

To: FOI officers via email

23 April 2024

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

### **NAME OF LOCAL AUTHORITY: JERSEY**

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](mailto:localengagement@ndcs.org.uk).

Kind regards,

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

Giselle Willis  
 Service Manager for SEND  
 g.willis@gov.je

**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.

	<b>What was your actual spend for 2023/24? If this was different to your budgeted spend, please explain why.</b>	<b>2024/25 budgeted spend</b>	<b>If there is a budget change for 2024/25, please explain and indicate how this change will improve quality of provision for deaf children.</b> (Please provide all associated documentation about the corresponding changes).
Net budget (£) ( <i>i.e. budget allocation to the service</i> )	<b>£169,365</b>	<b>£213,177</b>	Increase in pay scales.
Gross budget (£) ( <i>i.e. budget allocation plus any additional income generated or expected to be generated</i> )	<b>£169,365</b>	<b>£213,177</b>	Increase in pay scales.

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

Staff salaries.

**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.**

	Total number of substantive posts (fte) in place on <b>1 April 2024</b>	Of the total number of posts (fte) in column one, how many were vacant on <b>1 April 2024?</b>	If you have increased/ decreased fte <b>since April 2023</b> , is this: <ul style="list-style-type: none"> <li>• movement between RP and Peri</li> <li>• new/ additional fte</li> <li>• a reduction in fte.</li> </ul>	Is there a current freeze on recruitment?	Please share any workforce plans for 2024/25: <ul style="list-style-type: none"> <li>• recruitment plans and timescales</li> <li>• succession planning for any staff leaving</li> <li>• temporary backfill arrangements and when these will end</li> <li>• the reason for any deletion of posts</li> <li>• any other anticipated changes in workforce</li> <li>• any flexible working between peri and RP</li> </ul>

a) Is the service led by a QToD? Yes/No. If no who provides strategic leadership of the service?		Yes			Team Lead for the Hearing Deaf Support Service is a QToD
b) Service manager provided by a QToD (fte) (e.g. Lead ToD, Head of Service etc.) – not including hours spent on direct service delivery.		0.8			Any further comments: Not relevant
c) Specialist Teachers of the Deaf <b>involved in direct peripatetic service delivery</b> – not including time spent on team management.		3.0	1.0		All staff involved in direct peripatetic service delivery.
d) Specialist support staff (not including admin).				0.4 Audiologist in Education	Please list the range of roles in post e.g. Deaf Instructor, CSW, LSA, Family Support Worker, Technician, SLT(employed):
e) Provision of BSL	<b>What levels of BSL provision are available within the service (fte)?</b>		<b>Please provide any further comments</b>		
	Level 1 (or equivalent)	Not relevant			
	Level 2 (or equivalent)	X1 QToD X1 Audiologist			
	Level 3 (or equivalent)	X1 QToD			
	Level 4 (or equivalent)	Not relevant			
	Level 6 (or equivalent)	Not relevant			
	BSL first language	Not relevant			
Professional supervision	Who has responsibility for the professional supervision/oversight of ToDs' work?		Service Manager for SEND		

### 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?  <b>Yes or No</b>		Is this ongoing? (Yes or No)	When will this review take place?	Has it concluded, if so when?
2023/24	No	Not relevant		
2024/25	No	Not relevant		
<b>Please tell us about the review:</b> Brief outline of potential changes and how any proposals/outcomes will improve the provision for deaf children.			Not relevant	
For any planned or ongoing review, what is the timescale planned for this review: <ul style="list-style-type: none"> <li>relevant dates planned by the local authority including dates of all key stages and activities planned.</li> <li>what stages of the review have been completed and what stages are still to be undertaken.</li> </ul>			Not relevant	
Was there or will there be, consultation and co-production activities? (Yes/No/Don't know)			Not relevant	
Was there or will there be, a copy of the terms of reference for this review? (Yes/No/Don't know)			Not relevant	

Any links to documentation relating to this review.	Not relevant
---	--------------

## Section 4 – provision of sign language for families

### 1. Do you provide funding for parents of deaf children to access sign language training? [YES]

If YES, which levels do you fund and to what extent? (tick all that apply) this is hypothetical, as not required at the moment

		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)	Yes		
B	BSL level 1 (or equivalent)	Yes		
C	BSL level 2 (or equivalent)	Yes		
D	BSL level 3 or higher (or equivalent)	Yes		

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

If there was a need for BSL tuition at any level the means to provide this would be investigated. We are in the process of developing additional accredited BSL tuition at adult education locally on island, BSL level 1 is planned to be relaunched in September 2025. We regained our centre approval August 2023 and relaunched accredited Deaf Awareness training in September 2023. We have a very small Deaf Community on island, from which to draw on, in terms of individuals willing to pursue the necessary qualifications.

### 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	Not relevant				
Other courses supporting the use of sign language specifically in a family context	Not relevant				
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	Not relevant				
A course that leads to a BSL level 1 qualification	Not relevant				
A course that leads to a BSL level 2 qualification	Not relevant				
A course that leads to a BSL level 3 or higher qualification	Not relevant				
Other	Not relevant				

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

We support any child or family in a bespoke way.

**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)
<b>Name of School and whether they are:</b> Primary (with or without EY provision) Secondary (with or without post 16 provision)	N/A specifically for deaf children			
Central or delegated	Not relevant			
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?	Not relevant			
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?	Not relevant			
Number of places in total for deaf children	Not relevant			
Number of children in place at 1 April 24	Not relevant			



		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Is it anticipated that these numbers will increase/decrease in Sept 24 and to what?		Not relevant			
<b>Staffing numbers - Give details of budgeted staffing levels for substantive posts (fte) in your resource provisions in place on 1 April 2024.</b>					
a) RP lead (fte) provided by a QToD not including hours spent on direct service delivery	Substantive	Not relevant			
	Vacancies (of the substantive)	Not relevant			
b) QToD (fte) - direct service delivery – not including time spent on team management.	Substantive	Not relevant			
	Vacancies (of the substantive)	Not relevant			
c) ToD in training (fte) – direct service delivery – not including time spent on team management.	Substantive	Not relevant			
	Vacancies (of the substantive)	Not relevant			
d) Working as a ToD, not qualified or in training (fte) - direct service delivery – not including time spent on team management.	Substantive	Not relevant			
	Vacancies (of the substantive)	Not relevant			
	Substantive	Not relevant			

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
e) Specialist support staff (not including admin).	Vacancies (of the substantive)	Not relevant			
	Please list the range of roles in the RP	Not relevant			
Do QToDs/RP staff cover non-funded dcyp who attend the school or do peri staff deliver on site?		Not relevant			
Are QToDs involved in dcyp annual reviews/ planning meetings/ multi-agency meetings? If not, who is involved?		Not relevant			
If BSL provision, what levels of BSL provision are available within the school (fte)?	Level 1 (or equivalent)	Not relevant			
	Level 2 (or equivalent)	Not relevant			
	Level 3 (or equivalent)	Not relevant			
	Level 4 (or equivalent)	Not relevant			
	Level 6 (or equivalent)	Not relevant			
	BSL first language	Not relevant			

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
What is the main communication approach used in the Resource Provision?	BSL	When required	When required	When required	When required
	Aural	When required	When required	When required	When required
	Total communication	When required	When required	When required	When required
Professional supervision	Who has responsibility for the professional supervision/ oversight of ToDs' work?	Not relevant			

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

Not relevant

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?

<p><b>Access to resource provision in another local authority</b></p>	<p>We have Additional Resource Provisions in 10 Schools split between primary and Secondary.</p> <p>Additional Resource Provision's form part of Jersey's Inclusion Agenda and graduated offer for Children and Young People who benefit from the learning and socialising aspect in a mainstream school but require a more bespoke curriculum with specific support and teaching happening via ARP.</p> <p>There is a wide spectrum of special educational needs (SEN) and many CYP have interrelated needs. The SEND Code of Practice describes four broad areas of need:</p> <ol style="list-style-type: none"> <li>1. Communication and Interaction</li> <li>2. Cognition and Learning</li> <li>3. Social, Emotional and Mental Health</li> <li>4. Sensory and Physical</li> </ol> <p>All of the CYP accessing ARP's have complex needs that require educational providers to work in collaboration with other agencies as well as parents/careers and the CYP themselves.</p>
<p><b>Enhanced peripatetic offer</b></p>	<p>Where required according to need, there is an enhanced peripatetic offer i.e. specialist teaching by QToD on individual needs basis (usually these children will have a RoN e.g. AK and IP.</p>
<p><b>Pathway to a specialist school for deaf children</b></p>	<p>There are no specialist schools for the deaf on island, careful consideration on an individual basis would be given to any potential off-island placement.</p>
<p><b>Other</b></p>	<p>Please describe: Not relevant</p>

**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).

Not relevant

Thank you for completing this information request. If you have any questions, please email [localengagement@ndcs.org.uk](mailto: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)
<b>Name of School and whether they are:</b> Primary (with or without EY provision) Secondary (with or without post 16 provision)	Not relevant			
Central or delegated	Not relevant			
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?	Not relevant			
Is the RP led by a QToD? Yes/No.	Not relevant			

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

(fte) - direct service delivery – not including time spent on team management.	Vacancies (of the substantive)	Not relevant			
j) Specialist support staff (not including admin).	Substantive	Not relevant			
	Vacancies (of the substantive)	Not relevant			
	Please list the range of roles in the RP	Not relevant			
Do QToDs/RP staff cover non-funded dcyp who attend the school or do peri staff deliver on site?		Not relevant			
Are QToDs involved in dcyp annual reviews/ planning meetings/ multi-agency meetings? If not who is involved?		Not relevant			
If BSL provision, what levels of BSL provision are available within the school (fte)?	Level 1 (or equivalent)	Not relevant			
	Level 2 (or equivalent)	Not relevant			
	Level 3 (or equivalent)	Not relevant			
	Level 4 (or equivalent)	Not relevant			
	Level 6 (or equivalent)	Not relevant			

	BSL first language	Not relevant			
What is the main communication approach used in the Resource Provision?	BSL	When required	When required	When required	When required
	Aural	When required	When required	When required	When required
	Total communication	When required	When required	When required	When required
Professional supervision	Who has responsibility for the professional supervision/ oversight of ToDs' work?	Not relevant			