

Partnership Agreement between the Sensory Support Service (SSS) and Further Education settings

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We will

- Liaise with you about support planned for each student, and its focus
- Carry assessments specific to VI and hearing loss and provide advice, recommendations and inform you of useful strategies
- Identify training needs in your setting, and signpost or offer training opportunities
- Contribute to statutory assessments and annual reviews
- Provide assessments, training and advice to ensure effective use of technology required
- Provide advice on environmental adaptations
- Liaise with parents/carers, key staff in setting including governors, if appropriate, and other agencies involved
- Where several students with VI or hearing loss attend a specialist setting, we will provide you a support allocation for each year.
- For some students it may be necessary to liaise with tutors and contribute to placement discussions about the specific needs of students undertaking more vocational courses

We expect

- To be informed of a student's absence if we are visiting your setting, to avoid any unnecessary travelling
- Agreed systems to enable SSS staff to access premises without delays
- Time from key staff (SENCO, tutor, mentors, TA) to liaise during our visit or remotely afterwards (pre-arranged)
- Settings to invite us to annual reviews or multi agency reviews, giving at least 4 weeks' notice, where possible. Keep us informed of any changes.
- Settings to ensure ordinarily available provision is in place, to implement our recommendations to meet the needs of a student and liaise with us about any difficulties you may encounter
- Settings to ensure information provided by our service, is available to parents/carers
- Settings to make reasonable adjustments in line with the Equality Duty to provide an accessible environment and curriculum adaptations / resources, obtaining enlarged modified exam papers and concessions as advised by specialist teachers from SSS
- Settings to ensure student access IT systems and WIFI as required, so they can use personalised assistive technology and software, use accessibility features as default as required, including screen sharing technology laptop/iPad/Tablet to interactive/smart board in class, radio aids and sound field systems as advised by specialist teachers from the service
- Settings to purchase required resources and some small, standard technology such as iPads, laptops etc. as advised by specialist teachers from the service
- Setting to provide secure/safe storage area and with facility to charge technology for students.
- Opportunity for specialist teachers from the service or specialist TA to work with students, in a quiet environment away from the classroom if necessary.
- Access to premise facilities for comfort breaks

Where to find out more: www.bristol.gov.uk/sensory-support-service