

Template Service Level Agreement

Between a local authority and a school where funding for a resource provision for deaf children is delegated to a mainstream school (England)

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Preface



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A. Background

This document has been developed by the National Deaf Children's Society.

It has been developed for local authorities to use and adapt where funding for a resource provision for deaf children has been delegated to a mainstream school.

The purpose of the agreement is to help ensure that both the local authority and school are clear about their respective roles, responsibilities and obligations to the deaf children being educated in the resource provision, and their families.

B. Introduction

This template service level agreement reflects funding arrangements for resource provisions where the local authority in which the resource provision is located is responsible for:

- i) identifying the number of places required after consulting neighbouring local authorities about their need for places
- ii) if the school with the resource provision is a maintained school, paying the school for the number of places (in 2016/17 this was set by the Department for Education at £10,000 per place)
- iii) if the school with the resource provision is an academy, notifying the Education Funding Agency of the places to be funded so that the Agency can pay the school the place funding as part of its overall budget.

The Department for Education encourages local authorities to collaborate when commissioning specialist places. So, where more than one local authority places pupils in a school with a resource provision, it would be possible to have:

- a) a single service level agreement where two or more local authorities are signatories
- b) a service level agreement with a lead authority who has been sanctioned by other local authorities to act on their behalf
- c) each placing authority having its own contract or service level agreement with the school

Many local authorities will already have their own templates. If so, this template can be used for comparison purposes. Any text in this template should be edited to reflect local circumstances –text in *blue* in this template should be deleted in the final version.

This template service level agreement should be looked at alongside the National Deaf Children's Society quality standards for resource provisions.¹, available online at, along with a self-evaluation tool.

This template is intended for use in England only.

If you have any queries or feedback on this service level agreement, or require support in developing a service level agreement, the National Deaf Children's Society team of Regional and Country Directors can provide further information and advice.²

This document is one of a range of template SLAs:

- A template SLA for the provision of education support to a college, and
- A template specification for local authorities to use when commissioning centrally funded specialist services from a third party (such as a school providing outreach support, a private company or a social enterprise).

¹ See: www.ndcs.org.uk/QSRPs

² See: www.ndcs.org.uk/about_us/trustees_and_senior_management

are also available.

C. Template service level agreement (SLA) for a resource provision for deaf pupils in a mainstream school where funding is delegated (England)

Commencement:

This service level agreement is made between *(insert name of local authority)* and *(insert name of nominated school)* the service provider.

(Note: Where places are commissioned by more than one local authority a collaborative approach is encouraged by the Department for Education and more than one local authority could be party to the agreement)

This agreement will be effective from *(insert agreed date)* and will be reviewed on *(date to be agreed, but a maximum of one year from commencement)*.

1. Purpose of the SLA

- 1.1 To provide a contractual framework between the *local authority* and *(the provider)* school for the funding and operation of a specialist resource provision for deaf pupils.
- 1.2 To ensure that the *local authority* and the nominated *provider* school are clear about their respective responsibilities with regard to the funding and operation of the resource provision.

2. Parties to the agreement

- 2.1 The *local authority* is commissioning the resource provision *(Note: may want to add, on behalf of itself and neighbouring local authorities who may place pupils in their area in the provision)*.
- 2.2 The *local authority (or authorities)* must identify a named contact and signatory to this agreement. The signatory will be *(insert job title – normally a senior manager with responsibility for special educational needs services)*.
- 2.3 *(Insert name of nominated school)* is the service provider and is responsible for ensuring that the resource provision for deaf children discharges its duties as agreed within this document. The Head of the School will be regarded as the main contact and signatory to this agreement.

3. SLA commencement date

This should be agreed between the parties, but it is important to give a realistic time-scale so that all the different elements within the SLA can be negotiated.

- 3.1 This agreement commences on *(insert date)*

4. Duration of the SLA

- 4.1 This SLA will continue in force until formally terminated. It will be renewed and reviewed on an annual basis taking into account the requirements of the Special Educational Needs and Disability Code of Practice (2015)³ and particularly the duty for co-production with parents/carers as well as children and young people.
- 4.2 If either party is considering termination of the provision, then consultation and relevant statutory process will be followed.

³ See: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Note: Any termination would be regarded as a significant change to a school. The relevant statutory guidance is: School organisation: Statutory guidance (Maintained schools) (2016)⁴ and Making a significant change to an existing academy (2016)⁵

5. The resource provision for deaf children at *(name)* school

- 5.1 The purpose of the resource provision is to ensure that the deaf pupils attending the resource provision make progress that is at least in line with that of their hearing peers so that any gaps in attainment on entry of the school are narrowed by:
- a) receiving the educational support they require from appropriately qualified specialist staff
 - b) ensuring deaf pupils receive the specialist assessments required to understand their needs, identify potential barriers to making progress and inform support and intervention strategies
 - c) ensuring that mainstream staff at the school receive the training and support they require to enable them to meet the needs of the deaf pupils
 - d) ensuring all reasonable adjustments are made to ensure deaf pupils are not put at a substantial disadvantage when accessing teaching and learning and wider school activities
 - e) ensuring staff in partner agencies provide any additional services required
 - f) involving the families in the decision making and education of their deaf children

- 5.2 The pupils attending the resource provision will normally find it difficult to make adequate progress and close their attainment gap in a mainstream school and hence require regular support from appropriately qualified specialist teaching staff. The pupils within this provision should make progress at least in line with hearing pupils.

- 5.3 Eligibility criteria:

List your criteria for entry/eligibility, e.g:

All deaf children entering the provision are likely to require more intensive, specialist support to meet needs and enable them to make good progress and achieve the identified outcomes.

- 5.4 Decisions/recommendations about which children will enter the resource provision for deaf children will be made by the *local authority* special needs resourcing panel. The details of this are in section 7.1 of this agreement.

(Any local variations should be added to the text above or replace the above text – including collaborative arrangements between local authorities for joint commissioning)

- 5.5 Exit criteria for pupils:

This requires local agreement – is there a maximum length of time that a deaf child would be expected to attend the provision, e.g. 2 years/as long as they are making adequate progress/until they close the gap with their hearing peers, etc? Who decides that they no longer need to attend (e.g. result of annual review)? Any other procedures?

- 5.6 The accommodation for the resource provision for deaf children will consist of:

- *identify number of rooms and location (main building/mobile)*
- *any specialist teaching areas for individual and small group work*
- *location of any administrative support*

⁴ See: www.gov.uk/government/publications/school-organisation-maintained-schools

⁵ See: www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy

- *requirements for acoustics/listening environments*

The dedicated teaching rooms for the use of the resource provision should meet the highest acoustic standards as contained in Building Bulletin 93 (BB93): Acoustic design of schools – performance standards (2014)⁶. If this is not the case, a clear timetable should be included in this SLA to achieve these standards. Advice for commissioners on creating good listening conditions for learning in education can be found on the NDCS website⁷.

*The children attending the resource provision will also be spending significant amounts of time/the majority of their time in the **mainstream classes** and so the acoustics within these classrooms should, **as a minimum**, comply with the basic requirements as set out in government standards for the acoustics design of schools.*

If these recommended levels have not been achieved by the time the SLA has been drafted, the SLA should include a reference to the School Accessibility Plan which should include these recommendations as a target for improvements with a clear time-scale.

The SLA should also make reference to the use of technological solutions such as personal and classroom soundfield systems, radio aids, etc.

- 5.7 The resource provision will employ staff who have the appropriate qualifications and experience to:
- undertake specialist assessments of deaf pupils to accurately identify need, inform teaching and learning strategies and monitor progress
 - ensure personal hearing technology (e.g. hearing aids and cochlear implants) and other hearing equipment (e.g. radio aids and soundfield systems) are being used and functioning effectively
 - advise on improving the listening environment
 - deliver training and advise mainstream colleagues on the pupils' needs and teaching and learning strategies required to ensure pupils make good progress
 - understand the social and emotional impact of deafness and advise on strategies to build self-esteem, resilience and develop social skills and friendships and independence
 - ensure pupils who use sign can access teaching and learning through the provision of communication support workers who have achieved at least a level 3 qualification in British Sign Language (BSL)

⁶ See: www.gov.uk/government/publications/bb93-acoustic-design-of-schools-performance-standards

⁷ See: www.ndcs.org.uk/acoustics

5.8 The staffing of the resourced provision will be as follows:

It is important to record here:

- a) *the number of qualified Teachers of the Deaf (FTE) required to staff the provision, using the recommended BATOD ratio of 1 qualified teacher with the mandatory specialist qualification in deaf education and one teaching assistant to every 6 pupils (NB. where pupils attending the resource provision are spending significant amounts of time in mainstream classes the number of teaching/communication assistants may have to be increased above the recommended ratio to ensure that all the deaf children attending the resource provision receive appropriate and effective levels of support in their mainstream classes).*
- b) *whether or not there is a designated teacher-in-charge*
- c) *number of teaching/communication assistants (with at least BSL level 3 or working towards level 3)*
- d) *any administrative support*

5.9 Training for specialist staff in the education of deaf children:

All staff will have an annual performance management interview resulting in the writing of an action plan outlining their continuing professional development to ensure they are kept updated in the field of deaf education.

5.10 Additional specialist services available to the resource provision:

State any specialist services that will be available/accessed, e.g. audiology, specialist speech and language, etc. and whether or not these services are only available to named children if written into their Education, Health and Care plan.

5.11 How the resource provision fits into the educational support services for deaf children in the local authority:

E.g. This resource provision is part of the continuum of support available for deaf children and their families within the local authority and will provide specialist support for deaf children attending the resource provision, their families and those who teach them.

5.12 Relationship of the resource provision to the local authority Hearing Support Outreach Service:

Note: If there is a Hearing Support Outreach Service in the local authority/borough it would be helpful to explain in what ways, if any, it relates to the resource provision. E.g. is the head of that service going to provide professional support to the teacher-in-charge of the resource provision? Will the staff in the resource provision join the outreach team for professional training? Will staff in the resource provision provide any outreach support and, if so, is this as part of the local authority/Borough Outreach Team?

6. Roles and responsibilities of the nominated school in relation to the resource provision

6.1 Governance arrangements for the resourced provision will be subject to the statutory provisions relating to schools and their governing bodies. The governing body of the nominated school will be responsible for managing and monitoring the quality and effectiveness of the work within the resource provision.

The governing body may want to appoint a governor with special responsibility for the enhanced provision.

6.2 The head teacher will include information on the resource provision in the regular reports on the school presented to the governing body.

- 6.3 The governing body will agree and sign off the annual review report on the resource provision (see section 7.3 below) before it is submitted to the *local authority*.
- 6.4 The resource provision will be included in the school's arrangements for self-evaluation and quality assurance.
- (The following is a suggested management structure and a suggested, not exhaustive list of main responsibilities. A structure and responsibilities need to be agreed and the text below changed to reflect your local situation)*
- 6.5 The respective roles and responsibilities of the head teacher (or designated senior manager) in relation to the enhanced provision and those of the teacher in charge of the enhanced provision are shown in the following section:

Roles and responsibilities of the Head of School and the Teacher In Charge of the Resource Provision

A. Responsibilities of: Head teacher and/or senior manager

Leadership and Management

- a) Ensuring compliance with this SLA.
- b) Promoting inclusive ethos and practice throughout the school to ensure pupils placed in the provision can fully participate in the life of the school.
- c) Ensuring that the school's accessibility plan reflects the needs of pupils placed in the provision.
- d) Ensuring element 2 (additional support) and element 3 (top up) funding delegated to the school for the resource provision is used for that purpose.
- e) Keeping the financial records/budget information updated and sharing monthly with line manager.
- f) Line managing the teacher-in-charge of the resource provision for all day-to-day activities.
- g) Carrying out the annual performance management of the teacher-in-charge of the resource provision with support from *.(local authority could nominate a representative who can provide the deaf specialist knowledge necessary for such an appraisal)*
- h) Arranging and attending a monthly meeting with the teacher-in-charge of the resource provision.

Creating a good learning environment (acoustics and equipment)

- a) Ensuring the accommodation of the resource provision is provided within the school as outlined in section 5.6 above and maintained to the standard of all other parts of the school.
- b) Ensuring that the other parts of the school meet the recommended standards of government acoustic standards or that the school's accessibility plan indicates a realistic timescale for doing so.

B. Responsibilities of: Teacher in charge

- a) Providing the leadership of the resource provision by identifying and implementing the strategic development of the resource provision in consultation with the nominated representative(s) of the *local authority/authorities*.
- b) Providing an annual report on the resource provision for the *local authority* at least *xx weeks* before the annual review meeting.

- c) Attending an annual review meeting of this service level agreement for the resource provision (*may want to identify a specific month or at least a term for this meeting – may also want to add a mid-year/termly review*)
- d) Providing the leadership role within the resource provision and ensuring implementation of the agreed development plan.
- e) Carrying out an annual service evaluation/audit of the provision, using resources such as National Deaf Children’s Society quality standards for resource provisions⁸, and submitting a development plan based upon it to the head teacher by the end of (*insert month*).

Management

- a) Line managing the staff within the resource provision.
- b) Carrying out the annual performance management of staff within the resource provision.

Staffing in the resource provision team

- a) Ensuring the resource provision is staffed as described in section 5.7 and 5.8.
- b) Ensuring that specialist staff in the resource provision attend training, at least annually, to keep their deaf education knowledge updated.
- c) Identifying and deploying members of the resource provision team to support the mainstream teachers in meeting the needs of deaf children in their class.
- d) (*If outreach work is also provided from the resource provision*) Agreeing a timetable with the Head of the Outreach Service for the release of staff from the provision to provide support to other schools.

Nominated school – staff knowledge and training in deafness

- a) Ensuring and providing high quality deaf awareness training to all staff within the school that is refreshed and updated on an annual basis, and which is informed by the views and needs of the deaf young people at the school.

Teaching and learning

- a) Ensuring the teaching and learning for children attending the resource provision is of a high quality.
- b) Setting and agreeing individual targets and timetables for pupils, including time spent in mainstream classes.
- c) Ensuring nominated school teachers and teaching assistants are receiving effective support to enable them to meet the curricular needs of the deaf children in their class.

Pupil outcomes and progress

- a) Ensuring the monitoring of the progress of children within the resource provision is carried out and duly recorded and reported.
- b) Ensuring adherence to the requirements of the Special Educational Needs and Disability Code of Practice (2015).
- c) Ensuring the ongoing specialist assessment and tracking of progress of the individual pupils within provision.
- d) Providing a summary report of this information as required by the head teacher, but annually as a minimum.

⁸ www.ndcs.org.uk/QSRPs

e) Arranging and attending annual reviews of individual children.

Support from external agencies, e.g. speech and language therapy

- a) Any external support (e.g. speech and language therapy, technological support) is provided as identified and required to meet the needs of individual pupils.
- b) Coordinating the input of external specialists to ensure optimum effectiveness for the children in the resource provision.
- c) Active steps are taken if there are instances where any external support is not being provided as identified and required.

Creating a good learning environment (acoustics and equipment):

- a) Advising the head teacher on the acoustics of the school and helping to identify areas for improvement through the use of resources such as Creating Good Listening Conditions for Learning in Education.⁹
- b) Providing and maintaining any additional technological aids required by children attending the resource provision.

Inclusion and accessibility

- a) Ensuring that the deaf children in the resource provision are fully included in all aspects of the life of the school, including after school activities.
- b) Ensuring that the deaf children are given the skills, competence and confidence to enable them to take part in all school activities and to make their voices heard.
- c) Ensuring the provision, maintenance and support for the use of any technological aids that may be required by the deaf child.

Parental involvement

- a) Ensuring that parents are involved in the education of their deaf child and have the information they require to make informed decisions about future provision, resources and strategies.
- b) Ensuring that parents are made to feel welcome in the school
- c) Ensuring that there is regular liaison, communication and involvement of parents in the education of their deaf child.
- d) Ensuring that parents receive regular information about the educational attainment and progress of their child.

⁹ See: www.ndcs.org.uk/acoustics

7. Roles and responsibilities of the local authority

7.1 *(Insert name of commissioning local authority/authorities)* is responsible for the placement of deaf children in the resource provision and will do this through its special needs resourcing panel.

(You will need to agree the mechanism for placement locally. You will also need to consider whether or not the head teacher will be involved/consulted/notified)

7.2 *(insert name of placing local authority/authorities)* is/are responsible for the payment of top up funding for the pupils placed at the resource provision in accordance with national guidance and the school finance regulations

7.3 *(insert name of local authority in which the provision is located)* is responsible for:

- a) commissioning the places, taking advice from neighbouring local authorities on the places they require for deaf pupils in their area
- b) where applicable, funding all the places in the case of maintained schools
- c) where applicable, notifying the Education Funding Agency of places commissioned to ensure an academy school receives the place funding from the Agency

(Note the local authority responsible for commissioning the places is the local authority in which the school is located. This local authority may need to consult with and decide with neighboring local authorities on the number of places to be commissioned).

7.4 *(Insert name(s) of local authority/authorities) placing pupils in the resource provision)* is responsible for assuring/monitoring the quality of the resource provision to ensure the needs of pupils placed are met. This will be carried out in partnership with the *(insert name of school)*. *(Insert name of the local authority/authorities)* will nominate one of its officers to carry out this role and inform the school of this person.

7.5 *(insert names of local authorities) placing pupils in the resource provision* will arrange an annual meeting with the school to ensure the school is meeting all the requirements of this service level agreement and to review the contents of the annual report on the resource provision (see Appendix A) submitted by the Head Teacher. Invitations to attend will be sent to the following:

- a) *(name)*
- b) *(name)*
- c) *(name)*

Note: if more than one local authority places pupils at the provision they may wish to nominate one local authority to oversee the overall monitoring of the provision although each local authority will still retain responsibility to ensure the needs of pupils they place in the provision are met. As part of this SLA it would be appropriate to draw up a list of expected attendees at the annual review meeting.

(Should agree/may want to add an interim mid-year meeting or termly meetings.)

7.6 The *local authority* retains the right to commission external evaluations of the resource provision and will give due notice, in writing, to the Head of the School if it wishes to exercise this right.

(May or may not want to add this aspect – should be decided locally.)

7.7 The *local authority* will nominate an officer with specialist knowledge of deaf education to carry out, with the Head of the School (or nominated representative), a review of the annual performance of the teacher in charge of the resource provision.

8. Financial responsibilities

Determination of funding

- 8.1 The sum to be paid to the school will be determined by:
- the number of places commissioned at the **£xx** per place (in 2016/17 this was fixed by the Department for Education at £10,000 per place; and
 - any additional top up funding needed to ensure the resource provision receives the financial resources to meet each pupil's individual needs

Top up funding

- 8.2 *(Insert the name(s) of the local authority/authorities) placing pupils at the provision) is/are responsible for element 3 top up funding for each pupil attending the resource provision. The level of top up for the YYYY-YY academic year is:*

(Note: depending on the funding arrangements of each local authority this may be one of the following:

- i) an individual sum for each pupil that will need to be itemised for each pupil*

Pupil Name	Level of top up
<i>Pupil x, (from – insert name of placing local authority)</i>	<i>£4,000</i>
<i>Pupil y (from – insert name of placing local authority)</i>	<i>£6,500</i>
<i>Pupil z (from – insert name of placing local authority)</i>	<i>£6,500</i>
<i>Etc.</i>	
<i>Total top up</i>	

- ii) an average amount per pupil e.g. 10 pupils at an average top up of £6,000 = £60,000*

- iii) a payment linked to resource bands:*

Resource band	No. of pupils	Resource band top up value per pupil	Total top up funding
<i>RB A</i>	<i>3 (2 from local authority X and 1 from local authority Y)</i>	<i>£3,000</i>	<i>£9,000</i>
<i>RB B</i>	<i>3 (3 from local authority X)</i>	<i>£4,500</i>	<i>£13,500</i>
<i>RB C</i>	<i>4 (4 from local authority X)</i>	<i>£6,000</i>	<i>£24,000</i>
<i>RB D</i>	<i>1 (1 from local authority Y)</i>	<i>£8,000</i>	<i>£8,000</i>
<i>RB E</i>	<i>0</i>	<i>£10,000</i>	<i>£0</i>
			<i>£54,300</i>

- iv) *Where more than one local authority places pupils in the resourced provision there may be a combination of (i) and (iii)*

This amount will be paid in accordance with national guidance and the School Finance Regulations

Place funding

- 8.3. The school will receive place funding at a level of £XX per place for the current academic year (*Note at the time of writing in 2016/17 the place funding set nationally was £10,000*). The place funding is intended to fund the standard mainstream funding that the school receives for all pupils such as the age weighted pupil unit and the school's contribution to additional provision required by each pupil.

(Note: for example in a primary school the mainstream funding may account for £3,150 of mainstream funding but in secondary school it may be £4,570 depending on the local authority's funding scheme and the relative values attached to the AWPU at each key stage)

For maintained schools:

- 8.4 The school shall receive place funding in 2016/17 from the local authority in which it is located for the number of places commissioned in accordance with national guidance and the School Finance Regulations

OR

For academy schools:

- 8.4 The school shall receive place funding from the Education Funding Agency who will be notified by the local authority in which the school is located of the number of places commissioned.
- 8.5 Where the number of places are fully occupied, a local authority places an additional pupil in the provision, a price will be negotiated with the school. The payment to the school will reflect the full cost of meeting that pupil's needs including element 1 core funding. In subsequent years, it is anticipated that any increase in pupils will be reflected in an increase in the number of places funded.
- 8.6 The number of places purchased will be reviewed annually taking account of current and predicted numbers on the provision's roll.

Note: the following paragraph may be required if the local authority provides additional support

What the funding will cover

- 8.7 The place funding will:
- cover the core mainstream cost of meeting the pupil,s needs (which is equivalent to what the school receives for a pupil without special educational needs)
 - make a contribution to meeting the additional needs of each pupil placed in the resource provision

The top up funding pays for any additional expenditure required to meet each pupil's needs which is above the £XX place funding additional cost.

The additional needs element of the place funding and the top up funding is expected to pay for:

- (specify)*
- (specify)*
- (specify)*

Within this paragraph, it is important to negotiate, clarify and list what the two aspects of funding are expected to cover, e.g. staff salaries, staff expenses (including travel), resources (including radio aids and any maintenance costs thereof), other specialist equipment/resource costs outside of those covered by the individual statements, administrative support, telephone, heating and lighting, cleaning, staff training costs, laptops, etc.

Transport to and from the resource provision

- 8.8 The cost of transporting children to and from the resource provision will be met and arranged by the *local authority/authorities*. *(Or state local agreements)*

Other costs

- 8.9 The ongoing upkeep of the accommodation to appropriate standards will be the responsibility of the *school*. *Any initial alterations and refurbishments required should be noted with a time-scale and funding identified.*

Financial records

- 8.10 Financial records must be kept by the teacher in charge of the resource provision and shared monthly with the line manager and annually *(or more frequently depending on the local agreement)* with the *local authority*.

9. Staffing arrangements

- 9.1 *Identify those responsible for appointing members of the resource provision team – state who is responsible for placing and paying for the advertisements; who constitutes the appointment / interview panel; who provides the specialist knowledge on deaf education at shortlisting and interview stages.*
- 9.2 *Identify the body to whom the staff are contracted – the local authority or the nominated school?*
- 9.3 *Are members of the service staff regarded as members of the school staff? If so, are they expected to participate in routine staff duties, such as playground cover?*
- 9.4 *Identify those responsible for carrying out annual performance management of staff in the service.*
- 9.5 *In the case of sickness (short, medium and long term) who is responsible for finding and paying for cover?*

10. Complaints procedure

- 10.1 Complaint about a member of the team within the resource provision:
- If this cannot be resolved directly with the member of the team concerned and the aggrieved party, the latter should contact the teacher in charge of the resource provision. The teacher in charge will investigate the complaint and resolve where possible. It is expected that the majority of complaints will be resolved in this way.
 - If the complaint remains unresolved, the teacher in charge of the resource provision should inform the head of the nominated school, who will investigate the complaint and review the actions taken to date in a bid to resolve it.
 - Thereafter the complaint will follow the complaints procedure as determined for the nominated school.
- 10.2 Complaint about the lack of a particular aspect of provision within the resource provision
- If the complaint is about the lack of provision of an educational resource or service, the teacher in charge of the resource provision and the head of the nominated school (if

required) should respond to it. If unresolved, the designated officer within the *local authority* should be informed and take responsibility for reaching a resolution. (*local agreement or processes would replace the paragraphs in this section*)

- b) If the complaint concerns an aspect of a service provided by a partner agency, the manager of that agency should be informed and required to respond. If the complaint is unresolved the designated officer within the local authority should be informed and expected to intervene.

11. Changes to the SLA

- 11.1 Changes should be kept to a minimum and, wherever possible, made and agreed at the annual review meeting.
- 11.2 If either party wishes to make a change to the terms of the agreement outside of the annual review meeting, a request should be put in writing to the other party. The party receiving the request should respond within (*agree number of working days or weeks*) either agreeing to the proposed change or suggesting a date for a meeting to discuss the proposal.
- 11.3 Any agreed changes should be noted, signed and dated as an addendum to this service level agreement.

12. Signatories to the SLA

On behalf of (*local authority*)

Name:		Role:	
Signature:		Date:	

On behalf of (*school*)

Name:		Role:	
Signature:		Date:	

Appendix A - Content of annual review report

A local format may already be in use or it may be helpful to create one. It will be important to ensure that the areas listed below are included.

Brief summary from the head teacher on the discharge of his duties as identified in section 6.1 of this service level agreement.

Brief summary of resource provision team input/activity based on the responsibilities of the teacher in charge as described in section 6.5 of this service level agreement.

Current staffing, including levels of specialist knowledge/training; changes in staffing; shortages in staffing and/or skills.

Outcome/performance measures, reflecting the progress made by deaf children and young people receiving support from the resource provision team members¹⁰, e.g. attainment and achievement data (with national comparators where possible); those relating to social, emotional, attitudinal and behavioural issues; amount of inclusion in mainstream classes; attendance at after school activities; contributions to school (e.g. school council etc.).

Perception measures of the resourced provision – views of deaf children and young people attending the provision; their parents; their nominated school staff; and professionals in partner agencies. *Important to decide locally the frequency of opinion sampling from those groups (annually/alternate years etc) and how this will be collected (questionnaires, focus groups etc).*

Summary of main points, including recommendations, from any external reports/inspections during the previous 12 months.

With reference to the National Deaf Children's Society quality standards for resource provisions, areas of strength and areas requiring development as identified from the service self-evaluation and a review of the annual service development plan

Suggested plans and actions for the next year.

Recommendations, if any, for changes to the existing service level agreement.

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¹⁰ For the purposes of this SLA, this refers to where the resource provision team members have intervened directly or indirectly (advice to staff, parents); identified and set targets and/or implemented or advised on strategy to attain these targets.