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**CRIDE survey for the 2020/21 academic year**

for services in England

**Notes:**

All questions refer to the position as of **31st January 2021**.

CRIDE alternates yearly between a short and full survey. The 2021 survey is the full survey.

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 it is helpful to clarify or caveat your answer.**

You can also contact [cride@ndcs.org.uk](mailto:professionals@ndcs.org.uk) if you have any questions about the survey.

**Your service**

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

|  |
| --- |
| Leicester City Council |

1. Name of your service

|  |
| --- |
| SENDSS – Hearing Support Team |

1. Your name and job title

|  |
| --- |
| Sophie Maltby – Head of Service – SEND Support |

1. Your email address

|  |
| --- |
| Sophie.maltby@leicester.gov.uk |

1. Is the peripatetic service… (please select one)

based in the local authority?

based in a school with a resource provision?

based in a special school for deaf children?

based in a special school not specifically for deaf children?

provided by another body or organisation? (such as a private company or a social enterprise)

other – please specify:

|  |
| --- |
|  |

1. Are peripatetic Teachers of the Deaf in the service managed by someone who is a qualified Teacher of the Deaf or in training for the mandatory qualification to become a qualified Teacher of the Deaf?

Yes

No

1. If you have answered no to Q6, please specify the role of the person who manages peripatetic Teachers of the Deaf in your area (e.g. a qualified Teacher of Vision Impaired children):

|  |
| --- |
| n/a |

1. How many resource provisions for **primary-aged** deaf children are there in your area?

We use the term ‘resource provision’ to include all schools with resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school.

|  |
| --- |
| None |

1. How many resource provisions for **secondary-aged** deaf children are there in your area?

|  |
| --- |
| None |

1. Of the above resource provisions (in **both** Q8 and 9), how many are headed by a qualified Teacher of the Deaf?

|  |
| --- |
| n/a |

1. 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:

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|  |

**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. 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.

Please provide all figures as ‘full time equivalent’ (FTE), 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 use the term ‘resource provision’ to include all schools with resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school. Please gather this information from the schools in question if you do not hold this data within the service.

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 2021 and
* any posts which have been advertised but for which no suitable candidate has been found.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | With the mandatory qualification (MQ)  (FTE) | In training for the MQ or intending to train within 3 years  (FTE) | Qualified teachers without the MQ and not in training (FTE) | Vacant posts  (FTE) | Total  (FTE) |
| 1: Working mainly as a peripatetic Teacher of the Deaf | 5.0 |  |  | 0 | 5.0 |
| 2: Working mainly in a resource provision |  |  |  |  | 0 |
| 3: Working mainly in a special school or college not specifically for deaf children or young people |  |  |  |  | 0 |
| 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 |

1. How many Teachers of the Deaf (FTE) hold an additional post-graduate specialist qualification in early years support for deaf children?

|  |  |
| --- | --- |
| Category | FTE |
| 1: Working mainly as a peripatetic Teacher of the Deaf | 0.5 |
| 2: Working mainly in a resource provision |  |
| 3: Working mainly in a special school or college not specifically for deaf children or young people |  |
| 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 |  |

1. How many Teachers of the Deaf (FTE) hold an additional specialist qualification as an educational audiologist?

|  |  |
| --- | --- |
| Category | FTE |
| 1: Working mainly as a peripatetic Teacher of the Deaf | 1 - In training |
| 2: Working mainly in a resource provision |  |
| 3: Working mainly in a special school or college not specifically for deaf children or young people |  |
| 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 |  |

1. Of the Teachers of the Deaf who work mainly as a peripatetic Teacher of the Deaf (category 1), please indicate how many (in FTE) fall in the age ranges below:

|  |  |
| --- | --- |
| Age | FTE |
| Aged 49 or under | **4** |
| Aged between 50 and 59 | 1 |
| Aged between 60 and 64 |  |
| Aged 65 or over |  |

1. Have there been any difficulties in recruiting Teachers of the Deaf (across each of the four 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 |

1. 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:

|  |
| --- |
|  |

1. 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:

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**Other specialist staff**

In the following section, we ask about numbers of specialist staff (other than Teachers of the Deaf) who are **directly employed** by your service.

As before, please provide figures as ‘full time equivalent’ (FTE), i.e. a FTE teaching assistant working half of the week should be recorded as 0.5.

1. How many other specialist staff are currently directly employed by your service (FTE)?

|  |  |  |
| --- | --- | --- |
| Post | Number working in this role  (FTE) | Vacant posts  (FTE) |
| Teaching assistants/Classroom support assistants/Learning support assistants etc | 3.8 | 0 |
| Communication support workers etc |  |  |
| NRCPD registered BSL/English interpreters |  |  |
| Deaf instructors/Deaf role models/Sign language instructors etc |  |  |
| Educational audiologists/Audiologists in Education who **do not** also hold a qualification as a Teacher of the Deaf |  |  |
| Technicians et al |  |  |
| Speech and language therapists | 0.4 | 0 |
| Family support workers/Liaison officers |  |  |
| Social workers/Social workers for deaf children |  |  |
| Other (please specify title and FTE): |  |  |

1. In terms of any teaching assistants/classroom support assistants/learning support assistants etc and communication support workers etc who are currently working directly with deaf children who are sign language users, please list below the qualifications they hold in British Sign Language (BSL).   
     
   If you are able to, please provide information on any relevant other specialist staff who are not directly employed by your service but who are working with children supported by your service.

|  |  |  |
| --- | --- | --- |
| Qualification | Number of other specialist staff who are directly employed by the service  (FTE) | Number of other specialist staff who are not directly employed by the service  (FTE) |
| Level 1 BSL |  |  |
| Level 2 BSL | 2 |  |
| Level 3 BSL | 0.8 | 1 |
| Level 4 BSL |  |  |
| Level 6 BSL | 1 |  |
| Total |  |  |

1. 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:

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|  |

**Deaf children aged 0 to 19 who live in your area**

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.

1. 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 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.** (In Q35, we ask about the number of children on your caseload).
* Children up to the age of 19 years, 11 months.
* 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 Q23 and Q24 where the gaps are.**

|  |
| --- |
| 349 |

1. Are there any known issues or gaps in the figure you have provided above for the number of permanently deaf children living in your area?

Yes

No

1. Please specify what these issues or gaps are (please select all that apply):

You only have figures for children who are receiving support from the service.

You only have figures for children who are hearing-aid wearers.

You do not hold figures for children who have left school.

You are not able to split out figures for children with permanent or temporary deafness.

The audiology service does not refer children with a unilateral hearing loss to your service.

The audiology service does not refer children with a mild hearing loss to your service.

Other – please specify:

|  |
| --- |
|  |

1. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service, by **level of deafness**:

Where a child has unilateral deafness they should be recorded only in the unilateral box, and not in a box indicating their level of deafness.

|  |  |
| --- | --- |
| Level of deafness | Number |
| Unilateral deafness | 102 |
| Mild | 38 |
| Moderate | 129 |
| Severe | 22 |
| Profound | 58 |
| Not known | - |
| Total (this should match the total given in Q22) | 349 |

1. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service, **by age group**:

|  |  |
| --- | --- |
| Age group | Number |
| Early years/pre-school | 67 |
| Primary-aged | 131 |
| Secondary-aged | 108 |
| Post-16 up to the age of 19 years, 11 years | 43 |
| Total (this should match the total given in Q22) | 349 |

1. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service by **where they are normally educated:**

Please note: ‘State-funded’ schools refers to schools that would previously have been described as being ‘maintained’ schools. This includes academies and free schools. The term ‘non-state-funded’ schools refers to schools which are primarily funded privately and includes, for example, Eton.

Please also note: Young people in school sixth form colleges should be included in the setting that best describes the school within which it sits (i.e. mainstream state-funded school, etc.)

‘Out of LA’ should be taken to mean outside of the geographical area for the local authority or authorities that your service covers.

|  |  |
| --- | --- |
| Where they are normally educated? | Number |
| In LA: Supported only at home – pre-school children | 36 |
| In LA: Early years setting – pre-school children | 29 |
| In LA: Supported at home – of school age and home educated | 5 |
| In LA: Mainstream state-funded schools (including academies and free schools) | **188** |
| In LA: Mainstream independent (non-state-funded) schools (for example, Eton) | 4 |
| In LA: Resource provision in mainstream schools | 0 |
| In LA: Special schools for deaf pupils (whether state funded or non-maintained) | 0 |
| In LA: Other special schools, not specifically for deaf children (whether state funded or non-maintained) | 54 |
| In LA: All other post-16 provision (**not** including school sixth form) | 17 |
|  |  |
| Out of LA: Early years setting – pre-school children | 1 |
| Out of LA: Mainstream state-funded schools (including academies and free schools) | 2 |
| Out of LA: Mainstream independent (non-state-funded) schools | 0 |
| Out of LA: Resource provision in mainstream schools | 3 |
| Out of LA: Special schools for deaf pupils (whether state funded or non-maintained) | 0 |
| Out of LA: Other special school, not specifically for deaf children (whether state funded or non-maintained) | 3 |
| Out of LA: All other post-16 provision (**not** including school sixth forms) | 2 |
|  |  |
| NEET (Not in Education, Employment or in Training) (post-16 only) | - |
| Other (e.g. Pupil referral units) | 0 |
| Not known | 5 |
|  |  |
| Total (this should match the total given in Q22) | 349 |

1. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 22), how many are known to have **auditory neuropathy spectrum disorder (ANSD)**?

|  |
| --- |
| 6 |

1. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 22), how many are known to have **an additional special educational need**? By ‘additional’, we mean any *other* special educational need apart from deafness, regardless of whether this need is recognised as a ’primary’ or ‘secondary’ need.

|  |
| --- |
| 108 |

1. Of the total number of children who live in the geographical area covered by your service (as stated in question 22), how many have at least one **cochlear implant**?

|  |
| --- |
| 37 |

1. Of the total number of children who live in the geographical area covered by your service (as stated in question 22), how many have a **bone conduction device**?

|  |
| --- |
| 35 |

1. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 22), how many are known to have **English as an additional spoken language** at home?

|  |
| --- |
| 191 |

1. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 22), how many are known to be ‘**newly arrived’, having arrived to your service from outside of the UK in the past year**?

|  |
| --- |
| 2 |

1. Please provide a breakdown of the total number of children who live in the geographical area covered by your service (as stated in Q22), according to which languages are mainly used at school/other education setting:

|  |  |
| --- | --- |
| Language | Number |
| Spoken English | 282 |
| British Sign Language | 6 |
| Spoken English together with signed support | 7 |
| Other combination | 54 |
| Not known |  |
| Total | 349 |

**Service caseload**

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

By children on caseload, we mean children who receive some form of support **at least 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.

By way of reminder, 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.

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

|  |
| --- |
| 372 |

1. Of the figure shown above in Q35, how many children have temporary conductive deafness? If you are not sure, please indicate this in your response to the following question, Q37.

|  |
| --- |
| 23 |

1. 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:

|  |
| --- |
|  |

**Support following identification of deafness**

1. Over the calendar year of 2020, how many referrals did your service receive?

|  |  |
| --- | --- |
| Category | Number of referrals |
| For children identified as deaf through the newborn hearing screening programme | 15 |
| For children identified as deaf outside of the newborn hearing programme | 14 |
| Total | 29 |

1. Of the referrals for children identified as deaf through the newborn hearing screening programme, how many families were contacted by a Teacher of the Deaf from your service within two working days?

|  |
| --- |
| - |

1. Of the referrals for children identified as deaf outside of the newborn hearing screening programme, how many families were contacted by a Teacher of the Deaf from your service within five working days?

|  |
| --- |
| - |

1. Of all referrals (whether identified as deaf through or outside the newborn hearing screening programme), how many families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within ten working days of any referral?

|  |
| --- |
| - |

1. 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:

|  |
| --- |
| It has been more difficult than usual to contact families during COVID. We have not been able to arrange face to face visits at home for babies referred through newborn screening which we would have normally done. We have tried phoning in the first instance and then have sent letters with contact details and further information if we have had no response. We have then tried to arrange virtual meetings which has worked for some families but not all. We have recently been trying to arrange face to face meetings in Children’s Centres but again some families are finding this difficult. 2 referrals from the newborn screen were for babies in NICU and these were discharged from audiology services at a later date before visits could be arranged. For school aged children we are now able to meet face to face with families in school if necessary. If we receive referrals for mild conductive or mild unilateral hearing losses we do not always make a home visit we make a phone call and/or send further written information. |

**Post-16 support**

1. How many deaf young people (with permanent deafness and who live in your area) left school at the end of the 2019/20 academic year?

|  |
| --- |
| 7 |

1. Of the deaf young people who left school at the end of 2019/20 academic year, how many had a transition plan that was informed by a Teacher of the Deaf?

|  |
| --- |
| 7 |

1. Does your service provide support to deaf young people in further education or other post-school destinations?

Yes

No

1. If you have said yes, how many deaf young people are being supported through the different funding mechanisms below?

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Number of deaf young people with an Education, Health and Care plan | Deaf young people without an Education, Health and Care plan | Total number of deaf young people |
| Funded solely as part of the core budget for the service | 22 (including 11 students in Special Schools) | 1 | 23 |
| Funding provided by the post-16 provider (e.g. service is commissioned to provide by a college) |  | 20 (if support is requested by the college) | 20 |
| Funding provided by another local authority which has placed the deaf young person in a post-16 setting in your area |  |  |  |
| Other arrangement |  |  |  |
| Don’t know/Not sure |  |  |  |

1. Do peripatetic Teachers of the Deaf in your service provide any of the support below in relation to careers advice and moving into employment? Please place an x in one of the columns in each row.

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Yes | No | Not sure |
| Engaging with careers advisors in **schools** on careers advice to deaf young people | x |  |  |
| Engaging with careers advisors in **colleges** on careers advice to deaf young people? | x |  |  |
| Provision of advice on the accessibility of work placements being undertaken by deaf young people | x |  |  |
| Provision of information to deaf young people about the support available through the Access to Work scheme for employment support | x |  |  |
| Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace | x |  |  |

1. Does your service provide support to deaf young people over the age of 19?

Yes

No

1. If so, how many deaf young people aged over 19 are currently on your caseload?

|  |
| --- |
| 9 |

1. Of the figure shown above in Q49, please provide a breakdown of settings in which these deaf young people are being supported.

|  |  |
| --- | --- |
| Category | Number |
| Further education | 9 |
| Higher education | - |
| Apprenticeship or some form of work-based training | - |
| Supported internship | - |
| Employment | - |
| NEET (Not in Education, Employment or Training) | - |
| Other – please specify: |  |
| Total | 9 |

1. 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:

|  |
| --- |
| With EHCPs we are supporting more older students for longer and we are arranging additional support as necessary and appropriate for these students. We are in the early stages of developing our support programmes and working with colleges/other training providers. We will send a transition report for all students and offer advice and/or support, but it can be difficult sometimes to find out where students are and to get responses from some colleges/training providers. |

**Support allocations, quality standards, eligibility frameworks and attainment data**

1. Have there been any changes to your support allocations in the service between the 2019/20 and 2020/21 academic years?

Yes

No

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

|  |
| --- |
| We have been able to do less face to face visits during the lockdown restrictions, but this is now returning more to normal. We have tried to continue to offer regular support to our EHCP CYP through virtual sessions and working with schools to help them offer better virtual support and learning packages to our HI CYP. We have offered support to schools and settings for our ‘monitoring’ caseload on request but are now starting to be able to do our routine visits into schools/settings. We are also beginning to offer face to face visits to families at home. |

1. Which of the following quality standards or resources have you used to audit or improve practice? (please select all that apply)

NatSIP: Quality Standards for Sensory Support Services in England

NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)

Newborn hearing screening programme quality standards

NatSIP Quality Improvement Support Pack

Department of Health: Deafblind People: Guidance for local authorities

Other - please specify:

|  |
| --- |
|  |

1. Have you shared the findings of any such audits or any work you have done in relation to the above quality standards with the Children’s Hearing Services Working Group (CHSWG) in your area over the past year?

Yes

No

N/a – there is no CHSWG in my area

1. Do you use the [NatSIP Eligibility Framework for Scoring Support Levels (2017)](https://www.natsip.org.uk/doc-library-login/eligibility-framework/00-eligibility-framework-summer-2017-edition/916-eligibility-framework-document) to help determine the level of support provided by Teachers of the Deaf to deaf children?

Yes

No

1. Do you use the [NatSIP Eligibility Framework for scoring support levels for deaf children from birth to the end of F1 (Nursery) (2019)](https://www.natsip.org.uk/doc-library-login/eligibility-framework/eligibility-framework-for-deaf-and-hi-children-early-years/1498-eligibility-framework-for-scoring-support-levels-for-deaf-and-hearing-impaired-children-from-birth-to-the-end-of-f1) to determine the level of support provided by Teachers of the Deaf to pre-school deaf children?

Yes

No

1. Does your service collect data on educational outcomes achieved by deaf children at the end of Key Stage 4?

Yes – all deaf children living in the local authority or authorities covered by your service

Yes – but only for children who receive support from the service

No

1. Is this data shared with the Children’s Hearing Services Working Group (CHSWG) in your area?

Yes

No

N/a – there is no CHSWG in my area

1. Comments: Please indicate below if you have any other comments about thresholds, levels of support for deaf children and funding, on your answers for this section and/or any final comments, thoughts or suggestions on the whole survey:

|  |
| --- |
|  |

This is the end of the survey. **Thank you for your time and support.**

If you have any questions about this survey, please contact [cride@ndcs.org.uk](mailto:cride@ndcs.org.uk).