

Workstream 3C.1

**A report on the factors promoting and inhibiting the successful supply of
specialist teachers of children with sensory impairment**

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Preface



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Table of Contents

1.	Foreword.....	4
2.	Report summary	4
3.	Introduction	4
3.1	Key findings	5
3.2	Recommendations	6
4.	Background	7
5.	Methodology.....	8
6.	Findings	8
6.1	Shortage of TSI applying for posts	8
6.2	Challenges that discourage teachers training to work with SI children	9
6.3	Issues around TSIs who have not yet gained the MQ.....	10
6.4	Applying for training	11
6.5	What future strategies might be helpful?	11
6.5.1	Addressing issues around funding	11
6.5.2	Increase publicity	12
6.5.3	Ensuring teachers are not discouraged from applying for the training.....	13
6.5.4	Changing the structure of the MQ.....	13
7.	Conclusion.....	14
	Appendix A: Questions for heads of services.	15
	Appendix B: Questions to students in training to become specialist teachers.	16
	Appendix C: Questions to newly qualified TSI.	17
	Appendix D: Questions to MQ providers.	18

1. Foreword

The age profile of Qualified Teachers for Visual Impairment (QTVI) and Qualified Teachers of the Deaf (ToDs) is rising. Without a targeted drive to recruit and train new specialist teachers, hearing and visually impaired students and their families will be left without the specialist support they need, to achieve the outcomes of which they are capable.”

Head of Sensory Service

The National Sensory Impairment Partnership (NatSIP), as part of a grant-funded programme of work on behalf of the Department for Education, was tasked with identifying the factors promoting or inhibiting the successful supply of these teachers and to help understanding of steps that could be taken to improve the supply of qualified teachers of children who have sensory impairment (QTSIs).

In 2015, on NatSIP’s behalf, the National Deaf Children's Society (NDCS) sought the opinions of heads of sensory services, students, newly qualified SI teachers and training providers to help inform this report.

2. Report summary

Specialist teachers of children with sensory impairment play a vital role in ensuring that these children make good progress and achieve good outcomes. This report provides evidence of widespread concern over a shortage of these specialist teachers. Urgent action is needed to ensure adequate funding for training new specialist teachers, and to ensure robust and coordinated succession planning and recruitment. We make a number of practical recommendations for how these and other issues can be addressed.

In this report, we use the term qualified teachers of children with sensory impairment (QTSI) to cover the roles of:

- teachers of the deaf (ToD)
- teachers of children with vision impairment (QTVI)
- teachers of children with multi-sensory impairment (QTMSI).

3. Introduction

Children learn through hearing and seeing. Therefore, having a vision and/or a hearing impairment present complex learning challenges for children and those who teach them. As a sensory impairment is a low-incidence need, mainstream teachers have received no or very little training in meeting the needs of children with sensory impairment, and most will have no or limited experience of such children.

Successive governments over many years have supported the training of specialist teachers in hearing, vision and multi-sensory impairment, and have recognised the need for a mandatory qualification (MQ) for these teachers. Without this specialist support, it would be difficult for parents of children with SI to be confident that their child will make good progress, and at the same rate as other children of the same abilities.

Specialist teachers also play an important role in providing direct teaching support to children with sensory impairments. They also provide expert advice to parents and mainstream teachers on how to remove the barriers that children with sensory impairments may face in their education. Such advice and support can include:

- direct assessment of needs and how to help with areas of development that may be particularly challenging to children with a sensory impairment such as language, literacy, self-esteem and social and emotional development; how to adapt the curriculum and teaching to ensure children have access to independent learning;

- adaptations to buildings to make them more accessible and conducive for teaching and learning (e.g. acoustics, lighting, signage);
- mobility and independent living skills (habilitation);
- communication and language development
- making the best use of rapidly changing access technologies.

There is currently a national shortage¹ of qualified teachers of children with sensory impairment (QTSIs) and the age profile of teachers working in this field suggests that this need will increase over the next few years. A CRIDE report in 2014² found that half of all teachers of the deaf are due to retire in the next 10 to 15 years.

3.1 Key findings

- Many heads of services reported a current shortage of QTSIs applying for posts and said they presently had unfilled vacancies in their services and knew of vacancies in resource provisions.
- Funding for training was identified as a major concern from both heads of service, students and MQ providers. A significant proportion of students had not managed to acquire funding at all and were self-funding.
- Often, it is only possible for a prospective TSI to secure funding to become a QTSI when they have attained a post for teaching SI children. This creates a catch 22 situation since the prospective TSI doesn't yet have the qualification to teach children with a sensory impairment. This also has the negative impact on SI children of them being taught for several years by untrained teachers.
- Funding of travel costs was also an issue. Given the relatively low number of training providers, these costs could be considerable in some cases where the student's home was a long way from the training provider.
- The MQ providers make it clear in their prospectus the importance of provision of supply cover during teaching practice and study time. However, this was sometimes not provided. The lack of study leave was one of the most frequently mentioned challenges for students undertaking the MQ course.
- MQ providers felt that one of the main barriers for teachers to retrain as a QTSI was general lack of knowledge by mainstream teachers of the role of specialist teacher. They felt that publicity for the existence of the role was very important.
- The MQ providers showed many examples of good practice attempting to disseminate information about their courses but were aware of the need, and the cost implications, of spreading information about the role and MQ to more mainstream teachers.
- Uncertainty over responsibility for funding the training of specialist teachers in resourced provision in mainstream schools where funding had been delegated was identified as an emerging issue. In some cases, where there were few applicants from QTSIs, schools appointed unqualified specialist teachers and then looked to the peripatetic services to divert resources away from other schools to offer advice and support, sometimes for very long protracted periods.

¹ The Consortium for Research into Deaf Education (CRIDE) report into education provision in 2015 found that difficulties in recruiting qualified teachers of the deaf was one of the biggest challenges faced by heads of services over the past five years. See: www.ndcs.org.uk/CRIDE.

² Source: CRIDE 2014. See www.ndcs.org.uk/CRIDE

3.2 Recommendations

When parents, early years settings, schools and colleges require support and advice from specialist services to help ensure children and young people with SI achieve good outcomes, they expect this to be provided by qualified specialist teachers. To ensure this happens it is recommended that:

- **The Department for Education should make funding available from a central source to allow mainstream teachers to train.** This will help to reduce the risk of untrained teachers being used to provide specialist support for SI children and address the catch 22 situation whereby students can only receive funding to become a TSI after attaining a TSI post. **The Department for Education should also consider the establishment of a bursary scheme, similar to that in place for educational psychologists.**³
- **The Department for Education should also do more to encourage and facilitate the development of regional sensory support consortia** that could pool budgets for training to meet local need, and also provide mentoring opportunities from experienced QTSIs for newly qualified staff.
- **The Department for Education and the National College for Teaching and Leadership should take steps to raise awareness among mainstream teachers about the role of QTSIs.** This should involve use of more mainstream special needs publications and input to NQT programmes and initial teacher training courses.
- **Funders of TSI training places (whether the local authority, school or charitable foundation) should ensure that requests made by MQ providers for appropriate supply cover for teaching practice and one day a week study leave are granted.** This could be resolved by MQ providers making it a condition of entry on courses that the funder ensure study leave/supply cover is available and ensuring that such agreements are honoured.
- **When commissioning places for SI children in resource provisions, the local authority should ensure the provision of teachers with the relevant MQ is a contractual obligation and that training costs are reflected in the funding levels**
- **The Department for Education should encourage the establishment of a commissioning framework for resource provisions** to ensure that children with SI placed within the provision receive the specialist support they need from appropriately qualified staff to achieve good outcomes. This might include the development of a template service level agreement, which makes clear the Department's expectation that schools work closely with local authorities in securing effective provision for children with sensory impairments.
- In any inspections of local area provision for children with special educational needs and disabilities, **Ofsted and the Care Quality Commission should review what steps have been taken by the local authority to ensure there is an effective succession planning in place for QTSIs within each area** to ensure that the needs of children with SI will continue to be effectively identified and met. Ofsted should also do the same in any inspections of mainstream schools with resource provisions.

The shortage of specialist teachers has been predicted for many years; it is now beginning to cause a problem in service delivery - made worse by the cuts to local authority budgets. Staff development at this high expense is not seen as a priority, it is not built into service plans. Authorities that do not fund training anymore rely on other authorities to have paid to train the teachers. Funding would be better held centrally. I paid my own fees for the first year of ToD training - this led to personal and family hardship - I had fees, travel, books to pay for and needed to resign my teaching job to fulfil the course commitments.

Head of Service

³ <https://www.gov.uk/guidance/educational-psychology-funded-training-scheme>

4. Background

Most deaf or VI learners attend mainstream schools and are supported by specialist peripatetic QTSIs.⁴ Some of these schools have resource bases led by qualified ToD or TVI. A smaller number of these children are taught in specialist schools, some of which offer residential provision. Most learners with multi-sensory impairment (MSI) are in specialist resource provisions or specialist schools.

Teachers of classes of children and young people with SI are required to hold an additional specialist qualification in addition to qualified teacher status. This qualification is known as the *mandatory qualification* (MQ) for teachers of pupils with SI. It is designed to prepare teachers to work effectively with children and young people who are deaf, have vision impairment or multi-sensory impairment.

There are three versions of the qualification: for teachers of deaf learners, for those teaching learners with VI, and for those teaching learners with MSI. Those employed to teach classes of children and young people with a sensory impairment who do not already hold an appropriate MQ are required⁵ to gain the qualification within their first three years in post.

Peripatetic (advisory or visiting) QTSIs support learners in mainstream and special schools on an individual basis. An important part of their work is collaboration with mainstream classroom teachers who teach deaf pupils day-to-day, and the management of support provided by teaching assistants or communication support workers who often accompany SI pupils in lessons. Peripatetic TSIs also visit parents of very young children at home to advise about the children's development and to work with them as appropriate.

The Department for Education has stated that they expect all TSIs to hold the relevant MQ:

Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.

Department for Education (2015) Special educational needs and disability code of practice: 0-25 years⁶

In addition, it is a requirement that any statutory assessment for a child with SI be informed by the views of a teacher with the mandatory qualification.

In 2014, the Consortium for Research into Deaf Education (CRIDE) reported on a survey of specialist educational services for deaf children throughout the United Kingdom. The report revealed that 45% of ToDs were between 50 and 59 years of age and 6% were over 60. In other words, over half of all ToDs in the UK were likely to retire in the next 10 - 15 years. In a profession where it takes between two and three academic years from applying for training to achieving the MQ, this statistic causes concern as to the future supply of ToDs.

In light of concerns over the supply of QTSIs, NatSIP commissioned NDCS to carry out a study to audit the factors promoting and inhibiting the successful supply of specialist QTSIs. The aim of the audit was to improve understanding what steps that can be taken to improve supply in the future, and ensure continuing high-quality support for SI children and young people, parents and professionals.

⁴ CRIDE report for England 2015: stated 78% of school aged deaf children attend mainstream schools (where there is no specialist provision).

3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children. Keil (2014) Local authority Vision Impairment (VI) education service provision for blind and partially sighted children and young people: Report on findings from RNIB FOI requests 2013. RNIB: stated that 7 in 10 children and young people with vision impairment attend mainstream schools and around one in 3 go to generic special schools. Very few are in schools designated for pupils with vision impairment; most children in these schools have complex needs.

⁵ Statutory instrument 2003 No.1662. The Education (School Teachers' Qualifications) (England) Regulations 2003: "A qualified teacher may be employed to teach a class of pupils who are hearing impaired, visually impaired, or both hearing and visually impaired if the headteacher is satisfied that the person in question is in the process of obtaining the relevant MQ and provided that the aggregate period for which the teacher teaches a class of pupils does not exceed three years."

⁶ www.gov.uk/government/publications/send-code-of-practice-0-to-25

5. Methodology

Issues were explored through online and face-to-face questionnaires, and one-to-one interviews with:

- 54 Heads of SI services
- 74 prospective TSIs in training
- 15 newly qualified TSIs
- 5 MQ providers

The questions used are shown in [appendices A-D](#). The team sought to ensure that surveys and interviews were carried out across those working with children with all types of sensory impairment.

6. Findings

6.1 Shortage of TSI applying for posts

I'm a ToD manager of VI and HI teams. It has been a very uncomfortable position for me to be in where, to put it bluntly, on one side of the service I had a period where I had nobody qualified or on a course and, to some extent, nobody who knew what they were doing. Not good for our children.

Head of Service

We asked the heads of services if they had problems attracting and recruiting trained QTSIs. 84% said they did have problems. 33% said they presently had unfilled vacancies in their services.

We have a significant number of people due to retire over the next two or three years but can no longer pay to train local teachers in advance of this to be available to take their places.

Head of Service

60% of heads of service who responded were from areas whose funding for resource provisions⁷ is delegated to local schools. Of these, only 30% had any input into the appointment of new TSI in the resource provision. As a percentage of total respondents, only 17% were involved in giving advice on recruitment or training, and only 18% gave support to new staff in the resource provisions. This is a very low figure for involvement of specialist staff to help mainstream leadership with recruitment and mentoring.

28% knew of vacancies existing in resource provisions. Heads of service commented on the possible difficulties caused by the delegation of funding. Heads of services also indicated that the funding for training in schools is usually paid for (in part or in full) by the local authority (74%) and/or the school (35%).⁸ It was suggested that some resource provisions were relying on the peripatetic service to provide cover for any vacancies within the resource provision, even though the service was not funded for this.

⁷ A resource provision specifically caters for the needs of children with special educational needs as an integral part of a mainstream school. It provides support from a range of specialist staff that ensure the needs of the pupils with special educational needs are fully met within the daily life of the school. Resource provisions take a variety of forms throughout the UK and have many different names. For example, they can also be referred to as:

- additionally resourced mainstream schools for pupils with a special educational need
- designated provisions
- specialist facilities
- specialist units
- resource bases
- resource centres.

⁸ % add up to over 100% as some services indicated that funding came from both sources.

The resource provision has had an unfilled vacancy for 3 years and have given up trying to recruit because the peri[patetic] service are covering - without [us] repaying any funding [to the peripatetic service].

Head of Service

It can be argued that the delegation of funding to resource provisions also leads to a diffusion of responsibility for effective succession planning. This is a particular concern given the low-incidence nature of sensory impairment. There appears to be a lack of oversight on the extent to which local authorities and schools are working together and taking a long-term view on the recruitment of QTSIs.

6.2 Challenges that discourage teachers training to work with SI children

Funding for training was identified as a major concern by heads of services, prospective TSIs in training, newly qualified TSIs and MQ providers.

72% of heads of service said they could access funding for training TSIs from either the local authority or delegated school budgets, and 11% could access funding from charitable sources. 17% were unable to access funding for MQ course fees at all.

The student and newly qualified surveys revealed that 84% had managed to acquire funding from a variety of sources but 15% were self-funded.

We also found that other areas, besides course fees, also were affected by lack of funding. 30% of student and newly qualified TSIs noted that no funding was available for either travel to the training centre or resources such as books.

The MQ providers emphasise in their prospectuses the importance of provision of supply cover during teaching practice and study time, but only 58% of heads of service said this could be provided. 76% of students reported that 76% had some study time paid for by the employer. 24% of students reported that they did not have paid study time.

The course is very difficult alongside pressures of holding a teaching post. A day release would have made this better. I had to defer for a year due to ill health and any personal issues or family issues probably make this qualification impossible to achieve.

Student TMSI

Current TSI students were asked what factors might have made them have reservations about changing their career paths and training to be a specialist teacher. 38% expressed concerns over funding, 48% uncertainty about the future of the QTSI role, 38% concerns over obtaining a post, and 38% about the possible difficulty of the course.

There is a small dropout rate from the MQ courses every year. One provider quantified this as 1-5% and stated students dropped out mainly for personal reasons. However, it was felt by providers to be sometimes due to the high academic level of the courses.

Some decide that the ToD role is not for them. A very small minority fail modules and are therefore unable to continue.

MQ Provider

Sometimes the students were surprised at the amount and depth of work required - had underestimated the level of the course and the commitment required.

MQ provider

For newly qualified TSI respondents, all of whom were now in employment, the main worry was uncertainty about the future of support services (54%).

The MQ providers commented that many challenges were in existence.

The main barrier I see is related to mainstream teachers being aware of the opportunities and fulfilling nature of the work. During the last year, we have worked hard with our communications team to try to understand how we can ensure that skilled mainstream teachers are aware of us and that we promote the course and field as much as possible. Funding is a significant barrier. We have met with HEFCE (Higher Education Funding Council England) several times over the past two years to try to establish an opportunity for a funded route for mainstream teachers to train. We were hoping that this may enable speakers of minority languages to train who are currently underrepresented in the sector and also male mainstream teachers (again underrepresented in the sector).

MQ provider

Funding – we do have some students each year who self-fund or are in receipt of charitable awards. [Another challenge is the need] to undertake teaching practice – some mainstream teachers wish to train as ToDs but if they work full time it is difficult for them to be released to attend the course and fulfil the teaching placement component.

MQ provider

6.3 Issues around TSIs who have not yet gained the MQ

Student TSIs who responded to the survey indicated that only 3% of them had not worked with SI children before qualification, with 71% working with SI children for over a year. Similar figures for newly qualified TSIs showed that all had worked with SI children, and 50% worked with them for over a year.

This means that for most teachers, the training must have started at the beginning of their second year in post, and therefore that SI learners were being taught for extended periods of time by teachers not holding the MQ qualification.

A catch-22 situation exists in that it is difficult to get funding for the MQ unless the teacher is already in post, but also that it is impossible to effectively carry out the role of a QTSI if not in training or trained.

Several heads of service noted the problem of lack of ability for services to succession plan.

Short-termism from local authority who do not see the need for succession planning and wait for a vacancy to arise before funding, rather than being prepared. Also heavy work load for study when demand in school is ever-increasing. Light touch supervision from courses. Much is left for service to deliver and support.

Head of HI Service

The small nature of many VI teams. Many teams are made up of only 1 or 1½ teachers - so someone who isn't already qualified would really struggle in the role without support or mentoring that a larger team can provide. Without being in post, not many people can fund the training or access the experience of working with VI children.

Head of Sensory Service.

Heads of services would welcome support in how to ensure more effective relationships regarding QTSI appointments with headteachers of mainstream schools with resource provisions. They would also appreciate being more involved in the support of these TSI after qualification and appointment to the resource.

6.4 Applying for training

Student TSIs gave many personal reasons for being attracted to become specialist teachers. 59% said they had always had an interest in this area of disability. 47% had taught in mainstream with children with SI in their classes. 55% were attracted for their own professional development. 16% had a sensory disability themselves and 20% had a family member with one. The prospective increase in salary was only mentioned by 10%.

Being deaf, I feel there are not enough deaf ToDs out there. It would be great to be a role model for deaf children and young people.

Student ToD

Once interested in training, 72% of student TSIs found it easy or very easy to find out information about the different courses, although there was often a lack of choice. 49% reported that only one choice of provider had been offered to them by their employer.

Of those who could choose, 47% were influenced by recommendations from friends and colleagues. 17% rated the knowledge and experience of tutors and 11% the quality of face to face lectures.

Not surprisingly, given that travel costs were not covered by many funding arrangements, 16% were influenced by how near home the training provider's centre was. Only 7% looked for a particular emphasis on communication method.

Most students (63%) found information about the courses online. Others used information provided by employers (48%), the BATOD or VIEW websites (21%), or word of mouth (39%).

The MQ providers reported that 50% had unfilled places on their courses. They also indicated that their courses were flexible in structure and so could expand if the need arose.

We have the opportunity to take significant numbers of students on the course and given the flexible nature of our approach would welcome more applicants. This also allows us to bid for further staff members and resources.

MQ provider

MQ providers were asked if they proactively tried to attract mainstream teachers to apply for their courses. 50% said they did by advertising in mainstream teachers' publications, 50% by using press releases, and 50% open evenings. None advertised in external publications such as the Times Educational Supplement, or specific SEN publications. Mention was made of the cost of advertising and the need for it to be targeted.

There is very little funding available for advertising so it needs to be targeted strategically i.e. where it is likely to get the best response. Advertisements therefore are placed on BATOD website. All the university material includes details of the course and is advertised alongside the other programmes available in the school; this includes brochures, open days and the website. This is aimed at a much broader audience.

MQ provider

6.5 What future strategies might be helpful?

All respondents were asked if they had any suggestions for how we can overcome barriers and encourage more mainstream teachers to train as specialist teachers of children with sensory impairment.

The replies could be broken down into several areas

6.5.1 Addressing issues around funding

There was general agreement that a straightforward system of funding was required with access not only for those teachers already in post but also those intending to move into the area of SI education.

We need increased funding options and easier ways to learn about the existing funding opportunities that are out there.

Student TSI

Look to businesses/charities to help fund training.

Student TSI

The costs of supply cover, etc. need to be built in to remove any barriers to taking up courses. Almost need like an apprenticeship scheme!

Head of Service

I think that there are teachers who want to train but they have to get a job in the field first and that is a barrier although I do not think that you can do the course with no practical experience either. Maybe there should be a requirement to have access to a certain amount of time for practical experience - e.g. 1 day per week voluntary work with a service - some funding for this so that it can be paid.

Head of Service

6.5.2 Increase publicity

Many respondents and interviewees mentioned the importance of publicity in attracting new applicants to the profession, with several mentioning initial teacher training as a way into informing younger mainstream teachers.

Ensure teacher training establishments/Teach First programmes etc. have up-to-date information regarding these careers to give to their students to consider as a future opportunity in the form of video clips/social media postings etc.

Student TSI

Having arrangements with schools to allow classroom practitioners opportunities to shadow sensory service staff for a week could be productive. Also, welcoming students for work experience. We have had a number recently and all have left saying this is something they would like to do. It takes a bit of setting up but feels very worthwhile.

Head of Service

Other practical suggestions included:

- Give opportunities to mainstream teachers to experience specialist schools and units as part of initial teacher training, so they may look at this as an option post qualifying.
- More information available about mentoring opportunities for newly qualified staff
- Develop regional sensory support consortiums that can pool budgets for training to meet local need.

6.5.3 Ensuring teachers are not discouraged from applying for the training

It was a challenge, but not a barrier. I wonder if the low uptake is more to do with lack of awareness/knowledge. Unless teachers encounter SI pupils in their setting, I don't think it would occur to many people to change paths. I went to learn BSL and becoming a ToD was suggested by the tutor. Somehow, you need to let more teachers know it's a possibility and highlight the positives to be reaped (after two years' hard work...!)

Newly qualified TSI

Suggestions for encouraging teachers to apply to train included:

- Liaison with employers/local authorities as to the importance of allowing staff adequate time off to study as recommended by MQ providers
- Make sure there is adequate supply cover for teaching practice
- Make it easier to contact existing trained TSI teachers in the area so future students can contact them for advice, information and reassurance.
- Show case studies of successful SI learners and comments by TSIs on their impact
- Transparency and clarity over funding routes

6.5.4 Changing the structure of the MQ

Many respondents had comments about altering the MQ format to make the qualification more accessible.

- Offer SI as a teaching placement at PGCE at Phase B or NQT stage or both, so on the job training. Then may be less training time required to achieve QTVI so could go straight to Year 2 of QTVI
- Allow starting at various points in the academic year
- Make the course over 3 years
- Make the course modular, allowing people to take only one or two modules a year, and one day a week

Some teachers coming onto the course find that if their degree was in a subject such as Art/Design, etc. and their PGCE course was so quick that they did not have to write a lot of essays - this group find the Masters level reading and writing very challenging. I think that it might be a good idea to have an online Master's preparation course for teachers who don't have a social sciences degree before they start the PG Diploma.

MQ Provider

There was also a lot of praise for the courses from all the three areas of SI:

ToD qualification is worthwhile, really interesting and working with the children is rewarding. I would encourage others to do it.

Newly qualified TSI

I believe it raises the standards of teaching for deafblind children. I am passionate about the education of children with sensory impairments and feel that this course gives me the confidence to deliver and train others to deliver what they need to achieve equally next to their peers.

Student TSI

7. Conclusion

I think you can encourage teachers but I also think you need to get the right people - this is not a soft job where you do 1-1 work - this is a job where you have to support and challenge schools to bring real transformation and advocate for the needs of these groups of children, not to mention that you have to be able to work with families from an early age.

Head of Service

This report has shown that there are a large number of professionals who are committed to ensuring that children with sensory impairment are supported by qualified TSIs and the high levels of motivation that exists among teachers to train to become a TSI.

We have identified a range of barriers inhibiting the supply of specialist teachers, including:

- Lack of funding to train
- Lack of succession planning by local authorities and schools
- Diffusion of responsibility for recruiting specialist TSIs to local authorities and schools, and failure in some areas for schools and local authorities to collaborate
- Lack of awareness among mainstream teachers of the opportunity to train to become a TSI.

A number of recommendations are made which we hope will be considered and acted upon to secure effective educational support for children with SI in the future.

Appendix A: Questions for heads of services.

There is currently a national shortage of teachers of children with sensory impairment and the age profile of teachers working in this field suggests that this need will increase over the next few years.

The National Sensory Impairment Partnership (NatSIP) want to find out what factors are promoting and inhibiting the successful supply of these teachers and to improve our understanding of the innovative steps that can be taken to improve supply and ensure continuity of high quality support for SI children and young people in the future.

On NatSIP's behalf, the National Deaf Children's Society and the Ear Foundation are seeking the opinions of various groups of teachers, commissioners and training providers to help inform a report to the Department for Education on this issue.

All responses will be confidential.

1. Which area of sensory impairment does your job cover?
2. Do you have problems attracting trained specialist teachers to apply for existing vacancies?
3. Do you have unfilled vacancies for specialist teachers for children with sensory impairment at the moment?
4. How many specialist ToDs, TVI or TMSI have you sent to train in the last three years?
5. Is there funding available to pay for their course fees?
6. Is there funding available to pay for study/teaching practice time?
7. Is there funding for travel and resources such as books?
8. How do you attract candidates to be sent for training? Please select as many answers as appropriate.
9. How easy or difficult is it to find out information about the qualification and what it involved?
10. Are you involved in the appointment of staff in integrated resources in schools that have delegated funding?
11. If yes, in what way are you involved? Please select as many answers as appropriate.
12. Do you know of any unfilled vacancies in such resources?
13. Is funding for training in schools with resource provision normally funded by the school or the local authority?
14. In your opinion, what do you see as the main barriers or challenges to people training to become specialist teachers?
15. Do you have any suggestions for how we can overcome these barriers and encourage more mainstream teachers to train as specialist sensory teachers?
16. Do you have any further comments or thoughts?

Appendix B: Questions to students in training to become specialist teachers.

There is currently a national shortage of teachers of children with sensory impairment and the age profile of teachers working in this field suggests that this need will increase over the next few years.

The National Sensory Impairment Partnership (NatSIP) want to find out what factors are promoting and inhibiting the successful supply of these teachers and to improve our understanding of the innovative steps that can be taken to improve supply and ensure continuity of high quality support for SI children and young people in the future.

On NatSIP's behalf, the National Deaf Children's Society and the Ear Foundation are seeking the opinions of various groups of teachers, commissioners and training providers to help inform a report to the Department for Education on this issue.

1. Which area of sensory impairment are you currently training in?
2. When will you qualify?
3. Where are you training?
4. Why did you choose this particular provider? Please select as many answers as are appropriate.
5. In relation to yourself, why are you training to be a teacher of children with a sensory impairment? Please select as many answers as are appropriate.
6. Thinking of other people as well as yourself, are there any wider factors that motivate people to become specialist teachers of children with sensory impairment? Please select as many answers as are appropriate.
7. Were there any factors that might have caused you reservations about changing your career path, and training to be a specialist teacher? Please select as many answers as are appropriate.
8. How easy or difficult was it to find out information about the qualification and what it involved?
9. How did you find out information about the qualification and course content? Please select as many answers as are appropriate.
10. How long did you have to wait before you started the course from the time you made an inquiry?
11. If you had to wait for the course to start, why was this? Please select as many answers as are appropriate.
12. Have you experience of working with children with a sensory impairment?
13. If you are working while training, do you have study time allowed by your employer?
14. Is your course mostly self funded?
15. If you are not self-funded, how are you funded?
16. How did you obtain this funding?
17. If you are not self-funded what does you funding cover?
18. How easy or difficult was it to get funding?
19. If it was difficult to attain your funding, please explain why.
20. Have you at any point considered leaving the course?
21. In your opinion, what do you see as the main barriers or challenges to people training to become specialist teachers?
22. Do you have any suggestions for how we can overcome these barriers and encourage more mainstream teachers to train as specialist sensory teachers?
23. Do you have any final comments or thoughts?

Appendix C: Questions to newly qualified TSI.

There is currently a national shortage of teachers of children with sensory impairment and the age profile of teachers working in this field suggests that this need will increase over the next few years.

The National Sensory Impairment Partnership (NatSIP) want to find out what factors are promoting and inhibiting the successful supply of these teachers and to improve our understanding of the innovative steps that can be taken to improve supply and ensure continuity of high quality support for SI children and young people in the future.

On NatSIP's behalf, the National Deaf Children's Society and the Ear Foundation are seeking the opinions of various groups of teachers, commissioners and training providers to help inform a report to the Department for Education on this issue.

1. Which area of sensory impairment did you train in?
2. When did you qualify?
3. Where did you train?
4. Why did you choose this particular provider?
5. In relation to yourself, why did you train to be a teacher of children with a sensory impairment?
6. Thinking of other people as well as yourself, are there any wider factors that motivate people to become specialist teachers of children with sensory impairment? Please select as many answers as are appropriate.
7. Were there any factors that might have caused you reservations about changing your career path, and training to be a specialist teacher?
8. How easy or difficult was it to find out information about the qualification and what it involved?
9. How did you find out information about the qualification and course content?
10. How long did you have to wait before you started the course from the time you made an inquiry?
11. If you had to wait for the course to start, why was this?
12. Did you work with children with sensory impairment before obtaining your qualification??
13. If you were working while training, did you have study time allowed by your employer?
14. Was your course mostly self-funded?
15. If you were not self-funded, how were you funded?
16. How did you obtain this funding?
17. If you were not self-funded what does your funding cover?
18. How easy or difficult was it to get funding
19. If it was difficult to attain your funding, please explain why.
20. Did you at any point consider leaving the course?
21. If yes, please explain why.
22. In your opinion, what do you see as the main barriers or challenges to people training to become specialist teachers?
23. Do you have any suggestions for how we can overcome these barriers and encourage more mainstream teachers to train as specialist sensory teachers?
24. Do you have any final comments or thoughts?

Appendix D: Questions to MQ providers.

There is currently a national shortage of teachers of children with sensory impairment and the age profile of teachers working in this field suggests that this need will increase over the next few years.

The National Sensory Impairment Partnership (NatSIP) want to find out what factors are promoting and inhibiting the successful supply of these teachers and to improve our understanding of the innovative steps that can be taken to improve supply and ensure continuity of high quality support for SI children and young people in the future.

On NatSIP's behalf, the National Deaf Children's Society and the Ear Foundation are seeking the opinions of various groups of teachers, commissioners and training providers to help inform a report to the Department for Education on this issue.

1. Please could you tell us your role?
2. Title of your course.
3. Name of course provider.
4. What were your numbers in training over the past five years?
5. Do any students drop-out of the course, and if so could you tell us the reasons?
6. Are there any unfilled places on this year's course?
7. Do you proactively try to attract mainstream teachers to apply for your courses?
8. If yes, how do you do this? Pick as many responses as appropriate
9. In your experience, what motivates people to train as specialist teachers?
10. In your opinion, what do you see as the main barriers or challenges to people training to become specialist teachers?
11. Do you have any suggestions for how we can overcome these barriers and encourage more mainstream teachers to train as specialist sensory teachers?
12. Do you have any further comments or thoughts?

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