



Complex Children/Young People: Questionnaire for Education colleagues (BATOD, BAEA, BSA)

This version of the survey is for professionals working in an educational environment with deaf children.

If you work in a clinical environment please use this

survey: <https://forms.office.com/Pages/ResponsePage.aspx?id=B8tSwU5hu0qBivA1z6kadyajJ5uHdXpJulwdaRSb7GpUM0tXMJFME04MlpXN0szT1hQSkE3MkFRWi4u&embed=true>

Thank you in advance for taking the time to share your perspectives and help us with this survey. We are inviting you to participate in a survey investigating the views of audiologists/qualified teachers of deaf children and young people (including teachers undertaking the mandatory qualification)/ educational audiologists/associated professionals on the BATOD Audiology guidelines for the assessment of children with special needs (2020) <https://www.batod.org.uk/wp-content/uploads/2020/09/Audiology-guidelines-for-the-assessment-of-children-with-special-needs-2020.pdf>

If you are not familiar with the existing guidelines you may wish to read them before completing the questionnaire.

Participation in the survey is completely voluntary. The survey is entirely online. You will initially be asked some background questions, followed by questions on your experiences with the BATOD Audiology guidelines for the assessment of children with special needs (2020) publication. The 2020 publication is an updated version of the Guidelines for Hearing Assessment of Children with Complex Needs originally written by Margaret Glasgow, Cert ToD, MSc Aud Education Audiologist (1997), which was revised in July 2011 by Elizabeth Reed-Beadle, Frances Henderson, Jo Allen, Jo Franklin.

SECTION 1: About You and Your Work

1. What is your role? (Tick all that apply)

- Qualified ToD
- Qualified MSI Teacher
- Educational Audiologist (Ed Aud)
- Speech and Language Therapist (SaLT)
- Teacher
- Support Staff
- Other

2. What region do you work in?

- England
- Northern Ireland
- Scotland
- Wales
- Other

3. What age range do you primarily work with? (Tick all that apply)

- 0-5
- 5-11
- 11-18
- 18+

4. Where do you work with deaf children and young people with additional or complex needs? (Tick all that apply)

- Yes – in homes
- Yes – in educational settings (special school settings)
- Yes – in educational settings (mainstream school settings) only
- Other

5. What other environments do you support children and young people with complex or additional needs in? (eg. Clinic spaces, education only/MDT meetings)

SECTION 2: Systems, Settings & Capacity

6. Which staff typically support your complex patients? (e.g. QToD, Ed Aud, SALT, OT, Multidisciplinary Team...)

7. What is the typical appointment length for children with additional needs in your setting?

8. How flexible can you be with frequency, location, or length of appointments?

9. Are the environments you work in suitable for working with children and young people with sensory or regulatory needs?

10. What are the main barriers to adequately support children and young people with additional or complex needs in your setting (e.g. staffing, space, referral routes, time)?

SECTION 3: Use of National Guidance

11. Have you used the 2020 BATOD document for assessing children and young people with special needs?

- Yes
- No

12. When was the last time you accessed the 2020 BATOD document for assessing children and young people with special needs?

- Within the last month
- Within the last six months
- Within the last year
- Within one to two years
- Within the last five years
- Never

13. How often do you use the 2020 BATOD document for assessing children and young people with special needs?

- A few times every month
- A few times every six months
- A few times a year
- Not that often

14. Do you feel the 2020 BATOD document for assessing children and young people with special needs is beneficial to your work?

- Yes
- No
- Other

15. Which BSA documents (if any) do you use when supporting this cohort?

16. What other guidance/resources do you use to support your work with complex children and young people?

17. Is it helpful to have one overarching guidance document, or should we separate assessment from management?

- One document for Assessment & another for Management/Rehab
- One overarching guidance document
- No preference

18. Is there anything more you would like to tell us about the 2020 BATOD document for assessing children and young people with special needs, what you think might be helpful and what you would like to see included?

SECTION 4: Language & Terminology

19. The current document uses the term 'special needs'. Does this reflect the preference of children and young people/families you support?

- Yes
- No
- Not sure

20. If not, what is your preferred terminology? (e.g. specialist, additional needs, complex etc.)

21. Do you feel confident using this terminology when engaging with children, young people, families and teams?

- Yes
- No
- Sometimes

SECTION 5: Assessment & Clinical Approaches

22. What environmental adaptations do you currently make during assessments for children and young people with additional needs?

23. What are the most challenging adaptations to implement, and why?

24. Are there circumstances where you feel it is appropriate to deviate from standard protocols?
If so, when and how is this decided/documentated?

25. What would help support more flexible, person-centred assessment?

SECTION 6: Resources & Tools

26. What resources or adapted materials do you use in complex clinics, home and school visits (e.g. visuals, tactile aids, adapted speech tests)?

27. What other tools (questionnaires, tracking forms, training materials, etc.) do you find useful to support this cohort?

28. Are there any other resources you would like to see developed or included in national guidance?

SECTION 7: Technology & Innovation

29. Do you currently use telehealth or remote care for children and young people with additional needs?

Yes

No

30. Do you have any examples of barriers or good practice with telehealth that you would like to share?

31. Do you currently use AI or other innovative tech to support this population?

Yes

No

32. If yes, please describe.

33. What digital/AI solutions do you wish you had?

SECTION 8: Collaboration & Expectations

34. Who do you see as the most valuable contributors to the care of deaf children with additional needs? (Select as few or as many as you like)

- Qualified Teacher of Deaf Children and Young People
- Qualified Teacher of Multi-Sensory Impairment
- Educational Audiologist
- Clinical Audiologist
- School/educational setting staff
- SENCO staff
- Speech and Language therapists
- Occupational therapists
- Parents/carers

35. What would good - or better - collaboration look like in practice?

SECTION 9: Final Reflections

36. What are the biggest gaps in support or guidance for your work with children and young people with complex profiles?

37. What influences the team's ability to deliver the desired level of support?

38. How does your team manage the needs led approach when it requires periods of targeted intervention opposed to regular (eg. weekly/fortnightly input)

39. How could this audiology guidance for the assessment of child/young person with complex needs best support you, or what would you like to be included?

40. Are there success stories or examples of good practice in your service around working with a child/young person with complex needs?

41. What ONE thing would make the biggest difference in improving services for children and young people with complex needs?

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