



To: FOI officers via email

1 March 2023

**2023/24: Education services for deaf children and young people**

**NAME OF LOCAL AUTHORITY: Wigan**

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

We are not interested in Resource Provisions which are delegated to schools or private companies to provide.

**Please answer ALL the questions by typing into the yellow sections only (section will expand as you type).** If the information cannot be provided in whole or in part, please justify all omissions by reference to the specific exemptions of the Act.



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

Cath Pealing – Assistant Director – Education  
[C.Pealing@wigan.gov.uk](mailto:C.Pealing@wigan.gov.uk)

2. Please complete the table below giving details of the budgeted and actual spend for specialist education services for deaf/hearing impaired children in 2022/23 and budgeted spend for 2023/24.

	<b>2022/23 budgeted spend</b>	<b>What is your actual spend for 2022/23? If this is different to your budgeted spend, please explain.</b>	<b>2023/24 budgeted spend</b>	<b>If there is a budget change for 2023/24, please explain and indicate how this change will improve quality of provision for deaf children. (Please provide all associated documentation about the corresponding changes).</b>
Net budget (£) ( <i>i.e.</i> <i>budget allocation to the service</i> )	£1,049,407	1,036,704 projected	£1,039,884	No change
Gross budget (£) ( <i>i.e.</i> <i>budget allocation plus any additional income generated or expected to be generated</i> )	£1,085,373	1,072,120 projected	£1,075,850	Removal of budget for NI Social Care Levy included in 22/23

3. What services does the budgeted spend include for 2023/24?

Specialist Sensory Education Team – hearing, vision and MSI

4. Please complete the table below by typing into the yellow sections only (section will expand as you type). Give details of budgeted staffing levels in the centrally funded specialist education service for deaf/hearing impaired children in 2023/24. If you believe any of the pre-populated figures in the first three columns to be incorrect, please make a note in final column with the reason why.

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)

				Information to be provided for staffing as at 1 April 2023			
	Total number of fte posts between April 2022 and March 2023	Of the total number of fte posts, how many were vacant between April 2022 and March 2023?	Of the total number of fte posts, how many were frozen between April 2022 and March 2023?	Total number of posts (FTE) in place on 1 April 2023	Of the total number of posts (FTE), how many do you expect to be vacant on 1 April 2023?	Of the total number of posts (FTE), how many do you expect to be frozen on 1 April 2023?	Please provide details of all staffing changes that you expect to occur during the year 2023/24 in 4a-e and indicate how this change will improve quality of provision for deaf children.  If you have indicated vacancies or frozen posts in 4a-e, please outline: <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> </ul>
a) Team management (e.g. team leader, Head of Service	0.4	0	0	0.4	0	0	

etc.) – not including hours spent on direct peripatetic service delivery								
b) Specialist Teachers of the Deaf involved in direct peripatetic service delivery – not including time spent on team management	6.2	0.6	0		5.6	0	0	<p>SSET is made up of QTODs, QTVIs and QMSI as well as several specialist HLTAs. The team is managed by a hearing support coordinator and vision support coordinator with teaching responsibilities. We work closely together to ensure that we provide the best service to our CYP and their families.</p> <p>The team is well balanced and meets the current needs of the service.</p>
c) Specialist Teachers of the Deaf involved in any specialist or resource provision in mainstream schools centrally managed and delivered by the local authority	0	0	0		0	0	0	
d) Communication support workers, specialist teaching assistant, any	1.9	0	0		1.9	0	0	

other specialist staff centrally managed and delivered by the local authority							
e) Other (please give details) centrally managed and delivered by the local authority	0.8	0	0	0.8 MSI	0	0	MSI teacher has deaf CYP in special schools on her case list.

### 5. Early Years

What does your service provide to babies and children aged 0 to 5?

Area of work	Yes/No	Information
Specialist early years setting specifically for deaf children centrally managed and delivered by the local authority (attached to a mainstream school/school for the deaf)	No	Please provide name and address
Specialist early years setting specifically for deaf children managed and delivered by a school (attached to a mainstream school/school for the deaf)	No	Please provide name and address
For children attending specialist early years settings for deaf children, do they need an EHCP?	NA	Comments:

Area of work	Yes	No
Home visiting	x	
Peripatetic service into early years settings	School based nursery	x
	Day nurseries	x
	Pre-school and playgroups	x
	Children's Centres	x

Groups led by Teachers of the Deaf/BSL Tutor (to include deaf children and parents)	Parent to Parent Support e.g. coffee mornings, stay and play	x	
	Language and communication development e.g. BSL, Family Sign	x	
	Other (please comment)		
Access to specialist Speech and Language Therapy <b>specifically</b> for deaf children	With a severe or profound deafness	x	
	With a moderate deafness		x
	With a mild deafness		x
	With a language need		x
Provision of radio aids	In the home	x	
	In early years settings	x	
Attendance at two year old checks			x

<b>Comments – please give any further information about early provision for deaf children in your area that is not included above.</b>
SSET provides a weekly child and parent group called Little Stars. Feedback from parents is excellent.
We have requested more consistent involvement in the two-year-old checks and are currently discussing this.

## 6. SEND Reviews:

Review of SEND services which include deaf education reported in March 2022 FOI	When will this review take place?	Is the local authority planning a review of SEND services which include deaf education that wasn't reported in March 2022 FOI?	When will this review take place?
No	Summer term 2022  <i>A peer review is planned for the summer term 2022 (actual dates to be confirmed) This will involve all stakeholders over 2 days.</i>	No	NA

**6a.** 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.

Peer Review summer 2022 – report provided to SSET and LA. Very positive report and highlighted good practice. No changes to staffing. Current levels deemed to be appropriate.

The recommendations from the peer review have been used to inform the service plan, which in turn feeds into the wider Excellence in Education and SEND Priority Plan.

For deaf children – introduction of a BSL programme for all schools. The initial pilot of 10 schools has started. This is based on the Highlands programme and has been keenly welcomed by schools. We hope to roll this out to more schools in 2023-24.

Development of the Audiology Curriculum so that children and young people have a good understanding of their own hearing loss and can manage their equipment and self-advocate.

Post-16 - To prepare our Young People for adulthood. Young people will feel confident, informed, and prepared for further education and or employment.

**7.** 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).

