

3P

To: FOI officers via email

23 April 2024

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

**NAME OF LOCAL AUTHORITY: THURROCK**

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

3P 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 3P

Kind regards,

3P

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

## 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> )	£1,393,914	£1,462,642	<p>This is the provisional Outturn for 2023/24 with includes our Secondary &amp; Primary Provision plus the outreach provision. Our Financial Year is based on an academic year (Sept – Aug) not a Financial Year (Apr – Mar). and includes unfunded backdated support staff pay award to April 23. From 2024/25 Expenditure increases based on the following assumptions:</p> <ul style="list-style-type: none"> <li>• Support staff cost of living rise applied at 4 % from April 24 &amp; April 25</li> <li>• Teaching staff cost of living rise applies at 4% from Sept 24</li> <li>• Teacher’s Pension increase from April 24 from 23.68% to 28.68%</li> </ul>

			<ul style="list-style-type: none"> <li>• Incremental drift where applicable</li> <li>• Non staff expenditure lines inflated by 2%</li> </ul>
Gross budget (£) ( <i>i.e. budget allocation plus any additional income generated or expected to be generated</i> )	£1,362,474	£1,415,113	Income used based on band values from the Local Authority which include a 3% inflation increase from 2023/24

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

Peripatetic service for Thurrock and both the Primary Resource Provision at Warren Primary School and the Secondary Resource Provision at St Clere's School, all managed by the Osborne Cooperative Academy Trust.

## 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>  <b>1.2</b>	Of the total number of posts (fte) in column one, how many were vacant on <b>1 April 2024</b> ?  0	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?  No	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> No changes planned
a) Is the service led by a QToD? No  If no who provides strategic leadership of the service?	Please state: Strategic leadership of Thurrock sensory service is led by a QTVI. 1.2 TOD employed to cover outreach caseload across Thurrock				Any further comments:
b) Service manager provided by <b>a QToD</b> (fte) (e.g. Lead ToD, Head of Service etc.) – not including hours spent on direct service delivery.	Strategic leadership of Thurrock sensory service is led by a QTVI.	0			Any further comments:
c) Specialist Teachers of the Deaf <b>involved in direct peripatetic service delivery</b> – not including time spent on team management. Yes	1.2	0			Any further comments:
d) Specialist support staff (not including admin).	CSW, Habilitation specialist for MSI	0			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)	0.2	
	Level 2 (or equivalent)	1.2	
	Level 3 (or equivalent)		
	Level 4 (or equivalent)		
	Level 6 (or equivalent)		
	BSL first language		
Professional supervision	Who has responsibility for the professional supervision/oversight of ToDs' work?	1	Head of Thurrock sensory service (QTVI)

### 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?		Is this ongoing? (Yes or No)	When will this review take place?	Has it concluded, if so when?	
2023/24	Yes	No			January 2024

2024/25					
<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.					We have not had official feedback yet. Informal feedback was very positive around both the Resource Bases and Outreach provision.
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>					<b>No ongoing reviews are planned.</b>
Was there or will there be, consultation and co-production activities? (Yes/No/Don't know)					<b>Don't Know</b>
Was there or will there be, a copy of the terms of reference for this review? (Yes/No/Don't know)					<b>Don't Know</b>
Any links to documentation relating to this review.					<b>Not yet available</b>

#### 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)			
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.

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**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

## 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)	St Clare's School	Warren Primary School		
Central or delegated	Delegated	Delegated		



		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
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?		No  Termly accountability meetings with LEA representatives. KPI's are reported on annually.	No  Termly accountability meetings with LEA representatives. KPI's are reported on annually.		
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?		Yes	Yes		
Number of places in total for deaf children		10	18		
Number of children in place at 1 April 24		13	11		
Is it anticipated that these numbers will increase/decrease in Sept 24 and to what?		Remain the same	12		
<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 <b>QToD not including</b> hours spent on direct service delivery	Substantive	0.8	1		
	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	2	0.2		
	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		1 (Training from September 2024)		
	Vacancies (of the substantive)				
e) Specialist support staff (not including admin).	Substantive	11	9		
	Vacancies (of the substantive)				
	Please list the range of roles in the RP	BSL Tutor Communicator Specialist Learning support Assistant Habilitation officer	BSL Tutor Communicator Specialist Support Assistant		

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Do QToDs/RP staff cover non-funded dcyp who attend the school or do peri staff deliver on site?		Peri service on site	QToD support non funded dcyp in the mainstream school		
Are QToDs involved in dcyp annual reviews/ planning meetings/ multi-agency meetings? If not, who is involved?		Yes, QToD's lead all meetings for dcyp.	Yes, QToD's lead all meetings for dcyp.		
If BSL provision, what levels of BSL provision are available within the school (fte)?	Level 1 (or equivalent)	Yes	Yes		
	Level 2 (or equivalent)	Yes	Yes		
	Level 3 (or equivalent)	Yes	Yes		
	Level 4 (or equivalent)				
	Level 6 (or equivalent)	Yes	Yes		
	BSL first language	Yes	Yes		
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

		Resource Provision (1)	Resource Provision (2)	Resource Provision (3)	Resource Provision (4)
Professional supervision	Who has responsibility for the professional supervision/ oversight of ToDs' work?	Head of Resource Provision leads all QToD's and the Head of Service (QTVI) line manages the Head of Resource Provision.	Head of Resource Provision leads all QToD's. Head of Resource Provision line managed by Assistant Head and SENDCo.		

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

<b>No planned changes to the service.</b>
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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?

<b>Access to resource provision in another local authority</b>	Please describe:
<b>Enhanced peripatetic offer</b>	Please describe:
<b>Pathway to a specialist school for deaf children</b>	Please describe:
<b>Other</b>	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 3P

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)				
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?				
<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 <b>QToD not including</b> 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 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?				
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Thurrock Council  
Released Under FOI