

**Principles and Guidance to support the  
Provision of Educational Equipment for  
Children and Young People with Sensory  
Losses**

**The Sensory and Physical Teaching Service  
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## Terms of Reference

The term sensory impaired child used throughout this documentation refers to any child identified by the Sensory and Physical teaching Service (SAPTS) as having a significant hearing / vision / sensory impairment, regardless of the degree and type

## **Educational equipment for sensory impaired children and young people**

### Principle 1

All children and young people (Early Years to Post-16) who are resident within the LA and attending early years provision, or a LA mainstream or special school will be considered for the provision of specialist sensory educational equipment

### Principle 2

All children and young people who would benefit from the provision of sensory educational equipment will be provided with equipment funded by the ISSS. Accessories such as leads and shoes to connect to cochlear implants and hearing aids will also be provided when replacements are needed.

### Principle 3

Sensory education equipment is provided by SAPTS or funded under the SAPTS SLA. It is provided on a loan basis and is returned to the SAPTS when no longer required for reallocation to another user.

### Principle 4

Sensory educational equipment will be maintained by SAPTS. Replacement equipment will be issued wherever possible when equipment is sent for repair or is lost. SAPTS will endeavour to issue the same type of equipment but this may not always be possible.

### Principle 5

SAPTS will provide In Service Training to staff in schools and settings the use and management of sensory educational equipment. Where appropriate Teaching Assistants will be trained to check and fault find equipment for the sensory impaired child or young person they support. Parents will also be supported in the use and management of the system where the equipment is used and managed from home. An equipment agreement is put in place with home and school as appropriate. The equipment is regularly PAT tested either through the school / setting or by SAPTS if the child is not yet in an educational setting.

### Principle 6

Teachers and the Technical and Resource Officer within SAPTS keep abreast of new technology developments and advise pupils, settings and families on appropriate equipment and its maintenance and use.

### Principle 7

Children and young people will be assessed for suitability and likely benefit of use of sensory educational equipment by Teachers of the Deaf / Vision Impaired. Equipment will not be issued until a child has established use of current equipment including equipment issued by the NHS.

### Principle 8

When new sensory equipment is being provided for the first time decisions about the type of equipment to be purchased will be made in discussion with the school and the child / young person and for a younger child the family. There are a number of factors to be taken in to account including the age of the child, equipment it is linking to, the system's ergonomics, how robust and reliable the system is thought to be, ease of management and cost and availability of replacements. There are particular makes of equipment that are used within SAPTS to ensure cost effective purchase, a high level of staff expertise in management and to ensure that spare systems and consumables are readily available.

### Principle 9

From an early age all children and young people will be encouraged and supported to become increasingly independent in the use and management of their sensory educational equipment. This will be in the context of the age and development stage of the child or young person.

### Principle 10

Whilst sensory education equipment is primarily for use in educational settings there may be occasions out of school where the child or young person may benefit from the use of equipment. Arrangements can be made for equipment to be available for out of school activities. Where equipment is used out of the school setting for personal use the family is required to sign a loan agreement.

### Principle 11

SAPTS will provide In Service Training and support to schools and settings about the use and maintenance of equipment.