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| **SENSORY-HEARING IMPAIRMENT**:**DESCRIPTION OF NEED:FUNDING ALLOCATIONS** |
| **1 MAINSTREAM ELEMENT 1 (AWPU)****Quality First Teaching**C1, C2 (NATSIP Criteria) | **2 MAINSTREAM ELEMENT 1 (AWPU) + ELEMENT 2 FORMULA FUNDING (up to £6,000)****SEND Support SEND Register**B2, B1, A3 (NATSIP Criteria) | **LA DECISION MAKING PROCESS*** **The Plan, Do Review cycle highlights the CYP is requiring additional support over and above the Element 2 provision and has not responded to systematic, structured intervention provided by element 2 funding.**

**Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for PFA funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker).****NATSIP eligibility framework review undertaken by the QToD as part of the assess, plan, do, review cycle is required.****LA DECISION MAKING PROCESS** | **3 Pupil Funding Agreement (PFA) (HI) ADDITIONAL UNITS OF SUPPORT****SEND Register**B1, A3 (NATSIP Criteria **Could be registered as Hearing Impaired** | * **LA DECISION MAKING PROCESS. The Plan, Do Review cycle highlights the CYP is not making expected progress despite the PFA** **and may require an EHCP assessment to identify needs. CYP has not responded to systematic, structured intervention provided by the PFA P funding.**
* **Please refer to the list of evidence that is required at this stage before making an application to LA DECISION MAKING PROCESS for EHCP funding. This must include evidence of the CYP pupil developmental levels (e.g. school specific pupil progress tracker)**.

**Annual review process indicates that a higher / different level of support / provision is needed to meet the needs of the CYP and promote progress.****NATSIP eligibility framework review undertaken by the QToD as part of the assess, plan, do, review cycle is required** | **4 EHCP specialist resourced provision for hearing impairment****SEND Register** |
| The CYP will have hearing difficulties identified by the class teacher (CT) or health. The CYP will have had an assessment by a Qualified Teacher of the Deaf (QToD) | The CYP will have hearing difficulties identified by school or health which require additional short term intervention by the appropriately qualified specialist. | The CYP has significant hearing difficulties which require:* Further provision which is in addition to that which is ordinarily available within the school’s resources (long term intervention by the appropriately qualified specialist).
* Co-ordination of assessment, intervention and monitoring by the SENCO.
* Specialist advice from services available to all CYP.
 | The CYP has significant hearing difficulties and uses British Sign Language which:* Require further provision which is in addition to that which is ordinarily available within the school’s resources and is not ordinarily available within a mainstream setting.
* Requires specialist resourced provision.
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| **Description of need:*** The CYP is working generally within or just below age related expectations.
* Quality first teaching is meeting the CYP needs.
* A CYP has an ongoing hearing impairment.
* Fluctuating/ deteriorating conditions
* Hearing aid compliance
 | **Description of need:*** The CYP has a significant hearing impairment which impacts on his/her ability to access the curriculum independently.
* CYP’s social and emotional wellbeing is impacted upon by HI.
* Fluctuating/ deteriorating conditions
* Hearing aid compliance
 | **Description of need:*** The CYP has a significant hearing impairment which impacts on his/her ability to access the mainstream curriculum.
* CYP has difficulty accessing some parts of the curriculum or specific difficulties with an aspect of language relating to their hearing loss.
* There is continuing evidence of an increasing gap caused by hearing difficulties.

CYP is benefiting from accessing opportunities in a mainstream setting. | **Description of need:*** The CYP is severely or profoundly deaf and requires the use of British Sign Language to access the curriculum
* CYP needs access to a deaf adult and deaf peers to support language development.
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| **Required evidence to be submitted to SENCO to access element 2 funding****Evidence that:*** CT has completed baseline assessment and re-assessment of CYP needs.
* CT has planned and organised implementation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum, e.g. scaffolding of learning, additional resources. This differentiation has continued for a reasonable period of time.
* CT has planned and organised implementation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. These have been implemented for a reasonable period of time.
* CT has completed regular reviews of the CYP’s progress in response to both the differentiation and targeted interventions.
* CT provides evidence that Quality First Teaching is not meeting the needs of the CYP.
* CT describes in the context of their own class how element 2 funding will promote the progress of the CYP.
* Change/ deterioration in hearing condition
* A re-assessment using NATSIP criterion demonstrates that the pupil requires short term intervention by the Sensory Service.

CT provides evidence of the involvement of CYP’s parents / guardians | **Required evidence to be submitted to LA to access PFA funding.****Evidence that:*** The SENCO has organised more specialist assessment using tools relevant to the CYP’s needs.
* The SENCO has sought additional specialist advice relevant to the CYP’s needs.
* The SENCO has prioritised the CYP as requiring EP consultation time.
* There is significant differentiation, relevant to the CYP’s need, to promote progress and access to the curriculum. This has continued for a reasonable period of time.
* There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs.
* Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time.
* Re-assessment using NATSIP criteria demonstrates that the pupil requires further intervention by the Sensory Service.
* The QToD has undertaken more specialist assessment which has shown that further, longer term intervention is required.
* There have been regular reviews of the CYP’s progress in response to the above specialist advice, differentiation and intervention.
* Where progress has been made it has only been as the result of much additional intervention and support over and above that which is usually provided (Code p.146).
* The plan, do and review cycle has been adhered to through a Specialist Support Programme and has highlighted that a higher level of support is needed to maintain progress,
* The Element 2 funding has been fully utilised (costed provision map).
* The SENCO in consultation with the CT, provides a description, in the context of their own school, how PFA will promote the progress for the CYP.
* There has been a change/ deterioration in hearing condition
* May require a support in an area of language development e.g. vocabulary
* May require some additional equipment to access the curriculum.
* SENCO provides evidence of the involvement of CYP’s parents / guardians.
 | **Required evidence to be submitted to LA for consideration for EHCP assessment.****Evidence that:*** There is a continuation of significant differentiation, relevant to the CYP’s areas of need, to promote progress and access to the curriculum. This has continued for a reasonable period of time.
* There is a continuation of targeted, evidence based and well-founded interventions, relevant to the CYP’s needs. This has continued for a reasonable period of time.
* Targeted Specialist Programme devised by QToD to narrow the gap caused by hearing difficulties has been implemented.
* Both the differentiation and intervention reflect the specialist advice received and both have been implemented for a reasonable period of time.
* A re-assessment using NATSIP criterion demonstrates that the pupil requires further longer term intervention by the Sensory Service.
* The Plan, Do and Review cycle has been adhered to and despite the substantial adaptations made and the further provision which is in addition to that which is ordinarily available within the school’s resources or through a (PFA), it is evidenced that a higher level of support / provision is needed to meet the needs of the CYP and promote progress.
* Recognised assessment, over a reasonable period of time and from a variety of sources, suggests that the CYP’s difficulties with cognition and learning fall within the moderate or severe range and impact upon all areas of cognition and learning.
* A review, including relevant agencies is completed and provides a description, how an Education and Health Care Plan (EHCP) will promote the progress of the CYP.
* SENCO provides evidence of the involvement of CYP’s parents / guardians.
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