

Working in Partnership with Trafford Sensory Impairment Support Service (TSISS) and Delamere School



Above are some of the Teachers of Visually Impaired and one of the Teachers of the Deaf from TSISS who work within Delamere School.

- TSISS has an important role in specialised assessment leading to the identification of specific sensory impairment needs. We aim to contribute through our advice towards a pupil's individual educational plan which will collaboratively define priorities and strategies to meet needs as well as helping towards the process by which progress will be reviewed.
- Most of the children with a sensory impairment are well known to TSISS before the age of 2 because of their strong working links with colleagues in the multi-agency teams in the local community.
- Teachers from TSISS and Delamere school staff draw on each other's knowledge and expertise in order to develop individual sensory programmes for the benefit of the child. Two-way communication and exchange of ideas between service and school staff is essential.

TSISS are looking at functional vision/ hearing - that is, vision and hearing for 'doing', in particularly, communication. This means any remaining vision/ hearing, no matter how little, which may add to the pupil's experiences, enjoyment and learning about the world. This includes vision which is so poor as to enable the pupil to tell only light from darkness and making the most of any residual hearing to perceive sounds.

WHAT CAN WE OFFER?

The Sensory Impairment Support Team aim to offer a combination of direct and indirect support.

This includes:

- in the under 5's pupil who has a nursery placement the assessment will be an ongoing process and will be continued from home/ clinic visits which will have been started from age of diagnosis and consequent referral.
- direct assessment working with the pupil (and sometimes preferably with a keyworker from the host school who knows the child well and can help to interpret responses accurately because of their broad base knowledge of the 'whole' child). This will entail an
 - observation/ information gathering/ liaison session on their sensory functioning.
 - 1:1 sessions.
 - feedback and provision of report.
 - attendance at annual review
- advice which is intended to be integrated into each pupil's own individual programme. This service will strive to offer the best possible information to minimise the effects of impairment
- within the Early Years Foundation stage pupil progress to be monitored half termly and objectives altered as appropriate, unless degree and nature of sensory loss warrants a higher/lower level of support.
- progress for the over 5's to be monitored and an updated functional sensory report provided together with advice towards an I.E.P. (if appropriate)
- discussion and consultation of the reports and advice with individual or groups of staff with opportunities to ensure that the recommendations can contribute to future teaching and enable the setting of goals.

We need to understand how the pupil sees/hears to ensure that activities are presented in an appropriate manner.



A child with a profound visual impairment enjoys intensive interaction with his Qualified Teacher of the Visually Impaired (QTVI) to develop his turn taking skills.



A special support assistant from TSISS works collaboratively with a visually impaired child and his class teacher in a lesson focusing on Australia and other countries.



Children with a significant hearing impairment join a music session taught by a Qualified Teacher of the Deaf, with their hearing impaired mainstream peers from a variety of local schools, supported by specialist support assistants.



A severely visually impaired pupil using specialist raised board to promote effective posture for optimum visual access.

