

survey on staffing and service provision for the 2017/18 academic year

For services in England

Notes:

Please provide data from all the settings in the area covered by your service where deaf children are educated. If this proves difficult please refer to your Director of Children's Services for this information.

We recognise that services and children do not always fit into the boxes or options we've included in this survey. There is a space for comments or information on your responses at the end of each section where this is the case or where it is helpful to clarify your answer.

Your service

1. Local authority or authorities (LA/LAs) covered by the service

Nottinghamshire

2. Name of your service

Sensory Service

3. Your name

Gill Feetham

4. Your email address

Gill.feetham@nottscc.gov.uk

5. Is the peripatetic service... (please select one)

- based in the local authority? X
- based in a school with a resource provision?
- based in a special school for deaf or disabled children?
- provided by another body or organisation?
- other – please specify

6. How many resource provisions (in mainstream or special schools) for **primary-aged** deaf children are there in your area?

We use the term 'resource provision' to include all schools (mainstream or special) with resource provision or a resource base, regardless of whether staff in the resource provision are employed by the local authority or by the school.

0

7. How many resource provisions (in mainstream or special schools) for **secondary-aged** deaf children are there in your area?

0

8. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

Nottinghamshire uses provision available in adjoining areas ; Nottingham City, Derby and Derbyshire and Doncaster

Teachers of the Deaf

We use the term 'Teacher of the Deaf' to refer to professionals who are employed specifically in this capacity or role. This can include 'Teachers of the Deaf' who: have the mandatory qualification; are in training or intending to train within 3 years; or who are working as Teachers of the Deaf but are not qualified and not in training.

Professionals who happen to be qualified as Teachers of the Deaf but who work in a different role should not be included. Where Teachers of the Deaf have other responsibilities that do not involve directly working with deaf children (for example, as a SENCO), please only record the time spent working as a Teacher of the Deaf with deaf children.

We use the term 'resource provision' to include all schools (mainstream or special) with resource provision or a resource base, regardless of whether staff in the resource provision are employed by the local authority or by the school. Please collate this information from the schools in question if you do not hold this data within the service.

Please provide all figures as 'full time equivalent', i.e. a FTE Teacher of the Deaf working half of the week as a Teacher of the Deaf should be recorded as 0.5.

We have been asked how staff who work in different settings should be recorded. If a Teacher of the Deaf works, for example, 3 days a week as a peripatetic Teacher of the Deaf and 2 days a week in a resource provision, **and these are set hours**, please put 0.6 FTE in category 1 and 0.4 FTE in category 2. The category "Working flexibly..." is intended for those staff whose hours in different settings vary from week to week and there is no notional 'average' between the different categories. If this is the case, please put the relevant FTE in category 4 (i.e. if full-time, working flexibly across settings, please put 1 FTE in category 4).

In terms of vacancies, please include:

- any frozen posts that are being held vacant but not being advertised;
- any posts being advertised as of 31st January 2018; and
- any posts which have been advertised but for which no suitable candidate has been found.

9. How many Teachers of the Deaf (FTE) are currently employed in the area covered by your service under the following categories?

	With the mandatory qualification (MQ) (complete and certified)	In training for the MQ or intending to train within 3 years	Qualified teachers without the MQ and not in training	Vacant posts (not being covered by supply cover)	Total
Category 1: Working mainly as a peripatetic Teacher of the Deaf	5.9	0	0	1.8	7.7
Category 2: Working mainly in a resource provision	0	0	0	0	0
Category 3: Working mainly in a special school or college not specifically for deaf children or young people	0	0	0	0	0
Category 4: Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0	0	0	0	0

10. Have there been any difficulties in recruiting Teachers of the Deaf (across each of the 4 categories mentioned earlier) or in securing supply cover over the past 12 months? (please answer by placing an 'X' in relevant box in each row)

	Not applicable	Yes	No
Difficulties in recruiting for permanent post		X	
Difficulties in securing supply cover from a qualified Teacher of the Deaf		X	

11. If you have answered yes in either row in the above question, please provide details of difficulties below, e.g. due to lack of qualified applicants:

Lack of suitably qualified applicants – we have not tried for some time but neighbouring LA's have reported considerable difficulties. We therefore expect to experience the same problems.

12. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

Deaf children

Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question).

Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia.

Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

13. How many children with a **permanent deafness** live in the geographical area covered by your service?

The answer below should include:

- All children who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. Children with temporary deafness **should not be included** in your response to this question.
- **All** deaf children, **regardless** of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information (In Q14, we ask about the number of children on your caseload).
- Children who attend education provision outside of your area but who normally live in your area.

331 plus unknown

14. How many children with **permanent or temporary** deafness are on the **caseload** for your service?

The figure below should include any children who are supported by your service but who do not live in your area.

331

15. Of the figure shown above in Q14, how many children have temporary conductive deafness?

16. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

We do not collect data on temporary (conductive) losses

Funding

17. Have there been any changes to your support allocations in the service between the 2016/17 and 2017/18 academic years? (please select one answer)

- Yes
 No

18. If you have indicated there have been changes, please indicate below what has changed:

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19. How is the service funded? (please select all that apply)

- From the high needs block
 Top sliced from the schools block
 Top sliced from the early years block
 From income generated by selling of services to early year settings
 From income generated by selling of services to mainstream schools
 From income generated by selling of services to mainstream post-16 providers
 From income generated by selling of services to special schools or colleges
 Other – please specify below

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20. Does the service charge for the delivery of services for any children or young people with a statement of SEN or an Education, Health and Care plan in any of the settings below? (please select all that apply)

- N/a – service does not charge for any of the settings below
 Early years setting
 Mainstream state-funded schools (including academies and free schools)
 Mainstream independent schools (non-state-funded) schools (for example, Eton)
 Special school or college not specifically for deaf children
 Other post-16 providers
 Other – please specify below

We may charge for an advisory service where the local authority has placed a child with an EHCP in the INM sector

21. Does the service charge for the delivery of services for any children or young people who **do not have** a statement of SEN or an Education, Health and Care plan in any of the settings below? (please tick all that apply)

- N/a – service does not charge for any of the settings below
- Early years setting
- Mainstream state-funded schools (including academies and free schools)
- Mainstream independent schools (non-state-funded) schools (for example, Eton)
- Special school or college not specifically for deaf children
- Other post-16 providers
- Other – please specify below

We charge for work in the independent sector and in colleges depending upon capacity

22. If funding for any resource provisions is delegated to the school through the place plus approach recommended by the Department for Education, how is the top up calculated? (please select one answer)

- Not applicable
- The local authority uses a resource banding system
- Top up is based on an assessment of each pupil's individual needs
- Top up is based on the cost of the provision
- Other or funding varies depending on the resource provision – please specify

NA

23. Comments: Please indicate below if you have any other comments about funding or about your responses in this section.

Thematic questions: early years support

24. In the local authority or authorities covered by your service, are parents of deaf children **aged 0 to 4** provided with radio aids/assistive listening devices for use **within the home**? (please select one answer)

Yes

No

25. In the local authority or authorities covered by your service, are parents of deaf children **aged 0 to 4** provided with radio aids/assistive listening devices for use **within any early years settings**? (please select one answer)

Yes

No

26. If you have answered yes to either/both Q24 and Q25, please indicate below, if there are any eligibility criteria, factors or conditions in place (e.g. child must be of a certain age, parents must have insurance in place, etc.)

We are not funded to provide for EY`s home or school settings but will provide FM systems for transition age pupils in the setting if specific criteria are met.

Thematic questions: access arrangements

27. How many deaf students in year 11 will be undertaking public examinations in summer 2018?

Number unknown – data not collected – although all mainstream deaf students will undertake examinations of some type at their schools

28. Of these, for how many students have access arrangements, related to their hearing loss, been requested or arranged that you know of? Please write 'Not known' if you do not hold this data.

Not known- we offer advice and support to all schools, parents and students who request it for their deaf student(s)

29. Please provide more information in the table below on the access arrangements (related to a young person's hearing loss) that were requested or arranged. Please write 'Not known' if there is any data that you do not hold.

	Arranged or requested for any deaf student? Please type Y or No or Not known	Number of students for whom access arrangement have been requested	Number of students for whom any requested access arrangements were rejected or not put in place
Extra time	NK	NK	NK
Oral Language Modifier	NK	NK	NK
BSL interpreter	NK	NK	NK
Live speaker	NK	NK	NK
Reader	NK	NK	NK
Other			

30. If you have replied Y in the 'Other' row, please specify what this was.

31. If any requests for access arrangements, relating to a young person's hearing loss have been rejected or not put in place, please set out why this was.

32. Is there anything else you'd like to say about access arrangements for deaf students in your area? (e.g. any particular issues or challenges or to clarify any of the above responses)

We are principally an advisory service at KS4 and therefore we routinely advise schools on access arrangements.
We do not however collect this data centrally. Information will remain in individual pupil files and with the schools concerned.

33. Finally, is there anything you'd like to say on your answers for this section and/or any final comments, thoughts or suggestions on the whole survey.