



Consortium for Research in Deaf Education

2015 UK-wide summary

CRIDE report on 2015 survey on educational provision for deaf children

Introduction

In 2015, the Consortium for Research into Deaf Education (CRIDE) conducted a survey of specialist educational services for deaf children¹ on educational staffing and service provision in 2014/15. Separate reports have already been published for England, Northern Ireland, Scotland and Wales which set out the results for each respective nation in detail. This report provides a high level summary of the results for the four countries as a whole. All reports can be downloaded from www.ndcs.org.uk/CRIDE or <http://www.batod.org.uk/index.php?id=/resources/survey>.

Summary of key findings

- There are at least 48,932 deaf children across the UK; a reported increase of 2% over the past year.
- 78% of school-aged deaf children attend mainstream schools (where there is no specialist provision). 7% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 21% of deaf children are recorded as having some form of additional need.
- Around 7% of deaf children have at least one cochlear implant whilst 3% of deaf children have a bone conduction device.
- 87% of deaf children communicate using spoken English or Welsh only in school or other education settings. 10% use sign language in some form, either on its own or alongside another language.
- 12% of deaf children use an additional spoken language other than English in the home.
- The most common post-school destination for deaf young people is further education, with 74% taking this option.
- There are at least 1,461 teachers employed as Teachers of the Deaf in services or resource provisions, of which 1,019 (85%) are fully qualified Teachers of the Deaf.
- The number of qualified Teachers of the Deaf in services or resource provisions across the UK has increased by 1% in the last year. There remains a long-term decline of 6% over the past five years.
- On average, each peripatetic Teacher of the Deaf has a theoretical caseload of 47 deaf children each.
- There are at least 1,653 other specialist support staff working with deaf children across the UK, a reported 11% increase since last year.

¹ 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.

There was a 98% response rate across all four countries of the UK. 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 31st 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 varies. **Therefore, the results should continue to be used with caution.**

The data provided within the following report is predominantly descriptive and presents both raw numbers and percentages. CRIDE does not undertake a statistical analysis of the data but rather provides a database, for interested parties to use.

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous CRIDE surveys over the past five years. Again, caution is needed in making comparisons due to changes to how some questions were re-phrased from year to year and also differences in response rates between surveys. It should also be noted that a CRIDE survey was not issued in Scotland in 2012².

Please note that some services gave a 'total' figure which differed from the sum of their broken-down figures. In most cases, this was because the service could not provide a complete breakdown. Where this has happened and as appropriate, we have used the higher figure, or any figures given in the notes or elsewhere in the response to avoid underestimating the number of deaf children and to ensure that our figures are as accurate as possible.

Please also 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. In some cases, this means that totals in individual tables will not always generate the same sum total.

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² This is because a separate survey was commissioned that year by the Scottish Government.

PART 1: Overall number of deaf children (“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 authority³.

According to our surveys, the adjusted total number of deaf children aged 0 to 19 across England, Northern Ireland, Scotland and Wales is at least **48,932**. This figure is a 2% increase from 48,125 in 2014 and an 18% increase since 2011. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy in reporting.

Table 1: Number of deaf children belonging, by nation and region in 2015

Country	Region	Number of deaf children reported (2015)	Percentage as UK total (2015)
England		41,370	84%
	East England	3,840	8%
	East Midlands	3,394	7%
	London	6,518	13%
	North East	2,201	5%
	North West	5,780	12%
	South East	5,614	12%
	South West	3,578	7%
	West Midlands	5,294	11%
	Yorkshire and the Humber	5,151	11%
Northern Ireland		1,332	3%
Wales		3,288	7%
Scotland		2,942	6%
UK		48,932	100%

³ 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, by nation and region, over successive years

Country	Region	2011	2012	2013	2014	2015
England		34,927	37,414	37,588	40,614	41,370
	East England	2,572	3,291	3,916	3,598	3,840
	East Midlands	2,334	2,436	2,374	3,737	3,394
	London	5,271	5,642	6,110	6,247	6,518
	North East	1,949	2,056	2,016	2,110	2,201
	North West	5,037	5,346	4,656	5,900	5,780
	South East	5,624	5,750	5,351	5,859	5,614
	South West	3,348	3,318	3,318	3,158	3,578
	West Midlands	4,290	4,751	5,027	4,883	5,294
	Yorkshire and the Humber	4,502	4,824	4,820	5,122	5,151
Northern Ireland		1,239	1,249	1,481	1,574	1,332
Wales		2,775	2,743	2,904	2,880	3,288
Scotland		2,526	-	2,842	3,057	2,942
UK		41,467	41,406	44,815	48,125	48,932

Table 3: Proportion of deaf children belonging, by nation and region, over successive years

Country	Region	2011	2012	2013	2014	2015
England		84%	90%	84%	84%	84%
	East England	6%	8%	9%	7%	8%
	East Midlands	6%	6%	5%	7%	7%
	London	13%	14%	14%	13%	13%
	North East	5%	5%	4%	4%	4%
	North West	12%	13%	10%	12%	12%
	South East	14%	14%	12%	12%	12%
	South West	8%	8%	7%	7%	7%
	West Midlands	10%	11%	11%	10%	11%
	Yorkshire and the Humber	11%	12%	11%	11%	11%
Northern Ireland		3%	3%	3%	3%	3%
Wales		7%	7%	6%	6%	7%
Scotland		6%	-	6%	6%	6%
UK		100%	100%	99%	99%	100%

Table 4: Minimum, maximum and average number of deaf children belonging in each service in 2015

	Minimum	Maximum	Average
England	65	1,438	319
Northern Ireland	165	330	258
Scotland	8	307	100
Wales	63	1,198	218

Table 5: Number and proportion of children belonging, by age in 2015

Comparisons between nations should be done with caution given the differences in school frameworks in each of the nations, particularly in Scotland.

	Pre-school	Primary-aged	Secondary-aged	School 6th form	Other post-16	Total
England	5,836 (15%)	17,661 (44%)	13,084 (33%)	2,024 (5%)	1,110 (3%)	39,715 (100%)
Northern Ireland	201 (15%)	609 (46%)	451 (34%)	71 (5%)	0 (0%)	1,328 (100%)
Wales	304 (9%)	1,783 (54%)	1,021 (31%)	139 (4%)	38 (1%)	3,285 (99%)
	Pre-school	Primary-aged	Secondary-aged (S1 to S3)	Secondary-aged (S4-S6)		Total
Scotland	448 (15%)	1,326 (45%)	680 (23%)	470 (16%)		2,924 (99%)
UK	6,789 (14%)	21,379 (45%)	15,236 (32%)	2,704 (6%)	1,148 (2%)	47,252 (99%)

In the row giving the UK total, the Scottish category of S4 to S6 has been placed in the school 6th form category.

Table 6: Changes in the number and proportion of children belonging, by age since 2011

	Pre-school	Primary-aged	Secondary-aged	School 6th form	Other post 16	Total
UK (2011)	5,469 (14%)	17,191 (44%)	13,846 (35%)	1,968 (5%)	697 (2%)	39,171 (100%)
UK (2013)	6,615 (15%)	19,561 (45%)	14,795 (34%)	1,375 (3%)	826 (2%)	43,711 (99%)
UK (2015)	6,789 (14%)	21,379 (45%)	15,236 (32%)	2,704 (6%)	1,148 (2%)	47,252 (99%)

Table 7: Number and proportion of children belonging, by level of deafness in 2015

	Unilateral	Mild	Moderate	Severe	Profound	Total
England	7,251 (20%)	10,122 (27%)	11,417 (31%)	3,612 (10%)	4,406 (12%)	36,808 (100%)
Northern Ireland	266 (20%)	336 (25%)	417 (31%)	162 (12%)	147 (11%)	1,328 (99%)
Scotland	477 (17%)	697 (25%)	890 (32%)	334 (12%)	423 (15%)	2,821 (101%)
Wales	399 (12%)	1,037 (32%)	1,144 (36%)	331 (10%)	285 (9%)	3,196 (99%)
UK	8,393 (19%)	12,192 (28%)	13,868 (31%)	4,439 (10%)	5,261 (12%)	44,153 (100%)

Table 8: Changes in the number and proportion of children belonging, by level of deafness since 2011

	Unilateral	Mild	Moderate	Severe	Profound	Total
UK (2011)	5,685 (15%)	11,524 (31%)	12,063 (32%)	3,956 (10%)	4,546 (12%)	37,774 (100%)
UK (2013)	7,038 (16%)	11,688 (28%)	13,523 (32%)	4,607 (11%)	5,365 (13%)	42,221 (100%)
UK (2015)	8,393 (19%)	12,192 (28%)	13,868 (31%)	4,439 (10%)	5,261 (12%)	44,153 (100%)

The above table indicates that, since 2011, there has been a reported increase in the proportion of children identified as having a unilateral hearing loss and a decrease in the proportion of those with a mild or moderate hearing loss.

Table 9: Number and proportion of deaf children belonging by type of educational provision in 2015

	England	Northern Ireland	Scotland	Wales	UK
Supported only at home – pre-school children	3,098 (8%)	120 (9%)	189 (7%)	162 (5%)	3,569 (8%)
Early years setting – pre-school children	2,460 (6%)	80 (6%)	341 (12%)	153 (5%)	3,034 (6%)
Supported at home – of school age and home educated	254 (1%)	<5 (0%)	50 (2%)	5 (0%)	310* (1%)
Mainstream state-funded schools (including academies and free schools)	25,142 (64%)	875 (63%)	1,842 (65%)	2,521 (77%)	30,380 (65%)
Resource provision in mainstream schools	2,298 (6%)	35 (3%)	145 (5%)	200 (6%)	2,678 (6%)
Special schools for deaf pupils	834 (2%)	35 (3%)	63 (2%)	14 (0%)	946 (2%)
Other special schools, not specifically for deaf children	3,880 (10%)	217 (16%)	210* (7%)	215 (7%)	4,522* (10%)
All other post-16 provision (not including school sixth form colleges)	932 (2%)	16 (1%)	0	15 (0%)	963 (2%)
Other (e.g. Pupil referral units, NEET, not known)	87 (0%)	0	0	<5 (0%)	90* (0%)
Total	38,985 (99%)	1,380* (101%)	2,840* (100%)	3,290* (100%)	46,495* (100%)

The following table looks at the proportion of **school-aged** deaf children in different educational settings.

Table 10: Number and proportion of school-aged deaf children belonging by type of educational provision (excluding pre-school, post 16 and 'Other') in 2015

	England	Northern Ireland	Scotland	Wales	UK
Supported at home – of school age and home educated	254 (1%)	<5 (0%)	50 (2%)	5 (0%)	310 (1%)
Mainstream state-funded schools (including academies and free schools)	25,142 (78%)	875* (75%)	1,842 (80%)	2,521 (85%)	30,380* (78%)
Resource provision in mainstream schools	2,298 (7%)	35 (3%)	145 (6%)	200* (7%)	2,676* (7%)
Special schools for deaf pupils	834 (3%)	35 (3%)	63 (3%)	14 (0%)	946 (3%)
Other special schools, not specifically for deaf children	3,880 (12%)	217 (19%)	210 (9%)	215 (7%)	4,522 (12%)
Total (excluding pre-school, post-16 and 'other')	32,408 (101%)	1,165* (100%)	2,310 (100%)	2,955 (99%)	36,616* (100%)

Looking at trends over five years in education settings is challenging because of changes by CRIDE to the categories used. For example, the 2011 survey simply had an option of “Supported at home” with no option provided for early years settings. Neither was an option provided for post-16 provision. In the 2013 survey, services were asked to place young people in 6th forms in the ‘post-16’ category whilst in 2015, they were asked to place these young people in the appropriate mainstream or special school category. The following table should therefore be used with caution.

Table 11: Changes in the number and proportion of children belonging, by educational setting, since 2011

	UK (2011)	UK (2013)	UK (2015)
Supported at home (e.g. babies or home educated) (2011 and 2013)	4,022 (11%)	5,774 (13%)	6,913* (15%)
Supported at home and children in early years settings (2015)			
Mainstream provision (including academies)	24,329 (66%)	27,531 (63%)	30,380 (65%)
Mainstream provision: resource provision	2,612 (7%)	2,914 (7%)	2,678 (6%)
Special schools for deaf pupils	1,660 (5%)	1,092 (3%)	946 (2%)
Other special schools	3,777 (10%)	4,166 (10%)	4,522* (10%)
Post-16 provision	-	1,663 (4%)	963 (2%)
Other	321 (1%)	239 (1%)	90* (0%)
Total	36,721 (100%)	43,379 (101%)	46,495* (100%)

With the earlier caveats in mind, one of the more striking findings is the relative decline in the proportion of children in special schools for deaf children over the past five years.

Table 12: Number of deaf children belonging with auditory neuropathy spectrum disorder (ANSD) in 2015

	Number of deaf children with ANSD	Proportion of deaf children with ANSD of all deaf children in each nation
England	614	1%
Northern Ireland	7	0.5%
Scotland	28	1%
Wales	25	1%
UK	674	1%

The following table looks at the incidence of additional support needs or special educational needs (“additional needs”). Different terminology is used to describe children with additional needs in the nations and there are also some differences over which ‘conditions’ fall under the category of ‘additional needs’. Any comparisons should therefore be made with care.

Table 13: Number of deaf children belonging with additional needs in 2015

	Number of deaf children with additional needs	Proportion of deaf children with additional needs of all deaf children in each nation
England	8,782	21%
Northern Ireland	268	20%
Scotland	772	26%
Wales	591	18%
UK	10,413	21%

In 2011, the proportion of deaf children with additional special educational needs stood at 19%. This rose to 21% in both 2013 where it has remained since.

Table 14: Number of deaf children belonging with cochlear implants in 2015

	Number of deaf children with cochlear implants	Proportion of deaf children with cochlear implants of all deaf children in each nation
England	3,007	8%
Northern Ireland	96	7%
Scotland	265	9%
Wales	147	4%
UK	3,515	7%

The proportion of deaf children with cochlear implants stood at 7% in 2011 and 8% in 2013.

Table 15: Number of deaf children belonging with bone conduction devices in 2015

	Number of deaf children with bone conduction devices	Proportion of deaf children with bone conduction devices of all deaf children in each nation
England	1,337	3%
Northern Ireland	25*	2%
Scotland	76	3%
Wales	31	1%
UK	1,469*	3%

The 2015 survey was the first time CRIDE asked about bone conduction hearing implants and so comparison with previous years is not possible.

Table 16: Proportion of deaf children belonging, by main language used with the child at school/other education setting in 2015

	England	Northern Ireland	Scotland	Wales	UK
Spoken English or Welsh	28,280 (86%)	1,011 (96%)	2,134 (89%)	1,875 (91%)	33,300 (87%)
British/Irish Sign Language	717 (2%)	3 (0%)	42 (2%)	30 (1%)	789 (2%)
Spoken English or Welsh together with signed support	2,658 (8%)	20 (2%)	193 (8%)	132 (6%)	3,003 (8%)
Other combination	1,071 (3%)	15 (1%)	21 (1%)	20 (1%)	1,127 (3%)
Total	32,726 (99%)	1,051 (99%)	2,390 (100%)	2,057 (100%)	38,224 (100%)

Some services were unable to provide information on the languages spoken by children in their area and the above table is based on information provided about 38,220 children. This leaves over 10,000 deaf children for whom we have no information about languages spoken.

Making comparisons on the languages used by deaf children since 2011 is challenging because of changes to the categories used in the surveys over time. For example, the 2011 asked about languages used in the family, the 2013 survey simply asked about languages “used with the child”, whilst the 2015 survey asked about languages used in educational settings. The 2015 survey, for the first time, asked about additional spoken language used by the child as a separate question. The following table uses rough approximations with the different options over time to make comparisons and so should be used with caution.

Table 17: Proportion of deaf children belonging, by main language used since 2011

	UK (2011)	UK (2013)	UK (2015)
Spoken English or Welsh	76%	81%	87%
British/Irish Sign Language	1%	3%	2%
Spoken English or Welsh together with signed support	7%	6%	8%
Other spoken language	-	3%	-
Other or other combination (e.g. English and other spoken language)	15%	7%	3%
Total	99%	100%	100%

Table 18: Number of deaf children who use a language other than English or Welsh as an additional spoken language in 2015

	Number of deaf children who use a spoken language other than English or Welsh in the home	Proportion of deaf children who use a spoken language other than English or Welsh in the home
England	5,360	13%
Northern Ireland	40	3%
Scotland	115	4%
Wales	70	2%
UK	5,585	12%

The following table explores differences in post-16 destinations between the nations. Because of the relatively low cohorts and the difficulties that some services report in collecting this data, any comparisons should be made with care.

Table 19: Proportion of young people who left school at the end of the 2013/14 academic year

	England	Northern Ireland	Scotland	Wales	UK
Further education (college)	497 (77%)	18 (67%)	38 (56%)	25 (69%)	578 (74%)
Higher education (university or higher education course at college)	47 (7%)	<5 *	17 (25%)	6 (17%)	75* (9%)
Training/apprenticeship	35 (5%)	<5 *	<5 *	<5 *	39 (5%)
Employment	10 (2%)	<5 *	6 (9%)	<5 *	19 (5%)
Not in education, employment or training	14 (2%)	<5 *	6 (9%)	<5 *	24 (2%)
Other	46 (7%)	0	0	0	46 (6%)
Total (excluding other, unknown and data not held)	649 (100%)	27 (100%)	70* (99%)	36 (100%)	780* (101%)

Table 20: Support provided by services to deaf young people in further education or other post-16 destinations

	England	Northern Ireland	Scotland	Wales	UK
No involvement	39 (30%)	2 (40%)	22 (76%)	9 (60%)	72 (41%)
Support to deaf learners provided where commissioned by post-16 providers	32 (25%)	0	2 (7%)	0	34 (19%)
Service level agreement to provide support to deaf learners with one or more post-16 providers	10 (8%)	0	0	0	10 (6%)
Informal support to deaf learners in one or more post-16 providers	22 (17%)	2 (40%)	5 (17%)	3 (20%)	32 (18%)
Other	25 (20%)	1 (20%)	0	3 (20%)	29 (16%)
Total	128 (100%)	5 (100%)	29 (100%)	15 (100%)	177 (100%)

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 supported⁴ by the service. This section sets out our analysis of these figures on children being supported.

Table 21: Number of deaf children supported, by nation and region in 2015

Country	Region	Number of deaf children supported (2015)	Percentage as UK total (2015)
England		32,773	83%
	East England	3,059	7%
	East Midlands	2,586	7%
	London	5,032	13%
	North East	1,772	4%
	North West	4,547	12%
	South East	4,505	11%
	South West	2,776	7%
	West Midlands	3,898	10%
	Yorkshire and the Humber	4,598	12%
Northern Ireland		1,118	3%
Wales		3,022	8%
Scotland		2,618	6%
UK		39,531	100%

Table 22: Number of deaf children supported, by nation and region between 2011 and 2015

Country	Region	2011	2012	2013	2014	2015
England		31,063	31,425	31,664	33,139	32,773
	East England	2,007	2,818	3,077	3,018	3,059
	East Midlands	1,554	2,541	2,303	2,433	2,586
	London	4,749	4,236	4,680	4,966	5,032
	North East	1,901	1,917	1,908	1,833	1,772
	North West	3,962	4,965	4,285	5,283	4,547
	South East	4,998	4,237	4,117	4,755	4,505
	South West	3,156	2,986	2,670	2,595	2,776
	West Midlands	4,326	3,472	4,423	3,869	3,898
	Yorkshire and the Humber	4,414	4,253	4,201	4,387	4,598
Northern Ireland		1,277	975	1,097	1,227	1,118
Wales		2,638	2,905	2,530	2,345	3,022
Scotland		2,343	-	2,629	2,773	2,618
UK		37,325	35,305	37,920	39,484	39,531

⁴ Examples of support given were direct teaching, visits to the family or school, liaison with the family, school, teachers, provision of hearing aid checks, etc.

Table 23: Proportion of deaf children supported, by nation and region between 2011 and 2015

Country	Region	2011	2012	2013	2014	2015
England		83%	89%	84%	84%	83%
	East England	5%	8%	8%	8%	8%
	East Midlands	4%	7%	6%	6%	7%
	London	13%	12%	12%	13%	13%
	North East	5%	5%	5%	5%	4%
	North West	11%	14%	11%	13%	12%
	South East	13%	12%	11%	12%	11%
	South West	8%	8%	7%	7%	7%
	West Midlands	12%	10%	12%	10%	10%
	Yorkshire and the Humber	12%	12%	11%	12%	12%
Northern Ireland		3%	3%	3%	3%	3%
Wales		7%	8%	7%	6%	8%
Scotland		6%	-	7%	7%	7%
UK		99%	100%	101%	101%	101%

Table 24: Minimum, maximum and mean number of deaf children supported in each service in 2015

	Minimum	Maximum	Mean
England	10	772	251
Northern Ireland	165	305	224
Scotland	8	307	100
Wales	62	1,198	202

Table 25: Number of children with temporary conductive hearing loss supported in 2015

	Number and proportion of services that provide support to children with temporary conductive hearing loss	Number of children with temporary conductive hearing loss identified
England	78 (62%)	2,395
Northern Ireland	4 (80%)	175
Scotland	18 (64%)	146
Wales	12 (80%)	798
UK	112 (64%)	3,514

PART 3: Teachers of the Deaf and other specialist staff

In total, there are at least 1,249 **fully qualified** Teachers of the Deaf in employment across the UK employed by services or resource provisions.

There are at least 1,461 teachers working as Teachers of the Deaf in employment. 85% of these roles are occupied by a fully qualified Teacher of the Deaf. The remaining teachers are in training (12%) or are qualified teachers but with no immediate plans to begin training for the mandatory qualification (2%).

In addition, at the time the survey was completed, there were 53.49 vacant posts in England, Wales and Scotland. No vacancies were reported in Northern Ireland.

If the vacant posts are added to the total number of teachers working as Teachers of the Deaf in employment, this would indicate there are at least 1,514.9 Teacher of the Deaf posts, of which 4% are vacant.

Table 26: Number of overall full time equivalent (FTE) Teachers of the Deaf in employment in peripatetic services or in resource provisions in 2015

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	1019.15 (88%)	30.6 (89%)	129.5 (65%)	69.86 (94%)	1,249.11 (85%)
Teachers in training for the mandatory qualification within 3 years	123.2 (11%)	3.8 (11%)	49.1 (25%)	3.8 (5%)	179.9 (12%)
Qualified teachers without the mandatory qualification and not in training	12.4 (1%)	0	19.4 (10%)	0.6 (1%)	32.4 (2%)
Total	1,154.75 (100%)	34.4 (100%)	198 (100%)	74.26 (100%)	1,461.41 (99%)

Table 27: Changes in number of Teachers of the Deaf with the mandatory qualification over successive years

	2011	2012	2013	2014	2015
England	1,062.1	1,063.7	1,031.9	999.2	1019.15
Northern Ireland	34.9	29.6	30	28.6	30.6
Scotland	165.3	-	140.6	138.7	129.5
Wales	72	91.75	66.5	66.95	69.86
UK	1,334.3	1,185.05	1,269	1,233.45	1,249.11

Table 28: Percentage changes in number of Teachers of the Deaf with the mandatory qualification

	Percentage change over past 5 years (between 2011 and 2015)	Percentage change over past year (between 2014 and 2015)
England	-4%	+2%
Northern Ireland	-12%	+7%
Scotland	-22%	-7%
Wales	-4%	+4%
UK	-6%	+1%

Table 29: Changes in number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training) over successive years

	2011	2012	2013	2014	2015
England	1,162.5	1,136.4	1,117.5	1,079.9	1,154.75
Northern Ireland	37.3	34.2	35	32.6	34.4
Scotland	218.1	-	208.5	204.7	198
Wales	75.95	100.55	71.5	70.2	74.26
UK	1,493.9	1,272.15	1,432.5	1,385.6	1,461.41

Table 30: Percentage changes in number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)

	Percentage change over past 5 years (between 2011 and 2015)	Percentage change over past year (between 2014 and 2015)
England	-1%	+7%
Northern Ireland	-8%	+6%
Scotland	-9%	-3%
Wales	-2%	+6%
UK	-2%	+5%

Table 31: Number of services with changes between 2014 and 2015 in the number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)

	Number of services in which the number of Teachers of the Deaf has gone down in the past year	Number of services in which the number of Teachers of the Deaf has remained the same in the past year	Number of services in which the number of Teachers of the Deaf has gone up in the past year
England	45 (34%)	59 (45%)	28 (21%)
Northern Ireland	2 (40%)	2 (40%)	1 (20%)
Scotland	11 (38%)	10 (34%)	8 (28%)
Wales	2 (13%)	7 (47%)	6 (40%)
UK	60 (33%)	77 (43%)	43 (24%)

The following sections look in more detail at any differences between numbers and proportions of Teachers of the Deaf working in a peripatetic role or in resource provisions.

Table 32: Number of full time equivalent (FTE) peripatetic or visiting Teachers of the Deaf in employment in 2015

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	660.5 (94%)	27.6 (91%)	74.2 (68%)	40.76 (94%)	803.06 (90%)
Teachers in training for the mandatory qualification within 3 years	45.3 (6%)	2.8 (9%)	28 (26%)	2.1 (5%)	78.2 (9%)
Qualified teachers without the mandatory qualification and not in training	0.1 (0%)	0	6.9 (6%)	0.6 (1%)	7.6 (1%)
Total	705.9 (100%)	30.4 (100%)	109.1 (100%)	43.46 (100%)	888.86 (100%)

Table 33: Number of full time equivalent (FTE) Teachers of the Deaf in employment in resource provisions (regardless of how funded) in 2015

	England	Northern Ireland	Scotland	Wales	All countries
Teachers of the Deaf with the mandatory qualification	358.65 (80%)	3 (75%)	55.3 (62%)	29.1 (94%)	446.05 (78%)
Teachers in training for the mandatory qualification within 3 years	77.9 (17%)	1 (25%)	21.1 (24%)	1.7 (6%)	101.7 (18%)
Qualified teachers without the mandatory qualification and not in training	12.3 (3%)	0	12.5 (14%)	0	24.8 (4%)
Total	448.85 (100%)	4 (100%)	88.9 (100%)	30.8 (100%)	572.55 (100%)

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 provision⁵ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification⁶. 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 across the UK, each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 47 deaf children. The highest caseload found was 172 in one area.

Table 34: Ratio of deaf children being supported by each visiting Teacher of the Deaf, by nation and region in 2015

Nation	Region	Average ratio
England		49:1
	East England	54:1
	East Midlands	38:1
	London	56:1
	North East	49:1
	North West	33:1
	South East	56:1
	South West	47:1
	West Midlands	59:1
	Yorkshire & Humber	58:1
Northern Ireland		44:1
Wales		71:1
Scotland		26:1
UK		47:1

⁵ 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.

⁶ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Table 35: Proportional differences in level of qualification of peripatetic Teachers of the Deaf in 2015

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	94%	91%	68%	94%	90%
Teachers in training for the mandatory qualification within 3 years	6%	9%	26%	5%	9%
Qualified teachers without the mandatory qualification and not in training	0%	0%	6%	1%	1%

Table 36: Proportional differences in level of qualification of Teachers of the Deaf in resource provisions in 2015

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	80%	75%	62%	94%	78%
Teachers in training for the mandatory qualification within 3 years	17%	25%	24%	6%	18%
Qualified teachers without the mandatory qualification and not in training	3%	0	14%	0	4%

Table 37: Regional differences in proportion of Teachers of the Deaf working in peripatetic role compared to those working in resource provisions in 2015

Nation	Total number of peripatetic Teachers of the Deaf (FTE)	Total number of Teachers of the Deaf in resource provisions (FTE)	Overall total number of Teachers of the Deaf
England	705.8 (62%)	436.55 (38%)	1,142.35 (100%)
East England	57.1 (57%)	42.9 (43%)	100 (100%)
East Midlands	64.9 (82%)	14.7 (18%)	79.6 (100%)
London	86.6 (42%)	127.6 (60%)	214.2 (100%)
North East	40.55 (66%)	21.1 (34%)	61.65 (100%)
North West	143.4 (71%)	58.3 (29%)	201.7 (100%)
South East	93.4 (65%)	50.35 (35%)	143.75 (100%)
South West	67 (73%)	24.7 (27%)	91.7 (100%)
West Midlands	82.8 (67%)	40.1 (33%)	122.9 (100%)
Yorkshire & Humber	70.05 (55%)	56.8 (45%)	126.85 (100%)
Northern Ireland	30.4 (88%)	4 (12%)	34.4 (100%)
Wales	43.46 (59%)	30.8 (41%)	74.26 (100%)
Scotland	109.1 (55%)	88.9 (45%)	198 (100%)
UK	888.76 (61%)	560.25 (39%)	1,449.01 (100%)

Table 38: Number of full time equivalent (FTE) specialist support staff overall, by role in 2015

	England	Northern Ireland	Scotland	Wales	All countries
Teaching assistants/Classroom support assistants etc	782.47 (54%)	4.37 (100%)	54.6 (51%)	73.4 (86%)	914.84 (55%)
Communication support workers/Interpreters/Communicators etc	395.82 (27%)	0	21.4 (20%)	7.2 (8%)	424.42 (26%)
Deaf instructors/Deaf role models/Sign language instructors etc	92.93 (6%)	0	9.1 (8%)	1.3 (2%)	103.33 (6%)
Educational audiologists	43.5 (3%)	0	5.9 (5%)	1 (1%)	50.4 (3%)
Technicians etc	27.22 (2%)	0	0	0.5 (1%)	27.72 (2%)
Speech and language therapists	42.85 (3%)	0	6.1 (6%)	1.2 (1%)	50.15 (3%)
Family support workers/Liaison officers	18.83 (1%)	0	0	0	18.83 (1%)
Social workers/Social workers for deaf children	13.07 (1%)	0	1 (1%)	0	14.07 (1%)
Other	38.61 (3%)	0	10 (9%)	1 (1%)	49.61 (3%)
Total	1,455.31 (100%)	4.37 (100%)	108.1 (100%)	85.6 (100%)	1,653.37 (100%)

The above table shows some wide variations in the specialist staff, other than Teachers of the Deaf, employed by specialist educational services for deaf children. In all of the countries, teaching assistants are the most common type of other specialist staff but the proportion ranges from 51% of all other specialist support staff in Scotland to 100% in Northern Ireland.

The number of other specialist staff has increased from 1496.1 or 11% over the past year.

PART 4: Eligibility frameworks and funding arrangements

Table 39: Criteria/frameworks used to help determine the level of support for deaf children in 2015

	England	Northern Ireland	Scotland	Wales ⁷	UK
NatSIP criteria/eligibility framework	99 (77%)	0	7 (24%)	15 (100%)	121 (68%)
Criteria developed locally	23 (18%)	5 (100%)	19 (66%)	2 (12%)	49 (28%)
Other	7 (5%)	0	3 (10%)	0	10 (6%)
Total number of services	129 (100%)	5 (100%)	29 (100%)	15 (100%)	178 (100%)

Table 40: Changes in eligibility criteria in the service between 2014 and 2015

	England	Northern Ireland	Scotland	Wales	UK
Changes resulting in some/all deaf children now receiving more support	15 (12%)	0	2 (7%)	1 (7%)	18 (10%)
Changes resulting in some/all deaf children now receiving less support	18 (14%)	0	5 (18%)	3 (20%)	26 (15%)
No changes	96 (74%)	5 (100%)	21 (75%)	11 (73%)	133 (75%)
Total	129 (100%)	5 (100%)	28 (100%)	15 (100%)	177 (100%)

⁷ In Wales, though we asked which criteria were **mainly** used, two services indicated that they used both NatSIP and local criteria.

Table 41: Funding arrangements for peripatetic specialist support services for deaf children aged 5 to 16 in 2015

Funding is...	England	Northern Ireland	Scotland	Wales	UK
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)	111 (85%)	5 (100%)	20 (69%)	14 (93%)	150 (84%)
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	7 (5%)	0	6 (21%)	0	13 (7%)
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	1 (1%)	0	0	1 (7%)	2 (1%)
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)	1 (1%)	0	0	0	1 (1%)
Other	10 (8%)	0	3 (10%)	0	13 (7%)
Total	130 (100%)	5 (100%)	29 (100%)	15 (100%)	179 (100%)

PART 5: 5-year reflections

As 2015 was the fifth year of the CRIDE survey, CRIDE asked services for views on changes in the wider policy context over the past five years, as well as the future. Services gave wide-ranging and thoughtful answers. The following tables reflect our best attempt to interpret and categorise these views and should be used with caution. Only issues mentioned by more than 1 service have been included.

Table 42: Views on changes for the better over the past five years

Issue	Numbers of mentions by services
Improvements to technology	53
More inclusion in mainstream settings/inclusive attitudes	23
Early intervention	22
More child-centred practice/Focus on young person's voice	21
NatSIP eligibility criteria/More equitable provision	16
More multi-agency working	14
Stronger focus on outcomes	14
Newborn hearing screening/Early diagnosis	9
Cochlear implants	8
Better sign language support	6
Better information to families/NDCS support	6
Getting It Right For Every Child (Scotland)	5
Higher expectations of deaf children	5
Better deaf awareness	5
Equality Act 2010	4
Curriculum changes (Scotland)	3
Better post-16 support	2
Focus on emotional well-being	2
Better access to examinations	2

Table 43: Views on changes for the worse over the past five years

Issue	Numbers of mentions by services
Reduced funding	54
Difficulties related to Teacher of the Deaf recruitment	25
Curriculum changes	21
Changes to exams	11
Academies (England)/Delegation of funding to schools	11
Changes to how services are structured	10
Inappropriate mainstream placements/focus on outcomes	10
Increased caseloads/Demographic changes	9
Increased complexity of needs in deaf children	7
Schools/early year settings with poor acoustics	7
Isolation of deaf children/emotional well-being	7
Resource provision closures or threatened closures	5
SEND reforms (England)	5
Less focus on sign language	5
End of NDCS family sign language courses (Wales)	5
Post-16/FE support	5
Training	4
Referrals from audiology of children with conductive/unilateral hearing loss	4
Increased numbers of deaf pupils who speak English as an additional language	4

Lack of joined up working with audiology/health	4
Underachieving deaf children	3
Staff turnover/sickness	2
Insufficient speech and language therapy support	2
Inappropriate provision	2

Table 44: Views on possible opportunities for deaf children and educational provision over the next five years

Issue	Numbers of mentions by services
Better technology	43
More inclusion/Higher expectations	25
SEN reform/Education, Health and Care plans/Child-centred practice (England)	23
Better post-16 support	21
Better BSL support/BSL GCSE	9
Regional planning/commissioning	8
Additional Learning Needs (ALN) reform (Wales)	6
Higher awareness of emotional well-being needs of deaf children	5
Focus on quality teaching/standards	4
Curriculum changes	3
Personal budgets	3
Earlier cochlear implantation	3
Equality Act 2010 implementation	3
Ofsted inspections of local area SEND provision	2

Table 45: Views on possible challenges and threats for deaf children and education provision over the next five years

Issue	Numbers of mentions by services
Reduced funding	55
Teacher of the Deaf recruitment/Ageing profile	43
Curriculum changes	15
Academies (England)/Autonomy of schools/Delegation of funding	14
Fewer training opportunities for Teachers of the Deaf	11
Impact of 0 to 25 provision on services/Services too stretched	11
Impact of inclusion 'agenda'/Schools lacking knowledge/capacity	10
Reorganisation of services	6
Loss of mental health/emotional well-being services	5
Closure of resource provisions	5
Technology too expensive	5
Increased numbers of children with complex needs	4
Increased number of pupils/Impact of immigration	4
Decline in BSL support	5
Health/audiology/hearing aids cuts	4
Fewer education audiologists	2
Too few male Teachers of the Deaf	2

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 research⁸. 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), the [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](#).

Table 46: Response rate by nation

Country	Number of responses	Percentage of all services in each nation
England	131	98%
Northern Ireland	5	100%
Scotland	29	97%
Wales	15	100%
UK	180	98%

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.

⁸ More information about the background of CRIDE can be found at: www.batod.org.uk/index.php?id=/resources/survey/cride-dev.htm