



# One Minute Guide



## The Sensory and Physical Needs Team

- Deaf and Hearing Impaired Team—Educational Audiologist and Peri Team Lead
- Vision Impaired Team - VI Team Lead
- Physical Difficulties Team – Team Manager
- Deaf Integrated Resource Provisions – Kate Reed, Head of Deaf Integrated Provisions
- Vision Impaired Integrated Resource Provision – VI Team Lead

All teams can be contacted by email or post marked for the attention of the relevant manager

[WISENDSS@wakefield.gov.uk](mailto:WISENDSS@wakefield.gov.uk)

## Deaf Hearing Impaired Team (DHI)

**The DHI support** settings to identify pupil need, set outcomes and advise appropriate strategies taking the form of an Assess Plan Do Review (APDR) cycle which is part of a graduated response to meeting pupil need. Reasonable Adjustments Advice is provided to settings on how settings can make reasonable adjustments, implement appropriate strategies and use equipment to improve access and inclusion for all pupils.

Training can be provided to educational settings where appropriate. Staff deliver direct time-limited interventions with the expectation that settings continue these strategies. Training is offered to settings allowing them to develop staff knowledge and skills to better support pupils with hearing loss. The Educational Audiologist

- Plays a key role in ensuring effective multi-professional, multi-agency cooperation between Health and Education.
- Works with Audiology departments to ensure children and young people receive the most appropriate assessment and amplification.
- Work with many other agencies (Local Audiology departments, CAMHS, Therapists etc.) to plan a coordinated approach to meeting the needs of pupils.

## How to access the DHI services

Children may be referred to the Service via:

- The NHS Newborn Hearing Screening Programme,
- By family members,
- By professionals such as ENT Consultants,

- NHS Audiologists,
- Speech Therapists,
- Paediatricians,
- other health professionals, or
- By education settings.

Once a child has been referred, consent forms are sent to parents/carers.

Triage of referrals is completed by Educational Audiologist or a Teacher of the Deaf.

Relevant referrals receive an initial assessment to determine the required level of support.

Any child who meets the criteria and is experiencing educational difficulties because of their deafness is eligible for support from the Service.

## Vision Impaired Team (VI)

A team of Advisory Teachers, Specialist Support Officers and Habilitation who provide an advisory and teaching service for school aged children.

Their aim is to minimize barriers to learning and to enable children with a visual or multi-sensory impairment to be as independent as possible in their academic attainment.

Support for settings to identify pupil need, set outcomes and advise appropriate strategies taking the form of an Assess Plan Do Review (APDR) is offered.

Habilitation Officers teach mobility and orientation and independent living skills – this includes outdoor travel, using public transport, and road safety thereby helping to build confidence and independence.

All children with an assessed severe or profound Visual impairment will have access to an initial block of Habilitation support within their educational setting.

Any child who meets the criteria and is experiencing educational difficulties because of their deafness is eligible for support from the Service.

Outside Agency links include:

- Optometrists,
- Ophthalmologists,
- Low Vision Services,
- Guide Dogs UK,
- RNIB,
- Social Care,



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## How to access the VI team service

Children and young people are referred by:

- consultants following a clinic visit,
- school or college if there is concern that the Child is not making expected progress and that this could be due to a visual impairment, or
- parent/carer

## Physical Difficulties Team (PD)

The PD support settings to identify pupil need, set outcomes and advise appropriate strategies taking the form of an Assess Plan Do Review (APDR) cycle which is part of a graduated response to meeting pupil need.

Settings develop a growing understanding of pupil need and match strategies and interventions to minimise barriers to learning arising from physical difficulties.

The Advisory Teacher or SEN Support Service Occupational Therapist provide reports and attend review meetings as appropriate for those pupils who have an Education, Health Care Plan (EHCP) or as part of the statutory assessment process. Advice is provided to settings on how they can make reasonable adjustments, building adaptations and use equipment to improve access and inclusion for all pupils. Training is offered to settings allowing them to develop staff knowledge and skills to better support pupils who have physical difficulties.

The team work in educational settings with pupils who have a physical difficulty such as Cerebral Palsy, Muscular Dystrophy, Spina Bifida, DCD.

The PD team are a needs not diagnosis lead team which means pupils do not need a diagnosis for us to become involved.

If a pupil is unable to access/making little progress in curriculum areas or is having difficulty moving around the setting as a result of a physical need, a referral can be made to the team.

They work with lots of other agencies (Educational Psychology, Learning Support Service, NHS Therapists etc.) to plan a coordinated approach to meeting the needs of pupils.

## How to access the PD service

Settings contact a member of the team directly if they have concerns and wish to discuss a pupil who they feel has a physical difficulty that is impacting on access to the curriculum or general school environment.

Next steps will be determined by individual need and agreed with the SENCO, this could include advice on reasonable adjustments and equipment or direct work to observe/work with the pupil in setting. They accept referrals directly from NHS Therapists.

Where a GP referral has been made for NHS therapy and following triage, it is agreed that the reason for referral is solely an education need rather than one straddling home and education for example: handwriting- speed and or legibility.

Prior to any direct work taking place with a pupil, parental consent will be gained.

Following a visit or piece of direct work with a pupil, a visit record will be completed and left with the setting to be shared with parents or carers.

## WISENDSS Deaf Integrated Resource Provision - Castleford Academy

With the aim to ensure every deaf child reaches their maximum social and academic potential, they recognise and celebrate the potential of deaf sign bilingual children. A child-centered approach to develop learning is adopted.

Pupils are fully included in academy life; educationally, socially and emotionally and to ensure they leave secondary education, as confident and independent young adults.

A range of professionals that work with our students include:

- Teachers of the Deaf
- Specialist Learning Support
- Deaf Instructors

External agencies links include:

- Audiology and Oto-acoustics
- Social Care
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Educational Psychology Team
- Wakefield Early Support Advice Information and Liaison (WESAIL)

## How to access the service

The resource caters for pupils with severe and profound level of need. Accordingly, all children have an Education, Health, Care Plan (EHC Plan) which identifies Deaf and Hearing Impairment as the prime



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## How to access the service

The resource caters for pupils with severe and profound level of need. Accordingly, all children have an Education, Health, Care Plan (EHC Plan) which identifies Deaf and Hearing Impairment as the prime need. Placement within the provisions are managed via the Education, Health and Care Panel.

**School Website:** [www.castlefordacademy.com/dhi/pages/default.aspx](http://www.castlefordacademy.com/dhi/pages/default.aspx)

## WISENDSS Vision Impairment Integrated Resource Provision - Crofton Academy

Provide specialist teaching and support to pupils so that they can learn alongside their sighted peers.

Working as part of the Academy, they aim to include pupils in every mainstream lesson where possible, only withdrawing them for specialist teaching where required.

Minimize barriers to learning and to enable children with a visual impairment is a priority to be as independent as possible.

The provision provides onsite Habitation, support and training to the students Outside Agency links.

These include: Optometrists, Ophthalmologists, Low Vision Services, Guide Dogs UK, RNIB, Social Care, Educational Psychology, Therapy Services.

## How to access the service

The resource caters for pupils with severe and profound level of need. Accordingly, all children have an Education, Health, Care Plan (EHC Plan) which identifies Visual Impairment as the prime need. Placement within the provisions are managed via the Education, Health and Care Panel.

**School Website:** <http://www.croftonacademy.org.uk/vi-resources/welcome/>

## WISENDSS Deaf Integrated Resource Provision - The Rookeries

A highly qualified team who are committed to ensuring that pupils are fully included in school life; educationally, socially and emotionally. The teaching and support that pupils receive is tailored to their individual needs to give them the very best chance to fulfil their potential.

They ensure every deaf child reaches their maximum social

and academic potential whilst recognising and celebrating the potential of deaf sign bilingual children. They hold a strong commitment to providing a child-centered approach to develop learning.

There is an inclusive learning environment in both the Resource and mainstream school.

Pupils receive daily input and support from a Deaf Instructor as appropriate to develop their receptive and expressive language skills.

Support from a specialist support staff for access/communication/differentiation is available.

Pre/post teaching is offered to introduce ideas and check understanding.

Weekly speech and language support from Wakefield Therapy Service is available as well as deaf peer support and signed support at extracurricular activities.

## How to access the service

The resource caters for pupils with severe and profound level of need. Accordingly, all children have an Education, Health, Care Plan (EHC Plan) which identifies Deaf and Hearing Impairment as the prime need. Placement within the provisions are managed via the Education, Health and Care Panel.

**School Website:** <https://rookeries.patrust.org.uk/>

