

Reference: RFI 1802097

**Request:**

1. Please state the name, job title and contact details of the person completing this form

Nick Cubley, Manager, North Tyneside Sensory Service at Beacon Hill

2. Do you plan on reducing the overall budget allocated for

- a) specialist education support services for **all children** with special educational needs in 2018/19?

No

- b) specialist education support services **specifically for deaf/hearing impaired** children in 2018/19?

No

- c) Please give details

No reduction in budget for all children with SEN and specifically for deaf/hearing impaired children is planned for 2018/19

3. Do you plan on reducing the overall number of specialist education staff working with deaf/hearing impaired children in 2018/19?

No

4. Please complete the table below giving details of the budgeted spend for specialist **education** services for deaf/hearing impaired children in 2017/18 and 2018/19.

We have already included the information your authority provided last year and have given a column for you to state if *budgeted spend* is expected to vary from *actual spend*. **Please use figures for budgeted spend (NOT actual spend) for 2018/19 figures.**

	2017/18 budgeted spend	Is your actual spend for 2017/18 likely to vary from this figure? If yes, please explain	2018/19 budgeted spend	If there is a planned reduction since 2017/18, please explain
Net budget (£) (i.e. budget allocation)	509,851	No	509,851	None

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Gross budget (£) (i.e. budget allocation plus any additional income generated or expected to be generated)	509,851	No	509,851	None
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5. Do the figures above include budgeted spend on children without a hearing impairment? (e.g. vision impaired or MSI children)

a. Yes

b. If yes, please provide details

The budget in North Tyneside is delegated to Beacon Hill School as a Commissioned Service and funded through the Dedicated Schools Grant. The Manager of the Service receives this in full. However, it is provided for both hearing, visual and multi-sensory impairment. This has always been the case.

6. For the 2018/19 financial year:

a. did you transfer funding from the schools block to the high needs block?

No

b. If yes, what percentage of the schools block was transferred?

No

c. Did you apply to the Department for Education to dis-apply the rules which restrict the level of funding that can be transferred from the schools block to the high needs block?

No

7. Please complete the table below giving details of **budgeted staffing levels** in the specialist education service for deaf/hearing impaired children in 2017/18 and 2018/19.

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 a), b) and/or c) and expressed as a full time equivalent (fte)



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We have already included the information your authority provided last year and have given a column for you to update if this changed during the year.

	2017/18 number of fte posts	How many of these posts were vacant 2017/18?	How many of these posts were frozen in 2017/18?	2018/19 number of fte posts	How many of these posts will be vacant in 2018/19?	How many of these posts will be frozen in 2018/19?
<b>a) Team management (e.g. team leader, Head of Service etc.)</b>	1fte (Manager) 0.6fte (Team Leader HI)	0.6 fte	0	1 fte	0 – Service restructure is pending, with the aim of deleting the Team Leader post	0
<b>b) Specialist Teachers of the Deaf involved in direct peripatetic service delivery</b>	3.2fte, including 0.4 teaching time from the Manager	0	0	3.2fte, including 0.4 teaching time from Manager	0	0
<b>c) Specialist Teachers of the Deaf involved in any specialist or resource provision (units) in mainstream schools centrally funded by the local authority*</b>	0	0	0	0	0	0
<b>d) Communication support workers, specialist teaching assistant, any other specialist staff or those working in a similar role to a CSW or a TA *</b>	2.0 fte	0	0	2.0fte	0	0
<b>e) Other (please give details)</b>	0	0	0	0	0	0

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\*You may need to ask schools for this information

8. Please provide a copy of the staff structure chart for your specialist education service for deaf/hearing impaired children, as of 28 February 2018

Please see attached

9. How many resource provisions, bases or specialist units for deaf/hearing impaired children were there in your local authority in September 2017?

The secondary resource provision is currently inactive as parents of deaf children have chosen to place their children in mainstream schools. However, the option of a resource base provision is something we still offer should the need arise. This placement would be funded from the Sensory Service budget.

10. How many resource provisions, bases or specialist units for deaf/hearing impaired children will there be in your local authority in September 2018?

None active, 1 if provision is required

11. Please provide figures for the number of deaf children who fall into the below categories, as of 28 February 2018.

Number of deaf children with an Education, Health and Care (EHC) plan	38
Number of deaf children with a statement of special educational needs	0
Number of deaf children with a statement of special educational needs for whom a review to transfer their statement into an EHC plan has not yet started	0
Number of deaf children with a statement of special educational needs for whom a review to transfer their statement into an EHC plan has started but is not expected to be completed before 31 March 2018	0

12. Are there any plans to review the specialist education service for deaf/hearing impaired children in 2018/19?

i. Yes

ii. If yes, please provide details, brief outline, timeline and any consultations

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There are plans to delete the Team Leader (0.6fte) post and create an Assistant Service Manager post. This position will be ringfenced to the service's current specialist teachers. The consultation process will take place March 2018 – April 2018, with the aim of starting the new post in September 2018.

- 13.** Please use the box below to provide any further information about education services for deaf children in your area.