BETTER ASSESSMENT
BETTER PLANS
BETTER OUTCOMES

A multi-disciplinary framework for the assessment of children and young people with sensory impairment

NatSIP
National Sensory Impairment Partnership

Summary

Purpose:
To help answer the question: what information do we need about a child or young person with sensory impairment to ensure that:

- that plans for education, health and care support are based on a full and thorough understanding of that person's needs and their implications.

- any barriers to their development and achievement are identified and measures are put in place to address them.

so that outcomes are improved.

"A focus on the quality of assessment will improve the quality of outcomes." Ofsted (2010) The Special Educational needs and Disability Review: a statement is not enough.

Intended audience:
This document is for:

a) those working in health, education, social care or in voluntary organisations who are required to contribute towards the assessment and formulation of an Education Health and Care (EHC) Plan.

b) those who are responsible for co-ordinating the assessment and drafting of an EHC Plan or /or the key worker.

c) parents who would like to know in detail what information is required to ensure their child's needs are fully assessed.

Content:
This document provides:

a) A template to illustrate how those working in education, health and social care could record relevant assessment information and the implications.

b) A table setting out the information and assessment required to produce an EHC Plan that focuses on improving outcomes.

Required action:
NatSIP recommends that this framework is used to ensure that an EHC Plan is based on a full understanding of the child or young person's needs

Please note:
This draft NatSIP framework has come from a working group of colleagues with expertise in sensory impairment. It has been developed as a pilot across SEND pathfinder areas in order to underpin emerging EHC Plans and to ensure that low incidence sensory impairment needs are not overlooked.

We would encourage use of this draft framework as widely as possible and hope that it will be useful for you.

This is a final draft and if, after trialling it, you have suggestions to make, please send your comments to lindsey.rousseau@natsip.org.uk.

December 2012

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Notes

- Sensory Impairment (SI) refers to Hearing Impairment (HI), Deafblind / Multi-Sensory Impairment (MSI) and Vision Impairment (VI).

- HI refers to all levels of hearing loss, including temporary (as in glue ear), and hearing loss in one ear.

- VI refers to irretrievable sight loss and covers a wide spectrum of different impairments from monocular to total absence of vision. It does not include those whose sight problems can be corrected by spectacles or contact lenses.

- In functional terms, children and young people with MSI may include those with: moderate to profound auditory and significant visual impairments; moderate to profound auditory and significant visual impairments and other significant disabilities; central processing problems of hearing and vision; progressive sensory impairments; a significant visual impairment; and a possible loss of auditory processing mechanisms (associated with severe physical disability or severe cognitive disability) and severe communication delay.

- 'Children and young people (CYP)' includes learners, students and children in the early years.

- 'Parents' includes both parents and carers.

1   Purpose

1.1   To set out the requirements[1] for gathering information and assessing sensory impaired children and young people so that the proposed Educational, Health and Care (EHC) Plan is fully informed of their needs and strengths and what needs to be done to ensure good outcomes..

2   The importance of assessment

2.1   In the Improving the quality of statements of special educational needs guidance (2010), the Department for Education said "*the quality of a statement will be significantly determined by the quality of advice submitted during the assessment process itself, including contributions made by parents and by children and young people themselves.*" This advice is just as relevant to EHC Plans as it is to statements.

2.2   The proposal that the EHC Plans will have a wider remit than the current statements of SEN has been broadly welcomed. However this does present challenges for assessment

"...in general, the more purposes a single assessment aims to serve, the more each purpose will be compromised."[2]

2.3   To guard against this, it is important to ensure that the plan is underpinned by guidance that identifies the information and assessment required across education, health and care to inform the effective delivery of support and services and ensure good outcomes are achieved.

"*Where assessment was good or outstanding, the achievement of just under two thirds of children and young people was good or outstanding. Where assessment was satisfactory or inadequate, achievement was good or outstanding for just over a quarter of children and young people.... What worked consistently well included provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes.*"

Ofsted: a statement is not good enough – Ofsted review of special educational needs and disabilities (2010)

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1 This paper is about the content of an assessment and not the processes, such as the engagement of parents and young people.
2 Knowing what students Know: the Science and design of Educational Assessment (2001) Committee on the Foundations of assessment. Centre for Education. National Research Council.

3 Gathering and using the assessments and information required for writing the plan

3.1 This section provides a template to illustrate how information gathered and assessments undertaken could be recorded by those working in health, education and social care services. It is recognised that local authorities may have or wish to develop their own template.

3.2 Each person involved in gathering information and / or carrying out assessments should complete a template which would summarise the findings.

3.3 This summary would be written in jargon-free language that can be understood by all those accessing the plan.

3.4 Each template containing information from health, education and social care services would be sent to the person responsible for co-ordinating the production and finalisation of the plan.

3.5. **An example of a template for the summary of information and assessments is provided overleaf.**

Assessment and information gathering summary

Name of child_____ Date of birth_____

This summary was completed by _____ (state name)

on_____ (give date) and I am a _____ (state profession and position).

This summary focuses on the area/s of _____

_____

1. The assessments and information gathering showed that
   _____ (state CYP's name) has the following strengths:
   -
   -
   -

2. He/ she has also the following needs (and include how this compares with children of a similar age without sensory needs):
   -
   -
   -

3. _____ (state CYP's name) parents need the following to support his/her learning, language development and wellbeing:
   -
   -
   -

4. _____ (state CYP's name) says that (state CYPs, concerns, wishes, etc.):
   -
   -
   -

5. _____ (state CYP's name) parents says that (state parent concerns, wishes, etc):
   -
   -
   -

6. The assessments used are listed in the table below with the following results/findings:

   -
   -
   -

Date	Assessment name	Focus / what it measures	Findings / results	What this means

7. The desired outcomes are as follows:

   -
   -
   -

8. The following targets should be considered for inclusion in the plan:

   -
   -
   -

9. The following support for _____ (state CYP's name) should be considered to ensure environmental and curricular access (state/highlight any legal responsibilities) and ensure the targets are met:

   -
   -
   -

10. The following support for _____ (state CYP's name) should be considered for the plan

   -
   -
   -

Signed: _____   Dated: _____

4 The minimum information and assessment required to underpin an EHC Plan for children and young people with sensory impairment

4.1 The individual tables which follow (for HI, VI and MSI CYP) identify the information and assessments required to *underpin the writing of a plan*. Each table has been structured in the following way:

    a) The first column outlines the information that needs to be gathered and the possible different sources of that information. For example, in speech language and communication, an assessment carried out by a speech and language therapist is an obvious source, but other sources would also have relevant information that should be considered.

    b) The second, third and fourth columns set out the questions that need to be asked to inform the writing of the education, health and care components of the plan i.e. interrogating the information for its usefulness so that the child or young person can achieve the multi agency agreed outcomes.

    c) For deafblind / MSI CYP, all agencies need to address the same questions for assessment.

4.2 The heading to columns 2, 3 and 4 in the table provide a reminder about the importance of each professional collecting the views of the parents and the child / young person (CYP).

4.3 The tables highlight the type and range of information and assessments required to drive the plan. Specific assessments and approaches are not identified as these will change according to the age and development of the child or young person

4.4 In summary the information required includes:

    a) level of hearing and / or vision functioning and the implication

    b) any other relevant medical information

    d) level of competence in communication and language

    e) level of cognitive functioning

    f) how well the young person is doing in the education setting. For example, attendance, exclusions, levels of attainment and progress

    g) level of emotional and social functioning

    h) level of independence

Sensory impaired children and young people with complex needs

4.5 There is a high prevalence of sensory impairment in children with complex or multiple needs. It is important that the sensory loss is not overshadowed by these other needs. This document will help ensure the impact of their sensory impairment is fully considered as part the assessment to inform the Plan.

The tables overleaf are *not* the plan but a list of the information that needs to be carefully considered to obtain a clear understanding of the child or young person's needs and what needs to be done to ensure they make progress and achieve good outcomes.

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Hearing			
History and current status of hearing (to be updated at each review). 1. Unaided hearing level (reported as dBHL) and aided hearing levels (reported as dBA). 2. Age of diagnosis and cause (if known) 3. What technology introduced, when and with what impact? 4. Hearing function reported as speech discrimination scores in different environments (class/home/and conditions (quiet /noisy / background noise) 5. Lip reading skills ***Sources:*** Clinical audiology assessment *(See Appendix A for more detailed information).* Recorded, structured conversation with (i) parents (ii) CYP (where possible) on where they experience difficulties Teacher of the Deaf / Education audiologist assessment Speech and language therapist Comments and observations from class teachers. Acoustic assessment of different areas within the school.	What is the effect of the hearing loss on learning (Give specific examples, including any sounds that might be hard to hear)? What steps need to be taken to aid listening in the different educational settings[1], e.g. radio aid, improved acoustic conditions? What support is needed to ensure optimal use of hearing/listening equipment in the educational setting (e.g. daily checks by staff needed, battery changing etc.)?	Are any further interventions needed to optimise the child's hearing (e.g. adjustments to hearing aids, referrals to ENT for cochlear implant consideration, etc.)? Do any steps need to be taken to ensure optimal use of both hearing aids and radio aids together? Is this health?	What support and advice do parents need to manage their child's deafness (includes using the hearing technology and 'know-how' to carry out the necessary daily checks on it)? Does the family attend audiology appointments as required? If not, are there any family factors that result in the CYP failing to attend? If so how are these to be addressed?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Health / medical Information			
General health. Any other medical conditions /disability/ medication regime that might impact on the CYP's educational, social, emotional development. For example, learning difficulties or disability, physical limitations, autistic spectrum disorder, ADHD, multi-sensory impairments, life limiting conditions, emotional and behaviour difficulties etc *Sources:* Medical assessment / records. Information from parents and CYP.	What are the implications for teaching, learning and other activities of any identified condition / disability / medication identified in column 1? What measures need to be taken to ensure access to teaching and learning, e.g. training for staff?	Are there any interventions / actions that can be taken to minimise the effect of the condition / disability on learning, health, wellbeing and personal safety?	Is the family able to respond appropriately to any identified additional needs? What support does the family require to ensure their child's learning, health, well being and safety?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Speech, language and communication			
Preferred mode of communication in different locations (home, school, with friends, etc.) Level of confidence and competence in preferred mode of communication. *Sources:* Recorded, structured conversation with (i) parents (ii) CYP (where possible) Comments and observations from staff working with the child, including Teacher of the Deaf / staff in early years settings / school teachers / speech and language therapist / social worker	What does this mean in terms of support required within the class, or at home? Do staff who are working with the child have the appropriate skills and knowledge (For example, communication support worker with level 3 BSL qualification; specialist teaching assistant; careful seating arrangements to allow speech, reading, etc)?	What support is required from a speech and language therapist?	What support does the family require to ensure effective communication with their child to help with the development of age appropriate language?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of understanding of language (receptive) (English, other spoken language, sign language)	How does this compare with that of hearing peers? If below average, how far below?	What are the main areas / objectives the speech and language therapy need to focus on?	What support does the family require to help their child develop age appropriate or near age appropriate language?
Level of expressive language			
Vocabulary level	What implications does this have for learning? For example, does the CYP require longer processing time?	Will indirect support / consultation models (i.e. advice to setting staff and parents) be sufficient?	
Grammatical constructions, if appropriate covered by level of expressive language			
Degree of clarity in speech	What short, long and medium targets should be set to close the gap and support optimal language development?	Is direct speech and language therapy required and, if so, how frequently?	
Social interaction / use of language			
What is motivation of CYP to work on SLT goals? What is family motivation to work on SLT goals?	What advice to whole school / class teacher / support in class is required? This could include language environment, specific teaching approaches, equipment and/or adaptations		
Sources:			
Standardised assessment / informal assessment / observations by speech and language therapist / Teacher of the Deaf			
Parent view / CYP view / staff in early years settings / class teacher / year tutor / special educational needs co-ordinator			

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Cognitive Development			
Level of CYP's functioning in terms of thinking skills / cognitive development. *Sources:* Formal / standardised assessment and/ or observation by educational psychologist Non-verbal cognitive skills *Sources:* As above	How does this performance compare with hearing children of this age and ability? Are there any underlying general or specific learning difficulties? What are the implications for teaching? What specific targets should be set? Are any specific support and / or resource indicated?		What help, if any, do parents need to support their child's learning, development and everyday living needs?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Educational			
Attendance **_Sources:_** Educational setting records / register. Parent / CYP views	If significant absences, what are the reasons? Can steps be taken to reduce absences? If so, what? What targets should be set?	Are there any medical reasons for these absences? If so, can anything be done to help reduce them? Is Child and Adolescence Mental Health Service involvement indicated?	Are there any family issues that might be preventing the family from getting the child to school and if so what support do they need to improve the situation?
Exclusions **_Sources:_** School records. Parent / CYP views	If there have been exclusions, what are the reasons? What steps can be taken to reduce exclusions? What targets should be set?	Are there any indications that counselling / referral to Child and Adolescence Mental Health Service might be appropriate?	What support and advice does the family need in managing the exclusion and the behaviour of their child?
History of educational placements **_Sources:_** School records. Parent / CYP conversations.	Have some been more successful than others? If so, why? What can be learned to make the current placement successful or is an alternative required?		What support does the family require to maintain a placement?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Educational attainment. Current level of attainment in English and Maths and / or first language **Sources:** National test results (Early Years Foundation Profile; P-scales; National Curriculum Test Results; GCSEs; A levels etc. – as appropriate). Standardised tests. Teacher of the Deaf assessments / class teacher assessments. CYP / parent views.	How do scores compare to age related expectations? What access arrangements are needed? Is progress being made? If so is it 'adequate' progress (SEN Code of Practice definition)? If there is a gap, if so how is it going to be closed? What degree of specialist input (for example, Teacher of the Deaf, specialist Teaching Assistant, communication support worker) is indicated? What targets should be set? Are any additional resources (for example, radio aids, laptop, iPad) required to achieve the targets? What support / training do school staff require? Are there other school factors that require addressing, such as improving the acoustic quality of classrooms?	Are there any medical / physical conditions that need to be considered? Are any medical interventions indicated?	How can parents / family be involved in supporting the child to develop skills, particularly in language, literacy and maths? What support do they need to enable them to do this?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Progress in other curricular areas and in extra- curricular areas *Sources:* Class / subject teachers' views. Results from assessments CYP / parent views	Are there strengths in some areas, including extra-curricular? Is support required in any of these areas, including extra-curricular? What targets need to be set?	Are there any medical / physical conditions that need to be considered? Are any medical interventions indicated?	How can parents be involved in supporting their child and what support do they need to be able to do this?
For secondary age and above: Current plans (i.e. subject choices for GCSE / A Level / other, likely post-16 educational setting / employment or university or FE at 18) *Sources:* Young person in conjunction with careers advisor / other advisor and parent.	Are the young person's current plans stretching but realistic? Is the transition plan robust and does it include specialist input? Do the current educational plans match with wider aspirations for employment and independence?		

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Social / emotional aspects			
Level of social interaction in class / friendship groups / playground. *Sources:* Observation / views of Teacher of the Deaf / class teacher(s) / year tutor / parent / CYP	If low, what are the barriers and how can level of interaction be increased? Is bullying an issue and if so how is it to be addressed? Have the other pupils / students had deaf awareness / disability training What targets need to be set?		
Level of interaction with other adults *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker.	Have the other members of staff in school had deaf awareness training?		

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of involvement in after-school activities and community activities. *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker.	If low, how can this be increased? What support is required to ensure full participation e.g. communication support worker?		Are there any additional needs which make participation difficult? What support does the family/ young person need to ensure the young person can get to the activities and fully participate in them (for example, peer support, transport etc.)?
Contact with other deaf children / young people *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker.	If little or none does this need to be organised?		Are parents/family aware of organisations that might help, for example NDCS? Do the family need support in accessing opportunities?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of understanding and responsibility for own deafness shown by CYP *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker.	If low, how can this be increased, e.g. specific 1:1 / group time with resources focused on this issue? What targets need to be set?	Is further support needed from audiologist to improve child's understanding?	
Level of self-esteem / confidence / motivation *Sources:* Information from parents and young person. School or early years setting staff. Specialist assessments	What teaching strategies can be introduced to improve self-esteem?	Do specialist health services need to be involved?	Is there a need for family support?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:			
	Education Planning	Health Planning	Social Care / Family Support Planning	
	The views of (a) the CYP and (b) the parents should be included when considering the questions			
Family				
Family experience of deafness *Sources:* Parent conversation Teacher of the Deaf Social worker for the deaf Child Development Teams	If little or none, what support is needed to help the family understand deafness and respond in a way that will help their child achieve the identified outcomes?		What support can be offered to the family? Does the family require the involvement of Child Development Teams?	
Family's confidence and competence in communicating with their deaf child *Sources:* Parent conversation Conversation with CYP. Sibling conversation Teacher of the Deaf Social worker for the deaf or Social worker	Is there a need for any education personnel to be involved? If so, in what capacity?	Is there a need for any medical personnel to be involved? If so, in what capacity?	How can this be improved? Is there a need for communication support classes?	

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Opportunities for the family to meet with families of other deaf children *Sources:* Parent conversation Teacher of the Deaf Social worker for the deaf or social worker			What groups may be available locally? If none, can they be put in touch with at least one other family with a deaf child?
Any other stresses or difficult circumstances in the home that could make it difficult for the child to achieve their outcomes? *Sources:* Parent conversation Conversation with CYP Sibling conversation Teacher of the Deaf Social worker for the deaf or social worker.	If any are known, in what ways can their potential impact on the deaf CYP be eliminated?		Does the family require specific support? If so, what?

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Independence (any factors not already considered above)			
Independence as a learner	What is required to help the CYP develop as an independent learner?	Does the CYP require help in making most effective use of the hearing equipment? Does the CYP have any additional medical needs to be addressed?	
Sources:			
Structured conversation with young person			
Comments and observations from parents, teachers, Teachers of the Deaf			
Social / emotional independence and resilience	What strategies can be used to improve social and emotional independence and resilience?		What opportunities can be afforded to the young person to build up their skills in this area?
Sources			
Structured conversation with young person			
Comments and observations from parents, teachers, Teachers of the Deaf			
Independence in managing hearing equipment		Does the young person require additional support from their audiologist?	
Sources			
Structured conversation with young person			
Comments and observations from parents, Teachers of the Deaf, Educational audiologist, audiologist			

Table 1: Information and assessments required for CYP with Hearing Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Independent travel Travel to school/college Travel for social purposes *Sources:* Structured conversation with young person Comments and observations from parents, Teachers of the Deaf	What arrangements are / should be in place for home to school transport? Is there an entitlement to free transport?		What opportunities can be afforded to the young person to build up their skills and confidence in this area?

Note: The intention is that the second, third and fourth columns would provide the majority of the content for the plan. However, it would also be important to include the scores from any specific assessments in the plan so that progress towards outcomes can be measured over time.

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Vision			
History and current status of vision (to be updated at each review). 1. Functional vision level with correction (reported as **VA $\overline{C}$**). 2. Age of diagnosis, cause (if known) and visual prognosis (stable or progressive) 3. Functional vision levels reported in different environmental environments (eg different lighting levels) 4. Independent habilitation and independent living skills level 5. What technology/equipment introduced, when and with what impact? **Sources:** Clinical eye specialist assessment Recorded, structured conversation with: (i) parents (ii) CYP (where possible) on where they experience difficulties QTVI assessment Paediatric mobility assessment (where appropriate) Comments and observations from settings Environmental access assessment of different areas within the school	What is the effect of the vision loss on access to learning? (Give specific examples, including any mobility and/or independence aspects) What steps need to be taken to aid curriculum and environmental access in the different educational settings[2], e.g. accessible formats such as large print/ Braille; improved lighting conditions? What support is needed to ensure optimal use of any equipment in the educational setting (e.g. use of LVAs; use of Brailler/Braillenote)?	Are any further interventions needed to optimise the child's functional vision (e.g. support with patching programme in educational setting; support in use of hand-held LVA)? Does the CYP need to be registered as SI or SSI (sight-impaired; severely sight-impaired)?	What support and advice do parents need to manage the impact of their child's vision impairment in relation to independent living and social interaction? Does the family attend eye specialist appointments as required? If not, are there any family factors that result in the CYP failing to attend? If so how are these to be addressed?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Health / medical Information			
General health. Any other medical conditions / disability / medication regime that might impact on the CYP's educational, social, emotional development. For example, learning difficulties or disability, physical limitations, autistic spectrum disorder, ADHD, multi-sensory impairments, life limiting conditions, emotional and behaviour difficulties etc.	What are the implications for teaching, learning and other activities of any identified condition / disability / medication identified in column 1?	Are there any interventions / actions that can be taken to minimise the effect of the condition / disability on learning, health, wellbeing and personal safety?	Is the family able to respond appropriately to any identified additional needs? What support does the family require to ensure their child's learning, health, well being and safety?
Sources: Medical assessment / records. Information from parents and young person	What measures need to be taken to ensure access to teaching and learning, e.g. training for staff?		

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Speech, language and communication			
Level of confidence and competence in communication.	What does this mean in terms of support required within the setting?	What support is required from therapists, such as occupational therapy, physiotherapy, speech and language therapy?	What support does the family require to ensure effective comunication with their child to help with the development of age appropriate language, concepts, daily living skills and socially acceptable behaviour (eg teaching CYP without vision to dress; brush hair; make a cup of tea etc)?
Sources:			
Recorded, structured conversation with	Do staff who are working with the child have the appropriate skills and knowledge (For example, Specialist teaching assistant with Braille qualification; specialist teaching assistant with vision impairment experience; careful seating arrangements to optimise use of residual vision etc.)?		
(i) parents			
(ii) CYP (where possible)			
Comments and observations from staff working with the child, including QTVI / staff in early years settings / school teachers / paediatric mobility officer / health therapists / social worker.			

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of understanding of language (receptive) Level of expressive language Vocabulary level Social interaction / use of language *Sources:* Standardised assessment / informal assessment / observations – QTVI Parent view / CYP view / staff in early years settings / class teacher / year tutor / special educational needs co-ordinator	How does this compare with that of fully sighted peers? If below average, how far below? What implications does this have for learning? For example, does the CYP require longer processing time? What short, long and medium targets should be set to close the gap? What advice to whole school /class teacher / support in class is required? This could include language environment, specific teaching approaches, equipment and/or adaptations.	What are the main areas/ objectives the speech and language therapy need to focus on if applicable? Will indirect support / consultation models from whom? (i.e. advice to setting staff and parents) be sufficient? Is direct speech and language therapy required and, if so, how frequently?	What support does the family require to help their child develop age appropriate or near age appropriate language?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Cognitive Development			
Level of CYP's functioning in terms of thinking skills/ cognitive development. **Sources:** Formal / standardised assessment and / or observation by educational psychologist	How does this performance compare with children with full vision of this age and ability? Are there any underlying general or specific learning difficulties?	Do hospital appointments affect attendance and ability to sustain learning and social relationships?	What help, if any, do parents need to support their child's learning, development and everyday living needs?
Non-verbal cognitive skills **Sources:** As above	What are the implications of vision impairment for teaching? What specific targets should be set? Are any specific support and / or resource indicated?		

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Educational			
For early years: Transition into educational settings (birth to 3 / Early Years Foundation Stage)	What are the individual skills that need to be focused on to support the child to develop learning skills in relation to their individual education plan? What transitional arrangements or plans need to be put in place, ensuring specialist input remains co-ordinated and in place? What information needs to be shared with new settings? What funding streams can be accessed for specialist support in the early years setting, e.g. discretionary funding?		

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Attendance *Sources:* Educational setting records / register. Parent / CYP views	If significant absences, what are the reasons? Can steps be taken to reduce absences? If so, what? What targets should be set?	Are there any medical reasons for these absences? If so, can anything be done to help reduce them? Is Child and Adolescence Mental Health Service involvement indicated?	Are there any family issues that might be preventing the family from getting the child to school and if so what support do they need to improve the situation?
Exclusions *Sources:* School records. Parent / CYP views	If there have been exclusions, what are the reasons? What steps can be taken to reduce exclusions? What targets should be set?	Are there any indications that counselling / referral to Child and Adolescence Mental Health Service might be appropriate?	What support and advice does the family need in managing the exclusion and the behaviour of their child? Has the family been directed to a VCS organisation specialising in VI Support?
History of educational settings *Sources:* School records. Parent / CYP conversations.	Have some settings been more successful than others? If so, why? What can be learned to make the current placement successful and inclusive or is an alternative required?		What support does the family require to maintain a placement?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Educational attainment Current level of attainment in English and maths and/or first language **Sources:** National test results (Early Years Stage Profile; P-scales; National Curriculum Test Results; GCSEs; A levels etc. – as appropriate) Standardised tests. QTVI assessments / class teacher assessments. CYP / Parent views.	How do scores compare to age related expectations? Is progress being made? If so is it 'adequate' (SEN Code of Practice definition)? How can aspirations be met? If there is a gap, how is it going to be closed? What specialist input (e.g. QTVI, specialist TA, indicated? What targets should be set? Are there any exam areas requiring access arrangements? Are any additional resources (e.g.amenuensis) required to achieve the targets? What support/training do staff require? Are there other factors that require addressing, such as improving the glare / lighting quality in teaching areas? Does the setting have an Access Plan?	Are there any medical / physical conditions that need to be considered? Are any medical interventions indicated?	How can parents / family be involved in supporting the child to develop skills; particularly language, literacy and maths? What support do they need to enable them to do this? How can parents be supported so that their expectations of CYP with VI can be raised? Is attainment linked to attendance?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Progress in other curricular areas and in extra-curricular areas *Sources:* Class / subject teachers' views. Results from assessments CYP / Parent views	Are there strengths in some areas, including extra-curricular? Is support / time required for specialist curriculum, for example touch-typing / habilitation training? Is support required in any of these areas, including extra curricular? What targets need to be set?	Are there any medical / physical conditions that need to be considered? Are any medical interventions indicated?	How can parents be involved in supporting their child and what support do they need to be able to do this?
For secondary age and above: Current plans (i.e., subject choices GCSE / A Level / other, likely post -16 educational setting / employment or university or FE at 18) *Sources:* Young person in conjunction with careers advisor / other advisor, parent.	Are the young person's current plans stretching but realistic? Is the transition plan robust and does it include specialist input? Do their current educational plans match with wider aspirations for employment and independence?	Is support in place for young person to take control of own health needs?	Is the young person able to travel independently? Is support required to enable young person to get to FE/HE setting? Assessment for access equipment funding? Is assessment for ILS needs indicated?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Social / emotional aspects			
Level of social interaction in class / friendship groups / playground. *Sources:* Observation / views of QTVI / class teacher(s) / year tutor / parent / CYP	If low, what are the barriers and how can level of interaction be increased? Is bullying an issue and if so how is it to be addressed? Training for staff in emotional literacy? Have the other pupils / students had vision awareness / disability training What targets need to be set?	Is involvement of Child and Adolescence Mental Health Service indicated? Is CYP able to understand/ be involved with their health/VI needs?	Is family support available?
Level of interaction with adults *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker	Have members of staff in setting had vision awareness training?		

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of involvement in after school activities and community activities. *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker	If low, how can this be increased? What support is required to ensure full participation e.g. student support worker?		Are there any additional needs which make participation difficult? What support does the family/ young person need to ensure the young person can get to the activities and fully participate in them (e.g. peer support, transport etc)?
Contact with other CYP with vision impairment *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker	If little or none how can this be supported and promoted?		Are parents / family aware of organisations that might help, e.g. Actionnaires, local VI groups? Do the family need support in accessing opportunities?
Level of understanding of VI and responsibility for being able to discuss VI needs shown by CYP *Sources:* Observations and views of parents / young person. Views of staff in the early years setting or schools. Social worker	If low, how can this be increased, e.g. specific 1:1 / group time with resources focused on this issue? What targets need to be set?	Is further support needed from eye clinic specialists to improve child's understanding?	

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Level of self-esteem / confidence / motivation	What teaching strategies can be introduced to improve self-esteem?	Do specialist health services need to be involved?	Is there a need for family support?
Sources:			
Information from parents and young person.			
School or early years setting staff.			
Specialist assessments			
Family			
Family experience of vision impairment	If little or none, what support is needed to help the family understand vision impairment and respond in a way that will help their child achieve the identified outcomes?		What support can be offered to the family? Does the family require the involvement of CWD Team? Team could fund respite, holidays, short-breaks etc.
Sources:			
Parent conversation			
QTVI			
Paediatric MO			
Social worker for the vision impaired			
Child Development Teams			
CWD Team			

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Family's confidence and competence in communicating with their child with vision impairment *Sources:* Parent conversation. Conversation with CYP. Sibling conversation QTVI Paediatric MO Social worker	Is there a need for any education personnel to be involved? If so, in what capacity?	Is there a need for any medical personnel to be involved? If so, in what capacity?	How can this be improved?
Opportunities for the family to meet with families of other children with vision impairment *Sources:* Parent conversation QTVI. Social worker.	Involvement with QTVI-led training in emotional resilience?		What groups may be available locally? If none, can they be put in touch with at least one other family with a child with vision impairment?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Any other stresses or difficult circumstances in the home that could make it difficult for the child to achieve their outcomes? *Sources:* Parent conversation. Conversation with CYP. Sibling conversation QTVI. Social worker.	If any are known, in what ways can their potential impact on the CYP with vision impairment be eliminated?		What support does the family require to resolve these difficulties? Does the family require specific support eg Family Support Worker?
Independence (any factors not already considered above)			
Independence as a learner *Sources:* Structured conversation with young person Comments and observations from parents, teachers, QTVI	What is required to help the CYP develop as an independent learner? Does the child /young person require help in making most effective use of the specialist equipment eg Braille note, CCTV? Does the CYP require mobility/ILS training?	Does the CYP have any additional medical needs that need to be addressed?	Has the CYP been given access to information re benefits and schemes to support independence, e.g. Disability Travel Allowance?

Table 2: Information and assessments required for CYP with Vision Impairment

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Social / emotional independence and resilience Structured conversation with young person *Sources:* Comments and observations from parents, teachers, QTVIs	What strategies can be used to improve social and emotional independence and resilience eg parental support groups; peer-group emotional resilience courses?		What opportunities can be afforded to the young person to build up their skills in this area?
Independence in managing specialist equipment Structured conversation with young person *Sources:* Comments and observations from parents, QTVIs, Paediatric MO/ILS officers, health therapists.		Does the young person require additional support from their eye clinic?	What funding streams can be accessed for specialist support in the home?
Independent travel Travel to school/college Travel for social purposes *Sources:* Structured conversation with young person Comments and observations from parents, QTVIs	What arrangements are / should be in place for home to school transport? Is there an entitlement to free transport? What arrangements are / should be in place for mobility training / ILS training (habilitation)?		What opportunities can be afforded to the young person to build up their skills and confidence in this area?

Note: The intention is that the second, third and fourth columns would provide the majority of the content for the plan. However, it would also be important to include the scores from assessments in the plan so that progress towards outcomes can be measured over time.

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
About the child			
Interests Motivation Likes and dislikes	How does this information inform our relations and working with the child and family?		
Sensory Skills			
Hearing Observations ▪ Parental views and observations ▪ Use of listening and hearing skills in different environments (home, classroom, playground, hospice, short breaks etc). ▪ Other practitioner views (e.g. Speech and Language Therapist, Teacher of the Deaf, class teacher, etc.). ▪ Functional hearing assessment Clinical information ▪ Types of assessment undertaken, results, ▪ Type and degree of hearing loss, ▪ Aided and unaided levels, including speech discrimination if appropriate, type of aiding ▪ Age of onset ▪ Hearing prognosis Equipment FM systems ● Sound field systems ● Environmental audit ● Resonance board	What is the impact of type and degree of hearing loss will have on the child's access to information, education and relating to others? What are the implications if there is a progressive loss? What are the equipment provision and maintenance requirements? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand hearing and equipment implications? Are referrals for further investigation or intervention required? What support and advice do parents and family require?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Vision Observation ▪ Parental views and observations ▪ Use of vision and compensatory skills (strategies developed to compensate for a severe visual loss) in different environments (home, classroom, playground, hospice, short breaks etc). ▪ Other practitioner views (e.g. SLT, QTVI, class teacher, etc). ▪ Functional visual assessment Clinical information ▪ Types of assessment undertaken, results (if appropriate), ▪ Type and degree of visual impairment (including registration) ▪ Prescription / corrective aids ▪ Age of onset ▪ Visual prognosis ***Potential Equipment*** Low vision aids, Lighting, Little room / Beactive box, iPad / touch screen tablet / Laptop, CCTV / Magnilink, Desk slope, Dycem, Brailler / refreshable braille display / embosser Environmental audit.	What is the impact of visual impairment on the child's ability to access information, education and relating to others? What are the implications if there is a progressive loss? What are the equipment provision and maintenance requirements? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand implication of visual impairment, compensatory skills and equipment requirements? Are referrals for further investigation or intervention required? What support and advice do parents and family require?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:			
	Education Planning	Health Planning	Social Care / Family Support Planning	
	The views of (a) the CYP and (b) the parents should be included when considering the questions			
Balance Observation - Known vestibular problems - Impact of vestibular problems on day to day living - Parental and practitioner views Clinical information if appropriate - Known vestibular problems - Semi-circular canal presence and function	What is the impact of balance on the child's ability to access the environment and learning? What are the adaptive strategies or therapeutic programmes to develop or compensate for skills? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand implication of balance and intervention programmes? Are referrals for further investigation or intervention required? What support and advice do parents and family require?			

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Touch and manipulation skills Observation Response to touch ▪ Pressure ▪ Pain ▪ Temperature ▪ Acceptance of touch ▪ Tactile preferences (seeking and rejecting types of tactile experiences such as deep pressure) Use of touch, including: ▪ Exploratory strategies used including fine motor skills ▪ Pressure (using graded touch) ▪ Willingness to touch (tactile selectiveness) Use of manipulation skills, including: ▪ Grip, pincer, palmer ▪ Isolation of fingers	What impact does the identified touch profile have on the child's ability to access information and their environment, impacting on learning and relating to others? What are the adaptive strategies or therapeutic programmes to develop or compensate for skills? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand implication of the touch profile and intervention programmes? What support and advice do parents and family require?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Sensory Integration issues • How child uses all sensory information available in a cohesive and coherent way • How the child organises their movements effectively to explore / interact. • Muscle tone • Postural stability – sitting, standing, changing position, preferred positions • Arousal levels – hyper / hypo responsive • Seeking sensory stimulation e.g. curious needs for strong stimuli • Repetitive behaviours • Response to rhythm / rocking / swinging • Avoiding textures / stimulation – food / textures / is tactile stimulation challenging?	What impact does the identified sensory integration profile have on the child's ability to access information and their environment, impacting on learning and relating to others? What are the adaptive strategies or therapeutic programmes to develop or compensate for skills? What are the equipment provision and maintenance requirements? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand implication of the sensory integration profile, intervention programmes and equipment requirements? What support and advice do parents and family require?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Health / medical Information			
▪ Diagnosis ▪ General health ▪ Physical ▪ Respiration ▪ Neonatal and early experiences ▪ Seizure (including pattern and warning signs) ▪ Medication current and ongoing issues ▪ Allergies ▪ Forthcoming medical events (e.g. known operations / investigations due etc) ▪ Impact of medical needs on attendance and periods of authorised absence	What is the impact of a medical diagnosis on the child, including their ability to attend, be taught, to learn and relate to others? What are the implications if there is a degenerative condition? What are the equipment provision and maintenance requirements? What reasonable adjustments need to be made in each setting? What support does the child's team need to understand medical conditions and equipment implications? Are referrals for further investigation or intervention required? What support and advice do parents and family require? Are there safeguarding and wellbeing implications for the child and those supporting the child?		

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Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Eating and drinking			
• Risks – Dysphagia / Nutrition / Hydration / Faltering growth and development / development of eating and drinking skills • Oral skills and related sensory issues • Non oral issues and regime • PEG feeding if appropriate • Response to taste • Development of maladaptive eating / drinking strategies. ***Equipment*** Specialist seating Specialist utensils			

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Communication	What support does the child's team need to understand the individual communication strengths and needs?		
▪ Attention	What modifications need to be made to the environment to facilitate opportunities for communication and development of communication skills?		
▪ Receptive Communication: including understanding of routines, cues	What are the adaptive strategies or therapeutic programmes to develop or compensate for skills?		
▪ and language, (vocabulary, grammar and putting concepts together)	Will direct / indirect intervention /consultation models be required?		
▪ Expressive communication	Do people supporting the child have the knowledge and skills to provide appropriate language models and fulfil the role of a sensitive communication partner?		
▪ Modality - including:	What are the equipment provision and maintenance requirements?		
▪ Preferred mode of communication (and environments these are used in)	What reasonable adjustments need to be made in each setting?		
▪ Alternative and Augmentative Communication	Are referrals for further investigation or intervention required?		
▪ Clarity of speech (if appropriate)	What support and advice do parents and family require?		
▪ Function of communication, including	What support needs to be put in place to ensure that communication support is in place in different settings?		
▪ Pragmatics	What strategies or interventions need to be put in place to support and develop peer to peer communication, in different settings?		
▪ Range of functions used	What support is required for communication support worker or intervenor to facilitate effective communication in different settings?		
▪ Use of communication skills in different environments			
▪ Social interaction skills			
▪ Motivation for developing communication skills			

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Orientation, movement and mobility	What support and intervention is required to support the development of physical skills, movement skills, and orientation and mobility strategies?		
• Independent orientation and use of idiosyncratic exploratory strategies	What support does the child's team need to understand the individual physical skills, movement skills and orientation and mobility strategies?		
• Sensory and movement preferences used in developing exploratory strategies	What modifications need to be made to the environment to facilitate opportunities for independent mobility and development of physical and orientation skills?		
• Awareness and confidence			
• Orientation and mobility skills for semi-independent or independent travel	Are specific mobility routes required? Within familiar buildings as well as routes between them and in the wider community?		
• Physical and motor skills – development of gross and fine motor skills	What are the equipment provision and maintenance requirements?		
Equipment	What support and advice do parents and family require?		
Appropriate mobility aids, Rolator, Hoople, smart chairs, Rofflington splint, Canes, Assistance dogs, Resonance board, little room/Beacitve box, Standing frame, specialist seating,			

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	Health Planning	Social Care / Family Support Planning
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Cognitive Development			
▪ Development of cognitive milestones (noticing stimuli object permanence, cause and effect, 1:1 correspondence, recognising own actions in a range of environments) ▪ Understanding of routine ▪ Conceptual development ▪ Understanding of time and place ▪ Thinking skills/ cognitive development. ▪ Non-verbal cognitive skills	What is the child's learning profile and what appropriate learning style needs to be adopted? What strategies need to be put in place to support understanding and development? What resources and equipment are required to be made, monitored and updated? What support does the child's team need to understand implications of cognitive development and intervention programmes? What support and advice do parents and family require?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Educational			
For early years: Transition into educational establishment (birth to 3 / Early Years Foundation Stage)	What are the individual skills that need to be focused on to support the child to develop learning skills in relation to their individual education plan? What transitional arrangements or plans need to be put in place, ensuring specialist input remains co-ordinated and in place? What information needs to be shared with new settings?		
Educational attainment across all areas of the curriculum	What are the strengths and needs for the child? What factors are impacting on this? Are there specific strengths which demonstrate splinter skills and may confuse the child's overall learning profile?		
History of educational placements / care settings	Any key factors from previous placements that may have an impact on present or future placements / setting		
For secondary age and above: Current plans (i.e., accreditations / subject choices GCSE / A Level). Future life plans e.g. transition planning	Does the child have the appropriate access to accreditations? Are there any reasonable adjustments or modifications required to access accreditation / exams? What transitional arrangements or plans need to be put in place, ensuring specialist input remains co-ordinated and in place?		
Exclusions	Any key factors that may have an impact on present or future placements / setting? Are referrals to other services or interventions required?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Social / emotional aspects			
Knowledge and awareness of own body and 'self'	What strategies need to be put in place to encourage effective development of good self-esteem, self-awareness, motivation, resilience and confidence?		
Establishing relationships with others (identified others, building to a wider number of people)			
Level of self-esteem / confidence / motivation			
Level of social interaction in class / friendship groups / playground.			
Interaction with other adults	What support arrangements need to be put in place to enable participation in wider community groups and activities?		
Participation in after school activities and community activities.	What reasonable adjustments need to be made in each setting?		
Contact with other children / young people (deafblind and hearing-sighted peers).	What support does the child's team need to understand implications of social and emotional development and intervention programmes?		
	Are specific mobility routes required? Within familiar buildings as well as routes between them and in the wider community?		
	What support is required for communication support worker or intervenor to facilitate effective communication in different settings?		
Understanding and responsibility for own sensory impairments shown by child / young people	What are the equipment provision and maintenance requirements?		
	What support does the child's team need to understand implications of development of self awareness and intervention?		
	What support does the child need in developing understanding of their sensory impairment and impact on day to day living?		

Table 3: Information and assessments required for CYP with deafblindness / Multi-Sensory Impairment

For deafblind/MSI CYP the questions need to be addressed specifically by each agency - education, health and social care

Information that is required and possible sources	Questions to ask after information gathering for:		
	Education Planning	**Health Planning**	**Social Care / Family Support Planning**
	The views of (a) the CYP and (b) the parents should be included when considering the questions		
Family			
Family experience of MSI / deafness / visual impairment	Does the family have information about support networks?		
Who is in the family? What support is available around the family?	Are there any access / practical issues (language, travel, short breaks)? What sources of funding may be available to overcome these issues?		
Opportunities for the family to meet with families with other children including support or links with non-statutory organisations	How to access funding for equipment e.g. family fund?		
Independence (any factors not already considered above)			
Independence as a learner. Independent of independence	What support and intervention is required to support the development of independence? What strategies need to be put in place to encourage effective development of good self esteem, self awareness, motivation, resilience and confidence? What modifications to the environment are need to assist the development of independent living and life skills? Are specific mobility routes required? Within known buildings as well as routes between them and the wider community. What support has the young person asked for to support their development of independent living? What are the equipment provision and maintenance requirements? What support does the child's team need to understand implications of independent living? What support and advice do parents and family require?		

Note: The intention is that the second, third and fourth columns would provide the majority of the content for the plan. However, it would also be important to include the scores from assessments in the plan so that progress towards outcomes can be measured over time.

Footnotes

1 Educational setting is used to encompass early years provision; mainstream primary and secondary schools, special schools; FE and HE provision.

2 Educational setting is used to encompass early years provision; mainstream primary and secondary schools, special schools; FE and HE provision.