



Criteria for Intervenor Involvement



If a young person has both a significant vision and hearing loss, intervenor support will be considered by the Multisensory Impairment Team.

The intervenor criteria is used as part of the “Intervenor Assessment Pathway” in order to gain a full understanding of the young person’s clinical sensory losses as diagnosed by medical professionals. With parental permission medical letters will be obtained.

In addition to collating the young person’s clinical information, the assessment pathway allows the MSI Team to observe and formatively assess how the young person is able to communicate, access their education and orientate themselves in the world around them.

The intervenor service is not a statutory service, but SCC strive to support this cohort of CYP within Education (Year R- Year13) with an assessed need.

The following Information has been put together using the NatSIP Eligibility Criteria as a method of identifying those pupils who have significant sensory impairments and should be assessed on the Intervenor assessment pathway.

A.

CYPs at ‘Support Plus’:

- **Will have Dual Impairment (vision and hearing) with a profound loss in both modalities.**
- Young person has a unilateral or bilateral hearing loss, unaided in excess of 95 Db or severe hearing loss in excess of 71 - 95 DbHL. Can be bilateral or unilateral.
- Young person will have a severe visual impairment. with a distance visual acuity poorer than 6/60.
- Learner may have no functional visual access for teaching and learning materials and be tactile learners, e.g. using Braille to access the curriculum.

B.

CYPs at ‘Support’:

- **Will have a dual sensory impairment (vision and hearing) with severe loss in both modalities.**
- Severe hearing loss of 71-95 dBHL unaided. Hearing loss can be bilateral or unilateral.

- Will have distance visual acuity poorer than 6/36, (registered partially sighted) and will be using print sizes larger N36.

‘Pupils who are deafblind have both vision and hearing impairments that are not fully corrected by glasses and hearing aids. They may not be completely deaf and blind but the combination of these two disabilities on a pupil’s ability to learn is greater than the sum of their parts’. QCA1999