



Consortium for Research in Deaf Education

## 2015 report for Wales

### CRIDE report on 2014/15 survey on educational provision for deaf children in Wales

#### Introduction

In 2015, the Consortium for Research into Deaf Education (CRIDE) carried out its fifth annual survey on educational staffing and service provision for deaf children<sup>1</sup>. It covers the 2014/15 financial year<sup>2</sup>. This report sets out the results of the survey for Wales and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

#### Summary of key findings

- There are at least 3,288 deaf children in Wales; a reported increase of 14% since 2014.
- 85% of school-aged deaf children attend mainstream schools where there is no specialist provision.
- 18% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be moderate learning difficulties.
- Around 4% of deaf children have at least one cochlear implant whilst 1% have a bone conduction device.
- Around 78% of deaf children communicate using spoken English only, and around 13% communicate using spoken Welsh only in school or other education settings. Around 8% use sign language in some form, either on its own or alongside spoken English or Welsh.
- 2% of deaf children in Wales use a spoken language other than English or Welsh in the home.
- The most common post-school destination for deaf young people in Wales is further education, where 69% of deaf young people moved to last year.
- There are at least 74 (FTE) teachers employed as Teachers of the Deaf in services or resource provisions, of which around 70 (94%) are fully qualified Teachers of the Deaf.
- There are at least 85 (FTE) other specialist support staff working with deaf children in Wales. The most common role is teaching assistant.

<sup>1</sup> For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

<sup>2</sup> Reports from previous years can be found on the BATOD website at [www.batod.org.uk/index.php?id=/resources/survey](http://www.batod.org.uk/index.php?id=/resources/survey) or on the NDCS website at [www.ndcs.org.uk/CRIDE](http://www.ndcs.org.uk/CRIDE).

Responses were received from 15 services in Wales, covering 22 authority areas. This means that this CRIDE survey achieved a response rate of 100% for the fourth year running.

## Using the results

The CRIDE report can be used in the following ways:

- Heads of schools and services for deaf children can draw on comparable demographic findings when preparing for internal and external audits of local provision. Having access to annual data can assist in ensuring that deaf children are identified and provided for effectively.
- For managers, the data set can reliably inform strategic planning relating to staffing and staff training matters - trends can be identified that inform these discussions.
- Researchers into deaf education who contribute to evidence-based practice will have access to relevant, useful information about the population being studied.
- Parents of deaf children and deaf young people will find the report useful and informative in establishing what national provision for deaf children looks like.

CRIDE would like to take the opportunity to thank all services for responding to the survey, despite the considerable time constraints many services are subject to.

## Interpreting the results

Services were asked to give figures for the position as of 31<sup>st</sup> January 2015.

Though we believe the quality of the data has improved, many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rate to individual questions sometimes vary. **Therefore, the results should continue to be used with caution.**

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous CRIDE surveys. Again, caution is needed in making comparisons due to slight changes to how some questions were phrased from year to year and also differences in response rates to individual questions between surveys.

Please note that all percentages have been rounded up or down to the nearest whole number. Please also note that where the number of deaf children for any category is fewer than 5, we have shown '<5'. In some cases, the total has also been rounded up or down or a percentage figure removed, as indicated by an asterisk. This is to avoid any risk of individual children being identified.

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## PART 1: Overall number of deaf children in Wales (“belonging”)

Services were asked to give details of deaf children “belonging” to the service. “Belonging” was defined as: all deaf children who live in the local authority<sup>3</sup>.

### How many deaf children are there?

When giving figures for numbers of deaf children belonging, services were first asked to give an overall figure and then asked to provide a breakdown by age group, level of deafness and educational setting. We found that some services did not always provide this data consistently; some services gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward and figures need to be used with caution. For this report, we have taken the approach of using the highest figure given from either the overall total or the total generated through the sum of the broken-down figures. We do this because we want to ensure we’ve captured as many deaf children as possible. Where we have done this, we refer to this as the “adjusted total” throughout this report.

Based on responses from 15 services covering 22 local authorities, the adjusted total number of deaf children in Wales is 3,288. This is up from 2,880 in 2013/14, amounting to a 14% increase on the previous year. There were noticeable increases in two particular services. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy of reporting. Unadjusted figures are set out below.

7 services (46%) gave us a figure for number of children belonging in their area which was the same as the number being supported. It is unclear if this is because some services are providing support to all deaf children living in their area or if services only hold information on children that they are supporting.

*Table 1: Figures generated when calculating the number of deaf children*

	<b>Total generated</b>
Adjusted total	3,288
Total given when asked how many children overall	3,275
Total given when asked about number of children, broken down by age group and levels of deafness	3,285
Total given when asked about number of children, broken down by educational setting	3,290*

The following table compares the total number of deaf children belonging over the past five years. As set out in the introduction, comparisons with earlier reports should be made with caution due to differences in the quality of the responses and response rates between the surveys.

<sup>3</sup> This includes deaf children who live within the local authority boundary but attend schools outside of the local authority. It excludes deaf children who live outside of the local authority but attend schools within the authority.

Table 2: Number of deaf children belonging, over successive years

	Number of children belonging reported
CRIDE 2015	3,288
CRIDE 2014	2,880
CRIDE 2013	2,904
CRIDE 2012	2,743
CRIDE 2011	2,755

### What the survey tells us about the population of deaf children in Wales

The following tables provide breakdowns by age, level of deafness and education setting.

Table 3: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Pre-school	304	9%
Primary (reception to year 6)	1,783	54%
Secondary aged children (years 7 to 11)	1,021	31%
Young people in school sixth forms (years 12 to 13)	139	4%
Young people in education/who have completed year 11, but who are not in school sixth form colleges (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	38	1%
Total	3,285	

Looking at the number of reported 'post 16' deaf young people, 2 services (13% of services) do not report having any deaf young people in maintained sixth forms. In terms of other post 16 provision, (i.e. in FE, apprenticeships, etc.) 7 services (47% of services) do not report having any other deaf young people in this category in their area. CRIDE believes that this reflects the difficulties that some services have in identifying these deaf young people rather than a complete absence of deaf young people in post 16 education in these areas.

By way of comparison, we looked at ONS statistics on population estimates by age<sup>4</sup> to see if there were any differences in the proportion of children in different age groups. It should be noted that CRIDE did not ask the specific age of children but whether they were of "primary age", etc. so the data that follows should be taken as a rough approximation only. In addition, the incidence of deafness is known to vary by age, reflecting the fact that many deaf children acquire deafness. The figures shown in the following table are therefore not directly comparable.

<sup>4</sup> [www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tc%3A77-368259](http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tc%3A77-368259)

Table 4: Proportion of children by age

ONS		CRIDE	
Category	Percentage of all children	Category	Percentage of all deaf children
Children aged 0 to 3	20%	Preschool	15%
Children aged 4 to 11	38%	Primary (reception to year 6)	45%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	33%
Children aged 17 to 19	16%	Post 16	8%

Table 5: Number of children belonging, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	399	12%
Mild	1,037	32%
Moderate	1,144	36%
Severe	331	10%
Profound	285	9%
Total (where known)	3,196	
Not known	89	

Table 6: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total
<b>In local authority</b>	Supported only at home – pre-school children	162	5%
	Early years setting – pre-school children	153	5%
	Supported at home – of school age and home educated	5	0%
	Mainstream state funded schools	2,455	75%
	Mainstream independent (non state-funded) schools (e.g. Eton)	37	1%
	Resource provision in mainstream schools	195	6%
	Other special schools, not specifically for deaf children	202	6%
	All other post-16 provision (not including school sixth form colleges)	15	0%
<b>Out of local authority</b>	Early years setting – pre-school children	0	0%
	Mainstream state-funded schools	8	0%
	Mainstream independent (non state-funded) schools	21	1%
	Resource provision in mainstream schools	<5	0%
	Special schools for deaf pupils	14	0%
	Other special school, not specifically for deaf children	13	0%
	All other post 16 provision (not including school sixth form colleges)	0	0%
<b>Other</b>	NEET (Not in education, employment or training) (post-16 only)	<5	0%
	Other (e.g. Pupil referral units)	0	0%
	Not known	<5	0%
<b>Total</b>		3,290*	

Table 7: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision (excluding 'other' and 'not known')	Percentage of total
In home local authority	98%
Out of home local authority	2%

Table 8: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post 16 and other)
Supported only at home – pre-school children	162	5%	
Early years setting – pre-school children	153	5%	
Supported at home – of school age and home educated	5	0%	0%
Mainstream provision (including independent schools)	2,521	77%	85%
Mainstream provision: resource provision	200*	6%	7%
Special schools for deaf pupils	14	0%	0%
Other special schools, not specifically for deaf children	215	7%	7%
All post 16 provision including school sixth forms, FE, apprenticeships, etc.	15	0%	
Other (e.g. Pupil referral units, NEET, not known)	<5	*	
Total	3,290*		
Total (excluding pre-school children and young people post 16 and 'other')	2,955*		

The CRIDE 2015 results suggest that 85% of school-aged deaf children are in mainstream settings without specialist provision.

The smallest service reported 63 deaf children belonging in their boundaries. The largest reported 1,198 deaf children. The average number of deaf children belonging in each service was 218.

### **Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)**

10 services gave a figure in response to a question on how many deaf children had ANSD in their area. Based on these responses, there are 25 deaf children in Wales with ANSD, 1% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Wales was the first country in the UK to introduce universal newborn hearing screening in 2003. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn

screening because they were born before the roll-out of universal screening in 2003, those ‘well babies’ who passed screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

### **Incidence of additional special educational needs (SEN)**

Services were asked to tell us how many children (of their total ‘belonging’) had an additional special educational need (as defined in School Census guidance). 14 services responded to this question, identifying 591 children who have an additional special educational need, 18% of the total number of deaf children. This is an increase from 16% in 2013/14.

Services were asked to give a breakdown by type of additional special educational need using the classification set out in relevant guidance in Wales. For this question, some services were not able to give a breakdown.

*Table 9: Number of deaf children with an additional SEN, by type of SEN*

	<b>Number of deaf children</b>	<b>Percentage of deaf children with an additional SEN (where type of additional SEN known)</b>	<b>Percentage of all deaf children</b>
Moderate Learning Difficulties	71	17%	2%
General Learning Difficulties	47	11%	1%
Severe Learning Difficulties	58	14%	2%
Profound & Multiple Learning Difficulties	46	11%	1%
Dyslexia	10	2%	0%
Dyscalculia	<5	*	*
Dyspraxia	<5	*	*
Attention Deficit Hyperactivity Disorder	<5	*	*
Autistic Spectrum Disorder	17	4%	1%
Physical and medical difficulties	47	11%	1%
Visual Impairment	5	1%	0%
Multiple Sensory Impairment	46	11%	1%
Behaviour, emotional and social difficulties	15	4%	0%
Speech, language and communications needs	45	11%	1%
Total	413		

The figures suggest that the most common additional SEN is moderate learning difficulty, followed by severe learning difficulty.

By way of comparison, research<sup>5</sup> from 1996 suggested that 40% of deaf children have another “clinical or developmental problem”. However, this research uses a wide definition of additional “problems” (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in schools within the local authority area. Again, the figures are therefore not directly comparable.

<sup>5</sup> Fortnum, H. Davies, A. (1997)

Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997,31,409-446

## Deaf children with cochlear implants and bone conduction devices

Services reported that there are 147 deaf children across Wales with cochlear implants (4% of the adjusted total of deaf children) and 31 deaf children with bone conduction devices (1% of the total).

Table 10: Number of deaf children belonging with cochlear implants, by age group

Age	Total with cochlear implants	Total deaf children within each age category	Percentage of total within each age category
Pre-school	14	304	5%
Primary aged	70	1,783	4%
Secondary aged	49	1,021	5%
Completed year 11	14	177	10%
Total	147	3,285	4%

Table 11: Bone conduction devices

Age	Total with device	Total deaf children within each age category	Percentage of total within each age category
Pre-school	<5	304	*
Primary aged	19	1,783	1%
Secondary aged	6	1,021	1%
Completed year 11	<5	177	*
Total	31	3,285	1%

## Additional languages

Table 12: Number of deaf children, by languages mainly used at school/other education setting

Language	Total	Percentage of responses
Spoken English	1,598	78%
Spoken Welsh	277	13%
British Sign Language	30	1%
Spoken English together with signed support	106	5%
Spoken Welsh together with signed support	26	1%
Other combination	20	1%
Total	2,057	

14 services provided information for at least some part this question. Of those that did respond, some were unable to identify the language of all deaf children in their area. There are around 1,230 deaf children who are unaccounted for in the above figures, so these figures should be used with caution.

The above figures show that the proportion of deaf children using sign language, either on its own or with a spoken language, is 8%.

For the first time, CRIDE also asked separately about the number of deaf children who have a language other than English or Welsh as an additional spoken language at home. Services identified 70 children where this was the case, 2% of the overall number of deaf children.

## Deaf young people post-16

For the first time, CRIDE asked a series of questions on deaf young people aged 16 or above. The number of young people reported on in the following tables appear low and don't always correspond with figures given earlier in this report. The figures should therefore be used with caution.

*Table 13: Post-school destinations*

Post-school destination	Number of young people	Percentage (where known)
Further education (college)	25	69%
Higher education (university or higher education course at college)	6	17%
Training/apprenticeship	<5	*
Employment	<5	*
Not in education, employment or training	<5	*
Other	0	0%
Total (where known)	36	
Unknown	12	
Data not held	2	
Total (including where unknown or data not held)	50	

The above table suggests that further education is the most common post-school destination for deaf young people in Wales, followed by higher education.

CRIDE asked how many deaf young people, who left school by the end of the 2013/14 academic year, had a transition plan that was informed by a Teacher of the Deaf. Services reported that this applied to 30 deaf young people.

*Table 14: How services establish the level of transitional planning support required by deaf young people*

	Number	Percentage
No formal criteria used	4	27%
Locally developed criteria	9	60%
Other	2	13%

CRIDE asked to what extent deaf young people in further education or other post-school destinations were supported by the service. In most cases, it appears that no support is provided.

*Table 15: Support provided by services to deaf young people in further education or other post-16 destinations*

	<b>Number</b>	<b>Percentage</b>
No involvement	9	60%
Support to deaf learners provided where commissioned by post-16 providers	0	-
Service level agreement to provide support to deaf learners with one or more post-16 providers	0	-
Informal support to deaf learners in one or more post-16 providers	3	20%
Other	3	20%
<b>Total</b>	<b>15</b>	

Other answers included:

- INSET training provided to further education college as well as a single transition visit.
- Training on deaf awareness delivered to further education staff and training on use of any specialist equipment as required.
- Provided with information leaflets and useful websites.

### **How do CRIDE’s 2015 figures compare to figures from other sources?**

#### *School Census*

The 2015 CRIDE survey reports there are 3,288 deaf children in Wales. However the Welsh Government’s School Census figures for 2015 indicate there are 2,182 pupils where ‘hearing impairment’ is the major SEN and the child has been placed on School Action/Action Plus or has a statement of SEN<sup>6</sup>. This indicates a 1.5% increase from the 2014 School Census when the corresponding figure was 2,149<sup>7</sup>.

The Welsh Government also provides data on the numbers of children in maintained schools where hearing impairment is recorded as a secondary SEN<sup>8</sup>. In 2015, this figure was 622. As a result, the School Census recorded a total of 2,804 pupils with a hearing impairment in 2014. This includes an undetermined number of children in maintained nurseries<sup>9</sup>.

Finally, there are an additional 48 pupils were recorded as having a multi-sensory impairment as a primary need.

<sup>6</sup> Data available at <http://wales.gov.uk/statistics-and-research/schools-census/?lang=en>

The School Census data is based on PLASC (Pupil Level Annual School Census) returns from schools across Wales. The data would not, therefore, include children who attend a specialist school outside of Wales or who are home educated. It covers children who are on School Action, School Action Plus, or who are in receipt of a Statement. The figure includes three pupils who attend an independent school and have a Statement, but the dataset does not provide information on whether there are any deaf children who may attend an independent school without a Statement.

<sup>7</sup> <https://statswales.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/pupilssen-by-majorneed-year>

<sup>8</sup> Although it should be noted that information on secondary needs is provided by schools on a voluntary basis. It should also be noted that data is not collected for other needs beyond a secondary need.

<sup>9</sup> It is not possible to identify how many of these relate to nursery pupils but, based on figures given earlier, it is not unreasonable to assume it is relatively low.

## PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in a local authority. We also asked about deaf children who are supported<sup>10</sup> by the service. This section sets out our analysis of these figures of children being supported. Similar issues around given totals differing from each other also occurred here and we have taken the same approach in calculating an adjusted total.

Based on responses from 15 services, our survey indicates that at least 3,022 deaf children receive support from their local service (adjusted total). This figure has tended to fluctuate in recent years: last year, this figure stood at 2,345 whereas the year before it stood at 2,530 deaf children.

*Table 16: Figures generated when calculating how many deaf children are being supported*

	Total generated
Adjusted total	3,022
Total given when asked how many children overall	3,019
Total given when asked about number of children, broken down by age	2,997
Total given when asked about number of children, broken down by level of deafness	2,984

The smallest number of children being supported by a service was 62 and the largest was 1,198. The average was 202.

### What do we know about the population of deaf children being supported?

The tables below breakdown the results by age, and level of deafness.

*Table 17: Number of deaf children being supported, by age group*

Age group	Number of deaf children	Percentage of total (where known)
Preschool children	305	10%
Primary aged children	1,615	54%
Secondary aged children	920	31%
Children/young people in school sixth forms (years 12 to 13)	127	4%
Children/young people in education who completed year 11 but not in a school sixth form college (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment, etc.)	22	1%
Total (where known)	2,989	
Not known	8	
Total (including where not known)	2,997	

<sup>10</sup> Examples of support given were direct teaching, visits to the family or school, liaison with the family, school and teachers, provision of hearing aid checks, etc.

*Table 18: Number of deaf children being supported, by level of deafness*

<b>Level of deafness</b>	<b>Number of deaf children</b>	<b>Percentage of total (where known)</b>
Unilateral	317	11%
Mild	891	31%
Moderate	1,136	39%
Severe	323	11%
Profound	250	9%
Total (where known)	2,917	
Not known	67	
Total (including where not known) (unadjusted)	2,984	

If there are 3,288 deaf children (adjusted total) who live in Wales, there are at least 266 deaf children who are not being supported. In other words, the figures suggest that 92% of deaf children receive support from their local service. It does not automatically follow that 8% of deaf children are not receiving support; some may be receiving support elsewhere from, for example, special schools.

The table below compares the percentage difference between each age group to see if any particular age groups appear less likely to receive support. Proportionally, deaf young people over 16 who are not in maintained sixth forms appear less likely to receive support than other age groups.

*Table 19: Comparison between number of deaf children belonging and supported by age*

<b>Age group</b>	<b>Number of deaf children belonging</b>	<b>Number of deaf children supported</b>	<b>Proportion of deaf children being supported as a percentage of deaf children belonging</b>
Preschool	304	305	100%
Primary	1,783	1,615	91%
Secondary	1,021	920	90%
Young people in maintained sixth forms (years 12 to 13)	139	127	91%
Young people in education who have completed year 11 but not in school sixth form (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	38	22	58%
Total	3,285	2,997	

Table 20: Comparison between number of deaf children belonging and supported by level of deafness

<b>Level of deafness</b>	<b>Number of deaf children belonging</b>	<b>Number of deaf children supported</b>	<b>Proportion of deaf children being supported as a percentage of deaf children belonging</b>
Unilateral	399	317	79%
Mild	1,037	891	86%
Moderate	1,144	1,136	99%
Severe	331	323	98%
Profound	285	250	88%
Total	3,196	2,917	91%

The above table suggests that moderately or severely deaf children are more likely to receive support from their local service than children with a profound, mild or unilateral deafness.

### **Children with temporary conductive deafness**

We asked services if they also separately supported children who have temporary conductive hearing loss. Of the 15 services that responded to this question, 12 (80%) did, and 3 services (20%) did not. We then asked those services that did, how many they supported. 10 services gave a number (meaning that two services that support children with temporary conductive deafness did not provide a number). There are 798 children with temporary conductive deafness supported by services that services were able to tell us about.

## PART 3: Teachers of the Deaf

Our survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role and working in resource provisions. Figures are expressed as Full Time Equivalent (FTE) posts; a 0.5 Teacher of the Deaf FTE post could, for example, indicate that a person spent half of the standard “working week” as a Teacher of the Deaf.

In total, there are at least 69 fully qualified Teachers of the Deaf in employment in Wales.

In addition, there are at least 74 (FTE) teachers working as Teachers of the Deaf in Wales. 94% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining 6% occupied by teachers in training or qualified teachers without the mandatory qualification and no immediate plans to begin training for this.

At the time the survey was completed, there were 0.8 FTE vacant posts. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 75 Teacher of the Deaf posts, of which 1% are vacant.

*Table 21: Number of Teachers of the Deaf in employment overall*

	<b>Number of Teacher of the Deaf posts (FTE)</b>	<b>Percentage of Total</b>
Teachers of the Deaf with the mandatory qualification	69.86	94%
Teachers in training for the mandatory qualification within 3 years	3.8	5%
Qualified teachers without the mandatory qualification and not in training	0.6	1%
<b>Total</b>	<b>74.26</b>	<b>100%</b>

*Table 22: Changes in numbers of Teachers of the Deaf from year to year*

	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Teachers of the Deaf with the mandatory qualification in employment	71.95	91.75	66.5	67.0	69.86
Number of teachers working as Teachers of the Deaf in employment	75.95	100.55	71.5	70.2	74.26
Number of Teacher of the Deaf posts (including vacancies)	75.95	100.55	74.5	70.8	75.06

We also examined how many local authorities had seen a change in the number of Teachers of the Deaf in the past year.

*Table 23: Number of services in which there has been a change in the number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)*

	<b>Number of services</b>	<b>Percentage</b>
Increase	6	40%
No change	7	47%
Decrease	2	13%

The following sections look in more detail at the numbers of Teachers of the Deaf employed in a peripatetic role or in resource provisions.

## Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2014. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

*Table 24: Number of visiting Teachers of the Deaf in employment*

	<b>Number of Teacher of the Deaf posts (FTE)</b>	<b>Percentage</b>	<b>Number of services with staff in relevant category</b>
Teachers of the Deaf with the mandatory qualification	40.76	94%	15
Teachers in training for the mandatory qualification within 3 years	2.1	5%	3
Qualified teachers without the mandatory qualification and not in training	0.6	1%	1
<b>Total</b>	<b>43.46</b>		

Just one service reported any vacancies as of January 2014, amounting to 0.8 FTE post. The reason given for the vacancy was that the service had advertised but was unable to find a suitable candidate.

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 1 to 7 (FTE). The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 2.7 (FTE).

7 services employ 2 or fewer visiting Teachers of the Deaf, of which 1 service employed 1 or fewer visiting Teachers of the Deaf.

We asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. 2 services reported difficulties in recruiting for a permanent post whereas 3 reported no difficulties. 4 services reported difficulties in recruiting for supply cover whereas 3 reported no difficulties.

Below are comments provided by services who experienced difficulties in recruiting.

- *Due to lack of qualified Welsh speaking TODs*
- *Problems recruiting qualified supply teachers. Dependent on members of the team to increase hours when there is sickness. Never able to recruit candidates to posts who are both qualified AND fluent in Welsh; therefore we employ some without the MQ and arrange for them to be trained each time*
- *Due to the lack of available teachers to cover a maternity leave. No recruitment agency had a TOD*
- *Lack of suitably experienced and qualified Teachers of the Deaf and lack of funding for supply teachers to provide cover, specifically in a peripatetic role*

## Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical caseloads of each visiting Teacher of the Deaf by looking at the number of deaf children living in an area who are not already in specialist provision (regardless

of whether they are receiving support or not). There are a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

- Areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time.
- Areas in which there is a specialist unit or special school may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision.
- Services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have worse caseloads than services which have only given a figure for the number of deaf children they 'know' about.

In simple terms and for consistency, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children belonging in any given area and in non-specialist provision<sup>11</sup> by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification<sup>12</sup>. This will include some deaf children in some areas who are not being actively supported by the service. However, to exclude these children would obviously produce an incentive to improve the figures by cutting support. In addition, even where a service is simply monitoring a deaf child, this still requires time and resource from the visiting Teacher of the Deaf. Responses were excluded where there were gaps in either the number of Teachers of the Deaf or numbers of deaf children belonging.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 71 deaf children. The highest caseload found was 168 in one area. There are 3 services where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children.

### **Teachers of the Deaf in resource provisions**

We asked if there were schools with resource provisions or units for deaf children within the local authority or authorities covered by the service. 11 services (73%) indicated yes whilst 4 (27%) indicated no.

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children, whether employed centrally by the local authority or directly by the school. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example).

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<sup>11</sup> This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years setting, in mainstream state funded schools, in mainstream independent schools, other special schools (i.e. those for disabled children more generally) or in post-16 provision. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

<sup>12</sup> This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

*Table 25: Number of Teachers of the Deaf in resource provisions employed by the local authority or the school*

	<b>Number of teachers (FTE) in resource provision employed either by local authority or school</b>	<b>Percentage</b>	<b>Number of services with staff in relevant category</b>
Teachers of the Deaf with the mandatory qualification	29.1	94%	10
Teachers in training for the mandatory qualification within 3 years	1.7	6%	2
Qualified teachers without the mandatory qualification and not in training	0	0%	0
<b>Total</b>	<b>30.8</b>		

There were no reported vacancies for Teachers of the Deaf in resource provisions as of January 2015.

## PART 4: Other specialist staff

Our survey suggests that there are at least 85.6 FTE specialist support staff, other than Teachers of the Deaf, supporting deaf children in Wales in either a peripatetic role or working in resource provisions. The most common role is teaching assistant followed by communication support worker.

*Table 26: Number of specialist support staff overall, by role*

	<b>Number of staff (FTE)</b>	<b>Percentage of Total</b>
Teaching assistants/Classroom support assistants etc	73.4	86%
Communication support workers/Interpreters/Communicators etc	7.2	8%
Deaf instructors/Deaf role models/Sign language instructors etc	1.3	2%
Educational audiologists	1	1%
Technicians etc.	0.5	1%
Speech and language therapists	1.2	1%
Family support workers/Liaison officers	0	0%
Social workers/Social workers for deaf children	0	0%
Other	1	1%
<b>Total</b>	<b>85.6</b>	

The number of specialist staff overall is up marginally from 83.5 last year.

The next table breaks down the number of other specialist staff according to how they are employed.

## Numbers of other specialist staff

The survey asked about numbers of other specialist support staff, by whether they were employed in a peripatetic role or working in a resource provision

Table 27: Number of peripatetic specialist support staff, by role

	Peripatetic role			Resource provisions		
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of Total	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of Total
Teaching assistants/Classroom support assistants etc	13.9	5	83%	59.5	9	88%
Communication support workers/ Interpreters/ Communicators etc	1.2	2	7%	6	4	9%
Deaf instructors/ Deaf role models/ Sign language instructors etc	0	0	0%	1.3	1	2%
Educational audiologists	1	1	6%	0	0	0%
Technicians etc	0.5	1	3%	0	0	0%
Speech and language therapists	0.2	1	1%	1	1	1%
Family support workers/Liaison officers	0	0	0%	0	0	0%
Social workers/Social workers for deaf children	0	0	0%	0	0	0%
Other	1	1	6%	0	0	0%
Total	16.8			67.8		

## Resource provisions

When asked if the resource provision provided outreach support to other schools, 3 replied yes, and 8 replied no.

Where outreach support was provided, this amounted to 0.22 full time equivalent staffing time total across all of the services who responded. The actual figure may be higher as not all services provided an answer to this question.

## PART 5: Eligibility criteria/frameworks and funding arrangements

### Services

All services in Wales now use the National Sensory Impairment Partnership (NatSIP) eligibility framework (formerly known as eligibility criteria) as a vehicle to help determine what support deaf children receive. Though we asked which criteria were **mainly** used, two services indicated that they used both NatSIP and local criteria.

*Table 28: Criteria/frameworks used to help determine the level of support for deaf children*

	<b>Number of services</b>
NatSIP criteria/framework	15
Criteria are mostly developed locally	2
Other	0
Total	15

The survey also sought general information about the type of service provided for different categories of deaf children and young people. It was recognised that this could only be a crude estimate of services offered and the amount of support provided to an individual child would be determined by a range of factors, including professional judgement, and not just the degree and type of deafness. Services were able to tick more than one option for each group of deaf children.

Table 29: Type of support provided by type of deafness

Type of need	Type of deafness or other characteristic	Number of services that provide no direct support	Number of services that provide annual, one-off or occasional visit	Number of services that provide allocated ToD and regular visits (i.e. more than once a year)
<b>Primary and permanent need</b>	Bilateral severe or profound sensorineural deafness	1	7	15
	Bilateral moderate sensorineural deafness	1	6	8
	Bilateral conductive deafness	2	8	11
	Bilateral mild or high frequency only sensorineural deafness	0	0	7
	Unilateral deafness (sensorineural or conductive)	0	4	14
<b>Additional and permanent need</b>	Bilateral severe or profound sensorineural deafness	2	7	13
	Bilateral moderate sensorineural deafness	3	7	7
	Bilateral conductive deafness	0	4	5
<b>Other</b>	With temporary conductive deafness as a primary or additional need	0	4	11
	In special schools other than schools for the deaf	2	10	9
	With auditory neuropathy	0	9	3
	With auditory processing difficulty/disorder	4	10	3

Table 30: Changes in eligibility criteria in the service between 2013/14 and 2014/15

	Number of services	Percentage of services
Changes resulting in some/all deaf children now receiving more support	1	7%
Changes resulting in some/all deaf children now receiving less support	3	20%
No changes	11	73%
Total	15	

Services were asked to report which quality standards they used to review service development. Services were able to tick more than one option.

*Table 31: Use of quality standards to reflect on the service provided or to look at service development*

	Number of services
BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009) <sup>13</sup>	13
Welsh Government: Good practice for children with special educational needs (2003)	7
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) <sup>14</sup>	5
Newborn Hearing Screening Programme Quality Standards	7
NatSIP Quality Improvement Support Pack (2014)	9
Deafblind people: guidance for local authorities, Department of Health (2014)	2
Other standards	4

*Table 32: Funding arrangements for peripatetic specialist support services for deaf children aged 5 to 16*

	Number	Percentage
Held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE)	14	93%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	0	0
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	1	7%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from the LA (i.e. "traded services" for non-statemented children)	0	0
Other	0	0
Total	15	100%

The survey asked about changes to the budget for the service between 2013/14 and 2014/15.

*Table 33: Budget changes*

	Increase in budget	Decrease in budget	No change in budget	Don't know/can't separate budget for HI team
<b>Staffing</b>	0	3 (20%)	9 (60%)	3 (20%)
<b>Training</b>	2 (14%)	1 (7%)	7 (47%)	4 (29%)
<b>Equipment</b>	0	1 (7%)	9 (64%)	4 (29%)
<b>Other</b>	0	0	0	0

CRIDE asked if services had undergone a service review or redesign between 2013/14 and 2014/15 or whether there were any plans to carry one out. 10 services indicated yes to this question.

<sup>13</sup> See: [www.ndcs.org.uk/QSRPs](http://www.ndcs.org.uk/QSRPs)

<sup>14</sup> See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

## Resource provisions

*Table 34: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in primary schools with resource provisions*

	Number of services	Percentage
Staff employed and managed by the school	5	50%
Staff employed and managed by the local authority	3	30%
Combination of above	2	20%
Total	10	

*Table 35: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in secondary schools with resource provisions*

	Number of services	Percentage
Staff employed and managed by the school	6	60%
Staff employed and managed by the local authority	2	20%
Combination of above	2	20%
Total	10	

*Table 36: Funding arrangements for pupils who attend the resource provision*

	Number of services	Percentage
Delegated to schools	6	55%
Held centrally	3	27%
Both central and delegated	2	18%
Total	11	

Responses in the 'other' category indicated some form of combination of the previous options, or funding being allocated to a host authority.

Where funding is delegated, CRIDE asked if a contract (e.g. a service level agreement) exists to ensure that money delegated to schools to provide support for deaf children is used solely for that purpose. 6 services indicated yes whereas 3 indicated no.

*Table 37: Standards or resources used to reflect on the service provided within the resource provision or to look at service development*

Standards or resources used in resource provisions	Number of services	Percentage
Quality Standards: Resource provisions for deaf children and young people in mainstream schools. NDCS (2011)	11	58%
Quality improvement support pack. NatSIP (2014)	8	42%
Other	3	20%

## PART 6: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. Representatives include: the [British Association of Teachers of the Deaf](#) (BATOD), [City University London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#) (NDCS), [National Sensory Impairment Partnership](#) (NatSIP), [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education service for deaf children in Kent, Norfolk and the Highlands, [University of Leeds](#) and [UCL](#).

The survey was designed and created by members of CRIDE. Feedback from services on previous surveys and lessons learnt from the analysis was used to inform changes to the 2015 survey.

The CRIDE survey now alternates between a full and shorter survey from year to year. In 2015, a full survey was issued.

The Wales survey was disseminated to services in Wales in February 2015 by NDCS on behalf of CRIDE. Services were asked to respond by the 22<sup>nd</sup> April 2015. Where there was no response by this time, members of CRIDE contacted services by email and telephone. Following this, as a last resort, Freedom of Information requests were sent out in May 2015 to the remaining services who had not responded.

The table below sets out the response rate at each stage.

*Table 38: Response rate by services to the CRIDE survey*

	<b>Number of responses</b>	<b>Cumulative total</b>
First deadline – 22 <sup>nd</sup> April 2015	8	8
Second deadline following chasers	3	11
Returned late	1	12
Returned later following a Freedom of Information request	3	15

Analysis of the results using Excel and drafting of this report was largely completed by NDCS with guidance and clearance from members of CRIDE.

We would like to thank all services for taking the time to complete this survey and for their valuable comments and feedback, which will be used to inform the design of future surveys. The results from this survey will be used for research purposes, to influence government policy and to campaign to protect funding and services for deaf children.

If you have any feedback or questions on the results, please contact [professionals@ndcs.org.uk](mailto:professionals@ndcs.org.uk).

## Annex A: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2015.

Please note that ‘-’ indicates that no response to the relevant question was received whereas ‘n/a’ indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions).

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. We exclude other staff working in the role of Teacher of the Deaf but who do not hold the qualification or who are not in training.

Table 39: Data by local authority

	<b>Number of deaf children belonging</b>	<b>Number of deaf children supported</b>	<b>Number of full time equivalent (FTE) Teachers of the Deaf in the specialist peripatetic service</b>	<b>Number of full time equivalent (FTE) Teachers of the Deaf in resource provisions</b>
Blaenau Gwent, Caerphilly, Monmouthshire, Newport, Torfaen	1,198	1,198	7	7.6
Bridgend	146	142	3	-
Cardiff	275	246	5.15	5.7
Carmarthenshire	100	100	2	3
Ceredigion	70	70	1.8	1
Conwy	68	66	1.5	N/a
Flintshire Denbighshire & Wrexham	264	264	3	5
Isle of Anglesey and Gwynedd	148	148	3.7	N/a
Merthyr Tydfil	63	62	1.5	0.5
Neath Port Talbot	115	115	2	3
Pembrokeshire	89	89	1	N/a
Powys	140	123	2.6	N/a
Rhondda Cynon Taff	173	132	4.6	1
Swansea	199	165	2	2
Vale of Glamorgan	227	99	2.01	2