



Bi-Borough Hearing Support Team

Service Offer 2024-2025

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About Us



Kathryn Gilgallon

Bi-borough Sensory
Support Service Team
Leader



Lina Stathopoulou

QToD for
Westminster/RBKC



Heather Eustace

QToD for Westminster



George Andronic

QTOD for Westminster



Jeanine Malherbe

QToD for RBKC



Julie Dellafiora

QToD for
Westminster/RBKC

About Us

Kathryn Gilgallon **Bi-borough Sensory Support Team Leader**

Kathryn gained her Masters as a Teacher of Deaf Children and Young People in her home state of California. There she worked in specialist schools before moving to London where she gained her English Qualified Teacher Status. Although she misses the sun and sea of her home state, her heart is firmly planted in London now.

Kathryn has worked in various schools in London for many years as a Teacher of Deaf Children and Young People, including in specialist provisions and deaf schools. She has been a peripatetic teacher working across the ages from 0-25 for over ten years and has a further qualification in working with children with multi-sensory Impairment (MSI/deafblind).

Lina Stathopoulou **QToD for Westminster/RBKC**

Prior to joining our team, Lina worked as a Teacher of Deaf Children and Young People at a mainstream school with a resource base for deaf children for 20 years. She has experience of working for a local authority as an Advisory Teacher of the Deaf and as a Head of Centre for the Deaf.

Originally from Greece, she made London her home over 25 years ago. She worked at the Science Museum before training as a teacher and then qualifying as a Teacher of Deaf Children and Young People. She has a special interest in audiology, and she enjoys teaching maths. Lina has also trained as a Specialist Dyscalculia teacher (Level 5). In her spare time, Lina enjoys spending time with her family, watching films, painting and travelling.

About Us- cont

Heather Eustace QToD for Westminster

Heather is a Qualified Teacher of Deaf Children and Young People with a Masters in Deaf Education. She has worked in education since 2010 with children and young people from birth to twenty five years old, in a variety of educational settings including mainstream schools and specialist provisions. She began her teaching career in a special educational needs school for children with Multi-Sensory Impairments and has worked in Deaf Provisions in mainstream primary schools and secondary schools. Heather's particular strengths lie with the development of emergent language in the Early Years and with deaf children with additional and complex needs.

George Andronic QToD for Westminster

George is a profoundly Deaf and proud British Sign Language (BSL) user, with proficiency in Sign Supported English (SSE). He has been a Teacher of Deaf Children and Young People in various educational settings and previously was the Head of the Deaf Department in a mainstream school. He is experienced in enhancing deaf children's use of BSL and SSE and also delivers our popular Family Sign Language classes for local parents and carers of deaf children, fostering greater communication and understanding within families. George is passionate about working with different schools to promote inclusive language learning.

About Us- cont.

Julie Dellafiora

QToD for Westminster/RBKC

Julie joined the Bi-Borough Inclusion Service in May 2024. She is a Qualified Teacher of Deaf Children and Young People and worked in a mainstream school with a deaf provision in London. Here she taught deaf children from Nursery through to year 6 for 27 years before deciding to make the leap into a role as a peripatetic teacher.

She is passionate about working with and supporting deaf children in education, where she can support families, other people working with deaf children and also support and promote their own self-advocacy.

Julie is profoundly deaf herself and received a cochlear implant in 2021. She uses her professional expertise and personal experiences to bring a unique perspective to the role.

Jeannine Malherbe

QToD for RBKC/ Educational Audiologist

After qualifying as a Teacher of Deaf Children and Young People in beautiful South Africa, Jeannine moved to London, gaining her UK qualifications and qualifying as an Educational Audiologist. She is an active member of BATOD, BAEA and SEAG. After nearly 25 years, she continues to enjoy the diversity and opportunities that come with living in London - despite the grey weather.

Previously Jeannine managed a unit for deaf children at a London primary school before embarking on being a peripatetic teacher, working across the age range for more than 20 years.

She loves coffee, sunshine and nature and has a special interest in audiology and acoustics. She is the key person to ensure the QToDs keep abreast of new technology and advancements in audiology; working collaboratively with the Paediatric Audiologists at our local hospitals and advising schools on improving acoustics.



The role of the Qualified Teacher of Deaf Children and Young People (CYP)

A Qualified Teacher of Deaf Children and Young People is a teacher with the additional mandatory qualification to teach deaf learners. This requires learning additional skills and knowledge to provide quality teaching to learners who are deaf.

** In line with national standards, the term “deaf” in this offer encompasses a wide range of hearing loss to include learners with mild to profound deafness, fluctuating hearing loss and unilateral hearing loss. page 7

What do Qualified Teachers of Deaf CYP do?

Support for the Learners and Families

- Provide clear impartial information to enable learners and their families to make informed choices
- Interpret and explain audiological information
- Enable the learners and families to express their view and help ensure their voices are heard
- Facilitate family and learner access to professional and extended services
- Raise awareness of local and national support groups
- Help the learner gain an understanding of their own needs, preparing even the youngest of our children for life as an independent adult
- Work with families and pre-school age children in the home from the time of identification

Support for Settings

- Discuss the implications of having a hearing loss with the deaf learner, parents and families, teachers, all involved agencies especially in the context of education
- Share information about communication modes
- Discuss and provide further advice regarding amplification needs and technological aids
- Recommend strategies to meet identified needs
- Sign post to additional support available, including the Local Offer
- Provide information about educational provision; early years/schools/colleges and other educational settings in an objective, fully informed way
- Advise and support educational settings on appropriate access arrangements for deaf learners
- Deliver training and advice to school staff and parents
- Upon request, the Ed Aud can carry out an acoustic audit of school environments

What do Qualified Teachers of Deaf CYP do- cont.

Equipment Care

- Check and maintain hearing equipment
- Advise and provide assistive listening devices systems using national criteria
- Fit and monitor assistive listening devices such as radioaids and provide information on the use of Soundfield Systems
- Train staff on the use and care of hearing equipment
- In collaboration with the hospitals and the Ed Aud, ensure appropriate equipment is ordered and fitted for CYP

Direct Teaching Input

- Small group teaching
- Team teaching
- 1:1 with the deaf learner either in person or remotely
- Subject specialism
- Key stage specialism
- Support with Social, Emotional and Mental Health
- Individualised learning programme where appropriate
- Pre and post teaching

What do Qualified Teachers of Deaf CYP do- cont.

Specialist Assessments and Interpretation of Results

- Assess and monitor functional hearing levels
- Monitor acoustic environment and provide advice on ways to improve it
- Assess communication and language levels
- Assess and monitor educational and other outcomes
- Participate in multi-agency assessment to identify needs and progress
- Contribute to monitoring and review of progress (in accordance with SEN Code of Practice)
- Liaise with a range of professionals
- Observe and advise setting on reasonable adjustments

Continuing Professional Development

- Maintain current knowledge of mainstream and specialist developments to inform practice
- Attend relevant courses and conferences
- Keeping abreast of Government strategies in education
- Keeping up to date with audiology developments with key support from the Ed Aud

Partnership Working

- The child and the parents/carers at the centre of what we do
- A range of school staff
- Audiologists and consultants, including Auditory Implant Teams
- General practitioners and Early Years practitioners
- Social care workers and health visitors
- Speech and language therapists
- Mental health workers and Educational Psychologists
- Various educational support services, including Portage
- Partnerships with specialist groups, such as NatSIP, BATOD, and the NDCS

Deaf Specialist Equipment

- Local arrangements for provision of specialist equipment in mainstream schools is included in the Equipment Policy published by the Local Authority .
- There are many types of aids to assist children and young people to access the curriculum. The range of equipment varies widely and advice will be given by the QToD following appropriate assessment.
- Equipment belongs to the Bi-Borough Sensory Support Team and is loaned to families and settings in line with the service's Assistive Listening Device Policy.



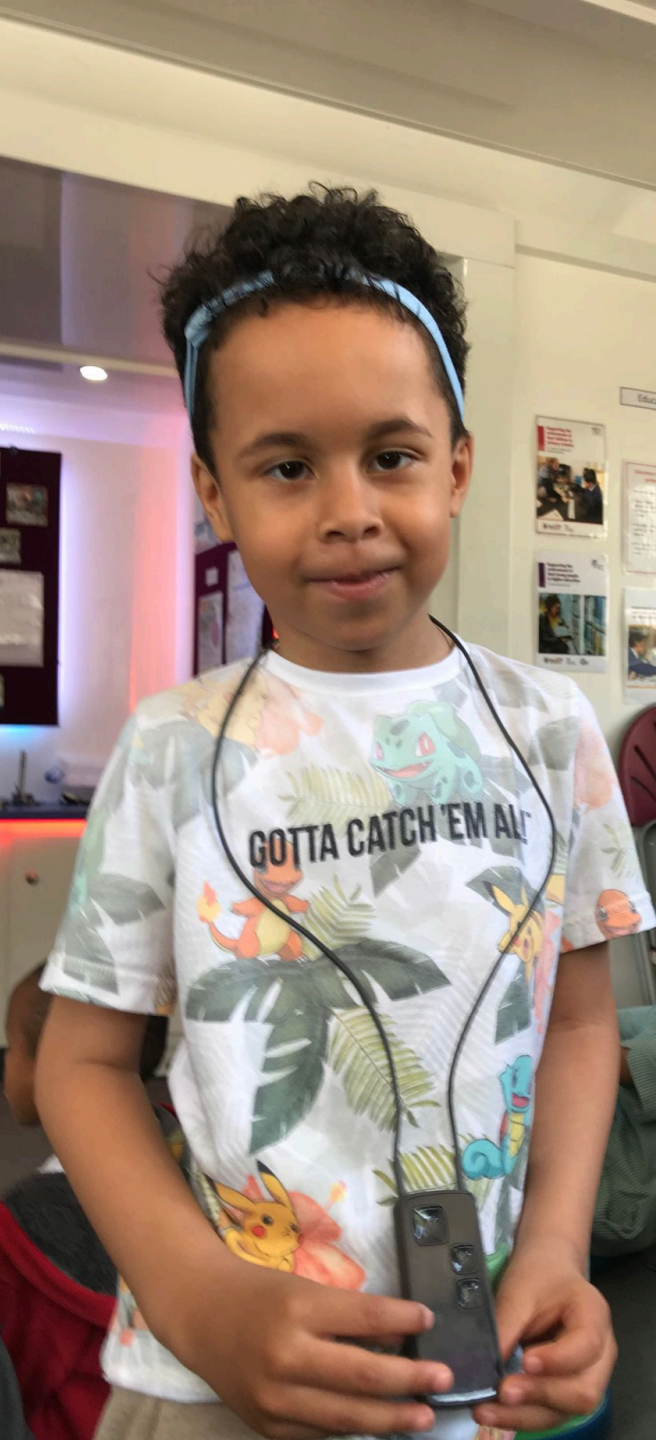
On top of supporting the maintenance of equipment set up by the hospital, the service might also recommend Assistive Listening Devices, e.g. radioaids or/and Soundfield Systems. We have a fully qualified Educational Audiologist to support the team and ensure appropriate equipment is set up.

Assistive Listening Devices (ALDs)

The Bi-Borough Sensory Support Team supports deaf learners who meet the criteria to use an assistive listening device (ALD), sometimes known as a radioaid or FM System. An ALD provides improved listening conditions for the deaf learner as they lessen the negative impacts of background noise, distance, reverberation and distance between the deaf learner and speaker.

An ALD aims to:

- Reduce distracting background noise
- Reduce reverberation and sound distortion
- Reduce listening fatigue
- Improve voice clarity and understanding
- Improve hearing at a distance from the speaker
- Improve access when learning remotely, e.g. via a computer



Eligibility criteria

The service supports all children and young people who are identified as deaf or hard of hearing from birth to 25 years. The C&YP should live within the boroughs of RBKC or Westminster and/or attend a school or nursery within the borough.

The service is free to all children and young people under 5 regardless of setting. Once school-age, the service is free to all Bi-borough maintained schools, or to all Bi-borough residents who have QToD support written in their EHC Plan. A fee is charged for private and independent schools- please see our Charging Policy for up-to-date prices.

It also supports out of borough placements, within reasonable distance, where the Bi-borough resident has QToD support in their EHC Plan.

If a child or young person from another borough is a student in the Bi-borough and has an EHCP with QToD needs specifically stated in section F of their EHCP then they are usually supported by the local authority in which they reside. Sometimes, reciprocal or commissioning agreements are sought

Referral Pathways



Who can refer?

- Schools
- Local Authority
- Health professionals
- Parents/carers



How can you refer?

Please email your referral form to qe2referral@qe2cp.westminster.sch.uk clearly stating "QToD referral" in the email

Referral forms can be downloaded from our website

Frequency of visits

The frequency of a QToD's input is guided by NATSIP Eligibility Framework.

Support may be in the form of emails, phone calls, meetings and visits to settings. Additional support may also be included e.g. liaison, advice on differentiated resources and training.

The frequency of a QToD's input for Bi-borough children and young people with EHC plans attending out-of-borough schools is negotiated separately.

The QToD will endeavour to attend annual reviews where possible. If the QToD cannot attend, feedback on support will be provided. Please give enough notice, in line with the code of practice. Annual review paperwork may take a form of progress notes and reports.



Eligibility Framework for Scoring Support Levels

Summer 2017 Edition

Range of support

We offer a wide range of support, remaining flexible in our delivery to meet the needs of our student, families and settings. This may include work that takes place on-site or remotely. The service is tailored to facilitate a multi-agency approach with a range of support including:

- Observation/assessment
- Advice on target setting with reviews and updates
- Signposting to services
- Modeling approaches for staff including training
- Small group support
- Contribution Annual Review/Transfer Reviews
- Audit of provision by habilitation specialist
- Advice on creating differentiated resources
- Transition support
- Multi-professional meeting/Team around the Child (TAC)
- Support for students in understanding their diagnosis
- Telephone, email and video call support
- Acoustic audits in order to adapt and improve listening environments



Working together

During the visits, targets are set and discussed jointly with parents/carers, school staff and other key members working with the C&YP. Our team uses the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are: • Assess • Plan • Do • Review.

Written information will be given to school staff and sent home to families by schools, whenever appropriate.

Parental involvement is an integral part of the service.

Parents are encouraged to be involved in the following ways:

- Contribution to goal setting and reports
- Discussions/feedback/consultation
- Review/ school meetings
- Parental training and parental events



Charging policy- for QToD consultation/support



The Service has been commissioned by Westminster/RBKC Local Authority to provide consultation and bespoke training to nurseries and maintained primary and secondary schools in Bi-borough.

There is no routine service for school-aged CYP attending independent schools unless the following applies:

- Where a student has the specialist teacher identified in their EHCP this will be provided through the local services.
- Independent schools can purchase specialist teacher's support for the whole school or an individual learner by referring to the service.

We are able to offer a hybrid model that can include online training.

Charging Policy

Consultation

For 2023 the following charges will apply to independent schools and for those schools out of the borough

.Consultation rates:

- £350 for half a day consultancy
- £600 for one day consultancy
- £85 per hour: Each in-person visit with a child or young person will be charged at a minimum 2.5 hours to account for travel, preparation and report writing

Training

Bespoke training in your setting:

- £600 for a one day training
- £350 for half day training
- £200 for one twilight session

These charges include preparation, delivery and travel cost in London zone 1-6

Online:

- £175 for 1-2 hours
- £175 for two twilight 1 hour sessions
- £100 for 1 hour twilight session

Centrally run training (Various locations)

Attendance at the centrally run training delivered by the members of the team continues to be free to all Bi-borough maintained schools and PVI nurseries.

The cost to independent schools and settings outside Bi-borough is:

- £50 for half day courses
- £90 for full day courses
- £30 for courses online

Courses provided by outside trainers will be charged on an individual basis for all school services, organizations and individuals.



Quality Assurance

The Bi-borough Hearing Support Team adheres to Quality Standards for Sensory Support Services in England. These standards provide us with a framework for self-evaluation based on some of the key areas of the SEN Local Area inspection.

Based on the standards, we identified key performance indicators which allow us to monitor outcomes. The outcomes are reported termly to the Local Authority. This includes feedback from schools, C&YP and families, training evaluation, KPIs analysis, case studies and development plans.

Consent and confidentiality

Each child and young person has an individual GDPR compliant electronic file containing records of visits, communications with other professionals, settings and families.

The Bi-borough Hearing Support Team will gain consent from the family / carers from the point of initial involvement with the service. Additional consent will be requested for participation in specific projects and interventions e.g. peer support work. The team also request consent to share information with other professionals to support their work with the child or young person.

Only the initials of the child's name are used in email communication. If photo / video footage of the child or young person is used for training purposes / publications or advertisement, additional consent is obtained from parents / carers.



Compliments and Complaints

Bi-borough Hearing Support Team are proud of their continuing professionalism, values and commitment to the children and young people in their care. Every year the team evaluates the impact of the service through questionnaires and other forms of communication. If you are pleased with our work, we are always happy to hear from you.

However, there may be situations where the service or a member of the team has not met your expectations and you would like to make that view known to us.

As a team we are open to receiving any feedback and to efficiently resolve any complaints. Please contact us on:

Kathryn Gilgallon- Team Lead- kgilgallon@westminster.gov.uk

Anna Selwyn - Head of Bi-borough Inclusion Service - aselwyn@westminster.gov.uk





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