the context of developments at local and national levels.

Key issues that are likely to affect service delivery in coming years include:

National Context:

- The impact of SEND reform and the consequent revision of approaches to SEN
- The changing relationship between Local Authorities and schools and the mixed economy of schools that we now work with
- Ongoing budgetary constraints on the work of public services.
- The Ofsted Framework for Inspection of Local Area SEND provision

Local Context:

- Ongoing SEND reform and the greater emphasis on locality working and the multi-agency approach
- Service succession planning, training and induction as retirements are likely to lead to high staff turnover in the coming 2-3 years
- The further development of approaches to electronic communication and systems
- Ensuring the service runs efficiently by reducing travel costs and time as much as possible through caseload/patch revision, smarter travel, electronic communication and mobile working across the county, reviewing service criteria for involvement and considering efficient work practices.

If you would like to comment about this report or anything written in it, or you would like to discuss the work of this service further please contact:

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