

Hearing Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This document refers to Sensory and/or physical needs - Hearing Impairment:

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health



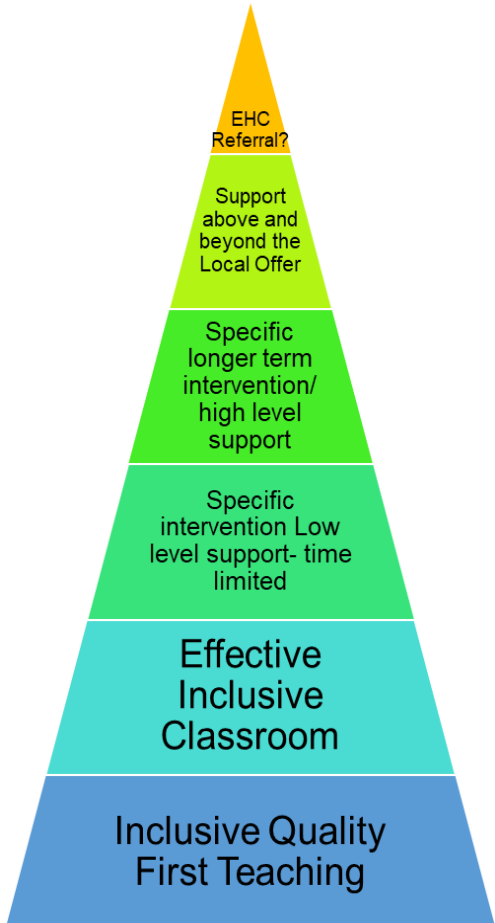
North Tyneside Pledges

Pledge 1: Intervene early with evidence based, family focussed services

Pledge 2: Work in partnership to keep children in school

Pledge 3: Keep them safe at home and connected to their local communities

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Level of Adaptation/Adjustment	General Descriptor at Each Level
 <p>EHC Referral?</p> <p>Support above and beyond the Local Offer</p> <p>Specific longer term intervention/ high level support</p> <p>Specific intervention Low level support- time limited</p> <p>Effective Inclusive Classroom</p> <p>Inclusive Quality First Teaching</p>	<p>CYP has identified needs which require additional provision or specialist advice. CYP may have:</p> <ul style="list-style-type: none"> • Moderate long-term conductive hearing loss • Moderate sensorineural hearing loss • Cochlear implant functioning as mod hearing loss • Mild hearing loss with conductive overlay • Neo-natal cond. hearing loss • Functional mod hearing loss due to auditory neuropathy <p>Description of need:</p> <ul style="list-style-type: none"> • CYP who is not making expected progress in some areas as a result of their deafness, this could be due to a persistent conductive loss, unilateral deafness, mixed loss. • CYP may be affected by issues of 'being different' which may have an impact on social and emotional wellbeing. • CYPs deafness could co-exist with other secondary needs.
	<p>CYP has identified needs. CYP who has a long-term conductive loss, mild sensory neural deafness or unilateral deafness and is making expected progress (they may or may not have hearing aids).</p> <p>CYP may have:</p> <ul style="list-style-type: none"> • Unilateral hearing loss • Long term conductive hearing loss • Mild sensorineural hearing loss
	<p>CYP may have fluctuating conductive hearing loss or mild hearing loss.</p> <p>Description of need: CYP who has a reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums. CYP may:</p> <ul style="list-style-type: none"> • appear dreamy, disruptive, distracted and demanding • find it difficult to listen and attend to speech • be withdrawn and wait for cues from others in the class • find it difficult to listen in background noise • not hear clearly in a group situation • have unclear speech • give the impression of being able to listen when s/he wants to • have a vocabulary deficit or delayed language <p>be experiencing difficulties acquiring phonic knowledge</p>
	<p>CYP experiences needs which are managed well in a mainstream class</p>

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Level of Indicative Funding	General Descriptor at Each Level
EHCP	CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assess/ EHC plan. CYP may have:
Up to £4000 additional funding	<ul style="list-style-type: none"> • Severe SN hearing loss (including significant high frequency loss) • CI functioning as severe hearing loss • Moderate hearing loss with conductive overlay • Functional severe loss due to auditory neuropathy Ongoing assessment of hearing required due to deteriorating/ progressive loss. Description of need:
Up to £8000 additional funding	<ul style="list-style-type: none"> • May have some additional complexity linked to other needs. • CYP whose deafness impacts on his/her ability to access the curriculum independently. • May use sign to support their learning. • CYP may be affected by issues of 'being different' which may have an impact on social and emotional wellbeing
Up to £12000 additional funding	The CYP will experience significant, complex persistent and enduring difficulties CYP may have: <ul style="list-style-type: none"> • Profound hearing loss • Profound functional loss due to auditory neuropathy • CI functioning as profound hearing loss Description of need: The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.
Up to £18000 additional funding	<ul style="list-style-type: none"> • A CYP with a deafness who requires high levels of additional support to access the curriculum. • A CYP who because of their permanent deafness cannot fully access spoken language. • They maybe a BSL first language user. • Speech clarity is significantly affected.
Up to £20000 additional funding	The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other coexisting needs. CYP may have complex communication and language needs which may affect social, emotional wellbeing and behaviour.
	Additional staffing, resources or alternative provision are needed to ensure continuation of placement. CYP need a personalised package of support. Deaf/blind CYP.
Bespoke Package	All of the above but the CYP has such complex needs in addition to their Deafness that their needs cannot be met in a school or setting without additional funding in excess of £20,000, i.e. they attend a non-maintained educational or residential placement (possibly Out of Area). This may also include support for health and social care issues.

TO BE AGREED

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Effective Inclusive Classroom				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>CYP may have fluctuating conductive hearing loss or mild hearing loss. Description of need: CYP who has a reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums. CYP may:</p> <ul style="list-style-type: none"> • appear dreamy, disruptive, distracted and demanding • find it difficult to listen and attend to speech • be withdrawn and wait for cues from others in the class • find it difficult to listen in background noise • not hear clearly in a group situation • have unclear speech • give the impression of being able to listen when s/he wants to • have a vocabulary deficit or delayed language • be experiencing difficulties acquiring phonic knowledge 	<ul style="list-style-type: none"> • The setting/school is proactive in identifying individual needs and monitors that action is taken • Observations by teacher/ class TA/KS coordinator Early support development journal or other EYFS monitoring/school's key stage 1 to 4 assessments • Monitoring of CYP response to positive feedback • Assessment for learning • Advice and support from the parents • Information from the child regarding their opinions and preferred strategies using person centred approaches. • The child may also be vulnerable to bullying or have low self-esteem—plans should be made to prevent this • School trips which are planned well in advance and take into consideration the needs of the CYP. 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class with Quality First Teaching meeting the needs of all pupils and includes: <ul style="list-style-type: none"> ○ Flexible grouping arrangements ○ differentiation of activities, materials and questioning ○ Use of visual and auditory and hands on approaches. ○ Use of teaching strategies that develop the independent learning of the CYP • Awareness that a CYP may need more time to complete tasks and that equality of access may mean they need to do some things differently • Resources and displays that support independence. • Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment considering seating, lighting and acoustics. • An understanding that the hearing impairment may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious impairment. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Use of teaching strategies that develop the independent learning of the CYP 	<ul style="list-style-type: none"> • CYP can learn in a mainstream class/preschool with appropriate differentiation of task and teaching style • The setting demonstrates an inclusive ethos that supports the learning and wellbeing of all CYP • Social interaction between peers and the wider community of the setting may need to be engineered to bolster self-esteem and confidence. • Provision of planned sessions to learn and practice social skills during structured activities. • The wider curriculum promotes positive examples of diversity • Anti-bullying is routinely addressed • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate. • Other pastoral interventions could include - Meeting and Greeting - Circle Time - Peer mentoring - Buddy Systems - Lunch clubs. 	<ul style="list-style-type: none"> • A regularly updated SEN policy /Local Offer details the effectiveness of the arrangements for SEN in the school. • A regularly monitored, reviewed and updated Inclusion policy underpins practice. • Allocation of additional adults to support the needs of all pupils e.g. mid-day supervisors, Family Support Worker • All staff including have up to date job descriptions and are included in whole school appraisal systems. Designated time is allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on SEN and understand how to support with learning difficulties/ additional needs. • Staff make use of a wide range of resources

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Time Limited Intervention or Low-Level Support				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>CYP has identified needs. CYP who has a long-term conductive loss, mild sensory neural deafness or unilateral deafness and is making expected progress (they may or may not have hearing aids).</p> <p>CYP may have:</p> <ul style="list-style-type: none"> • Unilateral hearing loss • Long term conductive hearing loss • Mild sensorineural hearing loss 	<ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation this may include support plans with SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. Parents involved regularly and know how to support targets at home. • An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. • Use of speech audiometry and other specialist assessments to determine access to spoken language in the classroom. 	<ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual outcomes agreed and monitored, following discussion with CYP and parents. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards engagement in specific tasks/settings and is not necessarily needed for learning. • Checking pupils understanding of task and recording of work. • Support offered with transitions and to prepare for "unusual" days 	<ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models. • Teaching problem solving skills. • Learning tasks differentiated by task and outcome to meet individual needs. • Teaching assistance is targeted towards access and is not necessarily needed for learning 	<ul style="list-style-type: none"> • Designated adult in school to support management of hearing aid where appropriate • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with class TA • Access to intervention group work • Time for scheduled meetings with parents on a regular basis. • School may consult for advice on best practice. • Additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground.

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Intervention/High level Intervention including where support may become in excess of the school's Local Offer				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>CYP has identified needs which require additional provision or specialist advice. CYP may have:</p> <ul style="list-style-type: none"> Moderate long-term conductive hearing loss Moderate sensorineural hearing loss Cochlear implant functioning as mod hearing loss Mild hearing loss with conductive overlay Neo-natal cond. hearing loss Functional mod hearing loss due to auditory neuropathy <p>Description of need:</p> <ul style="list-style-type: none"> CYP who is not making expected progress in some areas as a result of their deafness, this could be due to a persistent conductive loss, unilateral deafness, mixed loss. CYP may be affected by issues of 'being different' which may have an impact on social and emotional wellbeing. CYPs deafness could co-exist with other secondary needs. 	<ul style="list-style-type: none"> Environmental audit using School Access/Equality Strategy. Consideration to EHA if appropriate. Risk assessments of tricky situations to inform adaptations incl. educational visits. Specialist assessments e.g. Sensory Service, Educational Psychologist, SALT, Individual targets are agreed and monitored following discussion with CYP and parents. There is a commitment to developing independence with steps planned and agreed Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. Assessment of expressive and receptive language (English/BSL) in conjunction with SALT to inform target setting. Individual Management Plan which may include - risk assessment -Individual Health Care Plan - school visit risk assessment - swimming risk assessment - personal emergency evacuation plan TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective Manage access arrangements for internal and external examinations and assessments. 	<ul style="list-style-type: none"> Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Modified and adapted PE lessons as required. Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary. Access to a differentiated curriculum. Use of assistive listening devices to access the curriculum. 	<ul style="list-style-type: none"> Regular/daily small group teaching of social skills. Peer awareness. Teaching assistance is targeted towards the supply of teaching and learning resources. Small group and/or individual intervention, to develop specific areas of curriculum. Following a programme designed or recommended by an external professional. Pre and post teaching of phonic skills and/or 1 to 1 teaching of phonics where appropriate Short-term small group intervention to develop listening skills and language Use of assistive listening devices. A detailed time limited programme, intervention personalised timetable and/or resource. 	<ul style="list-style-type: none"> Time for formal meetings with parents on a regular basis. Time for meetings with the Specialist Teacher. Allocate appropriate space for visiting professionals to work with individual CYPs, considering safeguarding issues. Daily access to quiet space for 1 to 1 and/or small group work Adult intervention targeted at specific curriculum areas or specific social times. School will ensure that key information is passed on at times of transition and, where appropriate, will consult with the Sensory Service. Awareness raising for staff about the educational implications of deafness and strategies to facilitate access in the classroom. Provision of assistive listening devices where appropriate.

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Education, Health and Care Plan (additional funding up to £8,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assess/ EHC plan. CYP may have:</p> <ul style="list-style-type: none"> • Severe SN hearing loss (including significant high frequency loss) • CI functioning as severe hearing loss • Moderate hearing loss with conductive overlay • Functional severe loss due to auditory neuropathy • Ongoing assessment of hearing required due to deteriorating/ progressive loss. Description of need: • May have some additional complexity linked to other needs. • CYP whose deafness impacts on his/her ability to access the curriculum independently. • May use sign to support their learning. • CYP may be affected by issues of 'being different' which may have an impact on social and emotional wellbeing 	<ul style="list-style-type: none"> • Specialist assessments e.g. Sensory Service, Educational Psychologist, SLT, OT, CAMHS etc as part of statutory processes. • Risk assessment to identify dangers and need for additional support. Regular multi agency assessment and/or review of strategies and progress. • Review the support plan on a termly basis when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers. Individual risk assessments for practical subjects. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. The use of specialist or adapted equipment / software where appropriate to access the curriculum. 	<ul style="list-style-type: none"> • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, considering the advice within the EHCP, annual review and advice from agencies. • The class/subject teacher is accountable for the progress of the CYP within class • Access arrangements for internal and external exams and assessments as appropriate. • Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. • Use of a bilingual English/British Sign language approach. • Use of subtitles • Specialised modification of all teaching and learning styles and resources. 	<ul style="list-style-type: none"> • Teaching style and tasks are adapted to suit CYP's learning style. Individualised support to implement recommendations from support services e.g. TOD, SLT etc. Programmes to develop social interaction and emotional wellbeing, as identified by the IEP/ management plan. • Advice and assessment of the use of specialist or adapted ICT to access the curriculum. • Independent travel training to develop independence skills for the future. • Structured individual programmes focusing on listening, speech and language development, auditory memory, phonic awareness, social interaction and emotional wellbeing, as identified by the IEP/management plan. • Peer awareness including sign language classes 	<ul style="list-style-type: none"> • Staff training in the use of specialist resources. • SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP • Skilled TA who has BSL Level 2/3 to support access to curriculum as appropriate • TA who has training and knowledge to check and maintain technological aids and troubleshoot where • Multi-agency involvement: 'team around CYP'. • Opportunities for support staff to access specialist training regarding hearing impairment and its impact on learning and social and emotional well-being. • Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. • Liaison with CYPs, parents and other professionals when determining priorities for individual CYP. • Work together with the CYP, parents and staff to identify priorities for the CYP's individual programme of work.

Hearing Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP will experience significant, complex persistent and enduring difficulties CYP may have:</p> <ul style="list-style-type: none"> • Profound hearing loss • Profound functional loss due to auditory neuropathy • CI functioning as profound hearing loss <p>Description of need: The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <ul style="list-style-type: none"> • A CYP with a deafness who requires high levels of additional support to access the curriculum. • A CYP who because of their permanent deafness cannot fully access spoken language. • They maybe a BSL first language user. • Speech clarity is significantly affected. 	<ul style="list-style-type: none"> • Specialist assessments e.g. by Sensory Service, Educational Psychologist, SLT, OT, CAMHS etc as part of statutory assessment / EHC plan. • Risk assessment to identify dangers and need for additional support. Regular multi agency assessment and/or review of strategies and progress. • Review the support plan on a termly basis when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers. Individual risk assessments for practical subjects. • Manage access arrangements for internal and external examinations and assessments. • BSL communicators (Signature Level 3 minimum) to provide access to the curriculum and social interaction. 	<ul style="list-style-type: none"> • Disapplication from certain subjects if appropriate. • Main provision by class/subject teacher with support from SENDCo and advice from education and non-educational professionals as appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum. • Specialised modification of all teaching and learning styles and resources. Disapplication from certain subjects if appropriate. • Provide a personalised learning experience considering the advice within the statement, annual review and advice from agencies. • Provide an appropriate listening environment. • Use of a radio aid to access the curriculum. • Use of direct input leads to improve quality of sound input from audio equipment e.g. PC, smart board, DVD, MFL listening labs. • Access to subtitles on DVDs and TV. • Access to transcripts of audio tapes or tapes where there are no subtitles. 	<ul style="list-style-type: none"> • Specialist teaching where significant delayed language development and significantly delayed literacy skills focusing on both learning curriculum and social skills throughout the school day. • Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education). Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Adult support to access an individualised curriculum. • Opportunities to explore their identity Individual intervention to develop communication skills, spoken language or BSL • Pre and post-teaching of vocabulary and concepts to allow the CYPs to fully access the curriculum. • Adult support to facilitate social interaction. • Adult support to develop/maintain attention skill. Interveners to provide access to a multi-sensory curriculum. • Note taking support where appropriate. • Sign language tuition. • Intensive rehabilitation programme after cochlear implantation 	<ul style="list-style-type: none"> • Access to support from highly skilled and experienced staff with appropriate qualifications within small classes with a high adult ratio or 1:1 specialist support in mainstream. Skilled TA who understands the implications of deafness and has in depth knowledge of specialist access equipment. • Skilled TA who has BSL LLevel3/6 to support access to the curriculum and BSL language development • Personalised timetable providing access to TA support as specified in EHC Plan. • Time for outside agencies to meet termly to assess progress and plan future targets. • specialist support, alongside a multi -agency approach is essential. • Make staff available for training in the use of specialist equipment. • School co-ordinates the involvement of a range of agencies one of which may fulfil the Key worker role. • Access to a quiet room for small group and 1:1 sessions • Time for outside agencies to meet termly to assess progress and plan future targets

Hearing Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £16,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other coexisting needs. CYP may have complex communication and language needs which may affect social, emotional wellbeing and behaviour.</p>	<ul style="list-style-type: none"> • Long term involvement of educational and non-regular risk assessments to consider risks to self and others. • Provide a personalised learning experience considering the advice within the statement, annual review and advice from agencies. • Manage access arrangements for internal and external examinations and assessments. 	<ul style="list-style-type: none"> • Disapplication from certain subjects if appropriate. • Main provision by class/subject teacher with support from SENDCo and advice from education and non-educational professionals as appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum. • Specialised modification of all teaching and learning styles and resources. • Disapplication from certain subjects if appropriate. • Provide an appropriate listening environment. • Use of a radio aid to access the curriculum. • Use of direct input leads to improve quality of sound input from audio equipment eg. PC, smart board, DVD, MFL listening labs. • Access to subtitles on DVDs and TV. • Access to transcripts of audio tapes or tapes where there are no subtitles. 	<ul style="list-style-type: none"> • Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP 	<ul style="list-style-type: none"> • Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS

Hearing Impairment- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>Additional staffing, resources or alternative provision are needed to ensure continuation of placement.</p> <ul style="list-style-type: none"> • CYP need a personalised package of support. • Deaf/blind CYP. 	<ul style="list-style-type: none"> • Long term involvement of educational and non-regular risk assessments to consider risks to self and others. • Provide a personalised learning experience considering the advice within the statement, annual review and advice from agencies. • Manage access arrangements for internal and external examinations and assessments. 	<ul style="list-style-type: none"> • Disapplication from certain subjects if appropriate. • Main provision by class/subject teacher with support from SENDCo and advice from education and non-educational professionals as appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum. • Specialised modification of all teaching and learning styles and resources. • Disapplication from certain subjects if appropriate. • Provide an appropriate listening environment. • Use of a radio aid to access the curriculum. • Use of direct input leads to improve quality of sound input from audio equipment eg. PC, smart board, DVD, MFL listening labs. • Access to subtitles on DVDs and TV. • Access to transcripts of audio tapes or tapes where there are no subtitles. 	<ul style="list-style-type: none"> • Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP 	<ul style="list-style-type: none"> • Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS

EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches. Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements.</p>				