

Annual Report

For Governors

Virtual School Sensory Support

2014-2015

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Incidence of deaf children and young people with a sensory loss in Norfolk

Data	National	VSSS Norfolk
Numbers	At least 48,932 in UK	627
Prevalence	3-4 per 1000	3.4 per 1000 (0-19yrs 186,040)
Additional needs	21%	29.5% (185)
Early Years	14%	17% (105)
In mainstream	78%	85% (531)
Education in Specialist Resource Base	7%	2% (15)
Education in Special Schools	12%	13% (80)
Special Schools for the Deaf	3%	0.2% (1)
Home educated	1%	0.5% (3)
Sign language users	10%	5.3% (33)
Cochlear implant users	7%	11% (57)
Auditory neuropathy	1%	1.4%(9)
Statement of SEN	17%	30% (189)
EHCP		3% (20)
Looked After Children	28-32% for SEND	1% (6)
Ethnic Minorities		5.3% (33)
Boys		54.2 (340)
Girls		45.8 (287)
English Second Language	12%	3.8 (24)
Free School Meals		15 (96)
Child Protection		0.2%(1)
Family Support Process		1.6% (10)
Child in Need		1.1% (7)
Pupil Premium		
Exclusions – temporary		1% (6) 24 temp exclusions
Exclusions - permanent		0.31%(2)

Incidence of multi-sensory impaired children and young people with a sensory loss in Norfolk

Data	National	Norfolk
Numbers	~ 4,000 Deafblind/MSI aged 0-19 years in England and Wales	26

Prevalence	Prevalence 0.04 per 1000	0.14 per 1000
Additional needs	~ 80%	77% (20)
Early Years		27% (7)
In mainstream		3.9% (1)
Educated in Special Schools	9.6%	61.5% (16)
Home educated		7.7% (2)
Statement of SEN		69% (18)
EHCP		7.7%(2)
Looked After Children	28-32% for SEND	3.9% (1)
Ethnic Minorities		11.5% (3)
Boys		53.9% (14)
Girls		46.1% (12)
English Second Language		7.7% (2)
Free School Meals		11.5% (3)
Child Protection		0%
Family Support Process		7.7% (2)
Child in Need		11.5% (3)
Pupil Premium		
Exclusions		0%

Incidence of vision impaired children and young people with a sensory loss in Norfolk

Data	National	Norfolk
Numbers	~25,700 aged 0-18 in England (RNIB 2014)	430
Prevalence	~ 2 per 1000	2.3 per 1000
Additional needs	~ 50- 77%	35.4 (152)
Early Years	15%	12.1% (52)
In mainstream	~70%	62% (264)
Education in Special Schools	~20%	26.3% (113)
Special Schools for the vision impaired	2%	0.23% (1)
Home educated	0.5%	1.2% (5)
Braille users	5%	2.1% (9)
Statement of SEN		46.1% (198)
EHCP		5.6%(24)
Looked After Children	28-32% for SEND	2.1% (9)
Ethnic Minorities		5.1% (22)

Boys		57.7% (248)
Girls		42.3% (182)
English Second Language		3% (13)
Free School Meals		18.8% (81)
Child Protection		0%
Family Support Process		2.6% (11)
Child in Need		1.4% (6)
Pupil Premium		
Exclusions - temporary		1.6% (7 CYP – 21 temp exclusions)
Exclusions - permanent		0%

We provide a service to all schools/early years settings and preschool children at home, visiting 779 children and young people on a regular basis throughout 2014-15 – a slight increase on the previous year.

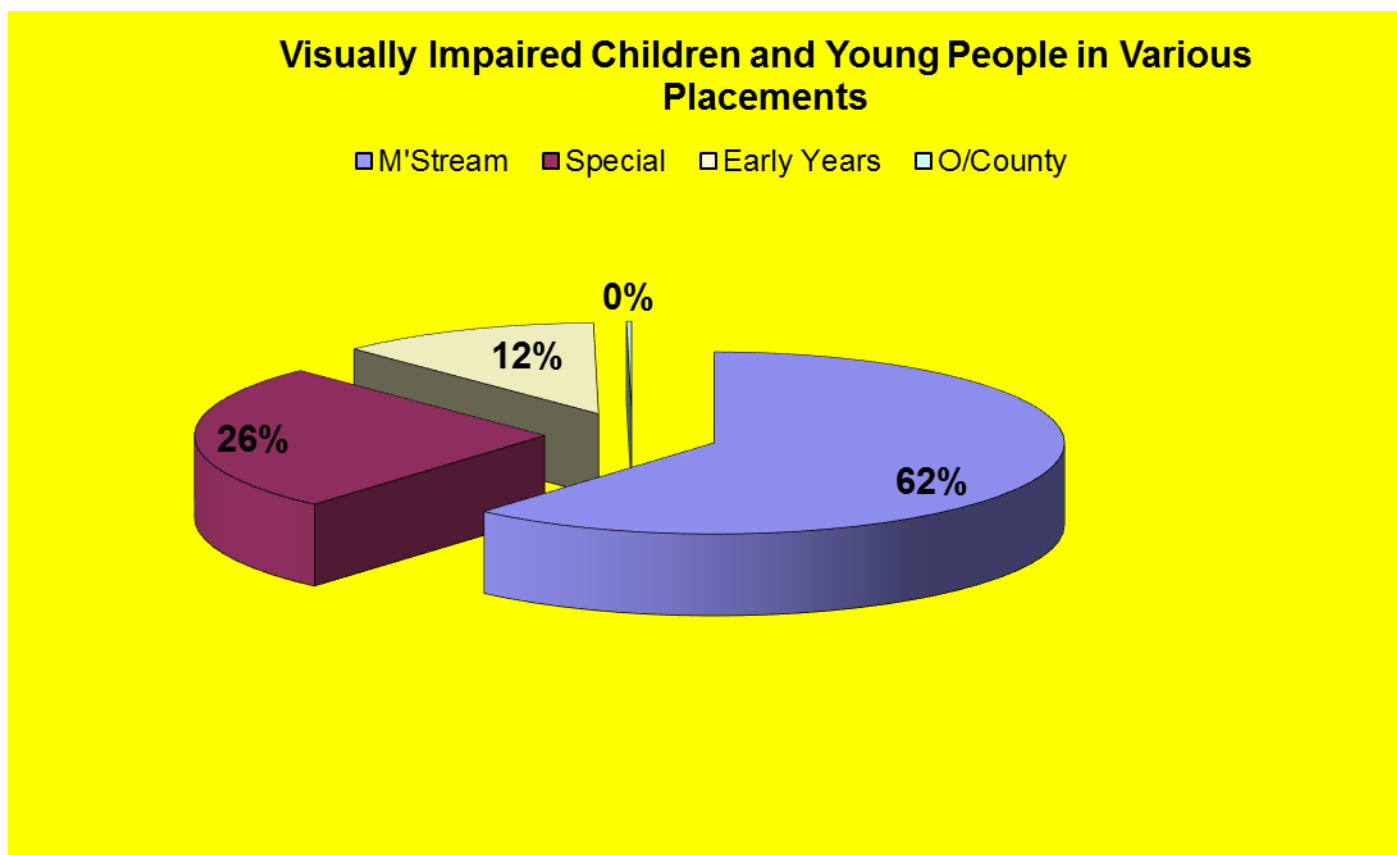
The nature of the support is based on the needs of the child or young person as indicated by the nationally agreed NatSIP Eligibility Criteria. It could be any of the following - assessment, advice, teaching, training, mobility or communicator support.

We work in close partnership with local hospitals and other agencies from diagnosis of a sensory loss (often this is in first few months of life). We hold joint assessment clinics for children with a hearing or visual loss with other professionals and provide a key worker role following diagnosis where appropriate.

There is a gradual rise in the numbers of children identified earlier, currently we have 165 children in the early years – 116 deaf, 43 visually impaired and 5 multi-sensory impaired. This is a 0.8% rise on the previous year.

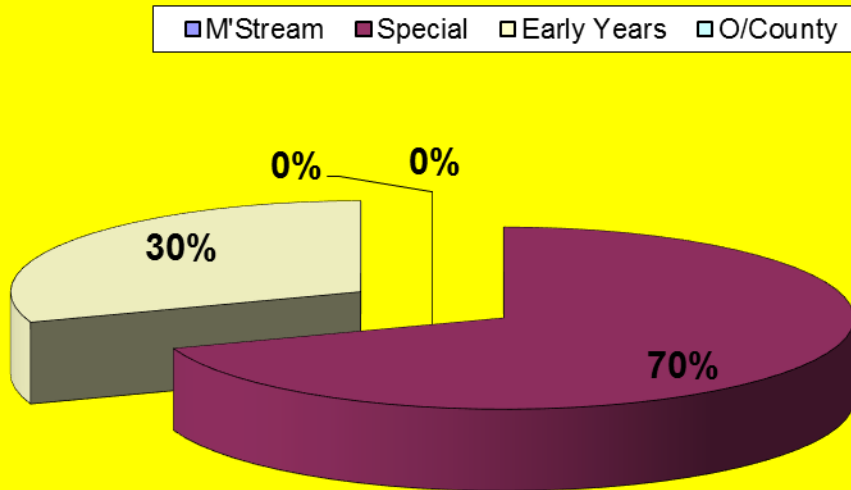
Placement of Children and Young People with a Sensory Loss in Norfolk

The following diagram shows the numbers of children placed either in mainstream, special school, resource base or out county.



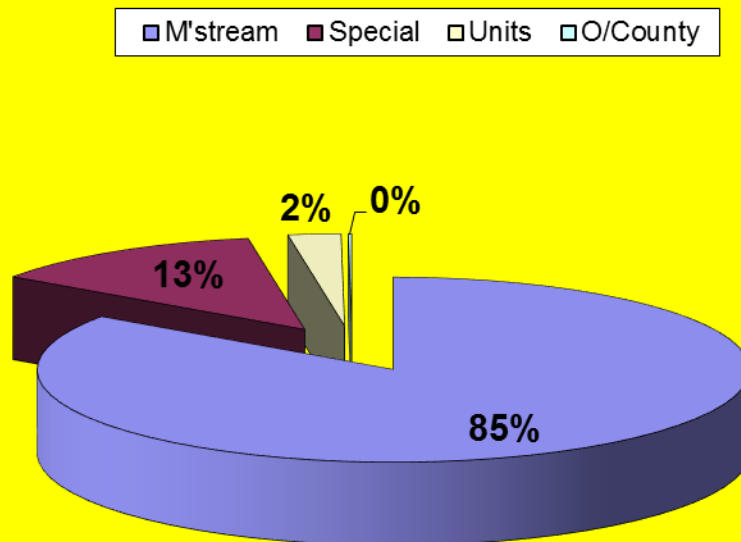
As 50-77% of children with visual impairment have additional needs there is clear evidence that a significant percentage of visually impaired children with additional needs are educated within mainstream.

Multi-sensory impaired Children and Young People in Various Placements



The numbers of multi-sensory impaired children and young people have risen from 10 in 2011, 22 in 2014 to 26 in 2015 which is a significant 160% rise across those years.

Deaf Children and Young People in Various Placements



Approximately **21% of children with a hearing loss have additional needs.** Again a significant percentage of these are being educated in their local mainstream school.

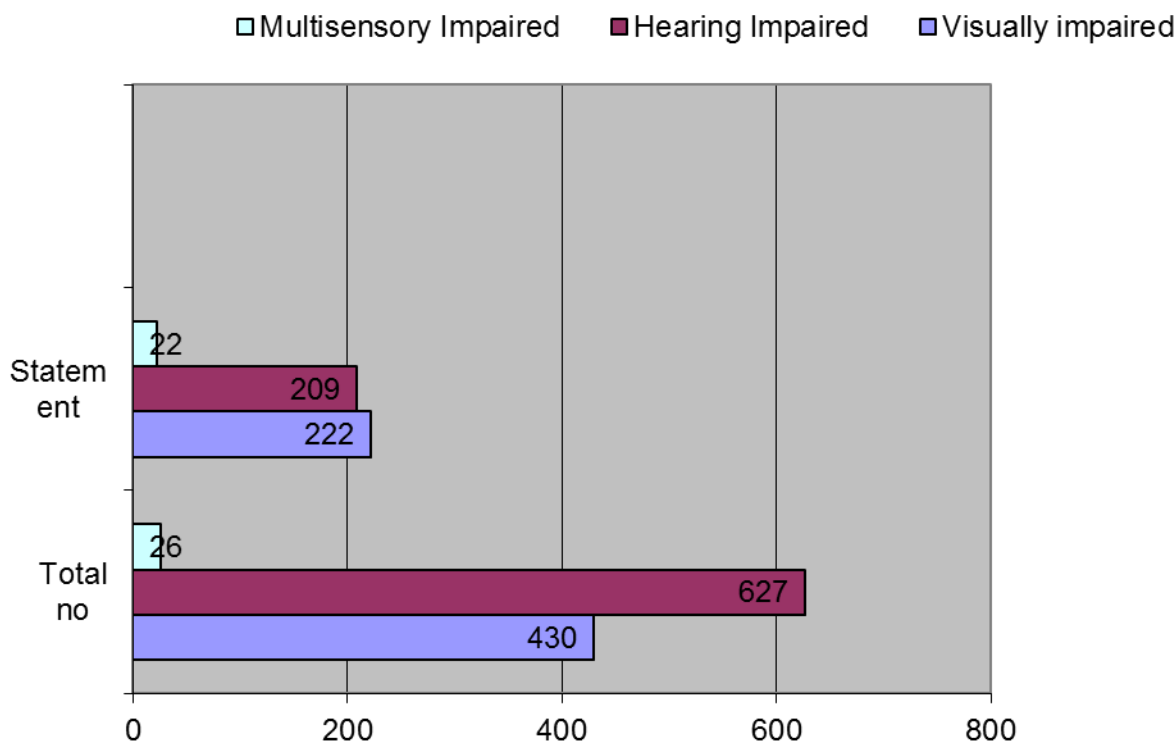
There is a continuing trend of more children with complex needs being referred to us and a rise in the percentage placed in complex needs schools.

We also visited and monitored the progress of **sensory impaired students placed in independent specialist or other local authority schools.** There was 1 deaf young person in an out of county school and 1 visually impaired. This has continued to drop over the last 7 years giving significant savings to the County and below national percentages.

Child Protection, Child in Need and Family Support Process – we had 2 CP cases at the end of 2015 both of which were in the early years and new referrals; 16 Section 17 and 23 Family Support Processes which are similar figures to 2014.

There has been a significant 18% reduction in the number of Statements/EHCPs over the last few years although this has plateaued in the last year.

Statement or EHCP 2014-15

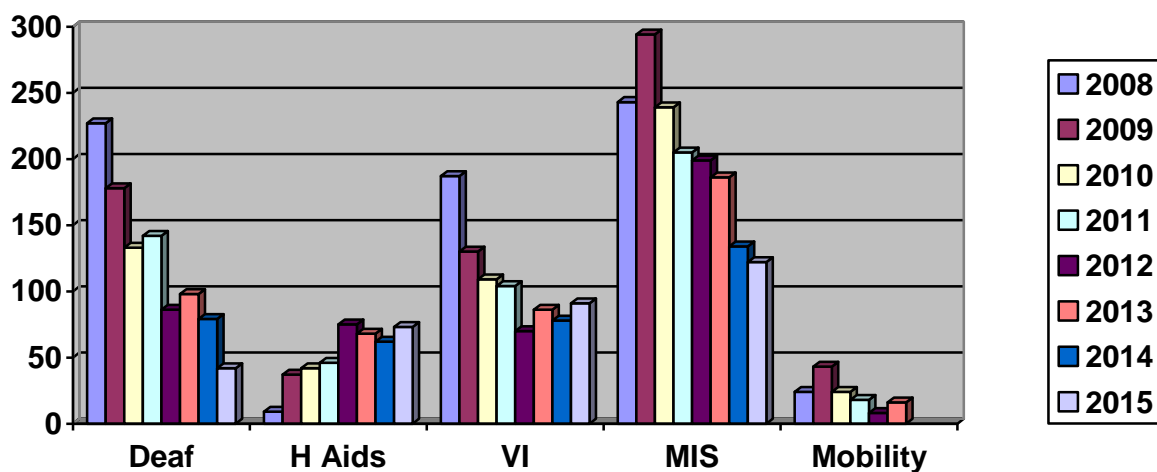


Over the last year we were sent 19 (250% decrease on previous two years) requests for Statutory Assessment and 11 (180% increase on the previous year) were completed as these children were known to us.

Referrals

Virtual School Sensory Support carried out 328 referrals from schools and other agencies – a 7% reduction on the previous year. Referrals continue to fall as we ensure they are more appropriate and 65% continue to have support from VSSS.

Referrals 2014-2015



Interventions

We log our interventions regularly and we carried out approximately 5000 (6,500 last year) for deaf children and young people.

Potential number of interventions – deaf		5391	%
Total number of interventions logged (A1 to A6)		4858	90%
Total number of interventions that went ahead as planned (A1,A2)		4470	83%
Total number of interventions - A3		75	2%
Total number of interventions - A4		182	4%
Total number of interventions - A5		31	1%
Total number of interventions - A6		100	2%
Total number of interventions (A3,A4,A5,A6)		388	8%

Approximately 4,000 (4,500 last year) interventions were carried out for visually impaired children and young people.

Potential number of interventions – visually impaired	4349	%
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Total number of interventions logged (A1 to A6)	4129	95%
Total number of interventions that went ahead as planned (A1,A2)	3526	81%
Total number of interventions - A3	108	3%
Total number of interventions - A4	323	8%
Total number of interventions - A5	66	2%
Total number of interventions - A6	106	3%
Total number of interventions (A3,A4,A5,A6)	603	15%

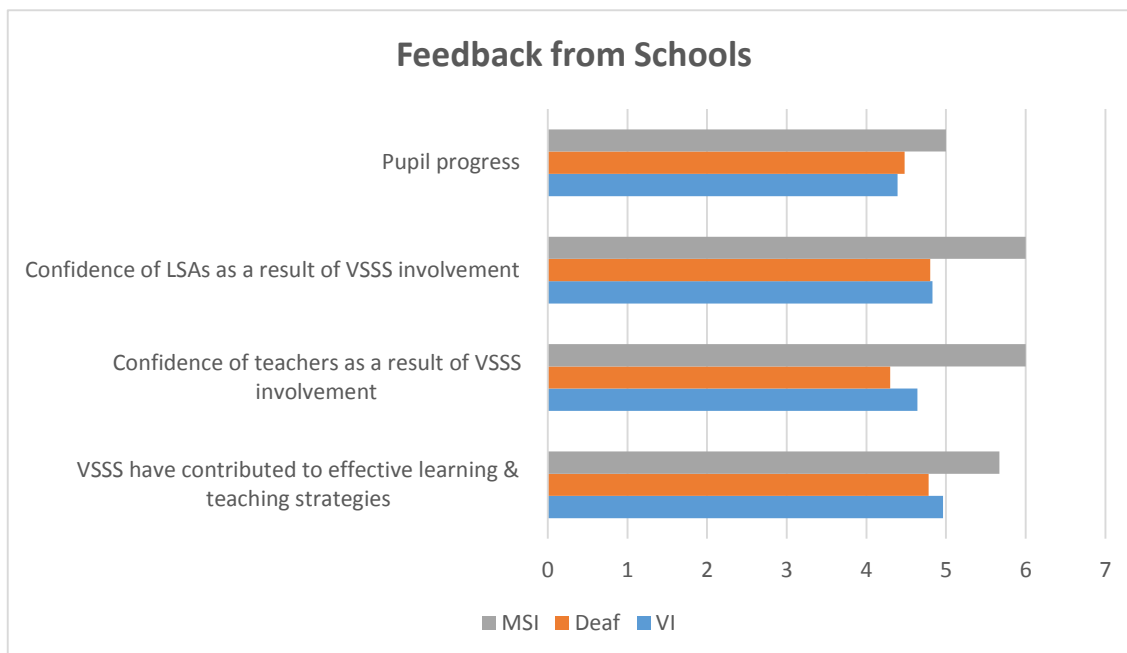
Stakeholder Feedback from Schools

The table below summarises the returns from various stakeholders.

Appraisal Type	VI	VI Replies	VI %	HI	HI Replies	HI %	MSI	MSI Replies	MSI %
Support Plus and Support to School	47*	25	53.1%	74*	34	45.9%	6*	3	50.0%
Support Plus and Support to Early Years setting	4	2	50.0%	14	6	42.8%	1	0	
Support Plus and Support to Parent/Carer	44*	2	4.5%	71*	2	2.8%	7*	1	14.2%
Support Plus and Support to Pre-School Parent/Carer	23	6	26.0%	44	8	18.1%	4	1	25.0%
Monitor to School	176	92	52.2%	289	168	58.1%	7	1	14.2%
Exit Questionnaire to student	32	6	18.7%	46	7	15.2%	2	0	
Exit Questionnaire to Parent/Carer	32	6	18.7%	46	8	17.3%	2	0	

Support and Support Plus Caseloads

Rating Scale is 1-6 where 1= deteriorated, 3= maintained, 6 = improved



In most areas there has been a slight improvement in scores. This is the first time we have recorded MSI separately.

Some examples of Comments from Schools

Valuable input into annual statement review

Rovers are not at all prompt. Would appreciate knowing who TOD and planning their weekly visits time in early July so can link to our TA times. Thanks

Excellent support. Able to discuss strategies and assessment targets.

X has done such a good job with CYP. Most of the issues are social and her work has been over and above

Excellent service – much valued by the school and family – Many thanks

Really good support from VSSS for us and for CYP.all been brilliant!

My first year with CYP but excellent! Really helpful

CYP has been instrumental in providing a personalised curriculum for a child who is failing cognitively in mainstream school

The continuing support and advice given by X is invaluable and I helping us to fully meet CYP's needs

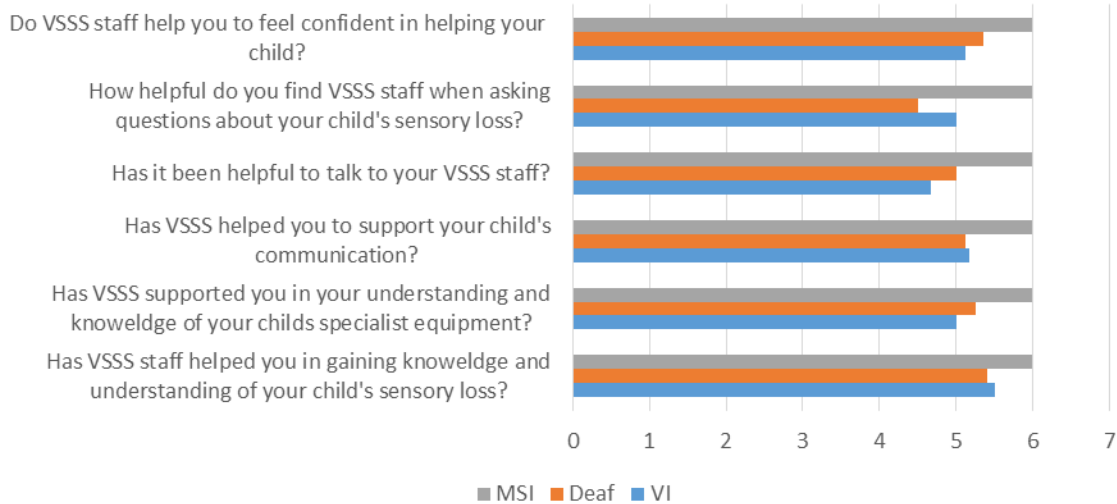
The involvement of VSSS has given CYP a level of confidence that he did not have last year. This has impacted positively and he is more engaged with school Sports/PE sessions for VI excellent

Helpful approach, positive feedback about work class team is doing with child, input from VSSS in this case looks to build on what we are already doing with the pupil

Feedback from Parents/Carers on Support Plus and Support Caseloads

Analysis – this is the first time we have included MSI separately. Whilst some areas have improved e.g. question 1 generally the feedback is slightly lower than last year but still remains very positive.

Feedback from Parent Carers on Support Plus and Support Caseloads



Some examples of comments

Very difficult to answer these questions. X has been very helpful, however I have not spoken to x's sensory support teacher. Despite leaving messages no-one turned up to his statement review.

All the staff involved with CYP work really hard to support him and us. A great team. Thank you

Would like more one to one verbal

First class professional support. I feel CYP is supported fantastically well and always feel advice offered can be trusted 100%. Thank you very much

Referrals 2014-15 24 returns

Visit to School was satisfactory – 100%

100% who responded said it was prompt.
94% who responded said it was useful.
100% who responded said it was sufficient.

Report/advice

100% who responded said it was received promptly
100% who responded said it was useful
100% who responded said it was sufficient

100% who responded said it was easily understood

Some examples of comments from stakeholders

The referral was emailed 23.2.15 and the assessment was completed on 8.6.15

TOD was able to explain clearly what the assessment results were and how she would follow this up. She contacted parents and was able to talk them through her findings very shortly after assessment.

The adviser was well informed, friendly and supportive

VSSS has always been an excellent service and continues to deliver an efficient and professional service

Referrals always dealt with efficiently and promptly

Thank you for the speed in which the report was sent out

Detailed report. Family pleased. Good support and good recommendations. Thank you

Very professional and knowledgeable. Efficient and effective practice – thank you

We are really pleased to have additional information re CYP needs in the school environment. This enables us to be proactive at meeting his needs in the best possible way

In the short time X was in she gave some valuable information/strategies to help us help CYP to cope with his hearing difficulties.

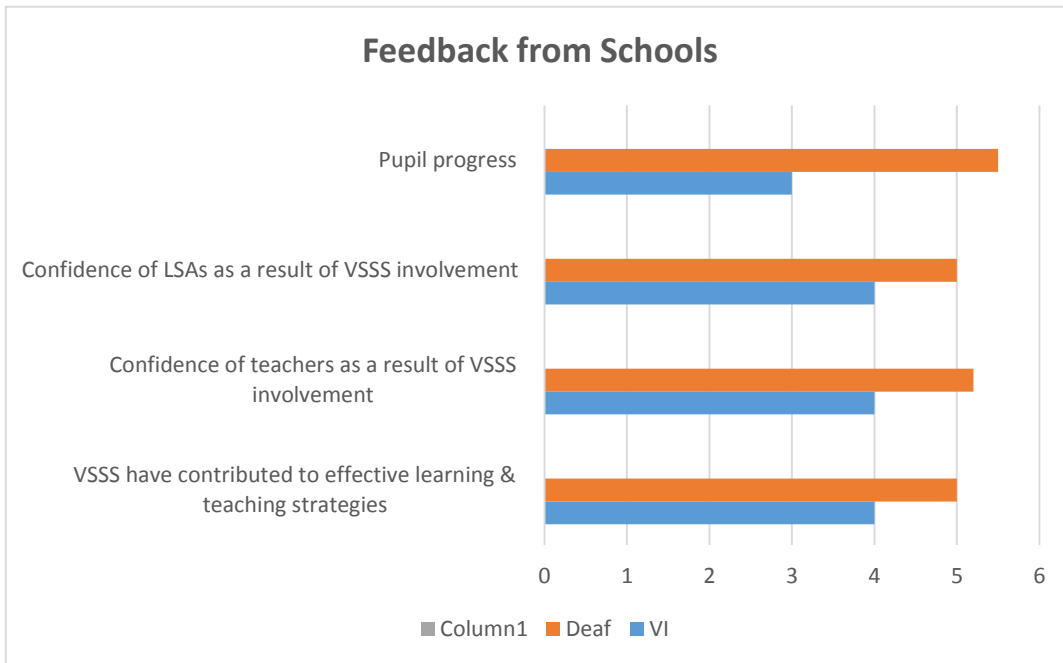
Every contact/meeting has been positive and helpful. Laptop really good

Early Years

In the Early Years there were 43 children with a visual loss, 5 with multi-sensory impairment and 116 children with a hearing loss

Feedback from Early Years Settings

Analysis – lower returns but similar feedback to last year.



Some examples of comments

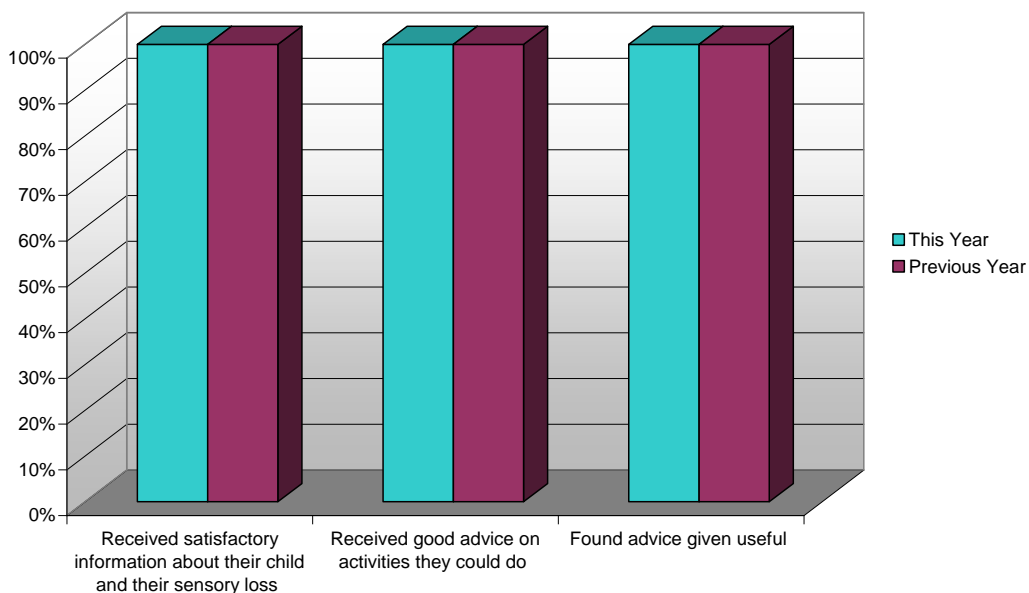
X has given us lots of ideas to use with CYP and I feel he has improved his play and learning skills

X has been a great support to myself and CYP helping overcome any problems we may have had

Your service has proved invaluable to our setting. Enabling staff to develop and remain focused and CYP to make huge progress. Many thanks

Feedback from Parents/Carers

Early Years Feedback Parents, Carers



Analysis – the number of returns is low but feedback is very positive.

Some examples of comments

I receive a report after each session, which helps me see his progress and what to work on

The support provided by both C and Y has been the best professional support X has had so far. I am so grateful for their input

All there is was really lovely and helpful people. Thank you really much

Since working with X we have seen definite improvements in X and her advice is always helpful. She is very encouraging and we are very glad to work with her. Her reports are always so positive and helpful

Monitor Appraisals

Deaf Children and Young People

88% reported the CYP had been seen in the last 12 months

Visit to School

99% reported it was useful.

98% reported it was sufficient.

Report/advice

98% reported it was received promptly

99% reported it was useful

99% reported it was sufficient

100% reported it was easily understood

42% reported follow up is necessary

Visually Impaired Children and Young People

86% reported the CYP had been seen in the last 12 months

Visit to School

99% reported it was useful.

99% reported it was sufficient.

Report/advice

98% reported it was received promptly
99% reported it was useful
99% reported it was sufficient
99% reported it was easily understood

49% reported follow up is necessary

Multi-sensory impaired Children and Young People

100% reported the CYP had been seen in the last 12 months

Visit to School

0% reported it was useful.
100% reported it was sufficient.

Report/advice

100% reported it was received promptly
0% reported it was useful
100% reported it was sufficient
100% reported it was easily understood

0% reported follow up is necessary

Comments

Useful – Always extremely well received

Reports are always thorough and give clear advice

No – Visit was very rushed as she had another appointment to attend. Information about how to maintain X's hearing aids was not clear and delivered in such a way, as to cause confusion and doubt

Useful – Advice is always extremely useful, practical and IT support is extremely good

We feel that yearly visits are not possibly enough for this pupil

We take advice directly from yourselves regarding any follow ups. All reports are shared with staff especially when students are in foundation learning/gold

February 2016

X has gone above and beyond to support CYP and the class staff in his transition to School.

Advice is always clear and concise – suggesting a range of strategies and means of presenting materials or positioning standing in order to maximise his function vision

CYP has started to embrace the use of technology and will hopefully continue to become more independent with the support of VSSS

CYP has some very complicated needs between her fine/gross motor skills and visual impairment. Unfortunately it has taken a really long time to get me correct information through and the right support in place. I'm not confident we have got it right yet. This has had a big impact on her progress this year

We are carrying out the necessary checks and support to CYP daily

Thank you for a very good service

X benefits from sensory support and their invaluable advice towards him and staff at school

Ongoing support needed. Excellent service, always supportive and useful. Resources great

Students should be observed in lessons as well as 1:1 meeting, each visit

Very thorough and helpful – complements the audiology sessions at the hospital – have specified observations in class as well as 1:1 meeting with the student

Helpful and supportive service, especially with setting up the classroom

Really prompt responses to emails and referrals, and detailed useful reports from X

It was really useful on this occasion to have a meeting with X, class teachers, SENDCo and mum following the monitoring visit

Very impressed with knowledge of staff, quality of reports and follow up with questions/concerns. As SENCO very much appreciate having your support

Pleased that Sensory Support are offering this programme. Professional, reliable, efficient

Really fantastic service with CYP – so helpful and supportive

Always helpful. CYP feels confident and comfortable with his support. Good relationship between home-school-sensory support

The staff and the practical advice and support they offer is exceptional. They always respond promptly to any query no matter how small and are a lovely friendly team

A very good support service and vital in supportive us as an educational establishment with this health need

It would be useful if someone was able to come in to the school settings and give practical advice which relates specifically to our school environment.

All the staff – C and technical support have offered incredible opportunities for CYP – including helping to build and ensure that CYP's parents are well informed too

They have been a wonderful support to the pupil, pupil's parents and the school. Excellent advice, guidance and provision of equipment
Support like this always appreciated

I was very impressed by X. Her report contains all the necessary information, as well as strategies for us to help CYP cope with his hearing difficulties. It would have been useful to have had more time for one to one discussion

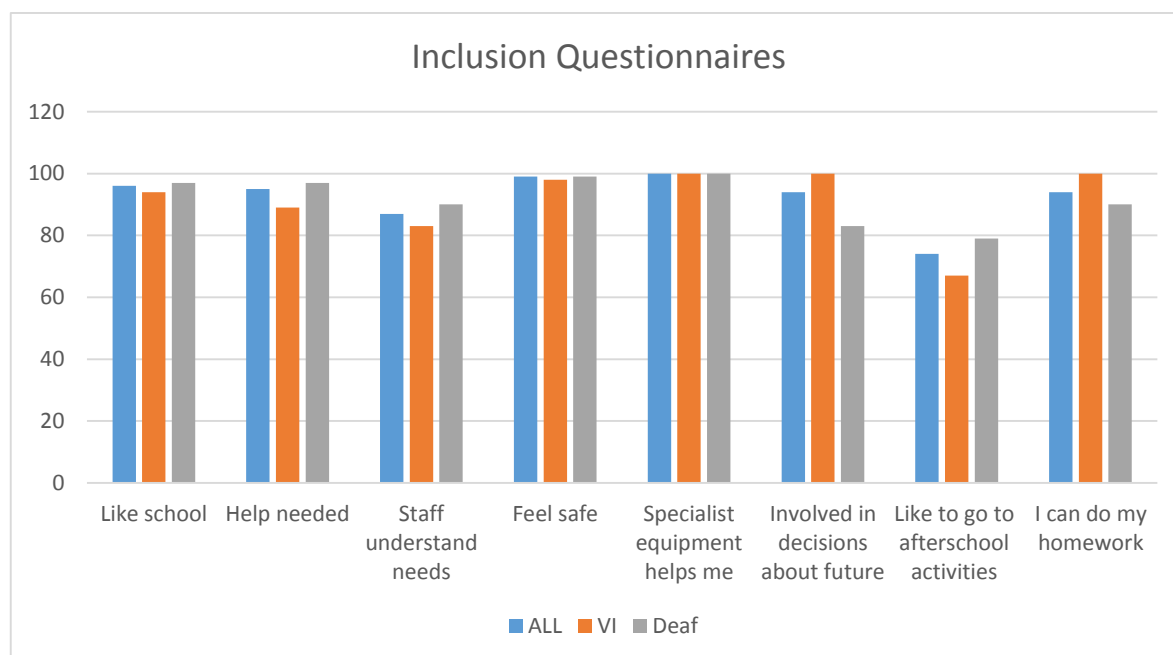
The advice received from X was clear and accessible, addressing relevant area of concern for school

X – outstanding!

CYP had a BAHA fitted and has needed a lot of support adjusting. In addition staff have required training and somebody at the end of the phone to answer our questions. This kind of 'soft data' unfortunately is not recorded but without the support of our TOD this would not have been successful for CYP

Voice of the Child Inclusion questionnaires – 2015

Forty-nine questionnaires (21 VI and 38 Deaf) were completed out of a total of 128 (95 deaf and 43 visually impaired) .



The direct audio input lead for use with my smart phone, computer at home was 'really good!

I like using my iPad and find it helps me feel confident in my work more of the time

I like using my laptop better than my braille in class because I can correct mistakes as I go along

I feel more confident using my cane walking home now

I like using the ALVA as it makes me feel independent in class

My radio aid is perfect!

I would like the radio aid to be used for all assemblies. I would like staff to keep the RA switched on even for singing assemblies/songs

I like school and the support I receive

Things are good. They are much better since I have had the iPad

I feel safer using the cane, I like using it as it helps people to see me. I think I am doing well". D gave me 9/10 for confidence today.

D said he prefers his LSA's to be 'floating around' the class rather than working directly with him. D said he wants more independence in school and that the adults sometimes should 'leave me alone'

D said 'I really enjoy my writing' about two stories he was doing for English this term. He was pleased he'd been given a Level 5 for one piece of English.

D was proud to tell us that he had joined the choir and had been to Norwich to sing.

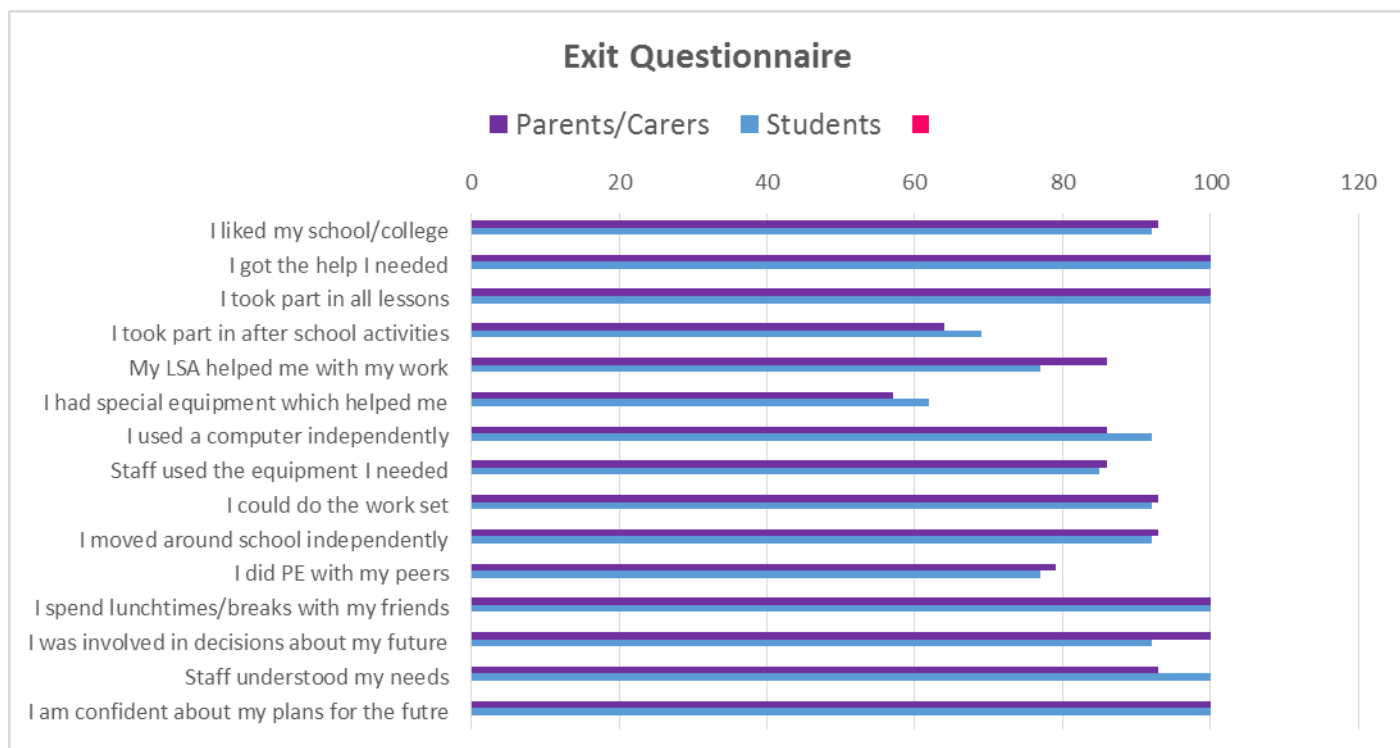
My favourite lessons are drama, history (this is really cool. We are studying the first world war), and science. I find ICT very hard and do not do PE. This is when I catch up with homework. The support is really nice. In year 7 I did not know the LSAs and didn't like to ask for help. I know them better now and I feel more confident so I can ask for help. I think I get everything I need.

G was very excited to show me that three subject teachers (History, Geography and German) had e-mailed class PowerPoints to her which is 'life changing' '1 billion times brilliant'.

I love this school and I'm making lots of new friends

Exit Questionnaires 2015 Analysis

This is based on the index for inclusion and asking for feedback on their experience at school. We ask for feedback from students leaving and their parents/carers.



Comments from Students

Thank you for helping me throughout my GCSE year

The teaching helpers didn't always explain things properly to me or listen to what I tried to tell them. Was not put at the front in all my lessons.

Comments from Parents/Carers

X has done very well at High School and most of teachers if not all dealt with her deafness to the best of their ability.

I do think more support/advice/mentoring should be offered for teenagers with partial deafness in respects of how they feel and deal with their deafness.

Many thanks for all your help and advice. X now feels more comfortable now she has hearing aids and your team helped with this. She can manage her hearing into higher education independently. Thank you for providing the notes to pass on to her next school/college.

Outcomes for Learners with a Sensory Loss

Summary of Attainment Data 2014-2015

At this point we do not have comparisons with other sensory services (NatSIP data). This will be available in the Autumn Term 2016.

Key Messages - Deaf Children and Young People 7 in cohort

71% 5 A*-C GCSEs are better than Norfolk and national averages (56.5% last year)

86% 5 A*-G GCSEs decrease from last year (100% last year)

86% 5 A*-C GCSEs in any subject – significant increase (61%) and above Norfolk and National averages

71% progress in English (74% last year) is above Norfolk average and equals National average

86% progress in Maths from KS2 to GCSE is above Norfolk and National average and significant increase on last year - 65%

Key Stage Two Data – 17 in cohort

71% achieved expected progress in maths which is a decrease on last year (91%)

77% progress in reading which is a decrease on last year (91%)

82% progress in writing is below last (97%)

53% achieved level 4 in reading, writing and maths which is lower than last year's 62.5%

There were a couple of children who did not make progress and we have completed an audit on these.

Phonics Screening (31 in cohort) – 80.6% which is close to Norfolk and National averages

Early Years Foundation Stage – cohort of 23

39% achieved a good level of development compared with 23% last year which is a significant increase and above deaf children nationally – 26%.

The Early Learning Goals average score was 27.6 compared with 28.1 last year (deaf children nationally – 27.2).

Key Messages – Visually Impaired Children and Young People Cohort is 8

70 % 5 A*-C GCSEs is significantly better than last year (50%) and above to national and Norfolk averages

87.5% 5 A*-G GCSEs is an increase from last year (75%)

75% 5 A*-C GCSEs in any subject is the same as previous year and above Norfolk and national averages

87.5% progress in English from KS2 to GCSE - significant improvement on 75% last year and above the Norfolk and national averages.

62.5% progress in Maths from KS2 to GCSE which is a significant increase from 50% the previous year and closer to Norfolk and National averages

Key Stage Two Data – Cohort is 15

93% achieved expected progress in Maths – significant increase on previous year
79% above Norfolk and national averages

100% progress in reading is a significant improvement on last year (89%) and above Norfolk and national average

93% progress in writing which is above Norfolk average and significant improvement on last year (79%)

73% achieved level 4 in reading, writing and maths which continues to narrow the gap significantly and a huge improvement on last year (58%)

Phonics Screening (19 in cohort) – 84% which is close to Norfolk and National averages

Early Years Foundation Stage – cohort 13

28.7% achieved a good level of development compared with 31% last year but above visually impaired children nationally – 28.3.

The Early Learning Goals average score was 28.6 compared with 28.8 last year.

Exclusions

These continue to be below the national and Norfolk averages for fixed terms exclusions and permanent exclusions for visually impaired children. There were 2 permanent exclusions for deaf children who had a mild hearing loss. We are supporting one of these regularly now and they are having a successful re-integration to mainstream.

Post 16 Provision

100% of deaf young people had planned employment, education or apprenticeships post school.

100% of vision impaired young people had planned employment, education or apprenticeships post school.

And beyond school.....

One visually impaired student has just started a Creative Writing Degree at UEL, another has just graduated and a third has started a Fashion and Design degree.

Trends/Analysis

- % increase in mainstream continues
- Statements gradually decreasing in number for the children and young people we support but plateaued this year
- Numbers increasing of children with MSI due to better assessment of need and clear policies and procedures
- Referrals decreasing gradually despite initial rises for VI and deaf but rising number this year of hearing aid referrals due to practice of prescribing for conductive losses.
- Visual stress referrals decreasing
- Stakeholder perception of progress of deaf children and young people significantly increased

Potential Development Areas

Continue to improve questionnaire return rate especially around the voice of the child/young person

Improve provision/support in early years and into school for the most vulnerable e.g. MSI, severe/profound visual/hearing loss.

Continue to improve progress of all children and young people at EYFS and progress around deaf children and young people at Key Stage 2.

Continue to improve data collection so that teachers have a holistic view of the child and fully understand when interventions need to be focused

Continue to strengthen our contacts with post 16 provision to provide the best opportunities for CYP with sensory loss

Appendix 1

Olivia Le Grice Cunningham -

https://www.youtube.com/watch?v=a8tq7ebloNw&utm_source=Website+Mailing+List&utm_campaign=a9e064c728-Education+-+Meet+Olivia&utm_medium=email&utm_term=0_5a6e6fd5b8-a9e064c728-141202153