

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

Dr Barley Birney (Head of Specialist Inclusion Services and Principal Educational Psychologist)

Barley.birney@barnet.gov.uk

Ultimately responsible: Ian Harrison, Director of Education and Skills, Barnet with Cambridge Education

ian.harrison@barnet.gov.uk

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

- a) specialist education support services for **all children** with special educational needs in 2020/21?

Yes / **No**

- b) specialist education support services **specifically for deaf/hearing impaired** children in 2020/21?

Yes / **No**

- c) Please give details for both a) and b) (please continue on separate sheet if necessary and provide all associated documentation or correspondence giving insight into the corresponding budgetary changes)

N/A

3. Do you plan on reducing the hours and/or the numbers of specialist education staff working with deaf/hearing impaired children in 2020/21?

Yes / **No**

Please give details (please continue on separate sheet if necessary and provide all associated documentation or correspondence giving insight into the corresponding staffing changes)

N/A

--

4. Please complete the table below giving details of the budgeted spend for specialist **education** services for deaf/hearing impaired children in 2019/20 and 2020/21.

We have provided 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 2020/21 figures.

	2019/20 budgeted spend	Is your actual spend for 2019/20 likely to vary from this figure? If yes, please explain	2020/21 budgeted spend	If there is a reduction since 2019/20, please explain
Gross budget(£) (i.e. budget allocation plus any additional income generated or expected to be generated)	143,358	No	147,000	N/A
Net budget (£) (i.e. budget allocation)	143,358	No	147,000	N/A

5. What services does the budgeted spend include (please continue on separate sheet if necessary and provide all associated documentation or correspondence giving insight into the corresponding budgets)?

As per table below, in summary 2.4 FTE QToD

6. Please complete the table below giving details of **budgeted staffing levels** in the specialist education service for deaf/hearing impaired children in 2019/20 and 2020/21.

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)

Please note you may need to ask schools for this information.

	2019/20 number of fte posts	How many of these posts were vacant 2019/20?	How many of these posts were frozen in 2019/20?	2020/21 number of fte posts	How many of these posts will be vacant	How many of these posts will be frozen

					in 2020/21?	in 2020/21?
a) Team management (e.g. team leader, Head of Service etc.) – not including hours spent on direct peripatetic service delivery	1.0 Lead HI advisory teacher	0				
b) Specialist Teachers of the Deaf involved in direct peripatetic service delivery – not including time spent on team management	2.1	0	0	2.1	0	0
c) Specialist Teachers of the Deaf involved in any specialist or resource provision (units) in mainstream schools centrally funded by the local authority Primary Secondary	2FTE TOD posts 2 FTE TOD posts	0 1 post vacant - held for TOD on 1 year sabbatical	0 Not frozen but not filled	2 Hendon School yet to confirm Post may be frozen if TOD does not return from sabbatical	0 Unclear as yet	0 Hendon School yet to confirm
d) Communication support workers, specialist teaching assistant, any other specialist staff or those working in a similar role to a CSW or a TA Primary Secondary	2 1x FTE specialist support worker 1 x 0.8 specialist support worker 1x FTE CSW/ specialist support worker 1xFTE L4 TA 1x 0.6 L4 TA	0 2x FTE specialist support workers Jan 2020 1 x QTS / trainee TOD appointed	0 1x FTE CSW/ specialist support worker	2 Hendon School yet to confirm. Advised depends on student numbers and budget	0 Unclear as yet	0 Hendon School yet to confirm
e) Other (please give details)	.5	0	0	0.5	0	0

Primary Secondary	BSL instructor up to max 30 hours a term					Unclear. Hendon School yet to confirm
----------------------	--	--	--	--	--	---

7. How many resource provisions, bases or specialist units for deaf/hearing impaired children were there in your local authority in September 2019?

2

8. How many resource provisions, bases or specialist units for deaf/hearing impaired children will there be in your local authority in September 2019? How many of those are funded by the Local Authority?

2

9. Are any changes planned to resource provisions, bases or specialist units for deaf/hearing impaired children in your local authority? Please provide details (please continue on separate sheet if necessary and provide all associated documentation or correspondence giving insight into the corresponding changes).

N/A

10. Do you provide funding for parents of deaf/hearing impaired children to access sign language training?
Yes/No

Please give details (please continue on separate sheet if necessary and provide all associated documentation or correspondence giving insight into the funding for BSL)

If the parent has a deaf child in the primary provision, the course and the exams are free.

11. Are there any plans to review the specialist education service for deaf/hearing impaired children?

- i. No
- ii. If yes, please provide details, brief outline, timeline and any consultations

N/A

12. 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).

N/A

Thank you for completing this information request. If you have any questions, please email localengagement@ndcs.org.uk.