

1. 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

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On behalf of Children, Young People, Education and Skills, Jersey

2. Please complete the table below giving details of the budgeted and actual spend for specialist education services for deaf/hearing impaired children in 2021/22 and budgeted spend for 2022/23.

|  | 2021/22 budgeted spend   | What is your actual spend for 2021/22? If this is different to your budgeted spend, please explain.  | 2022/23 budgeted spend | If there is a budget reduction for 2022/23, please explain |
|--|--|--|------------------------|--|
| Net budget (£) (i.e. budget allocation including DSG)  | <b>194,218</b><br>(Central Hearing Deaf Support Team)<br><b>196,000</b><br>(Additionally Resourced Centres for Deaf devolved to schools via a SLA) | <b>193,647</b><br>Temporary change of hours for a member of staff for a short fixed term period<br><br><b>206,000</b><br>(Additionally Resourced Centres for Deaf devolved to schools via a SLA)<br>Increase due to staff increments |                        |  |
| Gross budget (£) (i.e. budget allocation plus any additional income generated or expected to be generated) |  |  |                        |  |

- 2a. Please provide details of all budgetary changes reported above and indicate how this change will improve quality of provision for deaf children.  
 (Please provide all associated documentation/correspondence about the corresponding changes).

Same as previous year

3. What services does the budgeted spend include for 2022/23?

Same as previous year but with an imminent review due to falling numbers of DCYP with high needs

4. Please complete the table below giving details of **budgeted staffing levels in the centrally funded specialist education service for deaf/hearing impaired children in 2022/23.**

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)

|   | Total number of fte posts between <b>April 2021 and March 2022</b>                   | Of the total number of fte posts, how many were vacant between <b>April 2021 and March 2022?</b> | Of the total number of fte posts, how many were frozen between <b>April 2021 and March 2022?</b> | Total number of fte posts in <b>2022/23</b>  | Of the total number of fte posts, how many do you expect to be vacant on <b>1 April 2022?</b> | Of the total number of fte posts, how many do you expect to be frozen on <b>1 April 2022?</b> |
|---|--|--|--|--|---|---|
| <b>a) Team management (e.g. team leader, Head of Service etc.) – not including hours spent on direct peripatetic service delivery</b>   | 1 - 0.2FTE Qualified Teacher for the Deaf  | Blank  | Blank  | 1 - 0.2FTE Qualified Teacher for the Deaf  | 0   | 0   |
| <b>b) Specialist Teachers of the Deaf involved in direct peripatetic service delivery – not including time spent on team management</b> | 1 - 0.6FTE Qualified Teacher for the Deaf<br>1 -FTE Qualified Teacher for the Deaf   | Blank  | Blank  | 1 - 0.6FTE Qualified Teacher for the Deaf<br>1 -FTE Qualified Teacher for the Deaf   | 0   | 0   |
| <b>c) Specialist Teachers of the Deaf involved in any specialist or resource provision in mainstream</b>                                | Above teachers cover children and young people in specialist and mainstream schools/ | Blank  | Blank  | Above teachers cover children and young people in specialist and mainstream schools/ |   |   |

| schools <b>centrally managed and delivered</b> by the local authority  | settings/<br>colleges   |       |       |  | settings/<br>colleges   |  |  |
|--|---|-------|-------|--|---|--|--|
| <b>d)</b> Communication support workers, specialist teaching assistant, any other specialist staff <b>centrally managed and delivered</b> by the local authority | Deaf Instructor 8 days per year<br><br>Audiologist in Education 0.6FTE<br><br>(Keyworkers within the Additional Resource Centre for Deaf are deployed to the school via a service Level Agreement so are not centrally managed) | Blank | Blank |  | Deaf Instructor 8 days per year<br><br>Audiologist in Education 0.6FTE<br><br>(Keyworkers within the Additional Resource Centre for Deaf are deployed to the school via a service Level Agreement so are not centrally managed) |  |  |
| <b>e)</b> Other (please give details) <b>centrally managed and delivered</b> by the local authority  | Blank   | Blank | Blank |  |   |  |  |

**4f.** Please provide details of all staffing changes reported in **4a-e** and indicate how this change will improve quality of provision for deaf children.

(Please provide all associated documentation/correspondence about the corresponding changes).

The staffing remains the same as the previous year

**4g.** If you have indicated vacancies or frozen posts in **4a-e**, please outline:

- 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

5. How many resource provisions/units for deaf/hearing impaired children will there be in your local authority in April 2022?

| Managed and delivered by the peripatetic central service within the Local Authority |  | Managed and delivered by an LA school/Academy |   | Managed and delivered by another provider (please state who) |  |
|---|--|---|---|--|--|
| Primary   |  | Primary                                       | 1 | Primary  |  |
| Secondary   |  | Secondary                                     | 1 | Secondary  |  |
| Other   |  | Other   |   | Other  |  |

- 5a. Are any changes planned to resource provisions/units for deaf children in your local authority **that weren't reported in March 2021 FOI**? Please provide details and indicate how this change will improve quality of provision for deaf children.  
(Please provide all associated documentation/correspondence about the corresponding changes).

N/A

**6. Benchmarking:**

How do you benchmark educational attainment and outcomes for deaf children in your local authority?

Schools tracking and monitoring systems  
Specific Hearing Deaf Support Team Assessments, Observations in line with NATSIP guidance  
SALT assessments

**7. SEND Reviews:**

| Review of SEND services reported in March 2021 FOI   | When will this review take place? | Is the local authority planning a review of SEND services that wasn't reported in March 2021 FOI?                  | When will this review take place? |
|--|-----------------------------------|--|-----------------------------------|
| An Inclusion Review taking place in Summer 2021 will consider current provision and future needs | Commence 12 April 2021            | Inclusion Review complete in Dec 2021. 50 recommendations, one of them being a review of all specialist provisions | 2022                              |

- 7a. Please provide details, brief outline of potential changes and how any proposals will improve the provision for deaf children. Please include review timelines and any consultation plans.

In line with the Island Inclusion review recommendation there will be a review of the ARCs in Jersey and the specialist ACRs for DCYP will be included in this. It is anticipated this will take place between Jan to Dec 2022

8. 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).

