



Joint Authority Support for Children, Families and Schools

Sensory Support Service Matrix with 3 levels of support

	Early Years	Primary Age	Secondary Age	Post 16	Special School
Level 1 Advice and information	<p>Helpline, toolkit and training opportunities Signposting to other organisations, support groups Information and recommendations specific to certain condition or type of need For some CYP they may have an initial assessment and /or monitoring at transition times. Also possible set up of equipment. Access to Early Years' groups</p>				
Level 2 Core support with targeted interventions	<p>One to one sessions at home to enable parents promoting their child' development and/or early years' setting (3 yearly) and additional targeted interventions as required (2 to 6 additional 1-1 sessions) Access to Early Years' groups and Family Sign language if applicable</p>	<p>1-1 sessions at educational setting (3 yearly) and additional targeted interventions as required; (2 to 6 additional 1-1 sessions)</p>	<p>1-1 sessions at educational setting (3 yearly) and additional targeted interventions as required (2 to 6 additional 1-1 sessions)</p>	<p>Annual training for setting Individual session for planning additional targeted interventions as required</p>	<p>Advice and training to school Observation / assessment school and additional targeted interventions as required (2 to 7 additional 1-1 sessions)</p>
Level 3 Ongoing direct teaching support	<p>On-going direct teaching support to develop communication and/or specialist skills and to enable parents promoting their child' development. One to one home and/or educational setting visits by QTVI/ToD/MSI Access to Early Years' groups and Family Sign language if applicable</p>	<p>High level 1-1 sessions at educational setting for direct teaching of specialist skills and on-going training of other professionals Fortnight or weekly 1-1 visits. For braille users up to 3 sessions per week Occasional home visit</p>	<p>High level 1-1 sessions at educational setting for direct teaching of specialist skills and on-going training of other professionals Fortnight or weekly 1-1 visits. For braille users up to 4 sessions per week Occasional home visit</p>	<p>Annual session for setting Individual session for planning and additional interventions as required and/or stated on EHCP</p>	<p>VI only - High level direct teaching for pupils requiring alternative means of communication such as Moon or Braille. 2 to 6 visits per term for a term at a time or on-going depending on assessment of needs.</p>



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Home education – Input from ToD/QTVI/MSI and other specialists as stated on EHCP and in line with assessment carried out by the sensory Support Service.

Additional Information:

Targeted interventions or additional visits for:	On-going direct teaching of specialist skills:
<ul style="list-style-type: none"> Establishing hearing aids Introduction of technology Specialist assessment, e.g. IT, Learning Media Assessment Statutory assessments – Education, Health and Care Needs Assessment On-going support of use of technology Self-management skills Transition into new setting Self-advocacy and support particularly in changing conditions Social skills 	<ul style="list-style-type: none"> Language and communication skills, Subject specific language, Listening and visual skills, Concept development, Learning through touch, Social skills, Self- advocacy, Organisational / study skills, Independence and daily living skills Literacy through Braille, Moon, large print IT skills and effective use of specialist technology

Review: July 2021