

Sensory Education Support Team (SEST) Information Presentation for:

LCPF – Lincolnshire Parent Carer Forum

January 2024



SEST – Sensory Education Support Team

Our peripatetic roles cover a vast range of knowledge and experience, as we work with individuals with a hearing loss, vision loss or a multi-sensory loss, from birth to 25 years old, within homes and educational settings, across Lincolnshire.

Presenters:

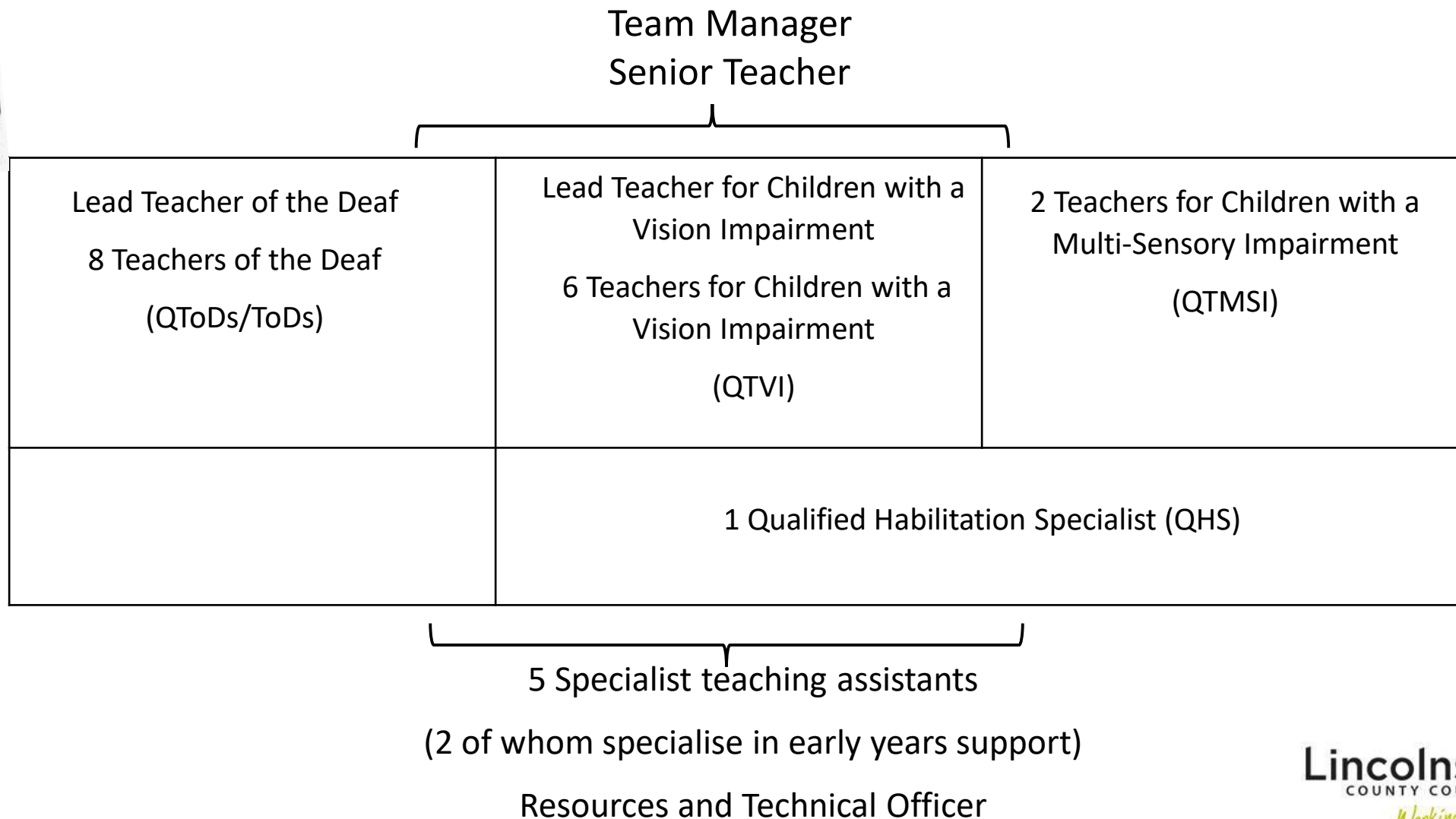
Alison White – QToD

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SEST – Sensory Education Support Team



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Our role working with
families and settings

SEST – Sensory Education Support Team

Working with families

The SEST Team are able to offer advice and support with:

- Support with understanding diagnosis and its impact
- Monitoring and promoting progress
- Support at appointments [audiology and clinic]
- Support and advice with specialist technology
- Training for other family members
- Sign posting to support groups and other agencies
- Environmental adaptations
- Habilitation and mobility
- Advice and support with transitioning into a new setting
- Support during the EHCP assessment process

SEST – Sensory Education Support Team

Working with schools/settings

The SEST Team are able to offer advice and support with:

- Access to the curriculum, modifying work and adapting teaching and learning strategies
- Monitoring and promoting progress
- Specialist technology
- Staff training and peer awareness training
- Sign posting to support groups and other agencies
- Integration and inclusion
- Environmental adaptations
- Habilitation and mobility
- Specialist advice during the EHCP assessment process

Children with Hearing Loss

SEST – Sensory Education Support Team

Why it is important to refer a child with a hearing loss early?

- Establish early, consistent technology use
- Provide additional specialist equipment when needed
- Promote and develop effective communication, speech and language skills
- Identify possible need for alternative means of accessing sounds e.g. Cochlear Implant/BAHA
- Identify possible additional needs and signpost to other services
- Support for carers, parents and families

SEST – Sensory Education Support Team

Specialist Teachers of the Deaf focus on:

- Consistent technology use – hearing aids/cochlear implant processors, BAHAs/radio aids
- Developing language and communication
- Reviewing progress
- Access to education
- Training teachers, early years educators and support staff etc. Face to face and on-line.
- Supporting parental understanding and offering information
- Promoting independence
- Supporting social and emotional development

Children with Vision Impairment

SEST – Sensory Education Support Team

Why it is important to refer a child with vision impairment early?

- Identify the need for adaptation/modification of learning materials and possible technology requirements e.g. large print, Braille, assistive technology, low vision aids
- Provide additional specialist equipment when needed
- Promote and develop effective tactile and auditory skills
- Support the development of visual skills and early milestones (DJVI)
- Support with social and emotional development
- Identify possible additional needs and signpost to other services
- Support for parents, carers and families

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Specialist Teachers of Children with a Vision Impairment focus on:

- Functional use of vision (various aspects of vision assessed) e.g. early visual skill acquisition, near, distance, peripheral, depth perception, colour, visual clutter.
- Identification, training and use of appropriate assistive technology, in collaboration with technical officer.
- Implications of vision impairment on other areas of development
- Accessibility of settings – environment and classroom materials
- Training teachers, early years educators and support staff etc
- Supporting parental understanding and offering information
- Promoting independence
- Supporting social and emotional development
- Development of additional curriculum skills where appropriate. Work alongside QHS for development of Habilitation, orientation, mobility and independent living skills.

Children with Multi-Sensory Impairment

Why it is important to refer a child with a multi-sensory impairment early?

- Identify the need for modified and individual approaches to communication and exploration of the CYPs physical and social environment.
- Provide additional specialist equipment when needed with appropriate strategies and development goals
- Promote and develop effective tactile and residual vision/hearing skills
- Support with social and emotional development
- Identify possible additional needs and signpost to other services
- Support for parents, carers and families

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Specialist Teachers of Children with Multi-Sensory Impairment focus on:

- Functional use of vision (various aspects of vision assessed) e.g. near, distance, peripheral, depth of perception, colour, visual clutter.
- Consistent technology use – hearing aids/cochlear implant processors, BAHAs/radio aids
- Developing communication and interaction
- Implications of visual and hearing impairments on access to information, communication and mobility.
- Accessibility of classroom materials
- Training teachers, early years educators and support staff etc
- Supporting parental understanding and offering information
- Promoting independence
- Supporting social and emotional development

SEST – Sensory Education Support Team

SEST Referrals

Referrals can be made by:

- Parents
- Newborn hearing screening programme
- NHS (e.g. Audiology/ Ear Nose Throat/ Ophthalmology)
- Health Visitors
- Educational settings

Following a diagnosis

VI - A CYP must initially be seen by a health visitor, school nurse, optician or at an eye clinic before a QTVI becomes involved.

MSI – Multi-Sensory Impairment

A CYP must initially be seen by a health visitor, school nurse, optician or at an eye clinic **and** by an audiologist before a Teacher for multi-sensory impaired children (MSI) becomes involved. (we do see children with a suspected or diagnosed loss in one or both with additional needs)

We have active, long-term caseloads – this means that we have babies, children and young people that we, in some cases, may work with over several years (0-25yrs).

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Core criteria for referral

- The CYP* lives in Lincolnshire or goes to school in Lincolnshire.
- They have a confirmed diagnosis of a permanent hearing or vision loss.
- For CYP who are MSI, a suspected or confirmed diagnosis of visual and/or hearing loss with additional needs may result in referral).
- Referrals for a CYP with temporary hearing loss such as glue ear or a unilateral hearing loss (single-sided) may be offered a one-off visit and an advice/strategy sheet.
- Referrals for a CYP with a squint or unilateral vision loss may be offered a one-off visit and/or an advice/strategy sheet.
- If concerns persist after following the advice and strategies, a re-referral can be made.
- National Sensory Impairment Partnership (NatSIP) criteria used to identify level of support

*CYP – Children and young person

SEST – Sensory Education Support Team


Referral Forms

To request a referral form email: -
BS_SEND@lincolnshire.gov.uk

More information can also be found on:

<https://www.lincolnshire.gov.uk/send-local-offer>

Help with sight and hearing issues – How we can help -
Lincolnshire County Council



SENSORY EDUCATION & SUPPORT TEAM (SEST)

REFERRAL FOR ASSESSMENT BY A TEACHER FOR HEARING IMPAIRED CHILDREN

Please note:
A child must initially be seen by a health visitor, school nurse, school doctor or at an ENT clinic before a teacher for hearing impaired children becomes involved.
Any gaps in information submitted could result in a delay in the referral being processed.

NAME OF CHILD: _____

DATE OF BIRTH: _____

NAME OF PARENTS: _____

ADDRESS: _____

TELEPHONE: _____

EMAIL: _____

SCHOOL/ PRESCHOOL: _____

NAME OF HEADTEACHER/ SENCO: _____

TELEPHONE: _____

EMAIL: _____

Unique Pupil number: _____

Has the child been seen previously by the SEST Team? YES/ NO

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Any questions