

Good Outcomes Positive Futures

Berkshire Sensory Consortium Service

Family Information Pack

Multi-Sensory Impairment



Berkshire Sensory Consortium Service is hosted by Achieving for Children on behalf of RBWM as part of the Berkshire Joint Agreement between RBWM, Slough, Bracknell Forest, Wokingham, Reading and West Berkshire.



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Welcome to Berkshire Sensory Consortium Service Parent Information Pack

Dear Parent/Carer

Your child will recently have been diagnosed with a hearing and vision loss and referred to the Sensory Consortium Service (SCS) for support from a Specialist Teacher for Children and Young People with Sensory Impairment.

We recognise that this is a difficult time for families and hope that the information in this pack will help you understand more about sensory impairment, educational implications and how we can support you as a family. The pack should be used in addition to the Early Support information about multi-sensory impairment which can be provided by your visiting teacher and the information from the hospital. You may not want to read it from cover to cover immediately; it is there for you to refer to and to provide you with contact information. We hope you will share the pack with friends, relatives and other people who care for your children.

As part of your provision you will be allocated a Teacher of the Deaf (ToD) and a Teacher for Vision Impairment (VI) whose work will be co-ordinated by a member of staff qualified to work with children and young people with MSI. We are currently involved in a programme to provide all relevant SCS staff training in MSI and wherever possible your ToD or VI teacher will be additionally trained to meet the needs of MSI pupils.

Head of SCS	Jane Peters	07887 540921
Teacher of Multi-Sensory & Vision Impaired	Tim Kehoe	07543 303366
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You can find out more about us on:

- Our website - <http://berkshiresensoryconsortium.co.uk/>
- Facebook - <https://www.facebook.com/berksscs/>

To view how Berkshire Sensory Consortium collect, use, retain and disclose personal information about you and your child please visit our website:

<https://www.berkshiresensoryconsortium.co.uk/privacy-notice/>

Sensory Consortium Service

Good Outcomes Positive Futures

Your child has been allocated a Teacher from Berkshire Sensory Consortium Service (SCS).

Your Sensory Consortium Service Teacher will be able to help with:

- Providing support, information and advice for the family.
- Provision of visual/hearing stimulation programmes.
- Functional vision, hearing, listening skills assessments.
- Liaison with other professionals which may include attending outpatient appointments with the family where requested.
- Joint assessments with other professionals, i.e. Speech and Language therapists.
- Liaise with nursery schools on transition into education and write reports for Education providers including Education, Health and Care Plans where appropriate.
- 1:1 teaching in the home or nursery school environment.
- Assess and teach Habilitation skills.
- Environmental audits of the home or nursery environment.
- Provision, maintenance, use and evaluation of specialist equipment.

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1. Information about Berkshire Sensory Consortium Service

Specialist Education Support Service for

- Hearing Loss/Deafness
- Vision Impairment
- Multi-Sensory Impairment

A joint arrangement between all Local Authorities within Berkshire

- Bracknell Forest Borough Council
- Reading Borough Council
- Royal Borough of Windsor & Maidenhead
- Slough Borough Council
- West Berkshire Council
- Wokingham Borough Council

Referral to the Sensory Consortium Service can be by medical professionals or schools.

All referred children with vision impairment are visited at the earliest possible opportunity. We may see children from birth and throughout full-time Local Authority education.

As a specialist service, our role is to:

- Assess the functional vision of a child diagnosed with a vision impairment.
- Support and provide information for families of pre-school children on strategies for increasing functional vision or using tactile and other senses if necessary.
- Liaise with families and share views and ideas with them.
- Support and provide information to enable the child to access the curriculum and give advice about safety issues in schools.
- Give in-class teaching support when appropriate.
- To provide specialist teaching as required i.e. Braille, specialist IT equipment

- Write reports for the Education, Health and Care Plan if required and contribute to Annual Reviews.
- Liaise with other involved professionals.

The Sensory Consortium Service provides qualified experienced specialist staff who are always willing to discuss parental concerns about the visual difficulties of their children. Please do not hesitate to contact your designated Teacher of Vision Impaired Children in these circumstances, so that any concerns can be addressed as soon as possible.

The Sensory Consortium Service also organises a pre school group for vision impaired babies and toddlers for families in Berkshire.



2. Multi-sensory Impairment

Children with multi-sensory impairment (MSI) have impairments of both their senses of vision and hearing. The combined effect of this affects their access to information, their communication and mobility. Although very few children are totally blind and deaf, the term deafblindness is sometimes used. Most have some useful vision and/or hearing so we have included both hearing and visual specific information in the pack.

MSI arises from a wide range of causes and children may be born with MSI or acquire it following illness or injury.

Many children with MSI also face other challenges, such as medical conditions or physical disabilities. We believe that it is very important that any work undertaken by SCS for your child is delivered as part of a co-ordinated support package with other professionals, voluntary agencies and you. You may wish to discuss and agree a lead worker from those working with your child (which could be you) who should co-ordinate the support and reduce the likelihood of duplication. If this has not already been agreed, you may choose to discuss with your SCS teacher or another professional with whom you have regular contact.

This booklet should be supported by the free booklet for parents: **Information about Multi-Sensory Impairment**

Available from:

<https://councilfordisabledchildren.org.uk/resources/all-resources/filter/schools-colleges-and-fe/early-support-information-multi-sensory>
or your SCS teacher.

Many SCS teachers have undertaken short courses relating to aspects of MSI and have significant experience of working with MSI children. A number of staff have specific MSI or complex needs accredited qualifications in addition to Teacher and HI/VI specific Teacher accreditation.

3. Pre schools programme

Early Support Materials

The revised and updated Early Support resources can be freely accessed from <http://councilfordisabledchildren.org.uk/our-work>
Hard copies are no longer available from DfE Publications.

Information Resources

The Early Support information resources describe, discuss and explore either a specific condition/disability or more general information that parents, carers and young people may find useful to know. Areas covered are:

- Behaviour
- Autistic Spectrum Disorder
- If your child has a rare condition
- Childcare
- People you may meet
- Useful contacts
- General information
- Living without a diagnosis
- Multi-sensory impairments
- Neurological Disorders
- Speech Language and Communication Needs
- Sleep
- Deafness and Hearing Loss
- Looking after yourself as a Parent
- Cerebral Palsy
- Learning Disabilities
- Downs Syndrome

<https://councilfordisabledchildren.org.uk/resources>

[Vision Impairment RNIB A Guide for Parents](#)

Developmental Journals

[The Early Support Developmental Journal](#)

Our Family and My Life

This is a family held plan for your child. The plan is designed to help families to plan support with professionals and to keep information together for their child in one place. The aim is to

reduce the need to repeat information for every meeting or hospital visit. The Sensory Consortium Service have designed a set of templates which they will share with you according to your priorities. This is not a legal document.

Home Teaching Programme

A qualified teacher for multi-sensory impairment and/or the hearing/ visually impaired is available to support you and your child. In consultation with you, the teachers will devise an individualised teaching programme. This will include effective use and management of your child's hearing aids and equipment, an early intervention programme and preparation for school or nursery.

Habilitation Programme

A Habilitation Programme (Family Support following diagnosis of deafness) is offered by our Educational Audiologists.

This runs in collaboration with the local audiology services at King Edward VII and the Royal Berkshire Hospitals. The programme consists of a combination of family support at clinic-based sessions and/or at the playgroups/workshops. Charting your child's hearing, choosing appropriate aids and the development of communication are the principal family concerns for this programme. Every aspect is pursued in partnership with carers. All carers are welcome to take part. In the case of two parents, both parents are always invited to attend.

Mobility Programme

An Habilitation specialist is available to work with your family and your child to help when appropriate. The programme will look at how best to help your child move safely and independently around familiar and less familiar environments.

Parent Programme

The Service offers a programme of workshops and speakers for parents of children across the age range (evenings and Saturdays).

Parent support groups also meet on a regular basis. All parents of pre-school children are welcome.

Information about national and regional parent events and organisations are passed on to you.

Record Keeping and Liaison

All records are accessible and available to parents/carers as specified by data protection regulations and service policy. We always discuss any formal report with yourselves prior to circulation, and in the case of habilitation we ask you to countersign any reports we write.

We plan and evaluate our teaching programmes with you and value the partnership approach which ensures that we learn as well as contribute to learning. It is our view that the parents/carers are the experts about their child.

We hold multi-professional meetings where we seek to share ideas and exchange information about the different services and plan how best to co-ordinate support for your child/young person. Our reports are always shared with you and your comments included as well as being present at such meetings.

In some cases a professional or a parent may request an individual case meeting. In these cases, parents/carers are always essential participants.

Education, Health and Care Plans

The majority of children with special educational needs and disabilities (SEND) have their needs met through the local offer from their local authority. Some will need an Education, Health and Care (EHC) Plan following a single assessment.

We support children and young people with sensory impairment(s) both as part of the local offer and through their EHC Plan. If there is a need to move to a single assessment we will fully involve parents/ carers in such decisions and provide information at an early stage.

Our Promise

- To provide qualified, specialist staff.

- To deliver the support plan we make with you to the best of our ability.
- To respect your skills, knowledge and views.
- To offer support as well as ideas.
- To share all our written reports with you.
- To actively listen to any concerns you have and take appropriate action.
- To let you know as soon as we know if a member of staff is ill or an appointment needs to be changed.

We ask you:

- To help us plan the support programme.
- To share your ideas and views with us.
- To let us know what things work well and what things don't.
- To provide a safe and quiet place for our work with you at home.
- To take a full and active part in all our sessions.
- To keep a diary of all your appointments so that we can arrange sessions at times and dates that suit you.
- To let us know as soon as you know if you need to cancel or change an appointment.

As a Specialist Service our role is to:

- Share ideas and experience.
- Contribute to the resources available to your family.
- Work in partnership with yourselves and other services involved.
- Offer real and practical support.
- Offer specialist pre-school education programmes.

Pre-school groups

The Sensory Consortium Service runs pre-school groups. You should talk to your MSI VI teacher or Teacher of the Deaf (ToD) about which might be the most appropriate for your child but if your child is MSI then you are welcome to any (or all) of the groups. If attending the group you may arrange for your specialist teacher to attend with you to ensure the access and activities are relevant to your child's needs and to support your introduction to the group.

Pre-school groups for children with a Deafness/Hearing Loss

The Sensory Consortium Service runs pre-school groups,

- Chatty Monkeys East in the Slough area once a month on a Monday
- Chatty Monkeys West in the Reading area every other week on a Tuesday.
- Chatty Monkeys Swings and Smiles in West Berkshire on alternate Tuesday (is for both children with hearing loss and VI) .

These groups are part of the pre-school programme and any child supported by our service with a hearing loss is welcome to attend. Siblings are also welcome to come along and join in the activities. The sessions are run by qualified Teachers of the Deaf and our Specialist Support Assistants who run a programme of fun activities to encourage language, listening and social skills.

It is also an opportunity to meet other parents and to have earmould impressions taken.

Regular newsletters are sent out to let you know what is happening as well as the dates for the term and the programme of additional workshops on offer.

For more information look at our website:

<https://www.berkshiresensoryconsortium.co.uk/chatty-monkeys-and-busy-bees/>

Contact your visiting teacher or alternatively:

East: heather.cullinane@achievingforchildren.org.uk

West: jody.lewington-long@achievingforchildren.org.uk.

Pre-school groups for children with Vision Impairment



The Sensory Consortium Service runs a pre-school group for children with a visual impairment called 'Busy Bees' which covers all of Berkshire.

The 'Busy Bees' Pre-School Group meets monthly in the Building for the Future premises, called 'Our House', at Toutley Road, Wokingham, Berkshire, RG41 1QN. 'Our House' has a dark sensory room and a wide range of equipment and play areas, which all the children can enjoy.

The session lasts from 10 a.m. until midday. The session begins with a general play time using all the facilities and resources the building offers, followed by a whole group activity, singing songs. After that we provide refreshments for the parents and their children as well as the opportunity to undertake a craft activity.

For families in the East of Berkshire, pre-school visually impaired pupils may attend the Sensory Consortium Service 'Chatty Monkeys' Pre-School Group. This is held once a month on Monday at Thames Valley Adventure Playground

Further information about these groups look at our website:

<https://www.berkshiresensoryconsortium.co.uk/chatty-monkeys-and-busy-bees/>

Your visiting teacher or alternatively:

Nicoleta Carnuta m: 07823 533019

e:nicoleta.carnuta@achievingforchildren.org.uk

Both sessions are relaxed and friendly. Any child with a visual impairment is welcome to attend, and this includes children with a mild visual impairment, children who are blind and children who have complex difficulties. Often siblings will also come along and join in the activities.

4. Specialist Habilitation Provision

A Habilitation Specialist is someone who teaches children with a vision impairment to get themselves safely from A to B as well as teaching independent living skills. The Sensory Consortium Service has two members of the vision impairment team who have additional specialist qualifications in the teaching of mobility and orientation skills (Habilitation).

The Habilitation Specialist works with pupils at each educational stage:

- Pre school
- Primary
- Secondary
- Further Education

At each stage, the use of an appropriate mobility aid such as a long cane, symbol or “hoople” is considered and where necessary, appropriate training given. Personal safety is considered very important at all levels.



Age appropriate independent living skills are taught at each stage and advice given to parents and settings.

Pre School

Advice is provided for parents to help them encourage their child to move around confidently and independently. Frequent visits may not be required but once the child is mobile may vary from weekly to yearly depending on the degree of visual loss, visual functioning or any other additional needs. Many skills which contribute to safe navigation are learned at this age and advice is always given on an individual basis.

Primary Level

Habilitation training is normally provided for pupils at infant schools when they have more severe or profound vision impairment. An environmental assessment of the school site for safety as well as teaching actual routes for the pupil and specific mobility skills may be provided. Advice may also be given to school staff.

Continued training for children with severe/profound vision impairment may be given throughout junior school. It may include advice to parents who have particular concerns regarding their child's increased independence, i.e. crossing the road.

Secondary Level

Habilitation training might be used to help the pupil with vision impairment to learn the layout of the school. One common fear of all pupils going to secondary school is the fear of getting lost! A little bit of extra time spent with a vision impaired pupil can usually help to allay these fears. If at least they know where to go to on the first morning and where the toilets are, it is a big help. Independent travel to school may become necessary at this stage and the Habilitation Specialist might be involved in assessing the safety of the route, the skills of the pupil and providing training where necessary.

Pupils with less severe vision impairment often benefit from a Habilitation Assessment and mobility training. Training often involves the use of public transport so the young person can go and meet their peers in town at the weekend just like anyone else, or go to the library or go shopping on their own if they want to.

Habilitation training might also be used to develop confidence and independent travel to work experience placements. Being able to get to work is part of the whole experience and for some young people with vision impairment this can be very daunting.



5. Multi-Agency Working

The Sensory Consortium Service recognise the importance of multi-agency working and are partners with other professionals from:

- Health
- Social Services
- Education
- Voluntary Organisations

We aim to provide a family friendly service as outlined in the DfE Quality Standards for Education Support Services for Children and Young People with a Vision Impairment.

In order to achieve this we:

- Hold an annual Multi-Agency Day involving professionals and parents to look at how we can provide better support and joint working.
- Have joint clinics and regular meetings with colleagues in Health from both the Royal Berkshire and King Edward VII Hospitals. We also have named liaison community links with the London Hospitals Great Ormond Street and Moorfields as well as Oxford.
- Joint support plans and assessment with a range of professionals, for example, physiotherapists, speech and language therapists, early years teachers.
- Twice yearly PPAC (parents and professional around the child) meetings can be arranged. These may include attendance by Health, Social Services, other education professionals and the Education Authority as appropriate to the child's needs.
- We provide training for other Health and Education professionals.
- Regular liaison with Social Services.

6. Informed Choice

- The Sensory Consortium Service (SCS) is an Education Service employed by your Local Authority. As such, it is committed to the Local Authority Policy of Inclusion.
- SCS teachers should:
 - share their expertise with you about sensory needs.
 - be clear about what they can provide and what preferences and choices it may be more difficult to obtain.
 - support you in making the right decisions and expressing preferences and choices for your child and family.
 - assist you with any changes over time which may influence your preferences and choices.
- Your SCS teacher will provide you with information about arrangements for supporting your child's special educational needs.
- The Local Authority will always seek to provide support in the local community for your child unless this is not feasible in fully meeting your child's needs.
- Your SCS teacher will assist you in making contact with your local Information Support and Advice Services (formerly parent partnership) as well as a meeting with the local Special Needs Department to discuss preferences and choices where required.
- "Early Support – Helping you Choose. Making Informed Choices for you and your Child" published by the DfE is available from your SCS teacher or directly from DfE publications. Tel. 0845 602 2260.

There are different types of Educational Provision for children with Vision Impairment. All children who have a sensory impairment

will have different needs but they in common with their peers should have access to a broad and balanced curriculum.

Pre School Setting and Mainstream Schools

This is often the preferred choice of parents and children who want to attend the local school with their friends.

A mainstream pre school setting will offer the Foundation Curriculum which complements the National Curriculum. A mainstream school will offer the National Curriculum to a child with a sensory impairment making reasonable adjustments where necessary, which might include an appropriate level of additional adult support. Where appropriate an Education, Health and Care Plan will indicate the outcomes expected and the type and level of support provided to meet these outcomes.



The support where appropriate, may include teachers and specialist support assistants with additional experience and/or qualifications for working with children and young people with sensory impairment. All schools are offered in-service and training for staff. Individual teaching programmes are provided as necessary.

Resource Base

In addition to the above a qualified teacher for children with a vision impairment (QTVI) or teacher of the deaf (ToD) will be part of the school staff and therefore there is likely to be a higher level of access to specialist teaching and specific pastoral care programmes. (See section 13)

Special School

When a mainstream school or resource base is unable to meet the child's needs, a special school may be considered.

Some special schools support children with learning difficulties. Where the child also has a sensory impairment, additional inputs will be offered in the same way as for mainstream schools.

Specialist schools for sensory impairment often require some residence because of low incidence of need and thus few schools offering this type of provision. Special schools can offer a greater extended curriculum which may include a significant element of self help and independence skills. Class sizes tend to be smaller with more specialist staff and children have the opportunity to meet and work alongside others with similar disabilities. They also generally offer on-site provision of physiotherapy, speech and language therapy and other professional services deemed necessary.

Attendance at such schools may mean that the child is at a distance from the family and local community and issues sometimes arise when transition to the wider community has to take place at the end of schooling.

Special schools in Berkshire are:

Local Authority	School	Website
Bracknell	Kennel Lane	www.kennellaneschool.com
Reading	The Avenue	http://www.avenue.reading.sch.uk
RBWM	Manor Green	www.manorgreenschool.co.uk
Slough	Arbour Vale	http://arbourvale.slough.sch.uk
West Berkshire	Castle	www.thecastleschoolnewbury.org.uk
	Brookfields	http://brookfieldsschool.org/
Wokingham	Addington	http://addington.schooljotter2.com/

7. Equipment

Deafness/Hearing Loss

Hearing aids are essential pieces of equipment as they help hearing impaired children by amplifying speech. However, they can also amplify unwanted background noise. In some schools the acoustic quality of the classrooms can be influenced by thin walls and hard shiny surfaces, which bounce the noise around making listening difficult. Modifying the physical environment of the classroom can solve some of the difficulties e.g.

- laying carpets on the floor or fitting rubber 'feet' on tables and chairs
- installing double-glazing to cut down on noise from the outside
- putting pin boards on the walls and fitting vertical blinds on the windows to 'soften' hard surfaces

In addition to the above modifications pupils with a hearing loss can benefit considerably in the school environment by using a **radio aid** or a **soundfield system**.

A **radio aid** is a means of "reducing" the distance between a teacher and a pupil with hearing loss. The teacher's speech is transmitted via a microphone to the pupil directly into small receivers worn on the bottom of the hearing aids. Changes in the distance between them do not affect the volume of speech the child hears. The child receives a consistent sound level even when the teacher moves around.



The radio aid can help to mitigate some of the difficulty in listening when there is lots of background noise. As the teacher's microphone is only six inches away from his/her mouth the child receives the voice directly into his/her hearing aids uncontaminated by classroom noise.

For this reason, a radio aid system is of particular benefit to hearing impaired pupils in mainstream classrooms where acoustic conditions are poor and where the level of background noise is likely to be high.

Soundfield systems can also help a pupil overcome background noise in a classroom. This system improves the listening environment of the classroom for all the children as well as the hearing impaired pupil. The radio aid can be connected to the soundfield system.

In both systems the teacher wears a transmitter, with a microphone on the chest about six inches from the mouth, which transmits their voice. In the radio aid system a receiver, worn by the pupil, and connected to the pupil's hearing aids picks up these radio waves. In the sound field system the radio waves are broadcast from a speaker, equalizing the volume across the classroom.

Berkshire Sensory Consortium Service uses a variety of radio aid systems. The choice of which system to use is based on each pupil's individual needs. As funding allows the Educational Audiologist supplies the most suitable system.

Berkshire Sensory Consortium Service supply the radio systems on loan, and is happy to advise schools about sound field systems, however the purchase of these systems is the responsibility of the school.

Encouraging Your Child To Wear Hearing Aids

'When I had hearing aids I was 2 years old and I used to pull them out all the time. Now I am 10 and I am used to them, I don't know they are on me.' (Profoundly deaf pupil)

When your child first starts wearing hearing aids, it is important to encourage them to wear their aids regularly and to aim for them to wear them during all their waking hours. Your attitude is important because if you are positive then your child will be more accepting and positive about wearing them as well. Most children go through a period of pulling their hearing aids out. Try to be consistent about putting them back in; it is just a phase and it will pass!

Helpful Tips

- Hold the earmoulds in your hand for a couple of minutes before putting them in as this makes them warmer and less

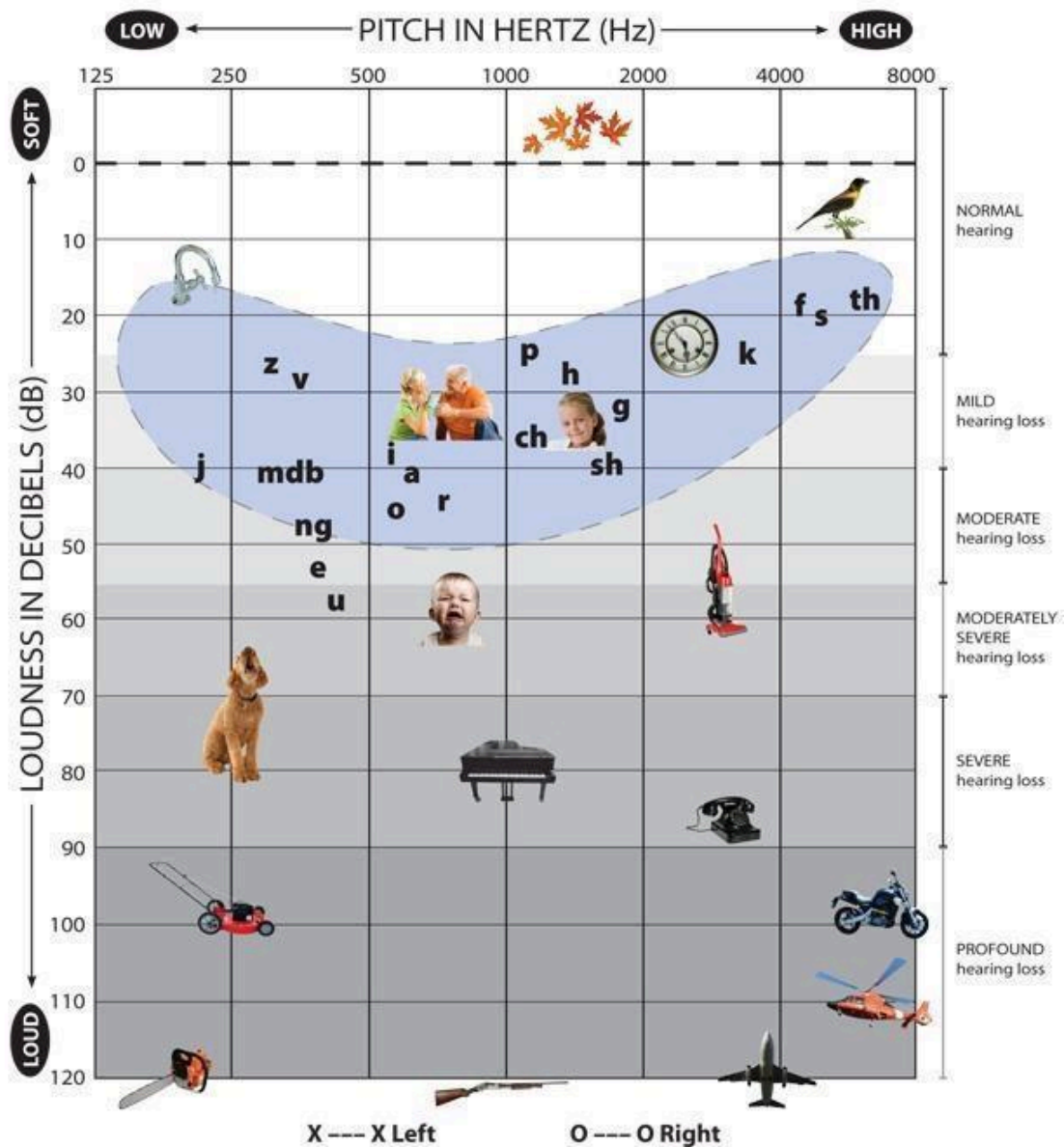
of a shock than when they are cold. They will also be more pliable and may be easier to put in.

- Slowly build up the length of time your child is wearing the aids. Initially you may start by putting them in for short periods several times a day. Do not however take them out if the child is happy to wear them! If you are feeling stressed have a break and try again later when you are more relaxed. Remember however you are aiming for consistent use as soon as possible to give your child the best opportunity to learn to listen.
- Have something ready to distract your child such as a favourite toy or try at meal times if they are distracted by eating. With small children give them something to hold – if they have something in each hand they have no hands left to pull the aids out with.
- Meet other parents so that they can share their experiences. This may also give the child the opportunity to see other children with hearing aids.
- Decorate the hearing aids with stickers and ask for favourite transfers to go inside the earmould. Go for coloured moulds – pink sparkly earmoulds or favourite football team colours.
- Remember you decide when and how long your child wears their hearing aids and try not to let your child use taking them off as attention seeking.
- Use a training clip attached to your child's clothing if you are concerned that they will pull the aids out and get lost. Huggies which attach around the aid and the ear can secure the aids in place and are worth a try. Some parents find toupe aid useful to stop the aids flapping around on very young children.

Decorative add-ons for hearing aids and cochlear implants and headbands are now widely available online. Ask your visiting teacher for advice

An Audiogram

An audiogram is a chart on which the hearing thresholds (softest sounds that can be heard) are plotted.



The vertical axis shows the 'loudness' of the sound, measured in decibels (getting louder as you go down the chart)
 The horizontal axis shows the frequency (or pitch) of the sounds. Think of the keys on a piano- from left to right low pitched, mid pitched and high pitched sounds.

The grey shaded area is known as the speech banana it shows where all the sounds of spoken English fall within the range of 'pitch' and 'loudness'.

You can plot your child's hearing thresholds on the chart and draw a line between each point.

Remember:

- sounds are quieter towards the top of the chart and
- louder towards the bottom and
- the points that you have plotted are the quietest sounds that your child can hear

Therefore any speech sounds above the line you have plotted will be very difficult for your child to hear without amplification (e.g. hearing aids)

Your child's ToD can discuss this in more detail with you.

Checking Hearing Aids

You will need:

- A stetoclip
- Spare batteries
- A puffer
- An attenuator

What to do

With young children and children with other special needs it is important for the hearing aids to be checked at least daily and immediately if the child becomes less responsive and does not appear to be listening as well.

1. Remove the aid from the child's ear.
2. Pop the mould into the end of your stetoclip.
3. Use an attenuator as advised if the hearing aid sound is too powerful to listen to comfortably.
4. Listen to the aid while talking checking that the sound you are hearing is of good quality. You should hear a beep when the aid is switched on and a series of beeps when you change programmes (not all children have more than one programme).
5. Have a listen for any crackles or breaks in the sound.
6. If there is no sound, change the battery – dispose of it safely.
7. Check the mould and the hearing aid for cracks and damage to the switches, the hook and the earmould tubing.
8. If there is moisture in the earmould blow it out with the puffer.
9. If there are holes or twists in the earmould tubing replace the tubing.

If there is a problem with the aid contact the Audiology Department to arrange for the hearing aid to be replaced with a spare as soon as possible.

Checking radio aids

What to do

It is important to check the hearing aid first to check it is working before checking the radio aid system. With young children and children with other special needs it is important for the system to be checked daily and immediately if the child becomes less responsive and does not appear to be listening as well.

1. Check the hearing aids first – see Checking Hearing Aids sheet.
2. Attach the radio aid to the child's hearing aid.
3. Pop the mould into the end of your stetoclip.
4. Check the status of the batteries in the radio aid system or hearing aids.
5. Place the radio aid transmitter at a source of sound – e.g. with another child/teacher who will be speaking into it.
6. Make sure the system is switched on and the hearing aid is on the right programme setting.
7. Listen through the hearing aid for the signal from the transmitter.
8. Check that the sound you are hearing is of good quality.
9. Have a listen for crackles or breaks in the sound.
10. Check the radio aid system for damage to the casing or switches.
11. If this is not working contact the ToD.

Retubing an earmould

It is important to replace the earmould tubing if it becomes cracked, discoloured or very stiff. The earmould may also have moved within the earmould.

1. Remove the old tubing taking care not to split the earmould.

2. Take a new piece of tubing and taper one end by at least two centimetres.
3. Thread the tapered end of the tubing into the earmould and pull through until the bend of the tube is at approximately right angles to the earmould.
4. Compare the length of the old piece of tubing against the new one and mark where to cut it.
5. Place the hearing aid behind the wearer's ear and check the length of the tubing is correct before cutting it. If in doubt, cut the tubing in small stages.

Look at the 'Retubing an Earmould' factsheet on our website:
<https://www.berkshiresensoryconsortium.co.uk/deafnesshearing-loss-factsheets/>

Vision Impairment

Children with a severe or profound vision impairment are likely to miss out on a huge amount of incidental learning, such as the colours, shapes and detail of objects in the environment .

Children who have severe /profound vision impairment are often delayed in gross motor movements, as they lack the visual motivation to move towards a toy.

As vision is the unifying sense it is important that you help your child make the most of the other senses.

When playing with your child:

- Talk about what you are doing to explain sounds etc.
- Use your child's name to let them know you are talking specifically to them.
- Use toys that are brightly coloured.
- Use sound making toys to encourage reaching and moving.
- Play on a contrasting background (e.g. use a white sheet under a set of brightly coloured posting shapes).

- Encourage feeling of a wide range of textures (some VI children are reluctant to touch new textures).
- Use exaggerated facial expressions to encourage response.
- Use high contrast bold pictures to encourage fixation and later to help with early reading skills, such as telling stories through pictures.
- Repeat activities to encourage understanding.

The most important aspect of play with a child who has vision impairment, is giving them a wide range of hands on experience.

8. Developing Language and Listening

Sensory Consortium Service Communication Policy

It is recognised that there needs to be a degree of flexibility when implementing a communication policy for children and their families depending on the individual child and family profile. A child's communication method should promote an enjoyable and meaningful experience with other people through language. Parents should be fully involved in all discussions regarding how their child will communicate and how that will be promoted, developed and monitored. In this way they will be able to make an informed choice.

Deafness/hearing loss

Most children with hearing loss, who are identified through the newborn hearing screening programme, have the potential to acquire a high level of competency in spoken and written language. In recent years this has been facilitated by early identification leading to appropriate amplification and timely intervention by specialists. On this basis Berkshire Sensory Consortium Service promotes the use of an auditory-oral communication approach from diagnosis.

The development of language in children with hearing loss will usually follow the same language acquisition process as for hearing children, through meaningful interaction and conversation. Although language may be delayed due to hearing loss, for the majority of children with hearing loss language acquisition will match other aspects of the child's development. However, individual children with a hearing loss have a variety of communication needs and these may change over time. Berkshire Sensory Consortium Service, together with partner agencies, provides the parents of newly diagnosed children with information about methods of communication.

Approaches to Communication

Auditory – Oral

Auditory – Oral approaches are based on the belief that children can learn to use their residual hearing well enough to develop good listening and speaking skills. This will enable them to communicate and mix with hearing people as part of the wider

hearing community. It is also believed that oral language better supports the development of English literacy skills – reading and writing, because written language is built on an understanding of the sounds and structure of the spoken language.

BSL (British Sign Language) *or* **SSE** (Signed Supported English)

Makaton – a language system which uses sign, symbols and speech.

Some MSI children may use sign but within their visual frame only. Others rely on tactile methods of signing. This involves putting your hands over the hands of the person communicating so they can feel the signs. The person listening has their hands on top whilst the person communicating has their hands underneath.

Sign Bilingualism

Sign Bilingualism uses sign language as the child's first language and the spoken language of the family is learned as a second language. This may mean that children learn three languages: sign language, the language of the home and English. A sign bilingual approach believes that for deaf children to have full access to language, learning, education, information and the world around them, together with a strong positive deaf identity, a visual language is essential rather than one which relies on hearing and speech.

Total Communication

Total Communication is not a single approach and uses a variety of methods flexibly. These may include sign, speech and hearing, fingerspelling, gesture, facial expression and lip-reading - in whatever combination works best for the child.

Taken from "Communication with your Deaf Child" Gwen Carr / NDCS

Object cues – these are actual objects from an activity that convey a message, e.g. a spoon means it's dinner time or a towel means it's bath time.

Objects of reference – these are objects or parts of objects that symbolise an activity, e.g. a piece of plastic grass may mean it's time to go out.

Picture symbols - These may be used to support the development of language.

Deafblind manual alphabet - Each letter is denoted by a particular sign or place on the hand. You can download a copy of the deafblind manual alphabet from Sense www.sense.org-uk.

Vision Impairment

‘Vision is our most powerful sense, providing instant access to information and helping us to make sense of the world around us. It plays a vital part in children’s play and their development of language and social interaction.’ (RNIB 2012)

A child’s first experiences have a very important effect on their future so children who have a visual impairment will have Sensory Consortium Service involvement, depending on the levels of vision. Working closely with parents, the QTVI will teach effective communication and listening skills to allow children to fulfil their potential. Attention will be given to providing real objects and experiences to support the visually impaired child’s understanding of language. Tactile and oral methods will be promoted. Pre Braille skills will be introduced when appropriate and as a child matures Braille support can be offered in school if necessary.

Multi-Sensory Impairment

Children who have MSI/Deafblindness have learning needs that are unique to them and their communication needs will also vary considerably. Factors such as whether the child was born with MSI or whether they acquired deafblindness later in life will impact on a child’s development as will the combined effect of a child’s residual vision and hearing or if they have additional difficulties. In all cases the BSCS recognises the importance of working from a base of mutual respect and trust and providing an environment where a child’s attempts to communicate are valued.

Children with MSI use a very wide range of communication methods. Some will use body language such as gestures, whilst others will use more formal language systems such as speech or adapted signs or augmentative communication systems. A few of these are described below.

The Sensory Consortium Service:

- Promotes the use of Early Support Materials to be accessed online.
- Works jointly with audiology departments, to obtain an accurate hearing profile in the shortest time possible.
- Ensures residual hearing is maximised via carefully selected and maintained hearing aids, cochlear implants, radio aids and soundfield systems.
- Responds as flexibly as possible to parental choice of communication mode within available BSCS resources and signposting to other agencies and support.
- Draws up a care plan for family support through discussion with family and liaison with other interested professionals.
- Offers regular home visits to families of pre-school children with deafness/hearing loss, visual or multi sensory impairment to support the development of the skills they will need to access their education.
- Offers a series of playgroup and workshop sessions to support the home programme.
- Offers a regular programme of support to children with deafness/hearing loss in mainstream schools.
- Liaises regularly with all other agencies involved in the linguistic and educational development of each individual child.
- Ensures that all teachers working with children with deafness/hearing loss are qualified ToD or achieves qualified status within three years of joining the Service.
- Provides on-going professional development for ToD to ensure an up-to-date understanding of child language acquisition, affective/effective work practices with families of young children with hearing loss/deafness and current developments in audiological equipment.
- Ensures that, when the child is in a position to do so, that his/her views and preferences are sought and acted upon.

- Liaises with Education Authorities.
- Contributes to statutory processes for those with special educational needs, including assessments, advice and reports.

9. Schools in Berkshire with Resource Bases

Hearing Loss

<p>Westwood Farm Infant School Fullbrook Crescent Tilehurst RG3 6RY</p> <p>Tel: 0118 942 6113 https://westwoodfarmschools.w-berks.sch.uk/Infants/</p>	<p>Westwood Farm Junior School Fullbrook Crescent Tilehurst RG3 6RY</p> <p>Tel: 0118 942 5182 https://www.westwoodfarmschools.w-berks.sch.uk/Juniors/</p>
<p>Wessex Nursery & Primary School St Adrian's Close Cox Green Maidenhead SL6 3AT</p> <p>Tel: 01628 629607 https://www.wessexprimary.org/hearing-resource-base-1/</p>	<p>The Langley Academy Langley Road Slough SL3 7EF</p> <p>Tel: 01753 214440 https://www.langleyacademy.org/</p>
<p>Emmbrook Infant School Emmbrook Road Wokingham RG41 1JR</p> <p>Tel: 0118 978 4259 https://emmbrookinfantschool.co.uk/</p>	<p>Emmbrook Junior School Emmbrook Road Wokingham RG41 1JR</p> <p>Tel: 0118 978 4259 https://emmbrookjuniorschool.co.uk/</p>
<p>Kennet School Stoney Lane Thatcham RG19 4LL</p> <p>Tel: 01635 862121 https://www.kennetschool.co.uk/</p>	

Vision Impaired

There is only one Resourced School within Berkshire for children with vision Impairment. It is a secondary school only.

Highdown Academy

Emmer Green
Reading
Berkshire
RG4 8LR

<https://www.highdown.reading.sch.uk/>

The Vision Impairment Resource supports the inclusion at Highdown of students who have a vision impairment.

Students are included as much as possible in mainstream lessons, although they receive 1-1 tuition for additional skills such as Braille and the use of access technology according to their needs. The Resource aims to ensure effective learning and to promote independence by equipping the students with the necessary skills to achieve this on leaving school.

Support offered to students includes:

- In-class support
- Individual teaching in the Resource Centre
- Work in small groups
- Adaptation of texts to large print, Braille, audio and electronic formats
- Individual tuition in key skills such as touch-typing and Braille
- A quiet working space
- Equipment to enable access such as cameras, magnifiers and screen readers

Students are supported by visits from a QTVI (qualified teacher for children with vision impairments) experienced in inclusion within a mainstream setting, aided by a team of specialist teaching assistants. Students also benefit from access to a qualified children's habilitation specialist and specialist careers advice.

Outside class students are fully included in any activities they wish to do, and also take part in activities for young people with vision impairments (recent activities have included a visit to an audio-described theatre performance and clubs for cricket and goalball).

The Resource accommodates up to 8 students who have an Education Health and Care plan for a vision impairment.

Please contact Mrs Arnold (Head of SENCO) if you have any questions or concerns. You can phone on 0118 9015800 or email senco@highdown.reading.sch.uk.

10. Information, Advice And Support Service (formerly Parent Partnership)

Following the implementation of the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice, the Parent Partnership Service became known as the Information, Advice and Support Service (IASS).

The IASS continues to offer an impartial and confidential service to parents and carers who may be concerned about their child or young person's educational or other needs, and/or the provision made for them. In addition, they will offer a service to children and young people with SEN and/or disabilities who may want to receive information, advice or support themselves.

Local Authority	Phone	Website
Bracknell	01344 354011	https://bracknellforestiass.co.uk/
Reading	0118 937 3421	https://www.readingiass.org/
RBWM	01628 683182	https://www.ias-rbwm.info/useful-links
Slough	01753 787693	https://www.sloughsendiass.org.uk/
West Berkshire	0300 303 2644	https://westberkssendiass.info/
Wokingham	0118 9088233	https://www.sendiasswokingham.org.uk/

11. Sensory Needs Service (Social Services)

The Sensory Needs teams are able to offer help and assistance to people with a hearing and/or visual loss.

Deaf Services Team

Deaf Social Care specialist workers should provide:

- Social work support.
- Advice, guidance and assistance on a wide range of issues, leading to independent living.
- Information about essential equipment to assist daily living in the home.
- Information on deaf issues, registration, interpreters.
- Information on Deaf Clubs and where to meet other people.

Vision Impairment Team

The Visual Impairment Team specialist workers should provide:

- Functional assessments of vision of a young person diagnosed with a visual impairment.
- Advice and information on sight loss and/or where to get further assistance.
- Support in the teaching of independent living skills in the home environment.
- Advice regarding the learning of communication skills, i.e. computer skills, Braille or writing skills etc.
- Mobility training which may include teaching of routes in the young person's home area.
- Support at school reviews if required.
- Advice on completion of disability benefits

Contact details for local authority teams:

Local Authority	Phone no:	Email:
Bracknell (The Children's Specialist support team)	01344 352020	Childrens.SocialCare@Bracknell-For est.gov.uk
Reading	0118 937 3641	info@BrighterFuturesforChildren.org
RBWM (Children and Young People's Disability Service (CYPDS))	01628 685878	CYPDS@achievingforchildren.org.uk
Slough	01753 787693	sendass@scstrust.co.uk
West Berkshire (Children & family social care services)	01635 503090	child@westberks.gov.uk
Wokingham (Sensory Needs Team)	0118 974 6548	deafservices@optalis.org or visualimpairment@optalis.org

12. Hospitals

Below is a list of the hospitals with Ophthalmology Departments most frequently attended by children within the area covered by the Sensory Consortium Service. Staff at these hospitals may also be able to advise children about the availability of low vision aids.

<p>West Berkshire Audiology Unit https://www.nhs.uk/services/hospital/royal-berkshire-hospital/RHW01/departments/SRV0243/audiology-services-community/ Tel: 0118 322 7080</p>	<p>East Berkshire Audiology Unit Tel: 0300 365 6222</p>
<p>Royal Berkshire Hospital NHS Trust London Road Reading RG1 5AN Tel: 0118 322 5111 Eye Casualty 0118 322 8855</p>	<p>King Edward VII Hospital NHS Trust St Leonard's Road Windsor Berkshire SL4 3DT Tel: 01753 8600441</p>
<p>Moorfields Eye Hospital 162 City Road London EC1V 2PD Tel: 020 7253 3411</p>	<p>Oxford Eye Hospital <i>Radcliffe Infirmary</i> Woodstock Road Oxford OX2 6HE Tel: 01865 234567 (Emergencies) Email for appointment enquires: Eye.Hospital@ouh.nhs.uk</p>
<p>Great Ormond Street Hospital for Children NHS Trust Great Ormond Street London WC1N 3JH Tel: 020 7405 9200</p>	<p>Frimley Park Hospital NHS Trust Portsmouth Road Frimley Camberley Surrey GU16 5UJ Tel: 01276 604604</p>
<p>Great Ormond Street Hospital for Children NHS Trust The Wolfson Centre Mecklenburgh Square London WC1N 2AP Tel: 020 7837 7618</p>	<p>Wexham Park Hospital NHS Trust Wexham Street Slough Berkshire SL6 4HL Tel: 01753 633000</p>

The Eye Clinic Liaison Officers, Sarah Short and Sonya Nikchevska, work across the Berkshire region. They work across all RBFT Hospital sites including Royal Berkshire Hospital in Reading, Prince Charles Eye Unit in Windsor, West Berkshire Community Hospital in Thatcham and Brants Bridge in Bracknell.

They work closely with the medical staff within the eye clinics and they are the link between the hospital and other services offering support to those with vision impairment in the community. They have time to dedicate to families to talk about their concerns and to provide practical and emotional support.

If you are unable to see them at the hospital, feel free to telephone or email them:

Tel: 07771 624195

Email: sarah.short7@nhs.net sonya.nikchevska@nhs.net

13. Useful Contacts

General	
MSI	
<p>SENSE Sense is a voluntary sector organisation dedicated to supporting people of all ages who have MSI/deafblindness.</p> <p>https://www.sense.org.uk/ Tel: 0300 330 9256 or 020 7520 0972 Textphone: 0300 330 9256 or 020 7520 0972 Email: info@sense.org.uk</p>	<p>CHARGE Family Support Group This is a registered charity for people with CHARGE syndrome and their families.</p> <p>http://chargesyndrome.org.uk/ Tel: 07950 233 100 Email: chargesyndromeuk@gmail.com</p>
<p>USHERLIFE For children that have been newly diagnosed with Usher Life, Usker Kids Group are holding family Zoom calls on the last Wednesday of every other month. Please book your free place here: https://www.eventbrite.co.uk/e/virtual-get-together-for-parentcarers-of-children-with-usher-syndrome-tickets-121235254911</p>	
VISON IMPAIRMENT	
<p>ROYAL NATIONAL INSTITUTE FOR THE BLIND (RNIB) Supporting People with Sight Loss Our information, products and services support blind and partially sighted children and young people, their families and professionals across the UK.</p> <p>http://www.rnib.org.uk/ Tel: 020 7388 1266 Helpline: 0303 123 9999</p>	<p>BERKSHIRE VISION Berkshire Vision is an independent local charity that aims to enable and support visually impaired people in Berkshire to live safely and independently and to enhance their quality of life.</p> <p>http://www.berkshirevision.org.uk/ Tel: 0118 987 2803</p>
<p>RNIB EMOTIONAL SUPPORT SERVICE We offer emotional support through our Sight Loss Counselling team, a group of professional telephone and online counsellors.</p> <p>http://www.rnib.org.uk/livingwithsightloss/copingwithsightloss/emotionalsupport/Pages/emotional_support_service.aspx</p>	<p>VICTA (Visually Impaired Children Taking Action) Support visually impaired children and young people by providing funding for equipment (laptops, Brailers, sensory toys etc) and for vacation schemes such as those run by Action for the Blind.</p> <p>www.victa.org.uk</p>
<p>CHILDREN'S AND YOUNG PEOPLES SERVICES GUIDE DOGS.</p> <p>https://www.guidedogs.org.uk/services-we-provide/children-and-young-peoples-services/</p>	<p>CONTACT A FAMILY (CAF) A charity for families with disabled children. We support families with the best possible guidance and information.</p> <p>Tel: 020 7222 2695 https://contact.org.uk/</p>

<p>ALEXANDER DEVINE The Alexander Devine Children's Hospice Service supports any child age 0-18 with a life threatening or life limiting condition. It funds Alexander's Nurses who support families across Berkshire in their own homes, providing much needed respite, palliative care, emotional and practical support.</p> <p>http://www.alexanderdevine.org/contact.html Tel: 01628 822777</p>	<p>VISION 2020 VISION 2020 UK is the umbrella organisation which leads collaboration and co-operation between organisations with an interest in eye health and sight loss. Starting Point is a project aimed at improving the information given to families at the point of diagnosis of their child's vision impairment</p> <p>https://www.visionuk.org.uk/starting-point-leaflet/</p>
<p>THAMES VALLEY TIGERS GOALBALL CLUB Thames Valley Tigers Goalball Club is the only local club offering regular Goalball coaching by elite Goalball players. We are open to Visually Impaired people and sighted alike. We welcome anyone along over 9 years old as long as they are able to play and willing to give it a go. Contact Richard Claridge.</p> <p>Tel: 07581368305. https://www.facebook.com/thames.goalball E: thamesvalleygoalball@gmail.com</p>	<p>ROYAL BERKSHIRE FIRE & RESCUE SERVICE <i>(Please ask your Sensory Consortium Service teacher to complete a referral form with you for a free home safety check.)</i></p> <p>www.rbfrs.co.uk/</p>
<p>CEREBRA (Grants, information and support for anyone closely connected with a child who has a brain injury, developmental problem, mental disability or neurological disorder)</p> <p>Freephone: 0800 3281159 http://www.cerebra.org.uk/</p>	<p>NATIONAL FEDERATION OF FAMILIES WITH VISUALLY IMPAIRED CHILDREN</p> <p>https://www.look-uk.org/</p>
<p>THAMES VALLEY ADVENTURE PLAYGROUND (TVAP)</p> <p>Tel: 01628 628599 http://tvap.co.uk/</p>	<p>DEAFBLIND UK</p> <p>Tel: 01733 358100 http://deafblind.org.uk/</p>
<p>BERKSHIRE CARERS http://www.berkshirecarers.org <i>Berkshire Carers Service provides information, advice and support to unpaid carers in Berkshire</i></p>	<p>COUNCIL FOR DISABLED CHILDREN www.councilfordisabledchildren.org.uk</p>
<p>READING SIGHT A one-stop shop for people working in the libraries to find information that will help them to support visually and/or print impaired readers.</p> <p>www.readingsight.org.uk</p>	<p>GAT4PRoVIP (Guidance Advice and Training for Parents and Relatives of Visually Impaired Persons) Contact: Lennox Adams Tel: 01432 376321 / 265725</p>
<p>National Blind Children's Society</p> <p>Tel: 01278 764764 Fax: 01278 764790 E-mail: enquiries@nbc.org.uk</p>	<p>Contact a Family (CaF)</p> <p>Tel: 020 7222 2695 Fax: 020 7222 3969</p>

Deafness/Hearing loss	
National Deaf Children's Society (NDCS) www.ndcs.org.uk Tel: 020 7490 8656 Email: ndcs@ndcs.org.uk	Berkshire Deaf Children's Society (BDCS) https://berkshiredcs.org/ Email: berkstdcs@gmail.com <i>The Berkshire Deaf Children's Society is the local group of the NDCS. It has been set up by parents for parents of hearing impaired children to provide support and share ideas locally.</i>
West Berkshire Audiology Unit https://www.nhs.uk/services/hospital/royal-berkshire-hospital/RHW01/departments/SRV0243/audiology-services-community/ Tel: 0118 322 7080	East Berkshire Audiology Unit Tel: 0300 365 6222
Deaf Education through Listening and Talking (DELTA) www.deafeducation.org.uk Tel: 0845 1081437 Email: enquiries@deafeducation.org.uk	British Deaf Association (BDA) https://bda.org.uk/ Email: info@bda.org.uk
Council for the Advancement in Communication with Deaf People (CACDP) Tel: 0191 383 1155 (Voice and text)	Action on Hearing Loss www.actionhearingloss.org.uk
Deafax www.deafax.org Tel 0118 935 3685 Fax 0118 935 3686 Email: info@deafax.org	Cerebra www.cerebra.org.uk Freephone: 0800 3281159 (Grants, information and support for anyone closely connected with a child who has a brain injury, developmental problem, mental disability or neurological disorder)
National Literacy Trust www.literacytrust.org.uk/talk_to_your_baby	Communication Trust https://speechandlanguage.org.uk/
Council for Disabled Children www.councilfordisabledchildren.org.uk	Royal Berkshire Fire & Rescue Service www.rbfrs.co.uk/ <i>(Please ask your Sensory Consortium Service teacher to complete a referral form with you for a free home safety check.)</i>
	Berkshire Carers https://www.berkshirehealthcare.nhs.uk/our-services/other-services/carers-information/ <i>Berkshire Carers Service provides information, advice and support to unpaid carers in Berkshire.</i>

Resources

<p>ROYAL NATIONAL INSTITUTE FOR THE BLIND (RNIB) RNIB provide a many educational resources and information which can be accessed through their website.</p> <p>https://www.rnib.org.uk/children-young-people-and-families/resources-parents-blind-or-partially-sighted</p>	<p>AUDIO MATERIAL – CALIBRE An audio library for the blind and print disabled.</p> <p>Aylesbury Buckinghamshire HP22 5XQ</p> <p>Tel: 01296 432339 www.calibre.org.uk</p>
<p>TACTILE AND AUDIO BOOKS – THE LIVING PAINTINGS TRUST Experiencing paintings through sound and touch.</p> <p>Queen Isabelle House Unit 8, Kingsclere Park Kingsclere, Newbury Berks, RG20 4SW</p> <p>Tel: 01635 299771 http://www.livingpaintings.org/</p>	<p>LARGE PRINT BOOKS – BLIND CHILDREN UK (CUSTOM EYES)</p> <p>Blind Children UK (Custom Eyes Books) CustomEyes Guide Dogs, Hillfields, Burghfield Common, Reading, ,RG7 3YG</p> <p>E: customeyes@guidedogs.org.uk Tel: 0118 983 8275</p> <p>https://www.guidedogs.org.uk/services-we-provide/children-and-young-peoples-services/customeyes-books/</p>
<p>BRAILLE/PRINT – CLEARVISION</p> <p>ClearVision Project Linden Lodge School, 61 Princes Way, London SW19 6JB</p> <p>Tel: 020 8789 9575 www.clearvisionproject.org</p>	<p>ONLINE LIBRARY – THE SEEING EAR</p> <p>www.seeingear.org</p>
<p>RNIB NATIONAL LIBRARY SERVICE</p> <p>www.rnib.org.uk/reading</p>	



bookstart
est. by booktrust 1992



BOOKSTART

Bookstart is the national programme that encourages all parents and carers to enjoy books with children from as early an age as possible. They want every child in the UK to develop a lifelong love of books.

Working through locally-based organisations, Bookstart gives the gift of free books to children at around eight months, 18 months and three years, along with guidance materials for parents and carers.

Bookstart also aims to foster a love of books through a range of fun activities. But Bookstart packs are only half of the gift to children and their families. The other, more lasting gift is the message of enjoying books together.

Booktouch packs especially designed for children with a vision impairment are available from your Sensory Consortium Service Teacher or Local Library.

Further information about the Booktouch packs is here:

<https://www.booktrust.org.uk/booklists/bookstart/booktouch/>

13. Funding Sources

<p>Family Fund</p> <p>https://www.familyfund.org.uk/FAQs/what-can-we-apply-for</p>	<p>The ACT Foundation</p> <p>https://www.cypnow.co.uk/funding/article/act-foundation</p>
<p>Caudwell Children</p> <p>https://www.caudwellchildren.com/changing-lives/how-we-can-help/</p>	<p>Children Today Charitable Trust</p> <p>http://www.childrentoday.org.uk/how-we-can-help/</p>
<p>Family Action</p> <p>https://www.family-action.org.uk/what-we-do/grants/educational-grants/</p> <p>'grants to individuals over the age of 14, looking to unlock their educational potential by participating in further education'</p>	<p>Lifeline 4 Kids</p> <p>http://www.lifeline4kids.org/what-we-do/</p>
<p>Action For Kids (mobility grants)</p> <p>http://actionforkids2016.rtdns.co.uk/</p>	<p>Newlife Foundation for Disabled Children</p> <p>http://newlifecharity.co.uk/docs/care-services/New-life-Equipment-Grants.shtml</p>
<p>The Nihal Armstrong Trust (small grants up to £1000 for children with cerebral palsy)</p> <p>http://www.nihalarmstrongtrust.org.uk/grants.html</p>	<p>VICTA (blind and partially sighted)</p> <p>http://www.victa.org.uk/</p>
<p>Cerebra (Grants, information and support for anyone closely connected with a child who has a brain injury, developmental problem, mental disability or neurological disorder) Freephone: 0800 3281159 http://www.cerebra.org.uk/</p>	

14. Glossary

For glossary terms used in sensory impairment, please see the NatSIP website.

<https://www.natsip.org.uk/doc-library-login/sensen-sesip-document-archive/109-si-glossary>