

STATEMENT OF REQUIREMENT FOR SUPPORT TO SENSORY IMPAIRED CHILDREN

BACKGROUND

Ministry of Defence Schools, part of DCS currently provides education for approximately 3,500 children and young people (0-18) in schools/early years settings in Germany, Cyprus and other 'Rest of the World (RoW)' locations which include Naples, Belgium, Holland, Brunei, Gibraltar and the Falkland Islands. MOD schools follow the English National Curriculum.

MOD Schools supports pupils who have a range of Special Educational Needs and Disabilities, including children with mild to moderate Hearing Impairment (HI) and Visual Impairment (VI). The number of pupils with such needs fluctuates given the mobile nature of the MOD population. There can be as many as 15 such pupils across MOD schools. To meet our organisation's vision, "Educate the Child - Support the Family – Defend the Nation", we will be providing support to those children in settings and across global geographical locations. Therefore, during the period of the contract the successful provider must be able to demonstrate a flexible response to variable need across variable locations.

The children, their parents and the staff in schools require professional support and advice from suitably qualified education professionals, i.e., specialist HI or VI qualifications in addition to teaching qualifications. DCS does not employ such specialists due to the low incidence of need and therefore has a requirement to contract in the resource.

The specialist education professionals will be expected to provide regular support, advice and guidance to children/young people with sensory difficulties, their parents and teaching staff as required in the various locations across DCS. The aim is to ensure children/young people with sensory difficulties can access and receive high quality inclusive education alongside their peers, reach their educational potential and are not disadvantaged from their time spent abroad. That support would include direct work with children and parents as well as contribution to planning and review. They would also liaise with any other external agencies the children are involved in such as Speech and Language Therapists.

REQUIREMENT

The provision of Specialist Education Professionals

During the period of the contract DCS requires the provision of qualified specialist educational professionals. Visit timetables, including dates and programmes of work, will be negotiated with the DCS point of contact on a termly basis (Autumn, Spring and Summer) up to a maximum of 30 days per academic year. Service delivery will involve visits to schools during normal school hours depending on the geographical locations. However, where staff training is required, the day may (by mutual agreement) be extended.

The Specialist Education Contractor will provide:

Support from an experienced, qualified specialist education professional of the Visually Impaired to provide:

Directly to pupils/schools:

- Informal and formal assessments of visual loss.
- Guidance on the implications of this visual difficulty on access to the curriculum and on general daily life.
- Information, advice and support to pupils and parents.
- Practical advice to classroom teachers.
- Advice on the school environment.
- Advice and support on the use of low vision aids and other equipment.
- Training in schools/settings for members of the school/setting staff as required. There may be a need for training delivered after school hours
- Attendance at Multi-Agency/Service Children's Assessment of Need meeting as required
- Support for transition when children/young people return to the UK

Indirectly:

- Production of reports in electronic format containing strategies and advice. Reports must be available to parents, school and the DCS responsible person within the agreed service delivery time frame.
- Attendance at Multi-agency/Service Children's Assessment of Need meetings as required
- Liaison with health professionals as appropriate.
- Maintain relevant records.
- Access to email advice and guidance to Headteachers, SENDCOs and parents.

The Specialist Education Contractor will also provide specialist resources for individual Visually Impaired children according to need. This will include the production of:

- Tactile or large print resources, individually modified according to the needs of the child.
- Information (e.g., leaflets or similar available in Word/PDF) for parents, children and schools made available as appropriate for printing and dissemination.
- A range of large print resources (reading and phonic scheme) and/or advice regarding suitably commercially available materials for individual children according to need where DCS can match copyright conditions.

Support from an experienced qualified education professional for the Deaf to provide:

Directly to pupils/schools:

- Informal and formal assessment of hearing loss and how it is affecting pupils' daily functioning.
- Assessment of language and communication skills.
- Advice and support to pupils and parents.
- Practical advice to SENDCOs and classroom teachers on teaching methods and ensuring access to the curriculum.
- Advice to schools on listening conditions and acoustics.
- Check hearing equipment and provide support to ensure hearing aids are well maintained and appropriately used.
- Identification of other appropriate technical aids for pupils, such as radio aids and soundfield systems; advice and support.
- Training for school and 0-3 settings staff regarding hearing impairment. There may be a need for training to be delivered after school hours.
- Support for transition when children/young people return to the UK

Indirectly

- Production of reports in electronic format containing strategies and advice. Reports must be made available to parents, schools and the DCS responsible person within the agreed service delivery time frame.
- Production of letters to parents and other professionals as required.
- Liaison with health professionals e.g., Audiology departments, Speech and Language Therapists.
- Maintaining relevant record-keeping systems as directed by the AH SSS.
- Access to email advice and guidance to Headteachers, SENDCOS and parents.

During school visits DCS and school staff will ensure the visiting specialist education staff have opportunity to:

- Meet and work with individual children and young people within a class/group setting and individually.
- Meet with parents in a confidential setting.
- Meet with school and setting staff working with child/young person in a confidential setting.
- Attend and contribute in Multi-agency/Service Children's Assessment of Need meetings as required.
- Access to facilities as required (i.e., telephone and photocopying facilities etc).

STAFF QUALIFICATIONS

Each staff member will be expected to have as a minimum:

- Qualified Teacher Status (QTS)
- At least 2 years teaching experience and in addition
 - A further specialist qualification e.g., a Diploma/Certificate in
 - Teaching deaf children
 - Teaching visually impaired children
 - *Safeguarding (Level 2) or proof of a Local Authority's (or similar organisation e.g., RNIB) Multi-Agency Safeguarding Training (Level 3)
 - Equality and diversity training

*All of which must be kept current throughout the period of Contract.

SECURITY

Each member of the Contractor's staff must have enhanced DBS checks.

TRAVEL AND SUBSISTENCE

The Contractor staff will be expected to book and pay for their own transport, accommodation, meals and subsistence, the costs for which are reimbursed within the terms of MoD policy.

POINT OF CONTACT

Initial point of contact: [Redacted – Personal Info]

Key performance Indicators (KPIs)
Support for Sensory Impaired Children

	Requirement	KPIs	Evaluation
1	Support for children with visual/hearing impairment	<p>When referred a case, the contractor:</p> <ul style="list-style-type: none"> - Responds within 5 working days - Is able to visit the DCS school/setting within one school term of referral, if required. 	
		<p>During involvement in a case, the contractor:</p> <ul style="list-style-type: none"> - Makes accurate assessments of a child's needs and communicates this to both parents and professionals - Gives clear practical advice to teachers and other professionals that gives them confidence in meeting a child's needs - Delivers bespoke training to school/setting staff, where required. - Attends multi-agency meetings, when required - Liaises with medical staff, where required - Checks and/or provides specialist equipment, where appropriate 	
		<p>Following involvement in a case, the contractor provides:</p> <ul style="list-style-type: none"> - Written reports that set out clear advice that enables professionals to meet the needs of the child in school, including any adjustments that need to be made - Appropriate resources to help the school meet the child's needs, where required - Written reports in a timely manner (within 10 working days of the end of the visit) - Follow up email advice to schools/settings, parents and other professionals. 	