



DERBY CITY COUNCIL

Request No 1211

Specialist Teaching and Psychology Service

STePS Handbook



2008-2009

SERVICES PROVIDED BY THE SPECIALIST SUPPORT TEACHING SERVICE

Advisory Teachers provide services to children and young people aged 0-19 with a range of low incidence special needs. Currently we support approximately 700 children with:

- visual impairment
- hearing impairment
- physical impairment
- autism spectrum disorders
- speech, language and communication needs
- dyslexia

Services offered include:

- provision of accessible information, training, advice, support and guidance to parents, families, carers and staff
- assessment for and the provision of specialist equipment
- initial and ongoing developmental and specific assessments
- liaison with both statutory and voluntary agencies
- contributing to continuity of provision across all Key Stages through planning for transitions
- raising staff awareness and confidence
- promoting inclusion through the advocacy of 'reasonable adjustments.'

REFERRAL ROUTES

To make a referral please contact the appropriate teacher who will arrange to send you the most relevant referral form.

ELIGIBILITY CRITERIA

Visually Impaired

All children with a visual impairment unless their sight is fully corrected by glasses.

Hearing Impaired

All children who have a diagnosis of hearing impairment that requires amplification.

Physically Impaired

All children who have a physical disability that significantly impairs their ability to access the curriculum.

Autism Spectrum Disorder

All children under 18 who have a diagnosis of Autistic Spectrum Disorder.

Speech, Language and Communication Needs

Children who meet the Local Authority's criteria for School Action Plus and have a speech, language and/or communication difficulty that is demonstrably affecting their access to spoken language.

Dyslexia

Children under 19 who have significant literacy difficulties at SA and are not making appropriate progress

Mobility/Independence Needs

Pupils in years 10/11 who are unable to travel independently because of learning difficulties or sensory impairments.

EXIT CRITERIA

Many of the children and young people supported will require services throughout their early years and schooling. Exit criteria are as follows:

- the pupil is of statutory school leaving age or moving to further education, or
- the pupil moves to another authority, or
- the pupil experiences significant improvement following medical or other intervention, or
- the pupil is home educated.

GETTING THE MOST FROM THE SPECIALIST SUPPORT TEACHING SERVICE

Schools

- Identify a named person, usually the SENCO, who will liaise with the advisory teacher or support worker, share information and coordinate support for the child, including overseeing the use and management of any specialist equipment, informing parents that the Advisory Teacher has been involved and putting the child at School Action Plus.
- Invite advisory teachers or support workers to attend 'multi-element plan' planning meetings and review meetings in plenty of time.
- Provide relevant information about the child, parental views and reports from other professionals involved to inform discussions and assessments.
- Feed back information about the 'reasonable adjustments' that need to be made to include children with low incidence additional needs to senior staff for their school improvement planning.
- Notify the Service by phone if a child is absent from school.
- Plan for whole school training with the advisory teacher and release staff for training in preparation for including a child who has a low incidence special need.
- Discuss any issues with the advisory teacher, support worker or the team manager if you are not happy with any aspect of our work.

Parents

- Let the advisory teacher or support worker know if the agreed time is not convenient and you need to cancel.
- Use and maintain any equipment and or resources that are loaned to you.
- Keep us up to date with contact phone numbers and any change in address.
- Let us know if the child or someone else in the family is ill or has an infection.
- Tell us if you are not happy about any aspect of our work.

QUALITY ASSURANCE

Advisory Teachers and the Mobility Specialist of the Visually Impaired and the Hearing Impaired, have mandatory qualifications or are working towards them. All advisory staff have additional qualifications and long experience of working with children with additional needs in a variety of mainstream, enhanced resource based and special schools.

The quality of services provided by the Advisory Teachers is assured in a number of ways:

- all staff undergo induction and mentoring on joining the service
- quality standards from the Early Support Programme, the National Deaf Children's Society, the RNIB and the Regional Partnerships are used to inform our practice and delivery of service
- advisory teachers are involved in Performance Management
- support staff and non-teaching staff work under the supervision of teachers and are managed through the Council's Achievement and Development Programme
- child protection training is regularly provided to all staff
- casework supervision is provided at team meetings and by the team manager
- pupil assessments and records are explained to parents and professional colleagues in mainstream schools
- all advisory teachers and support workers have current CRB checks
- the service is represented at a variety of working groups of voluntary and statutory agencies and service users. These various groups inform the development and delivery of services.

Finally the service has a complaints procedure. In the first instance complaints should be made directly to the member of staff concerned. If this does not resolve the situation contact should be made with the team manager who will investigate, respond to the complaint, take whatever action is necessary and review whether changes are required to the operation of the Service.