



## Fun Activities

Virtual School Sensory Support have had the pleasure of working as part of a Sensory Consortium which includes West Norfolk Deaf Association, Norfolk Deaf Children's Society and Deaftastics. In order to meet the social needs of sensory impaired children and young people in Norfolk, over the past six years we have organised a vast array of inspiring and fun events around the county, country and beyond, funded through the Norfolk County Council Short Breaks (formerly Pathfinder) scheme.

Virtual School Sensory Support have enabled visually and hearing impaired children to meet others with similar impairments, as they are often the only visual impaired or deaf students in their mainstream setting. Many of the young people have made life-long friends from the activities and regularly meet up away from our structured events!

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### Pupil Premium

Your child's school will be able to tell you if your child/young person receives pupil premium funding. The school website should tell you how pupil premium funding is spent in the school.

For further information for funding available in schools please click the following link:

[SEN funding in schools - Norfolk County Council](#)

### Links

#### Website

Please visit our website at [vsss.virtual-school.org.uk](http://vsss.virtual-school.org.uk) This will give you much more information about VSSS and our resources. Put it in your favourites.

#### Contact us

Telephone: 01603 704040  
[sensorysupport@norfolk.gov.uk](mailto:sensorysupport@norfolk.gov.uk)

#### SEND Partnership

Telephone 01603 704040  
[sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

From theatre trips to canoeing, theme park visits to a residential trip overseas, dance and drama lessons to cookery lessons in a restaurant, archery practice to make up lessons we have enabled many children and young people to learn new skills and start new hobbies. Feedback from students has always been very positive and outcomes have always been to ensure sensory impaired students have an opportunity to meet others with similar needs, learn new skills and enjoy themselves... please take a look at our DVD to see the evidence for yourselves! ([\\*\\*\\*LINK\\*\\*\\*](#))

West Norfolk Deaf Association, Norfolk Deaf Children's Society and Deaftastics will be continuing with the Short breaks funding for another year. Virtual School Sensory Support will continue to provide educational activities during the school holidays.

## What does Virtual School Sensory Support do?

**Please share this with your school/setting and governors.**

Qualified teachers and other staff of Children & Young People (CYP) with Sensory Impairment (SI) carry out a central role in the education of children from birth, working in homes, early years settings, schools and post 16 settings. This includes:

### Early Intervention

- Managing referrals from health to education, with clear referral routes and eligibility criteria for specialist support, such as the [NatSIP Eligibility Criteria guidance](#) which is used by over 90% of services nationally
- Assessing children's functional vision and hearing in liaison with health professionals
- Liaising with health professionals on the range of available low vision devices and hearing technology and how to use them
- Providing direct support to babies and young children and their parents in the home to support early development and

learning through play and promote parental confidence. This may include the use of the SI specific Early Support resources. The specialist teacher is frequently the professional best placed to take on a key working role

## **Inclusive Teaching and Learning**

- Advising in mainstream and specialist settings on strategies for curriculum access and independent learning
- Guiding the work of other professionals, such as teaching assistants, therapists, through INSET, ongoing specialist advice and direct teaching
- Teaching specialist skills, for example Braille, communication skills or the use of specialist equipment and ICT
- Adapting teaching and learning resources in print, audio or tactile formats
- Advising on access arrangements for exams
- Developing the communication skills of children with additional or complex needs

## **Additional Curriculum**

- Advising on how appropriate communication and independence strategies can enhance children's functional vision and hearing
- Assessing and reviewing settings/environments for accessibility, such as acoustics, lighting levels, and health and safety
- Promoting emotional wellbeing and social and communication skills

## **Transition**

- Providing a birth to 25 service, including effective transition arrangements at key stages through awareness raising, transfer of information and ensuring specialist equipment is in place in the new setting

- Supporting students through transition into post 16/Further Education provision, employment and independent adulthood
- Providing a skills mix which allows services to develop specialisms e.g. in early years or post 16

If you would like to know more visit our [website](#) or contact Karen Taylor, Head teacher on 01603 704040.

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