Introduction

Local Authority services are regularly reviewed as part of their structures in making arrangements for children and young people, particularly those learners with special educational needs and disabilities for whom they have a statutory responsibility. Services for children and young people who are deaf may be centrally retained in a discreet team, part of a larger sensory or specialist teaching and advisory service, or be part of more generic multi-disciplinary structures. Regardless of their organisation there are a number of common features which BATOD regards as significant when services consider any response to a Local Authority review or re-organisation.

The following checklist is intended to highlight factors of service provision that may be relevant to such discussions. It is not intended to be hierarchical or exhaustive but to be a starting point for any informed and evidence-based debate. It is recommended that this document is read in conjunction with key guidance, particularly the Quality Standards for (SEN) Support and Outreach Services by which Local Authority services will be judged in inspections. Heads of Services and Team Leaders involved in such reviews may benefit from the support of an external specialist consultant in the field and/or the experiences of colleagues through the related professional forums.

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11. Regional partnerships
- Collaboration with neighbouring LAs
- SERSEN/SESIP – range of documentation
- Other partners eg Health
- International links

12. Benchmarking with other LAs
- Statistical neighbours
- Geographical neighbours
- Value for money
- Risk assessments – implications for LA if service reduced/re-organised
- NDCS HSS Risk management

13. National, regional, local trends
- Peaks and troughs in population
- Locality working – risks for LISEN
- Impact of economic migration

14. Use of external support
- Consultant
- HOSS/ToD Forums
- Regional groups
- Case studies of effective practice
- Unions
- Links with other professional organisations eg NATED, NASEN, VIEW

Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BATOD</td>
<td>British Association of Teachers of the Deaf</td>
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<tr>
<td>CAA</td>
<td>Comprehensive Area Assessment</td>
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<tr>
<td>CACDP</td>
<td>Council for the Advancement of Communication with Deaf People - now Signature</td>
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<tr>
<td>CAMHS</td>
<td>Children and Adolescent Mental Health Services</td>
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<td>CHSWG</td>
<td>Children’s Hearing Services Working Group</td>
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<tr>
<td>CI</td>
<td>Cochlear Implant</td>
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<tr>
<td>CDP</td>
<td>Code of Practice</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<tr>
<td>CYP</td>
<td>Children and Young People</td>
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<tr>
<td>DCSP</td>
<td>Department of Children, Schools and Families</td>
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<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>EBT</td>
<td>Education, Employment and Training</td>
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<td>ECM</td>
<td>Every Child Matters</td>
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<tr>
<td>ESP</td>
<td>Early Support</td>
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<td>FE</td>
<td>Further Education</td>
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<td>FM</td>
<td>Frequency Modulation (radio)</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>HOSS</td>
<td>Heads of Schools and Services</td>
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<td>HSS</td>
<td>Heads of Support Services</td>
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<tr>
<td>LA</td>
<td>Local Authority</td>
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<tr>
<td>LISEN</td>
<td>Low Incidence Special Educational Needs</td>
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<td>NASEN</td>
<td>National Association for Special Educational Needs</td>
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<tr>
<td>NATED</td>
<td>National Association for Tertiary Education with Deaf people</td>
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<td>NDCS</td>
<td>National Deaf Children’s Society</td>
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<td>NHS</td>
<td>National Health Service</td>
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<td>NHSP</td>
<td>Newborn Hearing Screening Programme</td>
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<td>PCF</td>
<td>Primary Care Trust</td>
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<td>SENSE</td>
<td>National Deafblind and Rubella Association</td>
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<td>SESIP</td>
<td>South East Region Special Educational Needs Partnership</td>
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<tr>
<td>SLP</td>
<td>South East Sensory Impairment Partnership</td>
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<tr>
<td>SLT</td>
<td>Speech and Language Therapist</td>
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<td>ToD</td>
<td>Teacher of the Deaf</td>
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<td>VfM</td>
<td>Value for Money</td>
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<tr>
<td>VIEW</td>
<td>Professional Association of Teachers of Visually Impaired Children and Young People</td>
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</tbody>
</table>
2. National Context (legislation/key documentation)
   - Quality standards and evidence base
   - Ofsted/CAA frameworks
   - ESP/Aiming High - transition, individual budgets...
   - Common Assessment Framework, key working/lead professional
   - Specialist developments eg Transforming Audiological Services
   - Personalisation agenda
   - Inclusion – does it matter where pupils are taught – key messages re good specialist support
   - NHSP Quality Assurance

3. Robust data
   - Pupil population by type degree, age, CoP status
   - Eligibility criteria
   - Placements
   - Attainment and achievement outcomes
   - Outcome measures across all ECM indicators
   - Stakeholder feedback
   - Staffing: Circular 11/90/earlier BATOD recommendations - recommended numbers as minimum
   - Qualifications of workforce – mandatory and additional eg educational audiology
   - Tasks requiring qualified Teacher of the Deaf eg formal assessment process
   - Extension standards
   - CPD – different specific and on-going, peer support, access to funding for training

4. Service within the provision map for the LA
   - Value for money
   - DCSF VfM Tool kit

5. Functions of the provision
   - emphasising breadth of age range
   - preventative nature of work – early intervention
   - capacity raising of universal provision, schools and other providers
   - post-16, FE, HE
   - contribution to EET
   - Equipment
   - Delegated/non-delegated provision

6. Continuum of provision
   - NHSP – Quality assurance
   - Multi-agency support
   - Specialist links with health, audiology, CI centres, SLT
   - Mental health, CAMHS
   - Extended school provision
   - Young People’s Services (Connexions)
   - Alternative provision

7. Impact of service on wider Educational Provision
   - Soundfields in schools
   - Collaborative working with multi-agency teams
   - Health partners including Audiology departments
   - Implementation of strategies for deaf students results in good provision for other students
   - Use of FM outside of school
   - Impact at FE/HE

8. Partnership with Parents
   - Person centred planning
   - Family mentoring (eg of EAL Families)
   - Deaf inclusion workers
   - Parents/CYP voice in service design and delivery
   - Parent groups
   - ESP

9. Work with Voluntary/3rd Sector partners eg NDCS
   - Working groups eg CHSWG
   - Consultation/Feedback from other partners
   - SENSE
   - Commissioning of targeted support from voluntary sector
   - Commissioning by voluntary sector of service provision

10. BATOD
    - Elements of BATOD guidelines
    - Exam access, modification of language training