

Please state the name, job title and contact details of the person completing this form and/or the same details for the person ultimately responsible

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Section 1 – your budget

1. Please complete the table below giving details of the budgeted and actual spend for specialist education services for deaf/hearing impaired children in 2023/24 and budgeted spend for 2024/25.

	What was your actual spend for 2023/24? If this was different to your budgeted spend, please explain why.	2024/25 budgeted spend	If there is a budget change for 2024/25, please explain and indicate how this change will improve quality of provision for deaf children. (Please provide all associated documentation about the corresponding changes).
Net budget (£) (<i>i.e. budget allocation to the service</i>)	£461,080	£522,228	2023/24 – increase in spend is due to growth in VI staffing levels during the year. 2024-2025 -includes £60k growth in VI staffing and £10k for guide dogs.
Gross budget (£) (<i>i.e. budget allocation plus any additional income generated or expected to be generated</i>)	N/A	N/A	

2. What services does the budgeted spend include for 2024/25?

The budgeted spend includes the costs of Visually Impaired Team and PD Team

Section 2 – your peripatetic service (centrally managed and delivered by a local authority)

1. Please complete the table below. Give details of **budgeted staffing levels** in the peripatetic specialist education service for deaf/hearing impaired children in 2024/25. If any of the posts include a combination of management and service delivery roles or if staff work flexibly across roles, please ensure the approximate time spent on each is accurately divided between rows 1a) to d) and section 5 and are expressed as a full time equivalent (fte).

If your peripatetic team is delegated to/hosted by a school or private provider as a whole, please treat it as a central service.

	<p>Total number of substantive posts (fte) in place on 1 April 2024</p> <p>3.2</p>	<p>Of the total number of posts (fte) in column one, how many were vacant on 1 April 2024?</p> <p>0</p>	<p>If you have increased/ decreased fte since April 2023, is this:</p> <ul style="list-style-type: none"> • movement between RP and Peri • new/ additional fte • a reduction in fte. <p>N/A</p>	<p>Is there a current freeze on recruitment?</p> <p>NO</p>	<p>Please share any workforce plans for 2024/25:</p> <ul style="list-style-type: none"> • recruitment plans and timescales • succession planning for any staff leaving • temporary backfill arrangements and when these will end • the reason for any deletion of posts • any other anticipated changes in workforce • any flexible working between peri and RP <p>Recruitment across the board in Herefordshire is challenging because of the rural nature of the county. Therefore for QTODs we have systematically over the last 10 years invested in developing our own high quality support by training new</p>
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					members of the team on correspondence courses. Currently we have a teacher who is undergoing MSI training. Most members of the team are part-time which allows for some flexibility in demand.
a) Is the service led by a QToD? YES If no who provides strategic leadership of the service?	Please state:				Any further comments:
b) Service manager provided by a QToD (fte) (e.g. Lead ToD, Head of Service etc.) – not including hours spent on direct service delivery.	0.4				Any further comments:
c) Specialist Teachers of the Deaf involved in direct peripatetic service delivery – not including time spent on team management.	2.8				Any further comments:
d) Specialist support staff (not including admin).	Deaf Instructor bought in as needed; Averaged as 0.1 per week through out 2023.				Please list the range of roles in post e.g. Deaf Instructor, CSW, LSA, Family Support Worker, Technician, SLT(employed):

e) Provision of BSL	What levels of BSL provision are available within the service (fte)?		Please provide any further comments
	Level 1 (or equivalent)	3.2	All staff have level 1 and one member with Level 2
	Level 2 (or equivalent)	1	
	Level 3 (or equivalent)	0	
	Level 4 (or equivalent)	0	
	Level 6 (or equivalent)	0	
	BSL first language	Deaf instructor is bought in as needed.	
Professional supervision	Who has responsibility for the professional supervision/oversight of ToDs' work?	Manager of PASS Team	

Section 3 – reviews of special or additional needs services

1. Reviews of special or additional needs provision (not including any routine reviews by inspection bodies):

Were there any reviews of special or additional needs services (including RP, deaf service specific) which included deaf education in 2023/24 or will there be in 2024/25? Yes or No	Is this ongoing? (Yes or No)	When will this review take place?	Has it concluded, if so when?
2023/24 NO	N/A	N/A	N/A

2024/25	Ofsted / CQC Area wide SEND Inspection		Imminent - notice only given 24hours beforehand	
Please tell us about the review: Brief outline of potential changes and how any proposals/outcomes will improve the provision for deaf children.			Unknown until review takes place.	
For any planned or ongoing review, what is the timescale planned for this review: <ul style="list-style-type: none"> relevant dates planned by the local authority including dates of all key stages and activities planned. what stages of the review have been completed and what stages are still to be undertaken. 			Unknown as yet	
Was there or will there be, consultation and co-production activities? (Yes/No/Don't know)			Yes	
Was there or will there be, a copy of the terms of reference for this review? (Yes/No/Don't know)			Yes – Area Wide Inspection Framework	
Any links to documentation relating to this review.			None as yet	

Section 4 – provision of sign language for families

1. Do you provide funding for parents of deaf children to access sign language training? [YES/NO]

If YES, which levels do you fund and to what extent? (tick all that apply)

		Fully funded; no cost to the family	Partially funded; partial cost to the family	Not funded; family pays the full amount themselves
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A	Basic sign language courses not leading to a qualification (e.g. baby sign, or informal BSL course)	NO		
B	BSL level 1 (or equivalent)	NO		
C	BSL level 2 (or equivalent)	NO		
D	BSL level 3 or higher (or equivalent)	NO		

1a. If you've said yes to any box in the Row A, please explain what this course is.

As a service we do not provide parents access to sign language training. However, Speech & Language Service do run Signalong courses for parents which are accessible.

Unfortunately local community classes to learn BSL are not available in county at present as have been previous years. We do signpost to BSL online courses and BSL courses in Worcestershire & Gloucestershire.

2. If you fund sign language courses to families in your area, please indicate in the table below how frequently these opportunities are available to families in your area.

	Not applicable – we do not fund	On demand or at least weekly	At least monthly	At least termly	At least once a year
The National Deaf Children's Society Family Sign Language course	√				
Other courses supporting the use of sign language specifically in a family context	√				
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	√				
A course that leads to a BSL level 1 qualification	√				
A course that leads to a BSL level 2 qualification	√				
A course that leads to a BSL level 3 or higher qualification	√				
Other	√				

3. Do you support families to learn sign language in any other way e.g. funding from nonprofits/deaf children’s societies/charities? Yes/No – if yes please provide information

NO

We are currently looking into this

Section 5 – your resource provisions (centrally managed and/or delegated)

If you don’t have any resource provisions, please move to question 3 of this section.

1. Please complete the table below. Give details of **budgeted staffing levels** for all of your resource provisions (**central and delegated**) in 2024/25. If any of the posts include a combination of management and service delivery roles or if staff work flexibly across roles, please ensure the approximate time spent on each is accurately divided between rows 1a) to 1d) and are expressed as a full time equivalent (fte). **if you have more than four resource provisions, please use the continuation form at Appendix 1. DO NOT INCLUDE SCHOOLS FOR THE DEAF.**

We use the term ‘resource provision’ to include all schools with any specialist resource provision, base or unit specifically for deaf children. If you do not hold information about staffing in any of the resource provisions in your area, please either gather this information from the schools in question or ask for this information from the relevant person responsible for strategic oversight of SEND provision and/or placements in specialist provision in your local authority. Please incorporate this information into your response back to us.

	Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Name of School and whether they are: Primary (with or without EY provision) Secondary (with or without post 16 provision)				

	Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Central or delegated				
Is there a service level agreement in place between the school and the local authority on the operation of the resource provision”? Yes/No If no, what is in place instead, regarding the operation of the provision?				
Is the RP led by a QToD? Yes/No. If no who provides strategic leadership of the RP e.g. Head of SEND/ASN/ALN, SENCo/ALNCo/ASN Co-ordinator, CSW/HLTA?				
Number of places in total for deaf children				
Number of children in place at 1 April 24				
Is it anticipated that these numbers will increase/decrease in Sept 24 and to what?				
Staffing numbers - Give details of budgeted staffing levels for substantive posts (fte) in your resource provisions in place on 1 April 2024.				
a) RP lead (fte) provided by a QToD not including hours spent on direct service delivery	Substantive			
	Vacancies (of the substantive)			

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
b) QToD (fte) - direct service delivery – not including time spent on team management.	Substantive				
	Vacancies (of the substantive)				
c) ToD in training (fte) – direct service delivery – not including time spent on team management.	Substantive				
	Vacancies (of the substantive)				
d) Working as a ToD, not qualified or in training (fte) - direct service delivery – not including time spent on team management.	Substantive				
	Vacancies (of the substantive)				
e) Specialist support staff (not including admin).	Substantive				
	Vacancies (of the substantive)				
	Please list the range of roles in the RP				
Do QToDs/RP staff cover non-funded dcyp who attend the school or do peri staff deliver on site?					

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Are QToDs involved in dcyp annual reviews/ planning meetings/ multi-agency meetings? If not, who is involved?					
If BSL provision, what levels of BSL provision are available within the school (fte)?	Level 1 (or equivalent)				
	Level 2 (or equivalent)				
	Level 3 (or equivalent)				
	Level 4 (or equivalent)				
	Level 6 (or equivalent)				
	BSL first language				
What is the main communication approach used in the Resource Provision?	BSL	Yes/No	Yes/No	Yes/No	Yes/No
	Aural	Yes/No	Yes/No	Yes/No	Yes/No
	Total communication	Yes/No	Yes/No	Yes/No	Yes/No
Professional supervision	Who has responsibility for the professional				

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
	supervision/ oversight of ToDs' work?				

2. Please provide us with any further information about your Resource Provisions e.g. any workforce plans for 2024/25, any freeze on recruitment, any movement between peri and RP staff etc

3. If you do not have a resource provision in your authority, please tell us how you are meeting the needs of those children with higher/ more complex needs?

Access to resource provision in another local authority	Please describe: to date we do not have students attending a resource base out of county. (Setting up a resource provision on a local level has been investigated previously but due to the rural nature of the county, travel was an issue for parents/carers and their overwhelming preference was for their children to attend a local school in the community and especially if they had siblings which already attend the local school).
Enhanced peripatetic offer	Please describe: This is not laid out as 'enhanced', this is down to professional judgement of the TOD and if any query occurs with the level of support, discussed by team and plans put in place. We are flexible in the amount of support required, use NATSIP Eligibility Criteria as a guide will always adjust eg increase if needed
Pathway to a specialist school for deaf children	Please describe: We do not have specialist deaf schools in county so if local schools cannot meet need the option is explored.
Other	Please describe:

Section 6 – any other information

1. Please use the box below to provide any further information about education services for deaf children in your area (including any changes to commissioning services).

No change

Thank you for completing this information request. If you have any questions, please email localengagement@ndcs.org.uk.

APPENDIX 1

RESOURCE PROVISION (RP) INFORMATION (CENTRALLY MANAGED AND/OR DELEGATED)				
	Resource Provision (5)	Resource Provision (6)	Resource Provision (7)	Resource Provision (8)
Name of School and whether they are: Primary (with or without EY provision) Secondary (with or without post 16 provision)				
Central or delegated				
Is there a service level agreement in place between the school and the local authority on the operation of the resource provision"? Yes/No If no, what is in place instead, regarding the operation of the provision?				
Is the RP led by a QToD? Yes/No. If no who provides strategic leadership of the RP e.g. Head of SEND/ASN/ALN, SENCo/ALNCo/ASN Co-ordinator, CSW/HLTA?				
Number of places in total for deaf children				
Number of children in place at 1 April 24				

Is it anticipated that these numbers will increase/decrease in Sept 24 and to what?				
Staffing numbers - Give details of budgeted staffing levels for substantive posts (fte) in your resource provisions in place on 1 April 2024.				
f) RP lead (fte) provided by a QToD not including hours spent on direct service delivery	Substantive			
	Vacancies (of the substantive)			
g) QToD (fte) - direct service delivery – not including time spent on team management.	Substantive			
	Vacancies (of the substantive)			
h) ToD in training (fte) – direct service delivery – not including time spent on team management.	Substantive			
	Vacancies (of the substantive)			
i) Working as a ToD, not qualified or in training (fte) - direct service delivery – not including time spent on team management.	Substantive			
	Vacancies (of the substantive)			
j) Specialist support staff (not including admin).	Substantive			
	Vacancies (of the substantive)			

	Please list the range of roles in the RP				
Do QToDs/RP staff cover non-funded dcyp who attend the school or do peri staff deliver on site?					
Are QToDs involved in dcyp annual reviews/ planning meetings/ multi-agency meetings? If not who is involved?					
If BSL provision, what levels of BSL provision are available within the school (fte)?	Level 1 (or equivalent)				
	Level 2 (or equivalent)				
	Level 3 (or equivalent)				
	Level 4 (or equivalent)				
	Level 6 (or equivalent)				
	BSL first language				
What is the main communication approach	BSL	Yes/No	Yes/No	Yes/No	Yes/No
	Aural	Yes/No	Yes/No	Yes/No	Yes/No

used in the Resource Provision?	Total communication	Yes/No	Yes/No	Yes/No	Yes/No
Professional supervision	Who has responsibility for the professional supervision/ oversight of ToDs' work?				