

Features of Effective Services

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 multidisciplinary 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.

1. Local Context/Issues

- Size /geography of Local Authority (unitary/shire...)
- Links with PCT/NHS in service delivery
- Inter- authority arrangements/historical joint provision
- Relationships with other LAs
- Nature of population e.g. high level of EAL

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 e.g. 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 e.g. educational audiology
- Tasks requiring qualified Teacher of the Deaf e.g. 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

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
- 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 (e.g. of EAL Families)
- Deaf inclusion workers
- Parents/CYP voice in service design and delivery
- Parent groups
- ESP

9. Work with Voluntary/3rd Sector partners e.g. NDCS

- Working groups e.g. 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 eg online course

11. **Regional partnerships**

- Collaboration with neighbouring LAs
- NatSIP – range of documentation
- Other partners e.g. 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
- CRIDE?
- 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/QToD Forums
- Regional groups
- Case studies of effective practice
- Unions
- Links with other professional organisations e.g. NatSIP, nasen, VIEW

Acronyms

BATOD British Association of Teachers of the Deaf
 CAA Comprehensive Area Assessment
 CAMHS Children and Adolescent Mental Health Services
 CHSWG Children's Hearing Services Working Group
 CI Cochlear Implant
 CoP Code of Practice
 CPD Continuing Professional Development
 CYP Children and Young People
 DfE Department for Education
 EAL English as an Additional Language

EET Education, Employment and Training
ESP Early Support
FE Further Education
FM Frequency Modulation (referring to FM radio aids)
HE Higher Education
HOSS Heads of Support Services
LA Local Authority
LISEN Low Incidence Special Educational Needs
nasen National Association for Special Educational Needs
NatSIP National Sensory Impairment Partnership
NDCS National Deaf Children's Society
NHS National Health Service
NHSP Newborn Hearing Screening Programme
PCT Primary Care Trust
QToD Qualified Teacher of the Deaf
SENSE National Deafblind and Rubella Association
SLT Speech and Language Therapist
VfM Value for Money
VIEW Professional Association of Teachers of Vision Impaired Children and Young People