

ABERDEENSHIRE EDUCATION AND RECREATION

SENSORY SUPPORT SERVICE

QUALITY ASSURANCE POLICY

Aims of Policy

1. To provide a framework by which to evaluate the quality of overall Service delivery and the extent to which the aims of the Service are being fulfilled.
2. To provide strategies and measures to ensure that the Service is providing appropriate and effective educational support to children and young persons with sensory impairments, according to each individual's identified needs.
3. To ensure that the Service is meeting, as appropriate, the audiological and visual needs of children and young persons with sensory impairments.

Implementation of Policy Mechanisms

1. Budget/Resources

Service Manager prepares and implements clear procedures for the management of the Service budget and resources.

Staff are fully conversant with procedures for management of resources. Resources are well organised and maintained. A comprehensive audit of all service resources is maintained and regularly updated.

Audiological equipment – Service is able to provide spares when equipment sent away for repair.

2. Service Procedures

Clear and comprehensive written procedures are in place. These cover all aspects of Service delivery, from pre-school to post-16. Staff are familiar with and adhere to procedures.

3. Information/Statistics

The Service responds to regular requests for information and statistics relating to the Service. Information is readily available to the authority on request. A Standards and Quality report is issued annually.

4. Response to Referrals

All new referrals should be responded to within 5 working days of receipt. In the case of the Hearing Impairment Service, the Principal Teacher will make initial contact and Co-ordinator will make initial contact for the Visual Impairment Service. Allocation of Service time, following initial assessment, is based on consistent and well-understood criteria.

5. Specialist Skills

- a. Teachers have the appropriate skills and qualifications to teach those children/young persons with hearing/visual impairments they are supporting. Teachers are provided with the opportunity to study for post-graduate qualifications in their chosen specialist area of work.
- b. Specialist staff supporting children/young persons with hearing impairments who access learning and the curriculum through sign language, or a sign-supported system, are competent in that mode of delivery and have the additional skills required.
- c. Children/young persons who use braille have access to staff who are competent to teach braille.
- d. Teachers supporting children/young persons with sensory impairments are given opportunities to become competent in the use of technology which will assist the learning and teaching process. Children/young persons are provided with instruction on the use of technology, as required.
- e. Teachers have the appropriate specialist skills to provide for children's/young persons' additional audiological or low vision needs and support them in the management of specialist aids and equipment.

6. In-Service Training and Awareness Training

Informative, relevant in-service and awareness training is offered to mainstream staff teaching children with sensory impairment and to others who would benefit from such training. Hearing Impairment Service provide written information on hearing impairment to mainstream teachers and parents. This information is clear, accessible and well presented.

7. Special Arrangements

Staff are fully conversant with information about the special arrangements available to candidates with sensory impairments in national examinations.

Staff are involved with relevant school staff in discussions relating to special arrangements for relevant pupils.

8. Report Writing

Detailed procedures for report writing are in place and implemented by staff. Line managers are given copies of reports prior to reports being sent out and oversee quality of report writing.

9. Forward Plans

In collaboration with mainstream colleagues, staff devise forward plans and/or IEPs which are tailored to meet the needs of the children/young persons they support. Principal teachers discuss and evaluate forward plans with teachers.

10. Record Keeping

Detailed procedures for record-keeping are in place. Staff's record-keeping on all aspects of their work, follows practice guidelines, is up-to-date and comprehensive. Records are available for consultation with parents/carers, children/young persons, other relevant professionals.

11. Meetings – Agendas and Minutes

Team meetings have agendas, to which teachers can contribute. Minutes should reflect the decision making process, where appropriate, decisions taken and actions agreed. Other meetings should be minuted, as appropriate.

12. Termly Evaluations

Evaluation of work undertaken with pupils is completed termly. Evaluations should be discussed with Principal Teacher or Co-ordinator and/or a peer evaluation system should be implemented.

13. Review Meetings

All teachers submit a written report to Annual Review meetings for pupils with Record of Need. When a pupil does not have a Record of Need, but does have regular review meetings, teachers submit a written report. All reports are submitted prior to the meeting.

Discussions/reports at Review Meetings can be used as indicators of level of satisfaction with Service delivery.

14. Assessments

Assessments used by Hearing Impairment Service indicate progress made by pupil in relation to area assessed.

15. Self Evaluation

The practice of self evaluation should be encouraged throughout the Service. Opportunities for self evaluation should be provided at team meetings, primary tools being used "Self Evaluation by Peripatetic Sensory Services" and "A Scottish Vision".

The Service regularly undertakes evaluation of its practices, the effectiveness of support provision and the progress made by pupils. An audit of the Service is undertaken annually.

16. Visits to Pupils/Staff

Hearing Impairment Service

Principal Teacher should visit at least once a year each pupil who receives support on a weekly basis. Principal Teacher will visit when teacher is working with pupil.

Visual Impairment Service

Co-ordinator will visit each pupil who receives weekly support at least once a year when Visual Impairment teacher is working with him/her.

A record of these visits should be kept and discussed with teacher.

17. Communication with Parents/Carers

Parents/carers are kept fully informed of the child/young person's progress and levels of support. A high level of parental support and liaison is maintained, where appropriate. Questionnaires are used for parental feedback on the quality of service delivery and level of provision.

18. Feedback from Pupils

Opportunities are given to pupils, through discussion and/or questionnaires, to comment on the appropriateness of service provided to them and the way(s) in which it meets their needs. Pupils are encouraged to and supported in contributing to Forward Plans.

19. Communication with Teaching Staff/Other Professionals

Sensory Service staff work effectively in partnership with teachers and other professionals supporting pupils with sensory impairments. Staff participate in joint planning with other professionals to enhance quality of provision. This includes contributions to Individual Education Plans and Forward Plans. Questionnaires are used for feedback on quality of service delivery.

20. Service Development Plan

The Service Development Plan accurately reflects priorities for development. All staff are consulted re development requirements, have a copy of the plan, are familiar with its contents, and work together as a team to achieve the targets.

21. Quality and Standards Report

The Service submits an annual progress report, Quality and Standards Report, on the implementation of the Service's Development Plan, and this is discussed with the relevant Education Officer.

Quality Assurance Indicators

The Performance of our Service

Examples of indicators we can use to provide evidence of our performance.

- Record of work.
- Forward plans.
- Termly evaluations.
- Talking to pupils and giving them opportunities to comment on support they receive/work they do.
- Questionnaires to pupils/parents/staff/other professionals.
- Samples of pupils' work.
- Pupils' class reports.
- Discussion at annual reviews.
- Discussions of planning, organisation and management of the learning environment eg at team meetings.
- Minutes of meetings.
- Written reports eg for annual review, end-of-year report, report on new referral.
- Accurate record keeping.
- Record of invited speakers who have visited Service/record of meetings held with other professionals.
- Development Plan.
- Evaluation of Development Plan.
- Standards and Quality Report.
- Using performance indicators from "Self Evaluation by Peripatetic Sensory Services".
- Implementation of criteria in "A Scottish Vision".
- Newsletters.
- Mutual observation during team teaching.
- Observation of teaching.

- Video recording of teaching activities.
- Response rate to new referrals.
- Training undertaken by staff.
- Measures of attainment – results of assessments of pupils.
- Awareness talks – evaluation of awareness talks.
- Parents' workshops – evaluation of workshops.
- Links with other organisations eg RNIB, Grampian Society for the Blind.

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Sensory Support Service

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