

NCC-042913-19 Consortium for Research into Deaf Education 2020

Dear Requester,

Further to your request for information Under the freedom of information act,

Please see below. All questions refer to the position as of **31st January 2020**.

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-Schools and Families Specialist Services

3. Your name

Glenda Irvine- Lead Manager

4. Your email address

glenda.irvine@nottsc.gov.uk

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

- based in a local authority?
- 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:

N/A

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.

In terms of vacant posts, please include:

- any frozen posts that are being held vacant but not being advertised;
- any posts being advertised as of 31st January 2020; 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?

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).

	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	4.0 FTE	2FTE		1.5	7.7
Category 2: Working mainly in a resource provision					
Category 3: Working mainly in a special school or college not specifically for deaf children or young people					
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					
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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 the 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:

N/A

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:

0.2 FTE is being covered by supply, which is reflected in the 7.7. FTE total

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 permanent deafness live in the geographical area covered by your service?

The answer below should, as much as possible, include:

- all children who have 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 Q16, 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.

If you are not able to provide figures that meet the above criteria, please provide the best available figures you have for deaf children living in the area and indicate in Q14 and Q15 where the gaps are.

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14. Are there any known issues or gaps in the figure you have provided above? For example:

- Service database does not allow you to separate out children with a temporary hearing loss
- **You only have figures for children who are receiving support from the service/are on your caseload**

- You only have figures for children who are hearing aid wearers
- The audiology services do not refer children with a unilateral or mild hearing loss to your service.

Yes

No

15. If yes, please outline the issues or gaps below:

Service data base does not allow us to separate children with a temporary loss

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

17. By children on caseload, we mean children who receive some form of support more than once a year. Examples of support include direct teaching, visits to the family or school, liaison with the family, school, teachers, providing hearing aid checks, etc.

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

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18. Of the figure shown above in Q16, how many children have temporary conductive deafness?

160

19. 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:

Over the period Jan 2019-Jan 2020 we have had 160 referrals for children who have been diagnosed with a Conductive hearing loss which may or not be temporary or permanent in nature but for whom clinics have fitted assistive listening devices. (89 pupils from Jan 2019-July 2019, 71 pupils from September 2019- Jan 2020)

Funding

20. Have there been any changes to your support allocations in the service between the 2018/19 and 2019/20 academic years? (please select one answer)

Yes

No

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

N/A

Thematic questions: early interventions for parents of deaf children

Please note that the questions in this section have been agreed with a multi-agency research team funded by the National Institute for Health Research and co-ordinated by The Child Oriented Mental Health Intervention Centre (COMIC) research team from Leeds and York Partnership NHS Foundation Trust/University of York with close collaboration from National Deaf CAMHS. The results from these questions will be shared with the research team who are about to carry out a systematic review of early interventions for parents of deaf infants.

22. Does your service offer or facilitate any of the following support to families of deaf children aged 0-4 years old? Please outline in the table below:

Support provided or facilitated	Is this support provided?	The names of any specific support, interventions, programmes or training that you offer. If there is no specific name, please write "Part of core offer"
Information and advice on hearing and hearing technology	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Opportunities to meet other parents of deaf children	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Opportunities to meet deaf adults/role models	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NO	Part of core offer
Supporting families with their deaf child's spoken language	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Supporting families with their deaf child's sign language	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Information and advice on child development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
General advice on social and emotional well-being of deaf children	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Specific programme, course or intervention on social or emotional development for deaf children	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Behavioural management advice	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Counselling or targeted support for the emotional wellbeing of parents/carers	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Part of core offer
Support for deaf children transitioning	<input checked="" type="checkbox"/> Yes	Part of core offer

Support provided or facilitated	Is this support provided?	The names of any specific support, interventions, programmes or training that you offer. If there is no specific name, please write "Part of core offer"
into an early years setting/school	<input type="checkbox"/> No	

23. Does your service provide any other support, interventions, programmes or training to families of deaf children aged 0-4 years old? If so, please describe or name this below (e.g. Baby Beats, Colorado Home Intervention Programme).

Baby Beats, BELLS- early Listening, Early CALL, NAMES assessment, SpeechSounds2 Talk

24. Thinking about the support that your service provides to families of deaf children aged 0-4 years old, does your service face any significant challenges in any of the following areas? By significant challenge we mean something that occurs frequently with a range of different families.

- Engaging with families
- Contacting families (e.g. because of GDPR restrictions)
- Meeting the needs of families who speak English as an additional language
- Meeting the needs of deaf families who use sign language (e.g. difficulty accessing a BSL/English interpreter for communicating with deaf parents whose preference is BSL)
- Resourcing/budget to meet the needs of all families who need support
- Recruiting staff with relevant skills
- Continuous Professional Development (CPD) opportunities to keep skills and knowledge up to date in this area.
- Family cultural preferences or factors (e.g. attitudes towards disability, distrust of professionals etc.)
- Geographical distance between user and service
- Other perceived challenges or barriers – please specify:

One challenge is providing opportunities for families to meet other families as the county covers a large area and there are not always the numbers of families within an acceptable travelling distance for parents.

25. Please use this space if you have any comments or if there is anything else you would like to tell us about your responses in this section on the early interventions for parents of deaf infants aged 0-4 years that your service provides or any challenges in this area:

Currently the chair for the Nottinghamshire Deaf organisation is looking to facilitate opportunities for families to liaise with deaf parents/ adults to develop their signing skills as appropriate to their own family's needs rather than learning the Signature Level 1 syllabus

26. Are you happy to be contacted by the research team if they have any questions about your response and/or your service offer?

X Yes

No

Thematic questions: careers advice to deaf young people

27. Do peripatetic Teachers of the Deaf in your area engage with careers advisors in **schools** on careers advice to deaf young people?

X Yes

No

Not sure

28. Do peripatetic Teachers of the Deaf in your area engage with careers advisors in **colleges** on careers advice to deaf young people?

X Yes

No

Not sure

29. Do peripatetic Teachers of the Deaf in your area provide advice on the accessibility of work placements being undertaken by deaf young people?

X Yes

No

Not sure

30. Does your service inform deaf young people in your area about the support available through the Access to Work scheme to deaf adults?

X Yes

No

Not sure

31. Does your service inform deaf young people of their rights under the Equality Act to reasonable adjustments in the workplace?

X Yes

No

Not sure

32. What resources, if any, are used in your service with respect to careers advice for deaf children and/or support in moving into employment?

N/A

33. 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:

Transition to Post 16 is part of a core offer, liaising between colleges and Post 16 to ensure the move is smooth

And finally...

34. 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?

The market dominance within the hearing aid/ radio aid market by Phonak is placing considerable strain on limited Local Authority budgets for aids and appliances. The cost of new Phonak equipment is comparatively high and refurbished Phonak equipment is increasingly difficult to obtain and service.

We are concerned that the new Phonak hearing aid design (the Phonak Marvel Platform) will not retrofit with the Roger receivers that we have purchased over a number of years. There are also potential issues about Bluetooth access in schools and compatibility with other equipment.

Decisions about the procurement of hearing aids are made by health. If they decide to purchase the Phonak Marvel Platform on a significant scale, this will negatively impact the capacity of the Sensory Team to fund and support radio aids for children and young people in Nottinghamshire.

We trust this now resolves your enquiry, however should you have any further queries please do not hesitate to contact me directly on the details below.

We suggest all requesters search under our publication scheme in advance of requesting information under the freedom of information act.

Nottinghamshire County Council regularly publishes previous FOIR, s and answers on its website, under Disclosure logs. (see link) <http://site.nottinghamshire.gov.uk/thecouncil/democracy/freedom-of-information/disclosure-log/>

You can use the search facility using keywords.

If you are unhappy with the service you have received in relation to your request and wish to make a complaint or request a review of our decision, you should write to the Team Manager, Complaints and Information Team, County Hall, West Bridgford, Nottingham, NG2 7QP or email complaints@nottscc.gov.uk .

Kind Regards

Complaints and Information Team
Nottinghamshire County Council
County Hall

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