



Notes:

All questions refer to the position as of **31st January 2025**.

██████ alternates yearly between a standard survey and a survey with a mix of core and thematic questions. The 2025 survey is the standard survey.

In this survey, unless otherwise stated, we use the term children in the broadest sense, to include children and young people under the age of 20.

We recognise that services, and children do not always fit into the boxes or options we've included in this survey. **There are spaces for comments or information on your responses at the end of sections where it is helpful to clarify or caveat your answer if you would like to, or to let us know if there any known gaps in your response.**

You can also contact ██████████ if you have any questions about the survey.

Your service

1. Local authority or authorities (LA/LAs) covered by the service	City of Doncaster Council
2. Name of your service	Service for Children with a Hearing Impairment
3. Your name	Jane Cresswell
4. Your job title	Head of Service – Equity & Inclusion
5. Your email address	jane.cresswell@doncaster.gov.uk

6. Is the peripatetic service... (please select one)

- ☒ based in the local authority?
- ☐ based in a school with a resource provision?
- ☐ based in a special school for deaf children?
- ☐ based in a special school not specifically for deaf children?
- ☐ provided by another body or organisation? – please specify below:

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Resource provisions

Notes

- This section asks for information about each of the resource provisions in your area. If you don't have any resource provisions in your area, please go to the next section on Teachers of Deaf Children and Young People (TODs).
- We use the term 'resource provision' to include all schools with any specialist resource provision, base or unit specifically for deaf children.

7. How many specialist resource provisions for primary-aged deaf children are there in your area?		1
8. Of these, how many are managed and delivered...	... by the local authority service for deaf children?	1
	... by the school?	0

9. How many specialist resource provisions for secondary-aged deaf children are there in your area?		1
10. Of these, how many are managed and delivered...	... by the local authority service for deaf children?	1
	... by the school?	0

Teachers of Deaf Children and Young People (TODs)

In this section, we ask about the number of people working as TODs and who are employed specifically in this capacity or role. The following questions ask for numbers of people working in this role as of the 31st January 2025. We also ask about vacant or 'unfilled' posts.

In this survey, we ask for information about TODs under these 'categories':

- 1. working mainly as a peripatetic TOD*
- 2. working mainly in a resource provision*
- 3. working mainly in a special school or college not specifically for deaf children or young people*
- 4. working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people.*

Please do not include:

- people who happen to be TODs but who are not working in this capacity or role*
- TODs in special schools for deaf children or auditory/cochlear implant centres – we collect this information separately.*

If any TODs also hold leadership roles or have other responsibilities that do not involve working directly with deaf children (for example, as a Head of Service or SENCO), please estimate and only record the time spent working as a TOD directly with deaf children. In other words, please only include TODs with an active caseload of deaf children.

FTE figures:

- Please provide all figures as 'full time equivalent' (FTE). For example, a FTE TOD working half of the week as a TOD with deaf children should be recorded as 0.5.*

TODs in resource provisions for deaf children:

- If you do not hold information about staffing in any of the resource provisions in your area, please either gather this information from the schools in question or ask for this information from the relevant person responsible for strategic oversight of SEND provision and/or placements in specialist provision in your local authority. Please incorporate this information into your response back to us.*

TODs who work across different settings:

- Please estimate and record an FTE figure for the time spent in each setting. If a TOD works, for example, 3 days a week as a peripatetic TOD and 2 days a week in a resource provision, **and these are set hours**, please put 0.6 FTE in category 1 and 0.4 FTE in category 2.*
- The category "Working flexibly..." is intended for those staff whose hours in different settings vary from week to week and there is no notional 'average' between the different categories. If this is the case, please put the relevant FTE in category 4 (i.e. if full-time, working flexibly across settings, please put 1 FTE in category 4).*

TODs providing cover (e.g. supply or maternity cover):

- As set out earlier, we are asking for numbers of people working as TODs as of the 31st January. You should therefore include any TODs who are providing cover for a vacant or 'unfilled' post.*
- You will see the table includes a column for you to provide information about vacant or 'unfilled' posts. Please do not include as vacant or 'unfilled', posts that have been filled by maternity or supply cover in this column.*

- For the avoidance of doubt, please make sure there is no double counting. If a TOD is providing maternity cover, they should be included in your figures for people working as TODs. In this scenario, you should not include the TOD on maternity leave as a vacant or 'unfilled' post as the post has been filled on a temporary basis.

Vacant or 'unfilled' posts:

- Please include FTE figures for any posts that are vacant or that are not currently (as of the 31st January) being filled by someone with an active caseload. We use these terms to include the following kind of scenarios:
 - post is frozen and being held vacant with no active advertisement or recruitment in place
 - post is being advertised as of the 31st January
 - post has been advertised for which no suitable candidate has been found
 - you have a member of staff who is currently on maternity or long-term sick leave and you have not been able to recruit cover (see earlier section on cover arrangements).

We acknowledge that someone on maternity or long-term sick leave is still technically employed by the service. However, for the purpose of this survey, we ask that these be treated as 'unfilled' roles. This is because CRIDE is aiming to capture a snapshot of the numbers of TODs with an active caseload as of the 31st January.

11. Please complete the following table with information on the number of:

- people working as TODs under each of the categories shown (FTE)
- number of vacant and unfilled TOD posts under each of the categories shown (FTE)

Category	People working as TODs			D: Vacant and unfilled TOD posts (FTE)	Total number of posts (FTE) (this should match the sum of the figures given in columns A to D)
	A: With the mandatory qualification (MQ) (FTE)	B In training for the MQ or intending to train within 3 years (FTE)	C: Qualified teachers without the MQ and not in training (FTE)		
1: Working mainly as a peripatetic TOD	2.4				2.4
2: Working mainly in a resource provision	1.0	2.0			3.0
3: Working mainly in a special school or college not specifically for deaf children or young people					0
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people		1.0			1.0

12. How many TODs (FTE) hold an additional post-graduate specialist qualification in early years support for deaf children?

Category	FTE
1: Working mainly as a peripatetic TOD	1.0
2: Working mainly in a resource provision	0
3: Working mainly in a special school or college not specifically for deaf children or young people	0
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0

13. How many TODs (FTE) hold an additional specialist qualification as an educational audiologist?

Category	FTE
1: Working mainly as a peripatetic TOD	0.4
2: Working mainly in a resource provision	0
3: Working mainly in a special school or college not specifically for deaf children or young people	0
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0

14. How many TODs (FTE) use BSL as a first language OR have a level 3 qualification (or equivalent) or above?

Category	FTE
1: Working mainly as a peripatetic TOD	1.0
2: Working mainly in a resource provision	0
3: Working mainly in a special school or college not specifically for deaf children or young people	0
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0

15. How many TODs (FTE) are deaf themselves?

Category	FTE
1: Working mainly as a peripatetic TOD	0.4
2: Working mainly in a resource provision	0
3: Working mainly in a special school or college not specifically for deaf children or young people	0
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0

Recruitment of TODs

16. Have there been any instances over the past year where you have sought to recruit a TOD?	Yes/No
17. If yes, were you able to appoint to the role (or roles)?	Yes - to all roles / To some roles, but not all / No / Not applicable
18. If you were able to appoint, were they already a qualified TOD?	Yes - all TODs appointed were qualified TODs / Some TODs appointed were qualified but not all / No / Not applicable
19. If you were not able to appoint someone or that person was not a qualified TOD...	<div>... please indicate what steps were or are being taken in response</div> <div>We recruited: 1.0 who was already in training to obtain mandatory qualification (Y2) to qualify as a ToD. 2.0 have been recruited and will be starting their mandatory qualification to qualify as a TOD from September 2025.</div> <div>... please outline what impact this is or was having on deaf children or families in your area</div> <div>No comments.</div>

Support for deaf children

20. Have there been any wider policy changes to how your service determines support allocations to deaf children in the past year? <i>(for example, any changes to your service policies or on how your services uses eligibility criteria to determine levels of support for given needs)</i>	Yes/No
21. If yes, please outline what the change is. Please include information on whether any specific groups of deaf children have been affected and how.	N/A

22. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response):

Note: QToD 0.4 FTE is an estimate for the Lead QToD/ HI Service Manager due to leadership responsibilities (as per page 4 guidance).

Other specialist staff

*In the following section, we ask about budgeted posts for specialist staff (other than TODs) who are **directly employed** by the peripatetic service.*

For each role, please tell us first about the number of posts (FTE) in the second column for the role. Please then tell us the FTE for any budgeted posts that are vacant and which have not been filled. If the 3rd column is blank, we will assume that any posts shown in the 2nd are all being filled.

As with TODs, please provide figures as 'full time equivalent' (FTE), i.e. a FTE teaching assistant working half of the week should be recorded as 0.5.

For the avoidance of doubt, you should not place deaf members of staff in the row for Deaf instructors/Deaf role models unless those members of staff are occupying a role that has been specifically designated in that way.

*Please **do not** include specialist staff who are not directly employed by the peripatetic service (e.g. staff employed by schools).*

23. Please tell us about the number of posts for other specialist staff who are directly employed by your service.

Role	Posts (in total) (FTE)	Vacant and unfilled posts (FTE)
Teaching assistants/Classroom support assistants/Learning support assistants etc	0	0
Communication support workers etc	4.4	1.4
NRCPD registered BSL/English interpreters	0	0
Deaf instructors/Deaf role models/Sign language instructors etc	1.0	0
Educational audiologists/Audiologists in Education who do not also hold a qualification as a TOD	0	0
Technicians, etc	1.8	0
Speech and language therapists	0	0
Family support workers/Liaison officers	0	0
Social workers/Social workers for deaf children and young people	0	0

24. Of the other specialist staff in post who are directly employed by your service (as shown in your response above), how many (FTE) are deaf?

Role	Number who are deaf (FTE)
Teaching assistants/Classroom support assistants/Learning support assistants etc	0
Communication support workers etc	0.6
NRCPD registered BSL/English interpreters	0
Deaf instructors/Deaf role models/Sign language instructors etc	1.0
Educational audiologists/Audiologists in Education who do not also hold a qualification as a TOD	0
Technicians, etc	0
Speech and language therapists	0
Family support workers/Liaison officers	0
Social workers/Social workers for deaf children and young people	0

	Their role	FTE	Are they deaf?
25. If there are other specialist staff who are directly employed by your service but whose role is not captured in the above list, please indicate their role, FTE and if they are deaf. <i>Please add more rows below if necessary</i>	N/A	N/A	N/A Yes/No

26. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response):

No comments

Deaf children aged 0 to 19 who live in your area

Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people under the age of 20.

Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 12 years (such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia). Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 12 years.

27. How many children with **permanent deafness** live in the geographical area covered by your service?

The answer below should, as much as possible, include:

- All children who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. **Children with temporary deafness should not be included in your response to this question.**
- **All deaf children, regardless of whether they receive support from the service.**
- Children under the age of 20.
- Children who attend education provision outside of your area but who normally live in your area.

If you are not able to provide figures that meet the above criteria, please provide the best available figures you have for deaf children living in the area, and indicate in Q28 where the gaps occur.

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28. Please indicate if there are any known issues or gaps in the figure you have provided above for the number of permanently deaf children living in your area (please select all that apply)

- ☐ Not applicable - no known issues or gaps in data.
- ☒ You only have figures for children who are receiving support from the service.
- ☐ You only have figures for children who are hearing-aid wearers.
- ☒ You do not hold figures for children who have left school.
- ☒ You are not able to split out figures for children with permanent or temporary deafness.
- ☐ The audiology service does not refer children with a unilateral hearing loss to your service.
- ☐ The audiology service does not refer children with a mild hearing loss to your service.
- ☐ Other – please specify:

Our Service supports deaf children who are known to Audiology Services, with parent/ carer's consent and are fitted with hearing aid/s. (Usually, the referral is from Audiology departments).

29. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service (as stated in question 27), by **level of deafness**:

Where a child has unilateral deafness they should be recorded only in the unilateral box, and not in a box indicating their level of deafness.

Level of deafness	Number
Unilateral deafness	97
Mild	83
Moderate	74
Severe	18
Profound	41
Not known	3
Total (this should match the total given in Q27)	316

30. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service (as stated in question 27), by **age group**:

Age group	Number
Early years/pre-school	52
Primary-aged	112
Secondary-aged	114
Post-16 and under the age of 20	38
Total (this should match the total given in Q27)	316

31. Please provide a breakdown of the number of deaf children who live in the geographical area covered by your service (as stated in question 27) by **where they are normally educated**:

Please note: 'State-funded' schools refers to schools that would previously have been described as being 'maintained' schools. This includes academies and free schools. The term 'non-state-funded' schools refers to schools which are primarily funded privately and includes, for example, Eton.

Please also note: Young people in school sixth form colleges should be included in the setting that best describes the school within which it sits (i.e. mainstream state-funded school, etc.)

'Out of LA' should be taken to mean outside of the geographical area for the local authority or authorities that your service covers.

Where they are normally educated	Number
In LA: Supported only at home – pre-school children	12
In LA: Early years setting – pre-school children	39
In LA: Supported at home – of school age and home educated	9
In LA: Mainstream state-funded schools (including academies and free schools)	194
In LA: Mainstream independent (non-state-funded) schools (for example, Eton)	1
In LA: Resource provision (specifically for deaf children) in mainstream schools	11
In LA: Resource provision (not specifically for deaf children) in mainstream schools	0
In LA: Special schools for deaf pupils (whether state funded or non-maintained)	11
In LA: Other special schools, not specifically for deaf children (whether state funded or non-maintained)	21
In LA: All other post-16 provision (not including school sixth form)	0
Out of LA: Early years setting – pre-school children	0
Out of LA: Mainstream state-funded schools (including academies and free schools)	5
Out of LA: Mainstream independent (non-state-funded) schools	0
Out of LA: Resource provision (specifically for deaf children) in mainstream schools	1
Out of LA: Resource provision (not specifically for deaf children) in mainstream schools	0
Out of LA: Special schools for deaf pupils (whether state funded or non-maintained)	1
Out of LA: Other special school, not specifically for deaf children (whether state funded or non-maintained)	1
Out of LA: All other post-16 provision (not including school sixth forms)	1
NEET (Not in Education, Employment or in Training) (post-16 only)	Unknown
Other (e.g. Pupil referral units)	0
Not known	9
Total (this should match the total given in Q27)	316

32. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 27), how many are known to have **an additional special educational need**? By 'additional', we mean any *other* special educational need apart from deafness, regardless of whether this need is recognised as a 'primary' or 'secondary' need.

Unknown as we do not consistently collect this data as a Service area.

33. Please provide a breakdown of the total number of deaf children who live in the geographical area covered by your service (as stated in question 27), according to which languages are **mainly used at school/other education setting**:

Language	Number
Spoken English	260
British Sign Language	4
Spoken English together with signed support (SSE)	1
Other combination	28
Not known	0
Total (this should match the total given in Q27)	292

34. Of the total number of deaf children who live in the geographical area covered by your service (as stated in question 27), how many are known to be eligible for the Pupil Premium?

Unknown - we do not collect this data

35. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response):

Question 33: Please note this data reflects the information we capture about the child's main communication approach. Due to how this question has been worded, 24 children are missing from the response because their 'home' language is EAL (e.g. Ukrainian, Lithuanian, Arabic, Roma).
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Support following identification of deafness

36. Between 1/1/24 and 31/12/24, how many referrals did your service receive for children who were newly identified as deaf?

For the avoidance of doubt, please do not include referrals of children from other local authorities who have already been identified as deaf (for example, deaf children who happen to have moved into your area from a neighbouring area).

Category	Number of referrals
For children identified as deaf through the newborn hearing screening programme	4
For children identified as deaf outside of the newborn hearing programme and before they had started statutory education	11
For children identified as deaf outside of the newborn hearing programme and after they had started statutory education	13
Total	28

37. Where a referral is made during the summer holidays, what arrangements are made in terms of the first TOD visit? Please tick one option that best describes the arrangements in place.

- ☒ Cover arrangements are in place to enable a TOD to provide a visit during the summer holidays within the same timescales as if referred during term time
- ☐ Cover arrangements are in place to enable a TOD to provide a visit during the summer holidays but not necessarily within the same timescales as if referred during term time
- ☐ A TOD visits as soon as possible after the school holidays
- ☐ Other – please specify:

38. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response):

No comments

Wider issues or challenges

39. Other than those mentioned elsewhere in this survey, are there any other issues or challenges that have emerged over the past year that have had a significant impact on the support that you are able to provide to deaf children that you would like to tell us about?

No comments

40. Please use this space if you have any final comments or if there is anything else you want to tell us about your responses in this survey.

No comments

This is the end of the survey. **Thank you for your time and support.**

If you have any questions about this survey, please contact 