

## Appendix 3: Questionnaires

*(Please reply on scale of 1 to 5, with 1 meaning not well at all and 5 meaning very well indeed)*

### **To Learners**

How well do Sensory Services staff:

	1	2	3	4	5
listen to you and make sure 'you have a voice';					
support you to understand and manage your sensory needs;					
help to make school and learning fun;					
support the management and use of your amplification and/or use of IT/digital resources and/or Low Vision Aids;					
help the development of your language/communication/listening skills;					
help with alternative communication systems;					
help to access the curriculum;					
help to work independently;					
improve your progress in learning;					
improve your confidence, social skills and future employment opportunities;					
Inform you of activities and events outside school where you will have the opportunity to meet with others who have sensory needs.					

**To Parents**

How well do Sensory Services staff:

	1	2	3	4	5
explain the role of the service and provide helpful initial advice;					
help you to understand the ASN process;					
develop quality relationships with you and your child;					
explain assessment reports and assist your understanding of hearing/visual problems;					
deliver ongoing advice and support;					
support the management and use of amplification and/or use of IT/digital resources and/or Low Vision Aids;					
help the development of your child's language development/ listening skills;					
help your child to make progress;					
complement the work of the school;					
work effectively with other agencies to provide a co-ordinated approach to support;					
help you to support your child to continue learning at home;					
support transition into/out of school;					
explain how to raise concerns/complaints.					

**To Mainstream/Special Resource Base or Special School Teachers and Senior Manager/s**  
 (Please reply on scale of 1 to 5 with 1 meaning not at all good and 5 meaning very good indeed)

How good are Sensory Services in:

	1	2	3	4	5
the speed of their response to initial referral to the service;					
the quality of specialist assessment of the learner's sensory needs;					
explaining the specific needs of the learner to classroom colleagues and School Senior managers;					
working collaboratively with professional colleagues;					
supporting the development of IEPs/Child's Plan					
helping the learner to access the curriculum;					
adapting learning materials and helping to overcome barriers to learning;					
ensuring effective management and support of technical equipment/amplification;					
providing direct and 'team' teaching as appropriate;					
giving advice re 'special arrangements' for assessment in national examinations;					
contributing to monitoring and review for an individual learner;					
writing quality reports which they explain well;					
helping the learner to work independently;					
complementing the work of the mainstream school;					
keeping their knowledge and skills up to date;					
delivering quality CPD and on-going advice.					

**To Support Staff**

How good are Sensory Services staff at:

	1	2	3	4	5
being accessible and approachable;					
explaining the specific needs of the learner;					
providing support for the use and management of technical equipment;					
supporting the adaptation of learning materials and overcoming barriers to learning;					
complementing the work of the mainstream school;					
building the confidence of support staff;					
valuing the observations of support staff and, as appropriate, including their recommendations in reports and IEPs/Child Plans;					
delivering CPD and providing on-going advice.					

**To Educational Psychologists (who have case responsibility)**

How good are the Sensory Services staff in:

	1	2	3	4	5
the speed of their response to initial referral to the service;					
the quality of assessment of a child's needs;					
setting suitable learning targets;					
explaining the specific needs of the child to psychologists, to classroom colleagues and School Senior managers;					
adapting learning materials and overcoming barriers to learning;					
working collaboratively with professional colleagues;					
complementing the work of the mainstream school;					
keeping their knowledge and skills up to date;					
writing quality reports which they explain well.					

**Local Authority Service Manager/s**

How good is the Sensory Service manager at self-managing the team in terms of:

	1	2	3	4	5
distributing caseloads appropriately;					
timetabling;					
leading regular team meetings;					
providing evidence of the overall quality of the service and its impact on learners;					
making recommendations and/or decisions about (often expensive) resources, including requests for adaptations to buildings;					
accessing and delivering relevant CPD and in-service training for team members and schools					
sustaining positive relationships with School managers, Health professionals, Social services and Practitioners;					
sharing information at service, authority and national level;					
keeping their knowledge and skills up to date;					
sustaining positive relationships with learners and their family;					
developing a robust and realistic Service Improvement Plan in line with the local authority Strategic Plan.					

**Partner/s in Health: Audiologist/ Speech and Language Therapist/ Ophthalmologist**

How good are the Sensory Services in:

	1	2	3	4	5
their degree of professionalism and specialist knowledge when working collaboratively with health staff;					
developing quality relationships with the child and family;					
making appropriate use of health assessments to ensure the child can progress in learning;					
setting appropriate targets and writing reports that assist health colleagues to provide further advice;					
keeping their knowledge and skills up to date.					

**Partner/s: Social worker, Habilitation Staff, Voluntary/Third Sector, Skills Development Scotland, for example for Respite Care, Work Opportunities, Housing and Benefits**

How good are Sensory Services at:

	1	2	3	4	5
working collaboratively with Social Care staff and other partners;					
knowing and understanding the support that can be provided by Social Care staff and other partners;					
knowing how to refer to make timeous referrals to Social services and other partners;					
developing quality relationships with the child and family;					
keeping their knowledge and skills up to date;					
providing quality reports that alert Social Services and other partners to the need for specific support, particularly at times of transition?					