



Consortium for Research in Deaf Education

2019 report for Wales

CRIDE report on 2018/19 survey on educational provision for deaf children in Wales

Introduction

In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out its ninth annual survey on educational staffing and service provision for deaf children¹. It covers the 2018/19 academic year². 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.

The analysis in this report is based on responses from 15 services in Wales, covering 22 out of 22 authority areas giving a response rate of 100%.

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

Summary of key findings

- Services reported that there are at least 2,486 deaf children in Wales; a reported decrease of 5% over the past year.
- 80% of school-aged deaf children attend mainstream schools (where there is no specialist provision). 9% attend mainstream schools with resource provisions, whilst 10% attend special schools not specifically for deaf children. 1% were home educated.
- 28% of deaf children are recorded as having an additional special educational need.
- 6% of deaf children use an additional spoken language other than English in the home.
- Of children who have a severe or profound hearing loss, 66% communicate using spoken English only in school or other education settings as their main language, whilst 24% mainly use spoken English together with signed support. 3% mainly use spoken Welsh, whilst 1% mainly use spoken Welsh together with signed support. 6% mainly use British Sign Language.
- The most common post-school destination for deaf young people is further education, with 54% taking this option.

¹ Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question). Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia. Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

² Reports from previous years can be found on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE or on the BATOD website at www.batod.org.uk/information/cride-reports/.

- There are at least 66 fte Teacher of the Deaf posts, none of which was vacant. Of the 66 staff working as Teachers of the Deaf, 86% held the mandatory qualification.
- The number of qualified Teachers of the Deaf in employment working in a peripatetic role, in a resource provision and/or in a special school or college not specifically for deaf children has increased slightly by 1% over the past year. Over the long-term, it has fallen by 21% since the CRIDE survey started in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 59 deaf children. This has decreased from 73 in 2017 and from 71 in 2015.
- 45% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are at least 100.55 fte other specialist support staff working with deaf children in Wales, an increase from 87.7 reported in 2017.
- There are 24 resource provisions across all 15 services. This is a decrease from 2018 when CRIDE identified 25 resource provisions.
- 27% of services report that they collect data on Key Stage 4 outcomes for all deaf children. The same proportion do the same but only for deaf children on their caseload.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2019.

The survey acknowledges that services and children do not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the survey.

It is clear that 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 rates to individual questions sometimes vary whilst large anomalies sometimes appear. CRIDE makes every effort to query any anomalies that appear particularly strange. However, services do not always respond to such queries. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision 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, '<5' appears. In some cases, the total has been rounded up or down, 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.

Contents

PART 1: Deaf children in Wales.....	3
PART 2: Teachers of the Deaf and other specialist staff.....	13
PART 3: Support provided.....	22
PART 4: Background and methodology	26
Annex: Information by local authority.....	27

PART 1: Deaf children in Wales

How many deaf children are there?

In 2019, services were asked to give details of deaf children living in the geographical area covered by them³.

When giving figures for numbers of deaf children living in the area, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness, age 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.

All 15 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Wales is 2,486**. This is down from 2,625 in 2017/18 and amounts to a 5% decrease over the past year.

Unadjusted figures are provided in the table that follows.

³Services were asked: How many children with a permanent deafness live in the geographical area covered by your service? The answer below should include: All children who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. Children with temporary deafness should not be included in your response to this question. All deaf children, regardless of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information (In Q40, we ask about the number of children on your caseload). Children who attend education provision outside of your area but who normally live in your area. Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question). Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia. Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

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

	Total generated
Adjusted total	2,486
Total given when asked how many children overall	2,486
Total given when asked about number of children, broken down by age group	2,426
Total given when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	2,486
Total given when asked about number of children, broken down by educational setting	2,477

The smallest service reported 55 deaf children living within their boundaries. The largest reported 396 deaf children. The average number of deaf children living in each service was 166.

The following table compares the total number of deaf children living in Wales with figures from previous 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.

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

	Number of children reported
CRIDE 2019 (adjusted total)	2,486
CRIDE 2018	2,625
CRIDE 2017 (adjusted total)	2,642
CRIDE 2016	2,374
CRIDE 2015 (adjusted total)	3,288
CRIDE 2014	2,880
CRIDE 2013 (adjusted total)	2,904
CRIDE 2012 (adjusted total)	2,743
CRIDE 2011 (adjusted total)	2,755

This year, for the first time, we asked services if there were any known issues or gaps in the data they provided. Six services (43%) stated that there were. Issues included:

- databases not being able to separate out children with a temporary hearing loss
- services only having data on children and young people supported by the service
- services only having data on children and young people who use hearing aids
- services only having data on children and young people who attend regular audiology appointments
- not knowing if there are children that were not referred to the service from audiology if parental consent was not given
- services not keeping data on young people within the age range in further education, higher education or apprenticeship settings.

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

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

Table 3: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	269	11%
Primary-aged	1,103	45%
Secondary-aged	919	38%
Post-16 up to the age of 19	135	6%
Total	2,426	

Looking at the number of reported ‘post-16’ deaf young people, two services do not report having any deaf young people in this category while a number of other services report only a very small number in this cohort. CRIDE continues to believe 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 figures from the Office of National Statistics (ONS) on population estimates by age⁴ 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 below 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 below are therefore not directly comparable. However, the figures do seem to suggest that local authorities are under-reporting on the number of deaf young people post-16 in their responses to CRIDE.

Table 4: Proportion of children and young people by age

ONS (mid-2018 data)		CRIDE	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 3	19%	Preschool	11%
Children aged 4 to 11	42%	Primary (reception to year 6)	45%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	38%
Young people aged 17 to 19	15%	Post-16	6%

⁴<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland>

Table 5: Number of children living in the area, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	430	18%
Mild	566	24%
Moderate	833	35%
Severe	315	13%
Profound	261	11%
Total (excluding 'not known')	2,405	
Not known	81	
Total (including 'not known')	2,486	

Table 6: Number of children, living in the area, by educational setting

Type of educational provision		Number of deaf children	Percentage of total (where known)
In local authority	Supported only at home - pre-school children	104	4%
	Early years setting - pre-school children	90	4%
	Supported at home - of school age and home educated	15	1%
	Mainstream state-funded schools (including academies and free schools)	1,768	71%
	Mainstream independent (non-state-funded) schools (for example, Eton)	<5	0%
	Resource provision in mainstream schools	179	7%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	221	9%
	All other post-16 provision (not including school sixth form colleges)	27	1%
Out of local authority	Early years setting - pre-school children	0	0%
	Mainstream state-funded schools (including academies and free schools)	19	1%
	Mainstream independent (non-state-funded) schools	6	0%
	Resource provision in mainstream schools	25	1%
	Special schools for deaf pupils (whether state funded or non-maintained)	10	1%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	6	0%
	All other post-16 provision (not including school sixth form colleges)	<5	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	<5	0%
Total (excluding 'not known')		2,477	
Not known		0	
Total (including 'not known')		2,477	

Table 7: 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)
Supported only at home - pre-school children	104	4%	
Early years setting - pre-school children	90	4%	
Supported at home - of school age and home educated	15	1%	1%
Mainstream provision (including state-funded and independent schools)	1,796	72%	80%
Mainstream provision: resource provision	204	8%	9%
Special schools for deaf pupils	10	0%	0%
Other special schools, not specifically for deaf children	227	9%	10%
All other post-16 provision (not including school sixth forms)	30	1%	
Other (e.g. Pupil referral units, NEET)	<5	0%	
Total	2,480*		
Total (excluding pre-school children and other post-16 provision and 'other')	2,252		

Table 8: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	2,407	97%
Out of home local authority	69	3%
Total (not including 'not known and 'other')	2,476	

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

13 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 28 deaf children in Wales with ANSD, 1% of all deaf children (adjusted total). This is similar to 2017 when the figure stood at 1% (although all 15 services answered this question in 2017).

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 2004. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children has 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 2004, 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)

14 services were able to tell us how many deaf children had an additional SEN; they reported that the number of deaf children with an additional SEN is 697. This is 28% of the adjusted total of deaf children, which is an increase from 23% in 2017, when CRIDE last asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN using the classification set out in school census guidance⁵. Not all services were able to give a breakdown, and in some cases services provided figures that added up to a different figure from the total they provided originally.

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

	Number of deaf children with an additional SEN	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Moderate Learning Difficulties	115	20%	5%
General Learning Difficulties	53	9%	2%
Severe Learning Difficulties	64	11%	3%
Profound & Multiple Learning Difficulties	45	8%	2%
Dyslexia	6	1%	0%
Dyscalculia	<5	0%	0%
Dyspraxia	<5	0%	0%
Attention Deficit Hyperactivity Disorder	16	3%	1%
Autistic Spectrum Disorders	42	7%	2%
Physical and medical difficulties	87	15%	3%
Visual Impairment	49	9%	2%
Speech, language and communication difficulties	61	11%	2%
Behaviour, emotional & social difficulties	26	5%	1%
Total	569		
Not known	128		
Total including those reported "not known"	697		

The figures suggest that the most common additional SEN is Moderate Learning Difficulties, followed by Physical and medical difficulties, Severe Learning Difficulties, and Speech, language and communication difficulties.

Separately, research⁶ 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

⁵ www.gov.uk/guidance/school-census#school-census-documents

⁶ Fortnum, H. Davies, A. (1997) Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997, 31, 409-446

of the same in age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

Deaf children with cochlear implants and bone conduction hearing devices

Services reported that 192 children (8% of the adjusted total of deaf children) have at least one cochlear implant, up slightly from 6% when this question was asked in 2017.

Children with a severe to profound hearing loss are eligible for cochlear implants. We saw earlier in table five that there are 576 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 33% of children with severe or profound hearing loss have at least one cochlear implant. If one were to make an assumption that nearly all children with cochlear implants are those with a profound hearing loss, this percentage would rise to 74%.

Services also reported that 65 children (3% of the adjusted total of deaf children) have a bone conduction device. This is the same as when the question was asked in 2017 and 3% of children had a bone conduction device.

Additional languages

Services were asked to provide the number of deaf children living in the area that are known to have English or Welsh as an additional spoken language at home. 11 services provided an answer to this question, reporting that there were 161 children known to have English or Welsh as an additional spoken language (6% of the adjusted total of deaf children reported). This is an increase from 2017 when this question was last asked, when 83 children (3%) were known to have English or Welsh as an additional spoken language.

Services were then asked to provide a breakdown of the total number of children who have a **severe or profound bilateral hearing loss**, living in the area, according to which languages are mainly used at school/other education setting. 13 services provided some information for this question.

Table 10: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	281	66%
Spoken Welsh	12	3%
British Sign Language	25	6%
Spoken English together with signed support	103	24%
Spoken Welsh together with signed support	6	1%
Other combination	<5	0%
Total known	432*	
Not known	<5	
Total including not known	437*	

The results show that 6% of children with a severe or profound hearing loss mainly use British Sign Language in education whilst 25% use what can be described as using Sign Supported English or Welsh. In 2017, these figures were 7% and 34% respectively.

Particular caution is needed when looking at the results for this question. This is because the 13 services who responded to this question identified 437 children with a severe or profound hearing loss. This is fewer than the figure of 576 identified earlier in this report (see table five). It should also be stressed that the use of spoken/sign language in education may not always match the use of spoken/sign language within the home or the child's own preferences.

Deaf children who are new to the country

Services were also asked about the number of deaf children that were known to be 'newly arrived', having arrived to their service from outside of the UK in the past year. There were six deaf children known to be newly arrived reported by 14 services. This is less than 1% (0.2%) of the adjusted total of deaf children.

Deaf young people post-16

Services were asked how many deaf young people left school at the end of the 2017/18 academic year. 12 services responded to this question, reporting 72 deaf young people as having left school. We believe this figure to be significantly lower than the number we would expect to be leaving school. For example, we saw earlier that there are over 919 secondary-aged deaf children, suggesting there are around 180 in each year. It is of concern that there appear to be many young people of whom services are not aware whether they have left school or not.

We also asked how many of those deaf young people had a transition plan that was informed by a Teacher of the Deaf, and services reported that 33 young people had a transition plan informed by a Teacher of the Deaf (46% of the deaf young people who had left school).

We asked services if they track the post-school destinations of deaf young people. Three services (20%) said they did, and 12 services (80%) said they didn't. Where services did track post-school destinations, they were then asked to provide a breakdown of the destinations of the deaf young people who had left school.

Table 11: Post-school destinations

Post-school destination	Number of young people	Percentage (where known)
Further education (college)	19	54%
Higher education (university or higher education course at college)	9	26%
Training/apprenticeship	<5	<14%
Employment	<5	<14%
Not in education, employment or training	0	0%
Other	<5	<14%
Total	35	
Unknown	<5	
Data not held	0	
*Total (including where unknown or data not held)	40	

*Please note, the total including unknown or data not held has been rounded up to 40, to ensure that small groups of deaf young people are not identifiable.

We asked services if they support deaf young people in further education or other post-school destinations. Services were able to select all options that described their support. 47% of services stated they had no involvement, which is a slight decrease from 54% in 2017, when we last asked this question. .

Table 12: Support for deaf young people in post-school destinations

Support	Number of answers	Percentage of all answers
No involvement	7	47%
Yes - free at the point of delivery, funded by the local authority	3	20%
Yes - when commissioned by post-16 providers	1	7%
Yes - when commissioned directly by another local authority which places young people in an establishment in your area	0	0%
Other	4	27%
Total	15	

Where services answered 'Other', they were asked to provide details. Answers included:

- support being ad-hoc rather than clearly established
- information being shared with Careers Wales when appropriate to support transition to post-school destinations
- support during the transition period only (approximately the first term).

Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseloads. By caseload, we mean children who receive some form of support **more than once a year**. Examples of support included direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. Services were also able to include children supported by the service but who do not live in the same geographical area for that service. Children with temporary deafness are also included in this question.

Based on responses from 14 services, survey responses indicated that at least 3,265 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 47 and the largest was 1,265. The average was 233 children. This appears to be a decrease from 4,258 children on caseloads in 2018, when responses were received from all 15 services. Due to an error, the CRIDE 2018 survey did not give a definition of caseload in the survey. As a result of this error, comparisons with previous years should be made with particular caution.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 12 services responded to this question and reported that they supported 1,262 children with temporary conductive deafness. A number of services stated that they were not always able to distinguish in their databases whether a child had temporary or permanent deafness or stated that they did not hold this data.

If there are 2,486 permanently deaf children living in Wales (as reported by services) and 2,003 on services' caseloads with permanent deafness, there are at least 483 deaf children (19%) who are not being

supported by the service more than once a year. It does not automatically follow that 19% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service, or elsewhere from, for example, special schools for deaf children in England or resource provisions not managed by the service.

How do CRIDE's 2019 figures compare to School Census figures?

School Census

The 2019 CRIDE survey reports there are 2,486 deaf children in Wales. However, the Welsh Government's School Census figures indicate there are 3,274 pupils with a hearing impairment (of which 189 have a multi-sensory impairment). It should be noted that Welsh government data no longer indicate whether hearing impairment is the primary or secondary need. These figures suggest that services are under-reporting the number of deaf children in their area in their responses to CRIDE.

PART 2: Teachers of the Deaf and other specialist staff

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions and/or working in a special school or college not specifically for deaf children or young people.

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. It should be noted that, whilst we asked for fte figures, we suspect that, in some cases, figures were given for the number of individual people.

In total, there are at least 57 fte fully qualified Teachers of the Deaf in employment in Wales working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people.

Overall, there are at least 66 teachers working as Teachers of the Deaf in Wales. 86% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (14%).

At the time the survey was completed, there were no vacant posts reported.

The following table provides a breakdown by type of setting.

Table 13: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	29.4 (81%)	25.1 (93%)	1 (100%)	1.5 (100%)	57 (86%)
Teachers in training for the mandatory qualification within 3 years	7 (19%)	2 (7%)	0 (0%)	0 (0%)	9 (14%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	36.4 (100%)	27.1 (100%)	1 (100%)	1.5 (100%)	66 (100%)

The following table looks at changes in the number of qualified Teachers of the Deaf in employment and posts over successive years.

It should be noted that in 2017, CRIDE began to ask about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. This means that figures for 2017 onwards may not be directly comparable with those from previous years.

As set out earlier, when making year on year comparisons, it should be noted that anomalies can sometimes appear in the responses from year to year. CRIDE makes every effort to query any anomalies that appear particularly strange. However, services and schools do not always respond to such queries.

Table 14: Changes in numbers of Teachers of the Deaf from year to year

	Teachers of the Deaf with the mandatory qualification in employment	Teachers of the Deaf with the mandatory qualification in employment or in training	Number of teachers working as Teachers of the Deaf in employment	Number of vacant posts	Number of Teacher of the Deaf posts (including vacancies)
2019	57.0	66.0	66.0	0	66.0
2018	56.425	61.825	61.825	1	62.825
2017	57.63	60.33	60.73	3.9	64.63
2016	65.45	69.25	69.25	1	70.25
2015	69.86	73.66	74.26	0.8	75.06
2014	67	69.2	70.2	0.6	70.8
2013	66.5	71.5	71.5	3	74.5
2012	91.75	100.55	100.55	0	100.55
2011	71.95	73.95	75.95	0	75.95

Table 15: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 8 years (between 2010/11 and 2018/19)	Percentage change over past year (between 2017/18 and 2018/19)
Teachers of the Deaf with the mandatory qualification in employment	-21%	1%
Teachers of the Deaf with the mandatory qualification in employment or in training	-11%	7%
Number of teachers working as Teachers of the Deaf in employment	-13%	7%
Number of Teacher of the Deaf posts (including vacancies)	-10%	5%

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that six services (40%) had seen an increase, eight services (53%) had seen no change while one service (7%) had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. Four services (29%) reported difficulties in recruiting for a permanent post whereas four (29%) reported no difficulties, with six services (43%) stating that this question was not applicable to them. Six services (43%) reported difficulties in recruiting for supply cover whereas three (21%) reported no difficulties, with five services (36%) stating that this question was not applicable to them. Combining the figures, seven services (47%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered these themes:

- general lack of qualified applicants
- no applications received for advertised qualified Teacher of the Deaf post
- having to appoint a teacher to start the training for the mandatory qualification
- lack of suitably qualified applicants who are able to provide a service through the medium of Welsh
- lack of qualified Teachers of the Deaf available for supply posts

- having to obtain support from neighbouring authorities to cover supply posts.

Additional qualifications held by Teachers of the Deaf

CRIDE also asked how many Teachers of the Deaf had an additional post-graduate specialist qualification in early years support for deaf children. Overall, there were no Teachers of the Deaf with this qualification. In 2017 a similar question was asked with slightly different wording, services were asked how many Teachers of the Deaf held an additional specialist qualification in early years support, and 3.0 fte Teachers of the Deaf were reported as having this. However, due to the difference in question wording, comparisons between the two figures should not be made.

Services were also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. There were 0.6 fte Teachers of the Deaf that held an additional specialist qualification as an educational audiologist, working in the peripatetic service. This was within one service. This means that 1% of all Teachers of the Deaf in post have an additional qualification as an educational audiologist. This is a decrease from 3% when this question was last asked in 2017.

Teachers of the Deaf providing support through the medium of Welsh

Services were also asked how many Teachers of the Deaf were able to provide support through the medium of Welsh as required. Overall, there were 14.0 fte Teachers of the Deaf reported as able to do this, amounting to 21% of the total Teacher of the Deaf posts. 54% of these were working mainly in the peripatetic service, with seven services having Welsh speaking Teachers of the Deaf. 43% were working mainly in resource provisions. There was also 0.5 fte Teachers of the Deaf working flexibly in one service.

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

The survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2019. In other words, how many ‘visiting’ Teachers of the Deaf were working in each service. Peripatetic 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 16: Number of peripatetic Teachers of the Deaf in employment

	Number of teachers (fte)	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	29.4	81%	14
Teachers in training for the mandatory qualification within 3 years	7	19%	6
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	36.4		

The total of 36.4 fte peripatetic Teachers of the Deaf has increased slightly by 9% from 33.5 in 2018.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0 to 5.1 fte. Nine services employ two or fewer peripatetic Teachers of the Deaf, of which six services employed one or fewer (e.g. 0.5 fte) fully qualified peripatetic Teachers of the Deaf. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 2.0 fte.

Age profile of peripatetic Teachers of the Deaf

Services were asked about the age profile of Teachers of the Deaf. This was in response to ongoing concerns that the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession. If true, this could potentially lead to a ‘capacity crunch’ where there are insufficient numbers of Teachers of the Deaf to meet the needs of future deaf children.

The following table indicates that 45% of peripatetic Teachers of the Deaf are over the age of 50 and hence, likely to retire in the next 10 to 15 years.

Table 17: Age profile of peripatetic Teachers of the Deaf

	Number of peripatetic teachers (fte)	Percentage of total
Aged 49 or under	19.9	55%
Aged between 50 and 59	15.0	41%
Aged between 60 and 64	1.4	4%
Aged 65 or over	0	0%
Total	36.3	

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 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 heavier caseloads than services which have only given a figure for the number of deaf children they ‘know’ about
- the theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms and for consistency across all parts of Wales, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision⁷

⁷ This includes: Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools (including academies and free schools), Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification⁸.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 59 deaf children. The highest caseload found was 119.5 in one area. There are four services (27%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there is one service (7%) where there are, on average, 100 or more deaf children on the theoretical caseload.

The theoretical average caseload has decreased from 2017 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 73 deaf children. In 2015, this figure was 71. The change in the theoretical average caseload may be linked to the reported decrease in numbers of deaf children.

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children. Respondents were asked to exclude time spent on other school duties (such as time as the school’s SEN Co-ordinator, for example).

Table 18: Number of Teachers of the Deaf in resource provisions

	Number of teachers (fte)	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	25.1	93%	10
Teachers in training for the mandatory qualification within 3 years	2	7%	2
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	27.1		

The total of 27.1 Teachers of the Deaf in resource provisions has increased by 0.38 (or 1%) from 26.725 in 2018.

Comparing the number of resource provisions with the number of qualified Teachers of the Deaf or trainee Teachers of the Deaf, there is an average of 1.13 fte Teachers of the Deaf in each resource provision. This figure does not take into account the number of deaf children in resource provisions.

Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people

CRIDE asked services if they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people. One service reported that they did, with 1.0 fte Teacher of the Deaf with the mandatory qualification working in this way. This is the same as reported in 2018.

⁸ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Teachers of the Deaf working flexibly across peripatetic services and other education settings

Services were asked if they had Teachers of the Deaf working flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people. Two services reported that they did, with 1.5 fte Teachers of the Deaf with the mandatory qualification working in this way. This is an increase from 0.6 fte in 2018.

Other specialist staff

The survey responses suggest that there were 100.55 specialist support staff, other than Teachers of the Deaf, supporting deaf children in Wales, 17% of whom were working in the peripatetic service, and 81% of whom were working in resource provisions, with 1% working flexibly across peripatetic services and resource provisions.

Table 19: Number of specialist support staff, by role

	Peripatetic		Resource provisions		Working flexibly		Total
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/ Classroom support assistants etc	13.9 (17%)	8	65.75 (81%)	11	1.5 (2%)	2	81.15
Communication support workers/ Communicators etc	1.1 (7%)	2	14.6 (93%)	4	0 (0%)	0	15.7
NRCPD registered BSL/English interpreters	0 (0%)	0	0 (0%)	0	0 (0%)	0	0
Deaf instructors/Deaf role models/Sign language instructors etc	0 (0%)	0	1 (100%)	1	0 (0%)	0	1
Technicians et al.	1.5 (100%)	2	0 (0%)	0	0 (0%)	0	1.5
Speech and language therapists	0 (0%)	0	0.2 (100%)	1	0 (0%)	0	0.2
Family support workers/Liaison officers	0 (0%)	0	0 (0%)	0	0 (0%)	0	0
Social workers/Social workers for deaf children	1 (100%)	1	0 (0%)	0	0 (0%)	0	1
Physiotherapist/ Occupational therapist	0 (0%)	0	0 (0%)	0	0 (0%)	0	0
Other	0 (0%)	0	0 (0%)	0	0 (0%)	0	0
Total	17.5 (17%)		81.55 (81%)		1.5 (1%)		100.55

The following tables look at changes since 2011 in Teaching assistants and Communication support workers. Analysis on other roles was not possible due to changes in categories over the year or where numbers were too low to allow meaningful analysis.

Table 20: Number of specialist support staff, by role and year

	Number of staff in 2010/11	Number of staff in 2011/12	Number of staff in 2012/13	Number of staff in 2013/14	Number of staff in 2014/15	Number of staff in 2015/16	Number of staff in 2016/17	Number of staff in 2018/19
Teaching assistants/ Classroom support assistants etc	57.8	72	68.9	79.5	73.4	75.3	69.6	81.15
Communication support workers/ Communicators etc	7	6.5	10	3.0	7.2	7.8	13.6	15.7

Table 21: Percentage change in number of specialist support staff

	Percentage change between 2010/11 and 2018/19	Percentage change between 2016/17 and 2018/19
Teaching assistants/ Classroom support assistants etc	40%	17%
Communication support workers/ Communicators etc	124%	15%

PART 3: Support provided

Where services are based

Services were asked where the peripatetic service was based. All 15 services (100%) stated it was based in the local authority.

Heads of services

We asked if peripatetic Teachers of the Deaf in the service were managed by someone who is a qualified Teacher of the Deaf or in training for the mandatory qualification to become a qualified Teacher of the Deaf. Ten services (67%) stated that they were, and five (33%) of services stated that they were not. Where services were not managed by a qualified Teacher of the Deaf or Teacher of the Deaf in training, we asked for the role of the person who was managing the service. Answers included:

- Head of ALN/ALN Team Leader
- Qualified Teacher of Vision Impaired Children
- Senior specialist teacher for speech and language communication difficulties/Learning support team leader.

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 12 resource provisions for primary-aged children. Ten services had at least one resource provision for primary-aged children in their area. There were 12 resource provisions for secondary-aged children. Ten services had at least one resource provision for secondary-aged children in their area.

This gave a total of 24 resource provisions across Wales. This is a decrease from 2018 when CRIDE identified 25 resource provisions.

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf - this applied to 18 (75%) of the resource provisions. When services provided comments on this, they included mentions of the resource provisions being managed by:

- a teacher in training for the mandatory qualification
- the manager of the service.

One service also stated that a peripatetic Teacher of the Deaf visited the resource provisions.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2017/18 and 2018/19 academic years. Seven services (47%) reported that there had been changes whilst eight (53%) reported that there had been no changes.

Where services reported that there had been changes, these included:

- having to temporarily cover a full time post with a part time post

- having to replace a qualified Teacher of the Deaf with a Teacher of the Deaf in training
- temporary additional hours were ended
- hours of support being under review, with a view to possibly increasing support to the resource base where there are increased numbers attending
- specialist support workers appointed to support the service
- change to how children with temporary hearing loss are supported.

We then asked services if they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to children. All 15 services (100% of services) said they used it.

We asked which support allocation matrix best describes what they have used.

Table 22: NatSIP support allocation matrices used by services

	Number of services	Percentage
Example 1	5	33%
Example 1 – but adjusted	1	7%
Example 2	7	47%
Example 2 – but adjusted	1	7%
n/a – we have used a different support allocation matrix or take a different approach	1	7%
Total	15	

Where a service said they used a different approach, they stated that the NatSIP framework has been used but staffing shortages have made this challenging.

Outcomes

Services were asked if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4. Four services (27% of services) said they did, for all deaf children living in the local authority or authorities covered by their service. Four services (27% of services) said they did, but only for children who receive support from the service. Seven services (47% of services) said they did not.

Services were then asked if this data was shared with the Children’s Hearing Services Working Group (CHSWG) in their area. Of the eight services which stated that they collected this data above, one service (13% of services) stated that they did share this data with the CHSWG in their area, and seven services (88% of services) said they did not.

Quality standards

Services were asked which quality standards or resources they have used to audit or improve practice.

Table 23: Quality standards and resources used by services

	Number of services	Percentage of services
NatSIP: Quality Standards for Sensory Support Services in England (2016)	14	93%
NAFWC 34/2005 – Quality Standards in Education Services for Children and Young People with Sensory Impairment (Wales) (2005)	5	33%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	9	60%
Newborn hearing screening programme quality standards (Wales)	7	47%
NatSIP Quality Improvement Support Pack (2016)	3	20%
Department of Health: Deafblind People: Guidance for local authorities (2014) (England)	1	7%
Other	1	7%

When a service answered ‘other’ they specified that they used the Early Support materials.

We then asked services if they have shared the findings of any such audits or any work they had done in relation to the quality standards with the Children’s Hearing Services Working Group (CHSWG) in their area over the past year. Four services (27%) said they had done so, and 11 (73% of services) said they had not.

Funding arrangements

Services were asked how the peripatetic specialist support service for deaf children aged 5 to 16 was funded. 14 services answered this question, and one service did not answer this question.

Table 24: Funding of the peripatetic service

	Number of services	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 children without a statement of SEN)	0	0%
Other	0	0%

Services were asked if they charge for the delivery of services for any children or young people with a statement of SEN in different education settings.

Table 25: Charging of services for children with a statement of SEN

	Number of services	Percentage of services
Service does not charge for any of the settings below	14	93%
Early years setting	0	0%
Mainstream state-funded schools	0	0%
Mainstream independent schools	1	7%
Special school or college not specifically for deaf children	0	0%
Other post-16 providers	1	7%
Other	0	0%

Services were then asked if they charge for the delivery of services for any children or young people who do not have a statement of SEN in different education settings.

Table 26: Charging of services for children without a statement of SEN

	Number of services	Percentage of services
Service does not charge for any of the settings below	13	87%
Early years setting	0	0%
Mainstream state-funded schools	0	0%
Mainstream independent schools	1	7%
Special school or college not specifically for deaf children	0	0%
Other post-16 providers	1	7%
Other	0	0%

Individual Development Plans

Services were asked if any non-statutory Individual Development Plans (IDPs) had been issued to any deaf children in their area. Four services (29%) said yes, seven services (50%) said no, and three services (21%) said they were not sure. Where services said they had been, they were asked to provide more detail. Information provided here included:

- all responses indicated that they used a standard local authority IDP
- two services stated that a statement was sometimes provided alongside the IDP
- one service said they have used a standard IDP developed by the school where a child is placed, both with and without statements.

PART 4: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. At the time the survey was sent out, representatives included: the British Association of Teachers of the Deaf (BATOD), City, University of London, consultants with expertise in deafness, the Ear Foundation, the National Deaf Children’s Society, the National Sensory Impairment Partnership (NatSIP), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education services for deaf children in Kent and Norfolk, University of Edinburgh, University of Leeds and UCL.

The survey was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2019, a full survey was issued.

The survey was disseminated to services in Wales in January 2019 by National Deaf Children’s Society staff on behalf of CRIDE. Services were asked to respond by 26 April 2019. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone.

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

Table 27: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 26 April 2019	11	11
Second deadline following chasers	4	15

Services were able to respond by completing a Word document of the survey. Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children’s Society, with guidance and clearance from members of CRIDE.

CRIDE 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 cride@ndcs.org.uk.

Annex: 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 2019.

Please note that where the number of deaf children for any category is fewer than 5, '<5' appears.

Figures for Teachers of the Deaf include all Teachers of the Deaf reported by services, including Teachers of the Deaf with the mandatory qualification (MQ) and Teachers of the Deaf in training for the MQ or intending to train within three years.

Table 28: Data by local authority

	Number of permanent ly deaf children living in the geographic al area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working flexibly
Bridgend	175	230	55	2	1	0	0
Cardiff	196	No answer	No answer	6	6	0	0
Carmarthenshire	161	216	54	2.2	3	0	0
Ceredigion	80	80	<5	0.8	1	0	0
Conwy	71	68	12	2	0	0	0
Gwynedd and Anglesey	166	126	12	1.7	0	0	0.5
Merthyr Tydfil	55	47	No answer	0	0	0	1
Neath Port Talbot	110	195	76	2	3	0	0
North East Wales (Flintshire, Denbighshire, Wrexham)	308	311	59	3.4	3.8	0	0
Pembrokeshire	70	98	29	1	0	0	0
Powys	110	118	18	2.6	0	0	0
Rhondda Cynon Taf	224	122	No answer	3.2	1	1	0
South East Wales (Blaenau Gwent, Caerphilly, Monmouth, Torfaen and Newport)	396	1265	869	6.5	4.8	0	0
Swansea City	254	304	50	2	1.5	0	0
Vale of Glamorgan	110	85	24	1	2	0	0