



NatSIP

National **Sensory Impairment** Partnership

Eligibility Criteria for Scoring Support Levels



Revised 2012

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1. GUIDANCE

1.1 Introduction

This *Eligibility Criteria for Scoring Support Levels* document has been developed for use by local authority (LA) Sensory Support Services offering outreach support to children, young people and their families and educational settings. NatSiP's 2012 revised version updates and supersedes the 2009 (Revised) edition and embraces changing legislation with recognition of the need for coverage of the 0-25 years age range in a multi-agency context and in a variety of educational settings. These range from home and Early Years settings at the pre-school stage, where early intervention is of such importance, to schools, including academies and Free Schools, through to post-16 further educational placements.

1.2 Purpose

The NatSiP Eligibility Criteria are intended to fulfil several purposes in relation to service support for children and young people (CYP) and their families:

- to facilitate **benchmarking** across LA Sensory Support Services;
- to enable services to provide an **equitable allocation** of their resources;
- to provide services with **entry and exit criteria** for support;
- to provide a means of **identifying the levels of support** required;
- to provide a means of **justifying the support** provided;
- to inform the **local offer** – the LA's information on the services it expects to be available locally;
- to inform **education, health and care plans (EHC Plans)** – the multi-agency need assessments and plans for CYP;
- to inform **staffing level** considerations, the nature of support and allocation of caseloads;
- to support the development of **Service Level Agreements**;
- to support service **quality assurance and self-evaluation**¹;
- to reflect compliance with **The Equality Act (2010)**.

With respect to benchmarking, it is argued that meaningful comparisons of Sensory Support Services across different LAs will only be feasible once a common set of eligibility criteria is in use, coupled with transparency over the associated support allocation matrices operated by individual services.

Whilst the NatSiP Eligibility Criteria are comprehensive and are designed to provide the basis for a fair allocation of available resources, **they are not intended to exclude professional judgement and do not attempt to replace a full assessment by a qualified specialist SI teacher**. For example, a detailed language profile may be used alongside these criteria to support an adjustment in levels of provision. Professionals will know that use of the NatSiP Eligibility Criteria is leading to effective identification of support when children are making good progress and achieving good outcomes.

¹For example, the NatSiP Eligibility Criteria could be used in evidence for the DCSF Quality Standards for SEN and Outreach Services (2008), e.g. Standard 16 - Finance and resources are managed effectively to support the performance and operational requirements of the service.

1.3 Operation

There are three sets of eligibility criteria within the document:

- Hearing Impairment (pp 12-17)
- Vision Impairment (pp 18-22)
- Multi-Sensory Impairment (pp 23-29)

Abbreviations, definitions of terms and the classification of sensory loss used within the NatSIP Eligibility Criteria are provided in the Glossary (see 1.4).

Applying the NatSIP Eligibility Criteria

To apply the NatSIP Eligibility Criteria, SI specialist teachers should follow the steps below:

- Step 1: Select the appropriate set of eligibility criteria (i.e. HI, VI or MSI) according to the CYP's type of sensory impairment. For ease of use, each set of eligibility criteria has been copied onto a separate form which can be downloaded from the enclosed CD (or the NatSIP website: www.natsip.org.uk).
- Step 2: Enter the CYP's details on the appropriate downloaded NatSIP Eligibility Criteria form.
- Step 3: Work through the eligibility criteria, selecting only **one** of the options within each criterion table and enter the CYP's score into the appropriate box at the base of the table. If none of the options applies within a criterion table, enter a score of 0 in the box. (NB The 'Comments' box allows the SI specialist teacher to enter any information or professional judgement that was taken into account when making the option selection within the criterion table).

Example - Hearing Impairment Criterion 3:

Criterion 3: Impact of HI on language and communication development and on access to learning and the curriculum		Score
a Language and communication match potential given appropriate management strategies and service monitoring and advice		2
b Language and communication require targeted support from the service in order for the learner to access the curriculum		8
c Language and communication require a high level of targeted support from the service at individual learner level to establish and develop skills for learning		14
Comments: Option (c) selected given the major impact of EAL at this stage on the pupil's functional language and communication and access to the curriculum.	CYP Score	14

1.3 Operation continued

- Step 4: Enter the CYP's scores for each of the criterion tables in the CYP Score Table on the Scoring Summary Sheet at the end of the NatSIP Eligibility Criteria form and add to calculate the CYP's Total Score. (NB The maximum score for each of the three sets of eligibility criteria is 100. An individual's Total Score can therefore be expressed as a percentage without additional calculation).
- Step 5: Use the Total Score as a basis for support allocation decisions according to service policy. In determining the support allocation, each service will need to agree its **support allocation matrix** according to what it considers to be the support levels required to meet needs. Implicit within the support allocation will be the CYP's ability to access the curriculum, to make good progress and to achieve good outcomes.

On the downloadable NatSIP Eligibility Criteria forms on the CD, services have the option of entering a support allocation matrix that they have devised onto the Scoring Summary Sheet or using one of the two versions with a pre-prepared matrix already inserted i.e. Example 1 or Example 2 (see p.8).

(NB It is anticipated that in the case of the MSI support allocation matrix an appropriate combination of specialist sensory professionals would be included. It is envisaged that the NatSIP Eligibility Criteria form would be completed together by the specialist teachers for HI/VI and where available MSI. Following this a professional decision could then be made regarding which teacher should deliver specified elements of the allocated support).

Once a service has decided upon its support allocation matrix, the CYP's Total Score can be translated into the associated level/category of support on the matrix. It is suggested that a final decision upon the actual support allocation should then be made through whatever moderation processes are established within the service. Apart from professional judgement considerations, temporary issues such as staffing vacancies and long term illness cover may also need to be taken into account.

In the 2009 version of *Eligibility Criteria for Scoring Support Levels* it was indicated that information would be gathered on the support allocation matrices employed by services. The findings of a survey carried out as part of the 2012 revision are reported at the end of section 1.3.

- Step 6: Review - the intention is that the completion of the NatSIP Eligibility Criteria exercise should inform an ongoing review around the support for a CYP's needs. The consultation undertaken during the 2009 revision of *Eligibility Criteria for Scoring Support Levels* indicated that, in the majority of cases, a review was carried out annually, typically towards the end of the academic year, unless changes in circumstances called for earlier action.

To provide a comparative record over time, the Record Sheets in Section 3 allow a CYP's scores from three applications of the NatSIP Eligibility Criteria to be entered on a single form. The Record Sheets can be downloaded from the CD (or the NatSIP website: www.natsip.org.uk). NB For user-friendliness, three versions of each of the Record Sheets have been prepared on the CD: one includes the blank support allocation matrix for completion by the service as appropriate, another includes the support allocation matrix Example 1 (see p.8) and the third includes the support allocation matrix Example 2 (see p.8).

As in the case of the 2009 version of *Eligibility Criteria for Scoring Support Levels*, the option of interactive Eligibility Criteria forms has been made available. The interactive forms appear on the CD and they have also been posted on the NatSIP website (www.natsip.org.uk).

Additional Considerations

■ Early Years

In considering the application of the NatSIP Eligibility Criteria within the Early Years context, services are expected to pursue the Early Support ethos of keeping families at the heart of discussion and decision making about their children. Details can be found on both the DfE website (www.education.gov.uk) and the Early Support website (www.ncb.org.uk/earllysupport). This ethos is also embedded within the quality assurance programme associated with Newborn Hearing Screening, which carries an expectation that the support offered to families of infants with a newly confirmed hearing loss will be responsive to the families' concerns and wishes.

Clearly, many factors influence the level and type of support that a family may request in the early stages and these can change within a relatively short time frame.

■ Post-16

The nature of the different settings the young people within the 16 – 25 age group may attend is of a breadth that may have a greater influence on the allocation of support needed than is the case for Early Years settings and schools.

■ Specialist provision

The NatSIP Eligibility Criteria have been developed for LA Sensory Support Services offering outreach support to non-SI specialist educational settings. These settings may include Special Schools, Units and Resource Bases which are not SI specialist provisions but which have CYP with SI on roll.

The NatSIP Eligibility Criteria were not developed for SI specialist provisions such as Special Schools, Units and Resource Bases for CYP with HI, VI or MSI which, it is assumed, offer the staffing expertise and resources to meet the needs of learners with SI.

1.3 Operation continued

Survey of Support Allocation Matrices

To investigate the range of support allocation matrices being used in association with the eligibility criteria, Sensory Support Services were circulated and invited to submit the matrices they employed.

In the 2009 version of *Eligibility Criteria for Scoring Support Levels* two examples of a matrix were provided (see below) and the majority of the survey responses could be classified in terms of these examples or adaptations of them.

Examples of Support Allocation Matrices

Example 1

Total Score Range	Support Category	Support Allocation
75% and above	Support Plus	Active caseload/very high level of support/probably includes pupils seen twice or more each week/may include SI Early Years children who have one visit but high level of multi-agency liaison required/reports required.
50 – 74%	Support	Active caseload/specialist SI teachers decide on frequency and timing of visits/flexibility required/may include pupils seen for blocks of time/must let school know time and date of next visit/reports required.
25 – 49%	Monitor	Active caseload/one or two visits annually/troubleshooting for radio aids, CCTVs etc. may generate additional visit/single report giving advice specific to pupil/report on request from Senior Teacher/Team Leader for specific reason.
24 and below	Advice	Not on active caseload/lists held centrally/advice sent to schools following referral/advice by telephone following request by school/no reports provided.

Example 2

Total Score Range	Support Category	Support Allocation
70% and above	A1	2 or more visits per week
50 – 69%	A2	Weekly
40 – 49%	A3	Fortnightly
30 – 39%	B1	Monthly
25 – 29%	B2	Twice termly (3 term year)
20 – 24%	C1	Termly (3 term year)
15 – 19%	C2	Twice yearly visit
Less than 15%	NFA	Off caseload

1.3 Operation continued

Table 1 below provides an analysis of the survey returns. Responses were received from 26 Services covering 37 LAs (i.e. approximately 24% of all LAs).

As previously mentioned in Step 5 above, it is essentially the decision of each service to agree or devise its support allocation matrix according to what it considers to be the support levels required to meet needs. Whilst there is no evidence base to support the adoption of a particular matrix as being one which will be the more effective in promoting good pupil progress and the achievement of good outcomes, it is perhaps worth noting that approximately 65% of the services surveyed based their support allocation on Example 2, though not all fully matched their levels of support to those specified. From this standpoint it might be considered that the matrix in Example 2 is one which reflects the aspirations of many services.

Matrix	Number of Services	Comment
Example 1	4	
Example 1 adapted	2	In both of these adaptations the total score range threshold for each of the support allocation categories was lowered. In this respect the support provided was comparatively more generous.
Example 2	9	
Example 2 adapted	8	Overall, the support allocations were less generous (to varying degrees) in each of the adapted matrices when compared to the original.
Other	3	The total score ranges and associated support allocations within each of these matrices differed so significantly from both Examples 1 & 2 that they could not be considered as adaptations. Overall, the support allocations were less generous in each of the matrices than those in Examples 1 & 2.
Total	26	

Table 1: Analysis of survey returns

1.4 Glossary

1.4.1 Abbreviations

BSL	British Sign Language
CCTV	Closed Circuit Television
CI	Cochlear Implant
CYP	Child or Young Person/Children and Young People - all learners in the target group from 0-25
EAL	English as an Additional Language
FM Systems	Radio Aids
HI	Hearing Impairment or Deafness
LA	Local Authority
LVA	Low Vision Aid
MSI	Multi-Sensory Impairment/Dual Sensory Impairment/Deafblindness
NatSIP	National Sensory Impairment Partnership
QTVI	Qualified Teacher for Vision Impairment
QTMSI	Qualified Teacher for Multi-Sensory Impairment
SI	Sensory Impairment
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Vision Impairment

1.4.2 Definition of terms

Complex needs	Needs are often described in terms of severity and multiplicity. 'Complex needs' typically refers to needs which span more than one of the four main areas of need i.e. communication and interaction; cognition and learning; behaviour, emotional and social development; sensory and/or physical.
Early Years	Birth to statutory school age
Paediatric Habilitation Specialist	A person qualified to provide mobility and independent living skills training for CYP in educational settings
Parents/carers	All those who have responsibility for the care of CYP

1.4.3 Classification of sensory loss

Hearing loss

(NB The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear. *No response* is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

Vision loss

(NB The following classification applies to corrected vision with both eyes open. Acuity criteria are for guidance purposes only. The professional judgement of a QTVI should be applied as necessary to decide on the classification. For example, a young person may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition, e.g. nystagmus, visual field reduction, cerebral visual impairment, and/or additional learning difficulties).

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/18 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/60 Snellen/Kay (LogMAR 0.8 – 1.00)
Profound vision loss	Less than 6/60 Snellen/Kay (LogMAR 1.02)

Multi-sensory loss

(NB Multi-sensory impairment is defined as diagnosed vision and hearing impairments with at least a mild loss in each modality).

Mild multi-sensory loss	Dual impairment with a mild loss in both modalities
Moderate multi-sensory loss	Dual impairment with a moderate loss in both or the most affected modality
Severe multi-sensory loss	Dual impairment with a severe loss in both or the most affected modality
Profound multi-sensory loss	Dual impairment with a profound loss in both or the most affected modality

Unilateral sensory loss

Unilateral loss is defined as either unilateral hearing or monocular vision.

2. NatSIP ELIGIBILITY CRITERIA FOR SCORING SUPPORT LEVELS

2.1 Hearing Impairment Form

Name:

Date of Birth:

ToD:

Educational placement:

Date:

Hearing loss reference table

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear where *no response* is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

(NB If none of the options applies within a criterion table, enter a score of 0 in the CYP Score box)

(NNB The 'Comments' box allows the entry of any information which may have guided the option selection within the criterion table)

Criterion 1: Degree of HI (using British Society of Audiology descriptors – see above)		Score
a	Unilateral/Mild HI/Fluctuating conductive HI/CI functioning as mild HI	4
b	<ul style="list-style-type: none"> ■ Moderate longstanding conductive HI/Moderate HI/CI functioning as moderate HI ■ Mild HI with conductive overlay/Unilateral HI with conductive overlay ■ Neo-natal conductive HI and throughout early years/Functional moderate loss due to auditory neuropathy 	8
c	<ul style="list-style-type: none"> ■ Severe HI (including significant high frequency)/CI functioning as severe HI ■ Moderate HI with conductive overlay/Functional severe loss due to auditory neuropathy 	12
d	Profound HI/Profound functional loss due to auditory neuropathy	15
Comments		CYP Score

2.1 Hearing Impairment Form continued

Criterion 2: Additional factors relating to HI		Score
a	Late diagnosis of presumed congenital, permanent HI which continues to impact on language development – period from presumed onset: 6 mths – 2 yrs	2
	– period from presumed onset: over 2 years	5
b	Continuing assessment of HI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
c	Recently acquired permanent HI (within the last 6 months)	5
Comments		CYP Score

Criterion 3: Impact of HI on language and communication development and on access to learning and the curriculum		Score
a	Language and communication match potential given appropriate management strategies and service monitoring and advice	2
b	Language and communication require targeted support from the service in order for the learner to access the curriculum	8
c	Language and communication require a high level of targeted support from the service at individual learner level to establish and develop skills for learning	14
Comments		CYP Score

2.1 Hearing Impairment Form continued

Criterion 4: Use of personal hearing aids or cochlear implant		Score
a	Learner uses personal aids/CI/other technology at home and/or in educational placement in a way that enables the child or young person to make good progress and achieve good outcomes	2
b	Learner uses personal aids/CI/other technology effectively and consistently but does not independently manage personal aids/CI/other technology	4
c	Learner uses personal aids/CI/other technology reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	6
d	Learner recently issued with personal aids; use of equipment still being assessed/established	8
e	Learner has received CI within the last two years	8
Comments		CYP Score

Criterion 5.1: Training requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the impact of HI	4
b	Key staff/parents/carers require additional or continuing training on HI and use of specialist equipment	6
c	Key staff/parents/carers new to HI	8
d	Key staff need tuition in signing skills	10
Comments		CYP Score

Criterion 5.2: Additional training requirement relating to change of placement		Score
a	Low contribution required	3
b	Moderate contribution required	5
c	High contribution required	10
Comments		CYP Score

2.1 Hearing Impairment Form continued

Criterion 6: Support for effective use of specialist equipment by learner (e.g. FM systems) and key staff		Score
a	Low level of support – e.g. equipment checks needed 3 x per year	2
b	Moderate level of support – e.g. equipment checks needed 6 x per year	4
c	New user of equipment	6
d	High level of support – e.g. at least monthly equipment checks and support for use of equipment needed	8
Comments		CYP Score

Criterion 7: Physical learning environment (NB Factors affecting the quality of the acoustic environment are outlined in the Appendix at 2.4)		Score
a	Learning environment which supports inclusive learning for the HI learner and which will include reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. audio-visual multimedia support)	2
b	Learning environment which supports aspects of inclusive learning for the HI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. interactive whiteboards)	5
c	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise – background and external, poor lighting and inadequate technology for visual/sound reinforcement)	8
Comments		CYP Score

Criterion 8: Impact of HI on personal and social learning		Score
a	Low level of impact upon the development of personal/social learning skills	2
b	High level of impact upon the development of personal/social learning skills	6
Comments		CYP Score

2.1 Hearing Impairment Form continued

Criterion 9: Additional factors relating to family support (e.g. where families speak English as an additional language)		Score
a	Family requires a low level of additional support	2
b	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 10: Multi-agency liaison/role (including Child Protection)		Score
a	ToD contributes to multi-agency working for learner	2
b	ToD contributes to multi-agency working for learner with complex needs	4
c	ToD is lead professional identified for school-aged/post-16 learner	6
d	ToD is lead professional for pre-school child or lead support worker for nursery/school-aged/post-16 learner with high level of liaison and joint working with other professionals	8
e	ToD is lead professional for learner with complex needs requiring a high level of liaison and joint working with other professionals	10
Comments		CYP Score

2.1 Hearing Impairment Form continued

SCORING SUMMARY SHEET

CYP SCORE TABLE

Criterion	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
Total Score	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

2.2 Vision Impairment Form

Name:

Date of Birth:

QTVI:

Educational placement:

Date:

Vision loss reference table

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48)
Moderate vision loss	Less than 6/18 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78)
Severe vision loss	Less than 6/36 - 6/60 Snellen/Kay (LogMAR 0.8 – 1.00)
Profound vision loss	Less than 6/60 Snellen/Kay (LogMAR 1.02)

(NB If none of the options applies within a criterion table, enter a score of 0 in the CYP Score box)

(NNB The 'Comments' box allows the entry of any information which may have guided the option selection within the criterion table)

Criterion 1: Degree of VI (corrected vision with both eyes open – see Vision loss reference table above)		Score
a	Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time)	4
b	Moderate VI/Functional moderate loss due to cerebral VI	8
c	Severe VI/Functional severe loss due to cerebral VI	12
d	Profound VI/ Profound loss due to cerebral VI	15
Comments		CYP Score

Criterion 2: Additional factors relating to VI		Score
a	Late diagnosis of permanent VI – period from presumed onset: 6 mths - 2 yrs	2
	– period from presumed onset: over 2 years	5
b	Continuing assessment of VI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
c	Recently acquired permanent VI (within the last 6 months)	5
Comments		CYP Score

2.2 Vision Impairment Form continued

Criterion 3: Impact of VI on language and communication development and on access to learning and the curriculum		Score
a	The learner requires assessment and advice from a QTVI	2
b	The learner requires a short-term programme delivered by a QTVI to develop skills that enable access to the curriculum e.g. touch-typing, developing independence and self-advocacy	8
c	The learner requires a long-term programme delivered and maintained by a QTVI e.g. Braille	14
Comments		CYP Score

Criterion 4: Development of mobility skills		Score
a	Learner requires assessment and advice by Paediatric Habilitation Specialist qualified to work with CYP	2
b	Learner requires short-term programme delivered by Paediatric Habilitation Specialist	4
c	Learner has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from Paediatric Habilitation Specialist and liaison with an Occupational Therapist or Physiotherapist	6
d	Learner requires long-term programme delivered and maintained by Paediatric Habilitation Specialist	8
Comments		CYP Score

Criterion 5.1: Training requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the impact of VI	4
b	Key staff/parents/carers require additional or continuing training on VI	6
c	Key staff/parents/carers new to VI	8
d	Key staff need tuition in Braille/use of specialist equipment	10
Comments		CYP Score

2.2 Vision Impairment Form continued

Criterion 5.2: Additional training requirement relating to change of placement		Score
a	Low contribution required	3
b	Moderate contribution required	5
c	High contribution required	10
Comments		CYP Score

Criterion 6: Support for effective use of specialist equipment by learner (may include CCTVs, LVAs, Braille, tactile and speech access) and key staff		Score
a	Low level of support including short-term programme	2
b	Moderate level of support including short-term programme and some regular monitoring	4
c	New user of equipment requiring longer-term programme and refresher programmes	6
d	High level of support including Braille equipment	8
Comments		CYP Score

Criterion 7: Physical learning environment (NB Factors affecting the quality of the acoustic environment are outlined in the Appendix at 2.4)		Score
a	Learning environment which supports inclusive learning for the VI learner and which will include reasonable adjustments in relation to acoustics, lighting, carpets and blinds and minimal reflections off surfaces	2
b	Learning environment which supports aspects of inclusive learning for the VI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual contrast. Educational placement requires an informal audit by QTVI	5
c	Learning environment which needs considerable improvement (e.g. highly reverberant, high level of noise interference, inconsistent room layout, inappropriate lighting, physical hazards). Educational placement requires a full environmental audit	8
Comments		CYP Score

2.2 Vision Impairment Form continued

Criterion 8: Impact of VI on personal and social learning		Score
a	Low level of impact upon the development of personal/social learning skills	2
b	High level of impact upon the development of personal/social learning skills	6
Comments		CYP Score

Criterion 9: Additional factors relating to family support (e.g. where families speak English as an additional language)		Score
a	Family requires a low level of additional support	2
b	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 10: Multi-agency liaison/role (including Child Protection)		Score
a	QTVI contributes to multi-agency working for learner	2
b	QTVI contributes to multi-agency working for learner with complex needs	4
c	QTVI is lead professional identified for school-aged/post-16 learner	6
d	QTVI is lead professional for pre-school child or lead support worker for nursery/school-aged/post-16 learner with high level of liaison and joint working with other professionals	8
e	QTVI is lead professional for learner with complex needs requiring a high level of liaison and joint working with other professionals	10
Comments		CYP Score

SCORING SUMMARY SHEET

CYP SCORE TABLE

Criterion	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
Total Score	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

2.3 Multi-Sensory Impairment Form

Name:

Date of Birth:

QTMSI:

Educational placement:

Date:

Multi-sensory loss reference table

Mild multi-sensory loss	Dual impairment with a mild loss in both modalities
Moderate multi-sensory loss	Dual impairment with a moderate loss in both or the most affected modality
Severe multi-sensory loss	Dual impairment with a severe loss in both or the most affected modality
Profound multi-sensory loss	Dual impairment with a profound loss in both or the most affected modality

(NB If none of the options applies within a criterion table, enter a score of 0 in the CYP Score box)

(NNB The 'Comments' box allows the entry of any information which may have guided the option selection within the criterion table)

Criterion 1: Degree of MSI (see Multi-sensory loss reference table above)		Score
a	Mild MSI – dual impairment with a mild loss in both modalities (i.e. hearing and vision and making good use of at least one modality)	3
b	Moderate MSI – dual impairment with a moderate loss in both or the most affected modality	6
c	Severe MSI – dual impairment with a severe loss in both or the most affected modality	7
d	Profound MSI – dual impairment with a profound loss in both or the most affected modality	8
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

Criterion 2: Additional factors relating to MSI		Score
a	Late diagnosis of permanent MSI	5
b	Continuing assessment of MSI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss (e.g. metabolic disorder; Usher's Syndrome)	5
c	Recently acquired sensory loss (within last 6 months)	5
Comments		CYP Score

Criterion 3.1: Impact of MSI on language and communication development		Score
a	Language and communication matches potential given appropriate management strategies and service monitoring and advice. May be skilled user of alternative mode of communication (e.g. BSL)	2
b	Language and communication needs targeted support in order for learner to consolidate emerging communication. Requires augmentative strategies to support communication, (e.g. signing approaches, symbols, photos...)	5
c	Language and communication needs high level of targeted support by specialist teacher at individual learner level to establish and develop a mode of communication appropriate to the learner. Requires MSI specific/individual alternative and augmentative communication approaches (e.g. hands on signing approaches, symbols, photos, objects of reference, tactile symbols, low-tech. or high-tech. aids...)	8
Comments		CYP Score

Criterion 3.2: Impact of MSI on access to learning and the curriculum		Score
a	Compensatory strategies well developed and learner requires minimal intervention to support access to learning	2
b	Compensatory strategies require targeted intervention to improve visual and auditory functioning to access learning	5
c	Compensatory strategies require high level of intervention to enable optimum sensory function and access to information. Functional hearing/vision needs high level of targeted support by MSI/HI/VI specialist teacher at individual teacher level to establish and develop skills for learning	8
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

Criterion 4.1: Use of personal hearing aids or cochlear implant		Score
a	Learner uses personal aids/CI at home and/or in educational placement in a way that enables the child or young person to make good progress and achieve good outcomes	2
b	Learner uses personal aids/CI effectively and consistently but does not independently manage personal aids/CI	3
c	Learner uses personal aids/CI reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to learning	4
d	Learner recently issued with personal aids; use of equipment still being assessed/established	6
e	Learner has received CI within the last two years	6
Comments		CYP Score

Criterion 4.2: Development of mobility skills		Score
a	Learner requires assessment and advice by Paediatric Habilitation Specialist qualified to work with CYP	2
b	Learner requires short-term programme delivered by Paediatric Habilitation Specialist	4
c	Learner has developmental mobility issues or balance/co-ordination issues affecting independent mobility, requiring support from QTMSI and liaison with an Occupational Therapist or Physiotherapist working with Paediatric Habilitation Specialist	5
d	Learner requires long-term programme delivered and maintained by Paediatric Habilitation Specialist	6
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

Criterion 5.1: Training requirement		Score
a	Key staff/parents/carers have knowledge and understanding of the impact of MSI	4
b	Key staff/parents/carers require additional or continuing training on MSI	6
c	Key staff/parents/carers new to MSI	7
d	Key staff need tuition in Braille/mobility/augmentative or alternative communication/use of specialist equipment	8
Comments		CYP Score

Criterion 5.2: Additional training requirement relating to change of placement		Score
a	Low contribution required	3
b	Moderate contribution required	5
c	High contribution required	9
Comments		CYP Score

Criterion 6.1: Support for effective use of specialist HI equipment by learner (e.g. FM systems) and key staff		Score
a	Low level of support – e.g. equipment checks needed 3 x per year	2
b	Moderate level of support – e.g. equipment checks needed 6 x per year	4
c	New user of equipment	6
d	High level of support – e.g. at least monthly equipment checks and support for use of equipment needed	8
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

Criterion 6.2: Support for effective use of specialist VI equipment by learner (may include CCTVs, LVAs, Braille, tactile and speech access) and key staff		Score
a	Low level of support including short-term programme	2
b	Moderate level of support including short-term programme and some regular monitoring	4
c	New user of equipment requiring longer-term programme and refresher programmes	6
d	High level of support including Braille equipment	8
Comments		CYP Score

Criterion 7: Physical Learning environment (NB Factors affecting the quality of the acoustic environment are outlined in the Appendix at 2.4)		Score
a	Learning environment which supports inclusive learning for the learner with MSI. This will include a distraction-free learning environment with reasonable adjustments in relation to acoustics, lighting and visual reinforcement; as well as opportunities built into the day to address the learner's sensory integration needs	2
b	Learning environment which needs some improvements to support aspects of inclusive learning for the pupil with MSI and which will include some reasonable adjustments in relation to acoustics, lighting, visual contrast, and visual reinforcement (e.g. interactive whiteboards)	4
c	Learning environment which needs considerable improvement (e.g. high ambient noise levels, inappropriate lighting and visual clutter)	6
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

Criterion 8: Impact of MSI on personal and social learning		Score
a	Low level of impact upon the development of personal/social learning skills	2
b	High level of impact upon the development of personal/social learning skills	6
Comments		CYP Score

Criterion 9: Additional factors relating to family support (e.g. where families speak English as an additional language)		Score
a	Family requires a low level of additional support	2
b	Family requires a high level of additional support	6
Comments		CYP Score

Criterion 10: Multi-agency liaison/role (including Child Protection)		Score
a	Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for learner	2
b	Specialist SI teacher (MSI/HI/VI) contributes to multi-agency working for learner with complex needs	4
c	Specialist SI teacher (MSI/HI/VI) is lead professional identified for school-aged/post-16 learner	5
d	Specialist SI teacher (MSI/HI/VI) is lead professional for pre-school child or lead support worker for nursery/school-aged/post-16 learner with high level of liaison and joint working with other professionals	6
e	Specialist SI teacher (MSI/HI/VI) is lead professional for learner with complex needs requiring a high level of liaison and joint working with other professionals	8
Comments		CYP Score

2.3 Multi-sensory Impairment Form continued

SCORING SUMMARY SHEET

CYP SCORE TABLE

Criterion	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
Total Score	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

2.4 Appendix: Classroom Environment/ Acoustics

(NB Whilst this section focuses on hearing impairment it does have relevance for all sensory impairments)

When considering scoring the acoustic environment for the Eligibility Criteria it should be remembered:

Early diagnosis of hearing loss, together with good pre-school guidance, consistent and appropriate hearing aid fitting, and cochlear implants are making it possible for many deaf pupils to be educated in mainstream classes. The government policies of inclusion and parental choice also encourage this situation.

It is therefore important to have realistic targets for acoustic conditions in schools in order to influence either existing provision or new building regulations. Good acoustic conditions benefit all learners and are one of many factors which will support or inhibit successful inclusion.

The impact of background noise levels and reverberation can be mitigated by:

- acoustic treatment: carpets, curtains, doors (and closing doors), soft covers on display tables, ceilings etc.
- INSET to mainstream teachers re management of hearing loss and use of personal FM systems
- conference microphones etc.
- good classroom management as it impacts on the acoustic environment
- provision of quiet areas
- monitoring and evaluating the use of personal amplification
- use of visual clues and access through text
- provision of Soundfield system
- skilled use of a personal FM and Infra Red systems by deaf learners i.e.
 - knowing when they are working correctly
 - being able to assist in fault finding
 - being able to decide the situations when personal amplification is useful
 - using additional leads and adaptors with TVs, computers, etc.
 - having the confidence to explain their use to other pupils and teachers

3. RECORD SHEETS

3.1 CYP with HI

Name of CYP:

Date of Birth:

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

3.2 CYP with VI

Name of CYP:

Date of Birth:

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

3.3 CYP with MSI

Name of CYP:

Date of Birth:

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

Date:	Score
1	
2	
3.1	
3.2	
4.1	
4.2	
5.1	
5.2	
6.1	
6.2	
7	
8	
9	
10	
TOTAL SCORE	
CATEGORY	

SERVICE SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation

Comment for matrix adjustment (in cases where other factors not included in the Eligibility Criteria need to be taken into account):

4. CD CONTENTS

Eligibility Criteria for Scoring Support Levels (Revised 2012) (pdf)

Hearing Impairment Form (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Vision Impairment Form (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Multi-Sensory Impairment Form (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Record Sheet: CYP with HI (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Record Sheet: CYP with VI (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Record Sheet: CYP with MSI (WORD)

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Interactive Hearing Impairment Form

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Interactive Vision Impairment Form

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2

Interactive Multi-Sensory Impairment Form

- Version 1 – Support Allocation Matrix: Blank
- Version 2 – Support Allocation Matrix: Example 1
- Version 3 – Support Allocation Matrix: Example 2



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Department
for Education