



**Quality Improvement Support Pack Self-Audit Tool**

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**Preface**



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# 1. Foreword

This document is an MS Word version of the Self-Audit Tool from the Quality Improvement Pack, in turn based on the This document is based on the Quality Standards for Sensory Support Services in England,[[1]](#footnote-2) published by NatSIP in 2016. These standards draw from the Ofsted/CQC framework[[2]](#footnote-3) for inspecting local area arrangements for meeting the needs of children and young people with SEND and improving their outcomes.

This document is intended to be used in conjunction with the pack, which contains full details on how to use the tool.

# 5. QS - Services Self Audit Tool – May 2016

## 5.1 Domain A: Effective identification of need

### QS A1: Services will support the timely identification and assessment of a child or young person with sensory impairment

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| A1 (i) Information is given to parents, schools, early year’s settings and primary care providers on the possible signs of a permanent or temporary hearing and/or vision loss and what to do if this is suspected. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (ii) For all referrals of children with sensory impairment not received through the newborn hearing screening programme, the service will contact families and (where relevant) education settings within **five working days**of a notification of a diagnosis of a sensory loss. The timing of the first visit is to be agreed with the parent/setting and would normally be undertaken within ten working days of the notification. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (iii) In the case of families of babies diagnosed with a hearing loss by the newborn hearing screening programme, the service will contact them within **two working days** of the referral. This initial contact will inform parents about the support offered by the service and how they can help their child or young person and answer any questions the family may have. The timing of the first visit is to be agreed with the parent and would normally be undertaken within ten working days of the referral. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (iv) Following referral of a child or young person with sensory impairment, having received consent from parents, an assessment of his/her needs is undertaken by a qualified specialist teacher for hearing, vision or multi-sensory impairment. An MSI assessment may require the involvement of more than one, and sometimes all three, specialist teaching professions. The timing of the initial assessment will be determined in consultation with parents and would usually be undertaken within at least **three working weeks** of notification of diagnosis. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (v) Where a child or young person is not making progress in line with other children or young people and/or it is clear that they experience difficulties in particular areas of development despite receiving appropriate support and interventions, specialist assessments undertaken by teachers with the mandatory qualification are used promptly. A written report should normally be provided within **ten working days** of the assessment, which describes the assessment results in a way that can be clearly understood by parents, and suggests strategies for addressing any difficulties the child or young person is experiencing. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (vi) Where a child or young person is starting in a new education setting or adult service, the service will provide information on their assessed needs within four working weeks of the new educational setting being allocated to the child or young person or adult service being provided. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (vii) The progress of the child or young person is monitored to ensure the assessment information is up to date. Service protocols are in place to ensure relevant specialist assessments are used on an ongoing basis to ensure the child or young person is making good progress. The service ensures that effective use is made of information from audiologists or other health professionals and also from national assessments. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A1 (viii) Specialist teachers make an effective contribution to Education, Health and Care needs assessments in accordance with the NatSIP guidance Better Assessment, Better Plans, Better Outcomes and do so within the required timescales.  |  |  |  |

### QS A2: Information provided by identification and assessments carried out by the service ensures an understanding of the child or young person’s needs, identifies targets for his/her progress and supports the planning and review of the effectiveness of teaching and the help and support they require .

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| A2(i) Specialist assessments where appropriate (both standardised and non-standardised) and an analysis of attainment and progress are used to: -identify needs and any gaps in the child or young person’s learning and development | Red 🞏Amber 🞏Green 🞏 |  |  |
| - establish a baseline set challenging but realistic targets with particular focus on developing language and literacy and promoting access to the curriculum and independence in learning | Red 🞏Amber 🞏Green 🞏 |  |  |
| - identify the support/provision required to address the needs and meet targets | Red 🞏Amber 🞏Green 🞏 |  |  |
| - identify the reasonable adjustments required under the Equality Act 2010 to ensure the child or young person is not placed at a substantial disadvantage when accessing teaching and learning or participating fully in the life of the education setting | Red 🞏Amber 🞏Green 🞏 |  |  |
| - monitor progress and evaluating the effectiveness of the teaching and other education, health and social care | Red 🞏Amber 🞏Green 🞏 |  |  |
| A2 (ii) Education providers are given clear written and verbal explanation of the assessment and what it means in terms of the child or young person’s strengths and needs and the steps they will have to take to ensure the child or young person has access to teaching and learning and makes progress. | Red 🞏Amber 🞏Green 🞏 |  |  |
| A2 (iii) The service supports the use of small step assessments and/or P levels to monitor progress of those children and young people with significant additional learning needs. Expectations of such learners are high and are informed by an understanding of how their other needs can impact on learning and progress | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS A3: Arrangements are in place by the service to demonstrate that it has supported the effective identification of the child or young person’s needs .

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| A3 (i) The service can show that it keeps accurate records of: |  |  |  |
| - the-number, age, gender and ethnicity of children and young people with sensory impairment | Red 🞏Amber 🞏Green 🞏 |  |  |
| - the specific needs of each child or young person and the assessments undertaken | Red 🞏Amber 🞏Green 🞏 |  |  |
| - timescales for contacting the family and completing of assessments from the point of confirmation of a sensory impairment | Red 🞏Amber 🞏Green 🞏 |  |  |
| - how assessment has supported and informed intervention strategies | Red 🞏Amber 🞏Green 🞏 |  |  |
| A3 (ii) As well as identifying the individual needs of children and young people, the service provides an overview of their needs to inform commissioning decisions (including any joint commissioning between education, health and social care) and strategic developments such as the local offer and the Joint Strategic Needs Assessment (JSNA). | Red 🞏Amber 🞏Green 🞏 |  |  |

## 5.2 Domain B: The effectiveness of the service in assessing and meeting the needs of children and young people with a sensory impairment

### QS B1: There are thresholds and eligibility criteria for supporting children and young people with sensory impairment that are clear and applied in a transparent way, reflecting level of needs, including the need for early intervention to prevent children falling behind, while also ensuring there is a prompt response where limited progress is being made

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B1 (i) Eligibility criteria and thresholds for support are shared with, and reviewed with, parents and young people and education establishments and are easy to access through the local offer . | Red 🞏Amber 🞏Green 🞏 |  |  |
| B1 (ii) There is a clear understanding of what early years settings, mainstream and special schools and post 16 providers are expected to provide for learners with sensory impairment. This information should be easily accessed through the local offer. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS B2: The service ensures that the child or young person and his/her parents are fully involved in their assessment, ongoing monitoring and review

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B2 (i) Children, young people and their parents are given their own explanation of the assessment and what it means in terms of family support for the child or young person, the support available from others and the next steps. The report should be jargon-free and clear, age-appropriate , written and oral, or where required signed. This should be provided within 10 working days of the assessment. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B2 (ii) Support is given to education settings and local authority statutory assessment staff, to enable children or young people with a sensory impairment to: - articulate their needs and identify the barriers and problems they face in accessing teaching and learning, making progress and are feeling socially included. - be involved in agreeing the support required to meet needs, targets and improve outcomes. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B2 (iii) Parents are enabled to: |  |  |  |
| - become fully involved in the assessment and articulate the needs of their child and identify the barriers and problems faced in accessing teaching and learning, making progress and feeling socially included in their education setting  | Red 🞏Amber 🞏Green 🞏 |  |  |
| - identify and agree the support required to meet needs, achieve targets and improve outcomes. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS B3: The service works well with the child or young person’s early years setting, mainstream school, special school or college and other professionals during their assessment

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B3 (i) The service can produce evidence of an effective contribution to multi-agency and multi-disciplinary assessments that has resulted in a holistic assessment of the child or young person’s needs for the purposes of early intervention (such as use of the Common Assessment Framework) and statutory Education, Health and Care needs assessment. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B3 (ii) There is regular information exchange between the education service and health services about how well the child or young person is functioning to inform adjustments to their hearing or vision equipment or other technologies | Red 🞏Amber 🞏Green 🞏 |  |  |
| B3 (iii) The annual survey of users’ views demonstrates high levels of satisfaction with the service’s contribution to statutory Education, Health and Care needs assessments and plans and the Assess, Plan, Do, Review cycle set out in the SEND Code of Practice (2015). | Red 🞏Amber 🞏Green 🞏 |  |  |
| B3 (iv) There are clear pathways in place for referring children and young people for specialist mental health assessment, and/or specialist social care assessment if issues with social and emotional wellbeing become apparent. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS B4: The service provides effective support to families and education establishments in meeting assessed needs

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B4 (i) The service can provide specialist staff who have the necessary training, qualifications and experience of supporting parents with babies and young children to ensure good progress in meeting early years developmental milestones. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B4 (ii) The service can provide specialist staff with the training, knowledge and experience to support children and young people: |  |  |  |
| - in different education settings and phases of education to ensure access to the curriculum | Red 🞏Amber 🞏Green 🞏 |  |  |
| - with additional needs such as those where English is a second language and those with additional complex needs in local special schools | Red 🞏Amber 🞏Green 🞏 |  |  |
| - who are using an increasing diverse range of access technologies . | Red 🞏Amber 🞏Green 🞏 |  |  |
| B4 (iii) The service can provide specialist staff with the training, knowledge and experience to support children and young people with sensory impairment and additional needs such as those where English is a second language and those with additional complex needs in local special schools. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B4 (iv) At the point of transfer of a child or young person to a new education establishment, the service can demonstrate that the establishment has a clear understanding of the learners needs and how to ensure a successful transition. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B4 (v) The service can demonstrate how it has improved the capacity of education establishments to meet the needs of children and young people with sensory impairment. |  |  |  |

### QS B5: The service can demonstrate that children and young people are fully satisfied that their needs are being met and their outcomes have improved

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B5 (i) The service regularly collects the views of children and young people and can demonstrate how their views have informed service planning and practice. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B5 (ii) The service can demonstrate that children and young people: |  |  |  |
| - are involved in identifying, planning and reviewing the support and access arrangements that they need on a day to day basis and long term. | Red 🞏Amber 🞏Green 🞏 |  |  |
| - have a full understanding of their targets and are fully involved with target setting and attend the reviews of their Education, Health and Care plan or the Assess, Plan, Do, Review cycle of support set out in the SEND Code of Practice  | Red 🞏Amber 🞏Green 🞏 |  |  |
| - have the confidence and opportunity to let staff know if they have not understood what has been said or taught. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS B6: The service can demonstrate that parents have high levels of satisfaction that the service is meeting their child’s needs and helping them to make good progress

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| B6 (i) By conducting regular surveys of parents views the service can demonstrate: |  |  |  |
| - how their views have informed service planning and practice. | Red 🞏Amber 🞏Green 🞏 |  |  |
| - high levels of satisfaction with the service’s support. | Red 🞏Amber 🞏Green 🞏 |  |  |
| B6 (ii) The service’s records show that working with education settings good links with home are developed to ensure parents: |  |  |  |
| - receive regular up to date and accessible information on the support their child is receiving and their progress. | Red 🞏Amber 🞏Green 🞏 |  |  |
| - know how they can contribute to their child’s learning.  | Red 🞏Amber 🞏Green 🞏 |  |  |

## 5.3 Domain C: The effectiveness of the service in improving outcomes for children and young people with a sensory impairment

### QS C1: The service can demonstrate it is making an effective contribution to ensure that the child or young person’s needs are being met and their outcomes are improving

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| C1 (i) The service regularly and rigorously monitors progress and has data showing that the progress of children and young people with sensory impairment is age-appropriate and at least in line with other learners of similar ability, and that they make good progress relative to their starting point and that any attainment gaps are narrowed. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (ii) There is an expectation that progress is age-appropriate in line with other learners of similar ability, and, for learners with complex needs, it is commensurate with their sensory impairment and their additional learning needs. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (iii) Progress is evaluated using national assessment data as well as teacher assessment and specialist assessments. The service participates in the NatSIP national outcomes benchmarking exercise to compare its outcomes with national benchmarks | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (iv) The service has records to demonstrate the impact of its support to educational settings and parents on children and young people in relation to:  |  |  |  |
| - developing social skills, having good levels of self-esteem and a positive self-identity | Red 🞏Amber 🞏Green 🞏 |  |  |
| - having the opportunity to take responsibility for managing their own sensory impairment | Red 🞏Amber 🞏Green 🞏 |  |  |
| - developing emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (v) Children and young people with sensory impairment are given opportunities to meet peers with sensory impairment on a regular basis and have access to role models with sensory impairment. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (vi) The service provides effective support to schools to ensure Personal, Social, Health and Citizenship Education (PSHCE) lessons are planned and adapted to enable access for children and young people with sensory impairment so that they are able to develop a good knowledge of healthy lifestyles and choices. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (vii) Data shows that the number of school days lost by children and young people with sensory impairment through exclusion and other absences is in line with or no worse than that for all children and young people. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (viii) The service’s records show that it works with schools to ensure that: |  |  |  |
| - young people with a sensory impairment are positive and ambitious about what they can achieve after leaving school. They are encouraged to think about careers and apply to courses that are most suited to developing their potential and independence. | Red 🞏Amber 🞏Green 🞏 |  |  |
| - the profile of post-school destinations of young people with a sensory impairment is similar to that of all students. Data on post-16 destinations of school leavers shows that the proportion of young people with SI in full-time education or in employment and training is similar to that of other students | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (ix) The service’s records shows that it works with schools to ensure young people with sensory impairment, and their parents, are fully informed at the appropriate time of post-school options and of the support, services and schemes available to enable young people with a sensory impairment to attend further education colleges and universities, join an apprenticeship scheme or access work (e.g. Access to Work or Disabled Students Allowance). | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (x) The service works with schools and colleges to ensure there are effective transition arrangements in place for young people with a sensory impairment aged 14+ years. This should include assessing the young person’s need for support to help overcome potential barriers, providing information on options, relevant work experience, full student engagement, transition visits and liaison with the future education setting or employer | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (xi) The service ensures that young people are aware of their right, under the Care Act 2014, to a transition assessment to address their social care needs. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (xii) The service’s records can demonstrate that specialist support, advice and training to class and/or subject teachers and teaching assistants has resulted in: |  |  |  |
| - effective teaching and learning | Red 🞏Amber 🞏Green 🞏 |  |  |
| - reasonable adjustments being made to create good learning environments | Red 🞏Amber 🞏Green 🞏 |  |  |
| - children and young people with sensory impairment feeling included and participating in the life of the education setting. | Red 🞏Amber 🞏Green 🞏 |  |  |
| C1 (xiii) The service’s records show that children and young people with sensory impairment have access to up-to-date technology from an early age that is effectively managed, to improve their ability to participate in life at home and in their education setting ,and access teaching and learning in formal and informal settings. | Red 🞏Amber 🞏Green 🞏 |  |  |

## 5.4 Domain D: Leadership and management

### QS D1: Leaders demonstrate an ambitious vision for children and young people with a sensory impairment, they have high expectations for what all children and young people with sensory impairment can achieve and ensure high standards of support provision and care for children and young people

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| D1 (i) Leaders articulate and support high expectations for children or young people with a sensory impairment and a commitment to ensuring that any attainment gaps are closed. This vision is reflected in the work of staff and their job descriptions and goals. | Red 🞏Amber 🞏Green 🞏 |  |  |
| D1 (ii) Service performance reporting includes progress data collected for all children or young people with a sensory impairment (such as through the NatSIP Outcomes Benchmarking exercise). The data is interrogated and reported to service managers. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS D2: Leaders improve staff practice in supporting parents and education establishments in the assessment of need and the teaching and learning of children and young people with sensory impairment through rigorous performance management and appropriate professional development

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| D2 (i) Managers should have the necessary qualifications, knowledge and skills related to the teaching and learning of children and young people with a sensory impairment and be able to: |  |  |  |
| (i) guide and monitor staff performance | Red 🞏Amber 🞏Green 🞏 |  |  |
| (ii) work with staff who work directly with children and young people with hearing, vision and multi-sensory impairments to develop performance measures, and make sure that standards and improvement targets are in place for key processes | Red 🞏Amber 🞏Green 🞏 |  |  |
| (iii) ensure that appropriate training and development opportunities are provided to all staff so that they maintain high levels of specialist knowledge and make effective use of developing technologies, new research and methodologies | Red 🞏Amber 🞏Green 🞏 |  |  |
| (iv) ensure that all staff have appropriate specialist qualifications and the necessary personal skills to deliver effective services which promote positive outcomes and progress. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS D3: Leaders evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users’ views, and use the findings to develop capacity for sustainable improvement

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| D3 (i) Children and young people with sensory impairment, their parents, schools, early years settings, further education colleges, health and social care services are fully involved in the development of services. | Red 🞏Amber 🞏Green 🞏 |  |  |
| D3 (ii) Partnerships and networks in education, health, social care and voluntary agencies are reviewed and evaluated to inform future improvements | Red 🞏Amber 🞏Green 🞏 |  |  |
| D3 (iii) Evaluations of service delivery are reported to stakeholders, inform developments, and help improve practice | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS D4: Leaders ensure that high quality support is provided to education establishments so that children and young people with a sensory impairment are provided with learning programmes or a curriculum that has suitable breadth, depth and relevance. This should meet any relevant statutory requirements and ensure that children and young people with sensory impairment get a good start to their formal education, are well prepared for the next stage of their education and eventually for post-education, training or employment*.*

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| D4 (i) Leaders deliver guidance and mentoring to support good practice and delivery of training to settings to ensure positive outcomes for all children and young people with sensory impairment on the caseload. | Red 🞏Amber 🞏Green 🞏 |  |  |
| D4 (ii) Staff are informed of developments in the curriculum to ensure high quality advice and support to parents, schools and settings. | Red 🞏Amber 🞏Green 🞏 |  |  |

### QS D5: Leaders promote equality and diversity. There is a focus on those children and young people most at risk of not making good levels of progress (e.g. those with additional or complex needs, in families on low income, and in families where English is an additional language).

| **Standards** | **Stage of Development** | **Evidence** | **Action Points** |
| --- | --- | --- | --- |
| D5 (i) Leaders ensure that the service policies enable teachers of sensory impairment to advise on reasonable adjustments and equal access to the curriculum. | Red 🞏Amber 🞏Green 🞏 |  |  |
| D5 (ii) Leaders ensure that the service has policy and practice resources to support progress for all children and young people. Where children and young people are not making the expected progress, discussions are held with settings and interventions are delivered and carefully monitored. Referrals are made to other agencies if appropriate. | Red 🞏Amber 🞏Green 🞏 |  |  |
| D5 (iii) Leaders ensure that staff are able to support children and young people with sensory impairment with a wide range of needs and abilities, ensuring a range of appropriate skills in the workforce (e.g. British Sign Language, Braille skills, etc.). | Red 🞏Amber 🞏Green 🞏 |  |  |

-- End of document --

1. <https://www.natsip.org.uk/index.php/doc-library-login/quality-improvement-for-services/quality-standards-for-sensory-support-services/1044-quality-standards-for-sensory-support-services> [↑](#footnote-ref-2)
2. <https://www.gov.uk/government/publications/local-area-send-inspection-framework> [↑](#footnote-ref-3)