



To: FOI officers via email

23 April 2024

2024/25: Education services for deaf children and young people

NAME OF LOCAL AUTHORITY: Moray Council

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This is a request for information under the Freedom of Information Act. Please confirm that you have received this request.

The National Deaf Children's Society (NDCS) works with central and local government to ensure deaf children get the help they need to learn. In this FOI we are interested in decisions relating to education services for deaf children and young people. This is part of a request across the UK and the Channel Islands, using a standardised format to ensure consistency.

The information requested relates to:

- Peripatetic services which you centrally manage and deliver.
- Peripatetic services which you delegate in their entirety to a school or a private provider.
- Resource Provisions which you centrally manage and deliver.
- Resource Provisions which you delegate in their entirety to a school or a private provider.

If the information cannot be provided in whole or in part, please justify all omissions by reference to the specific exemptions of the Act.

I look forward to your response promptly but no later than 20 working days. Please email to localengagement@ndcs.org.uk.

Kind regards,

A handwritten signature in black ink, appearing to read "Joy Tootell", is written over a light grey rectangular background.

Joy Tootell, Head of Relationships and Partnerships, The National Deaf Children's Society, London EC2A 4LS

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

Emma Rose
 Acting Principal Teacher
 Sensory Education Service
 Beechbrae Education Centre
 Duffus Road
 ELGIN
 IV30 4NP

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>)	6,159	7,776	This is a shared budget for sensory services covering deaf and visual impaired.
Gross budget (£) (<i>i.e. budget allocation plus any additional income generated or expected to be generated</i>)		7,776	

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

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

Learning resources, books, technical equipment, consumables/repairs and staff training

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.

	Total number of substantive posts (fte) in place on 1 April 2024	Of the total number of posts (fte) in column one, how many were vacant on 1 April 2024 ?	If you have increased/ decreased fte since April 2023 , is this: <ul style="list-style-type: none"> • movement between RP and Peri • new/ additional fte • a reduction in fte. 	Is there a current freeze on recruitment? Yes/No	Please share any workforce plans for 2024/25: <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
a) Is the service led by a QToD? Yes/No. If no who provides strategic leadership of the service?	Please state: Not qualified ToD but with previous unqualified ToD experience (training started) and active member of the Deaf community. Acting Principal Teacher				Any further comments: The acting PT post is planned to be advertised as a permanent post in the coming months. QToD qualification or willingness to train will be part of the job criteria
b) Service manager provided by a QToD (fte) (e.g. Lead ToD, Head of Service etc.) – not including hours spent on direct service delivery.	0.2 (acting)	0	N/A	No	Any further comments:

c) Specialist Teachers of the Deaf involved in direct peripatetic service delivery – not including time spent on team management.	1.6	0	N/A	No	Any further comments:
d) Specialist support staff (not including admin).	4.2				Please list the range of roles in post e.g. Deaf Instructor, CSW, LSA, Family Support Worker, Technician:
e) Provision of BSL	What levels of BSL provision are available within the service (fte)?		Please provide any further comments		
	Level 1 (or equivalent)	3.6			
	Level 2 (or equivalent)	1.4			
	Level 3 (or equivalent)				
	Level 4 (or equivalent)				
	Level 6 (or equivalent)	1			
	BSL first language				
Professional supervision	Who has responsibility for the professional supervision/oversight of ToDs' work?	Acting PT			

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 yes	Yes	Ongoing	

2024/25	Yes	Yes	ongoing	
Please tell us about the review: Brief outline of potential changes and how any proposals/outcomes will improve the provision for deaf children.			Sensory education services come under phase 2 of the review. Details of what this will look like are not available yet.	
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. 				
Was there or will there be, consultation and co-production activities? (Yes/No/Don't know)				
Was there or will there be, a copy of the terms of reference for this review? (Yes/No/Don't know)				
Any links to documentation relating to this review.				

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
A	Basic sign language courses not leading to a qualification (e.g. baby sign, or informal BSL course)	x		
B	BSL level 1 (or equivalent)			

C	BSL level 2 (or equivalent)			
D	BSL level 3 or higher (or equivalent)			

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

Informal BSL brunch club offering family support to learn basic BSL at present only once a month.

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	x				
Other courses supporting the use of sign language specifically in a family context		x	x		
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	x				
A course that leads to a BSL level 1 qualification	x				
A course that leads to a BSL level 2 qualification	x				
A course that leads to a BSL level 3 or higher qualification	x				
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

Moray food Plus fund our family brunch club session offering us a space to use and brunch which allows us to provide a monthly BSL session to families. At present this has focused on signs to support in the home. We also offer BSL blocks to nurseries and schools.

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)				
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?				

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
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)				
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)				
	Substantive				

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
e) Specialist support staff (not including admin).	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?					
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				
	BSL	Yes/No	Yes/No	Yes/No	Yes/No

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
What is the main communication approach used in the Resource Provision?	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 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:
Enhanced peripatetic offer	Please describe: using NATSIP criteria we assess the needs of the children on our case list and offer regular support to pupils in their home, nursery or school. A peripatetic teacher of Deaf children and young people visit children who need direct teaching input and also those who require regular monthly, termly or annual monitoring. Where a child or young person has a higher level of need then a PSA or CSW will also offer in class support. We reassess the needs of the children and young people on our case list termly.
Pathway to a specialist school for deaf children	Please describe: There are no specialist schools for deaf children within a commuting distance. This pathway would be explored based on the needs of individual pupils should we not be able to provide appropriate education here in Moray.
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).

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?					
	Level 1 (or equivalent)				

What levels of BSL provision are available within the school (fte)?	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 supervision/ oversight of ToDs' work?				