Consortium for Research in Deaf Education

2017 report for England

CRIDE report on 2016/17 survey on educational provision for deaf children in England

Introduction

In 2017, the Consortium for Research into Deaf Education (CRIDE) carried out its seventh annual survey on educational staffing and service provision for deaf children[1]. It covers the 2016/17 academic year[2]. This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

Responses were received from 132 services in England, covering 150 out of 152 authority areas giving a response rate of 99%. The remaining two authorities were not contacted on the understanding that they do not have any deaf children in this area - this means that this CRIDE survey has effectively achieved 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

- There are at least 45,631 deaf children in England; a reported increase of 11% over the past year.
- 78% of school-aged deaf children attend mainstream schools (where there is no specialist provision). 6% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 22% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be moderate learning difficulties.
- Around 7% of deaf children have at least one cochlear implant whilst 4% of deaf children have a bone conduction device.
- 14% of deaf children use an additional spoken language other than English in the home.

[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.

[2] Reports from previous years can be found on the BATOD website at www.batod.org.uk/index.php?id=/resources/survey or on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE.

- 66% of severely or profoundly deaf children communicate using spoken English only in school or other education settings. 29% of severely or profoundly deaf children use sign language in some form, either on its own (8%) or alongside spoken English (21%).
- The most common post-school destination for deaf young people is further education, with 79% taking this option.
- The School Census continues to under-record the number of deaf children, missing 42% of those identified by CRIDE.
- 19% of deaf children identified by CRIDE have a statement of SEN or an Education, Health and Care plan.
- There are at least 1,095.4 Teacher of the Deaf posts, of which 4% were vacant. Of the 1,050 staff working as Teachers of the Deaf, 87% held the mandatory qualification.
- The number of qualified Teachers of the Deaf in employment fell by 2% over the past year. It has fallen by 14% since the CRIDE survey started in 2011.
- 57% 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 1,378 other specialist support staff working with deaf children in England, a 9% decrease since last year.
- 83% of services are based in the local authority.
- There are 251 resource provisions across England. This is down slightly from 2016 when CRIDE identified 260 resource provisions.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2017.

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. This reports notes particular issues that emerged in some areas.

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. **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. In 2016, after five years of conducting the survey and carrying out a substantial review, CRIDE made a number of significant changes to the questions. 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.

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PART 1: Deaf children in England

How many deaf children are there?

In 2017, services were asked to give details of deaf children living in the geographical area covered by them[3].

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. Some did not give an overall total but did give broken-down figures.

Furthermore, 11% of services later gave a figure for the number of children being supported by the service that was the same as the number living in the area. CRIDE continues to be concerned that some services may only be providing figures for children living in the area that they actively support – i.e. children who do not receive support are not being recorded as they are unknown to the service. This is supported by anecdotal conversations with services. Local authorities have a duty under the Children and Families Act 2014 to identify the number of children with special educational needs and disabilities (SEND) so it remains a concern that some services are not able to provide reliable figures on the number of the deaf children overall in their area.

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

Based on responses from 131 services covering 149 local authorities, **the adjusted total number of deaf children in England is 45,631**. This is up from 41,261 in 2015/16 and amounts to an 11% increase over the past year. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy in reporting – though it should be noted that the response rate to this question was higher this year than in 2016 (when 126 services responded). Unadjusted figures are provided in the tables that follow.

[3] The definition for this question was given as: "How many deaf children 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 <u>not</u> be included** in your response to this question. We use the term permanent conductive 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. 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 and 41, 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."

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

	Total generated
Adjusted total	45,631
Total given when asked how many children overall	44,611
Total given when asked about number of children, broken down by age group	45,196
Total given when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	44,927
Total given when asked about number of children, broken down by educational setting	41,901

The smallest service reported 76 deaf children living in their boundaries. The largest reported 1,560 deaf children. The average number of deaf children living in each service was 343.

The following table compares the total number of deaf children living in England 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 (adjusted totals)
CRIDE 2017	45,631
CRIDE 2016	41,261
CRIDE 2015	41,377
CRIDE 2014	40,614
CRIDE 2013	37,948
CRIDE 2012	37,414
CRIDE 2011	34,927

The table below looks in more detail at the number of deaf children in different regions of England, and how this has changed since last year.

Table 3: Number of deaf children in England, by region

Region	**Number of deaf children in 2016**	**Percentage of total**	**Number of deaf children in 2017 (adjusted totals)**	**Percentage of adjusted total**
East England	4,349	11%	4,430	10%
East Midlands	3,287	8%	3,765	8%
London	7,285	18%	7,358	16%
North East	2,335	6%	2,342	5%
North West	5,238	13%	5,945	13%
South East	5,880	14%	6,700	15%
South West	3,164	8%	3,823	8%
West Midlands	5,549	13%	5,711	13%
Yorkshire & Humber	4,174	10%	5,557	12%
Total	41,261	100%	45,631	100%

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

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

Table 4: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	6,513	14%
Primary-aged	19,714	44%
Secondary-aged	15,027	33%
Post-16 up to the age of 19	3,942	9%
Total	45,196	

Looking at the number of reported 'post-16' deaf young people, 7 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 ONS statistics on population estimates by age[4] 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 5: Proportion of children and young people by age

ONS (mid-2016 data)			CRIDE	
Category	**Percentage of all children**		**Category**	**Percentage of total**
Children aged 0 to 3	21%		Preschool	14%
Children aged 4 to 11	41%		Primary (reception to year 6)	44%
Children aged 12 to 16	23%		Secondary (year 7 to 11)	33%
Young people aged 17 to 19	15%		Post-16	9%

[4] https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland

Table 6: 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	8,467	20%
Mild	11,123	26%
Moderate	13,518	32%
Severe	3,952	9%
Profound	5,023	12%
Total (excluding 'not known')	42,083	
Not known	2,844	
Total (including 'not known')	44,927	

Table 7: 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	3,022	7%
	Early years setting – pre-school children	2,590	6%
	Supported at home – of school age and home educated	281	1%
	Mainstream state-funded schools (including academies and free schools)	25,597	62%
	Mainstream independent (non-state-funded) schools (for example, Eton)	458	1%
	Resource provision in mainstream schools	1,962	5%
	Special schools for deaf pupils (whether state funded or non-maintained)	394	1%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	3,838	9%
	All other post-16 provision (**not** including school sixth form colleges)	890	2%
Out of local authority	Early years setting – pre-school children	28	0%
	Mainstream state-funded schools (including academies and free schools)	469	1%
	Mainstream independent (non-state-funded) schools	150	0%
	Resource provision in mainstream schools	247	1%
	Special schools for deaf pupils (whether state funded or non-maintained)	558	1%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	235	1%
	All other post-16 provision (**not** including school sixth form colleges)	173	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	76	0%
	Other (e.g. Pupil referral units)	53	0%
Total (excluding 'not known')		41,021	
Not known		880	
Total (including 'not known')		41,901	

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	39,032	95%
Out of home local authority	1,860	5%
Total (not including 'not known and 'other')	40,892	

Table 9: 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	3,022	7%	
Early years setting - pre-school children	2,618	6%	
Supported at home - of school age and home educated	281	1%	1%
Mainstream provision (including state-funded and independent schools)	26,674	65%	78%
Mainstream provision: resource provision	2,209	5%	6%
Special schools for deaf pupils	952	2%	3%
Other special schools, not specifically for deaf children	4,073	10%	12%
All other post-16 provision (not including school sixth forms)	1,063	3%	
Other (e.g. Pupil referral units, NEET)	129	0%	
Total	41,021		
Total (excluding pre-school children and other post-16 provision and 'other')	34,189		

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

120 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 685 deaf children in England with ANSD, 2% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Universal newborn hearing screening has been in place in England since 2006. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening in 2006, 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)

117 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 10,113. This is 22% of the adjusted total of deaf children, which is an increase from 21% in 2015, when CRIDE last asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN. Services were asked to breakdown this figure by type of SEN[5], using the classification set out in school census guidance[6]. Not all services were able to give a breakdown.

Table 10: 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)**
Specific Learning Difficulty	377	4%	1%
Moderate Learning Difficulty	1,982	22%	4%
Severe Learning Difficulty	1,369	15%	3%
Profound & Multiple Learning Difficulty	826	9%	2%
Behaviour, Emotional & Social Difficulties	470	5%	1%
Speech, Language and Communications Needs	1,205	13%	3%
Vision Impairment	563	6%	1%
Physical Disability	791	9%	2%
Autistic Spectrum Disorder	601	7%	1%
Other Difficulty/Disability	742	8%	2%
Total	8,926		
Not known	1,082		
Total including those reported “not known”	10,008		

The figures suggest that the most common additional SEN is moderate learning difficulty, followed by severe learning difficulty and speech, language and communication needs, which is the same as the CRIDE 2015 findings.

By way of comparison, figures from the Department for Education (DfE), via the School Census, indicate that, where deafness is the primary need, 26% (5,493) have a secondary need. The most common secondary need is speech, language and communication needs followed by moderate learning difficulty.

DfE has also identified that there are a separate 4,973 children where deafness has been recorded as a secondary need. This gives a DfE total of 26,140 deaf children overall, of which 40% are recorded by DfE as having an SEN other than deafness as a primary or secondary need. It should be noted that these government figures do not include deaf children who have not been formally identified as having a special educational need. The figures are therefore not directly comparable with those from CRIDE.

[5] Multi-sensory impairment was removed from this list in the 2017 survey, following feedback from services who felt that its inclusion, along with vision impairment, was confusing. It was felt that any deaf child with an additional need of vision impairment would, by definition, have a multi-sensory impairment.
[6] www.gov.uk/guidance/school-census#census-documents

Separately, research[7] from 1996 suggested that 40% of deaf children have another "clinical or developmental problem". However, this research uses a wide definition of additional "problems" (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

Deaf children with cochlear implants and bone conduction hearing devices

Services reported that 3,350 children (7% of the adjusted total of deaf children) have at least one cochlear implant, down slightly from 8% when this question was asked in 2015. Services also reported that 1,861 children (4% of the adjusted total of deaf children) have a bone conduction device. This is a slight increase from when the question was asked in 2015 when 3% of deaf children were reported to have 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 as an additional spoken language at home. 119 services provided an answer to this question, reporting that there were 6,541 children known to have English as an additional spoken language (14% of the adjusted total of deaf children reported).

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. Previously, we have asked about children with any level of hearing loss. As we were keen to get a better sense of the use of sign language in children with severe or profound hearing loss, the question was narrowed in the 2017 survey.

Table 11: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	6,035	66%
British Sign Language	701	8%
Spoken English together with signed support	1,898	21%
Other combination	459	5%
Total known	9,093	
Not known	288	
Total including not known	9,381	

The results show that 29% of children with a severe or profound hearing loss use sign language in education. In 2015, we found that 10% of children with **any** level of hearing loss used sign language in education.

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

Particular caution is needed when looking at the results for this question. This is because the 122 services who responded to this question identified 9,381 children with a severe or profound hearing loss. This is more than the figure of 8,975 identified separately in this report (see table 6). This would suggest that some children included in the data here did not have a severe or profound hearing loss.

Deaf young people post-16

Services were asked to how many deaf young people left school at the end of the 2015/16 academic year. The response rate to this question was lower. 112 services responded to this question, reporting 1,356 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 15,000 secondary-aged deaf children, suggesting there are around 3,000 in each year. It is of concern that there appear to be many young people about 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 691 young people had a transition plan informed by a Teacher of the Deaf (51% of the deaf young people who had left school). Services were then asked to provide a breakdown of the destinations of the deaf young people who had left school.

Table 12: Post-school destinations

Post-school destination	**Number of young people**	**Percentage (where known)**
Further education (college)	730	79%
Higher education (university or higher education course at college)	100	11%
Training/apprenticeship	27	3%
Employment	14	2%
Not in education, employment or training	22	2%
Other	33	4%
Total	926	
Unknown	135	
Data not held	178	
Total (including where unknown or data not held)	1,239	

Government data from 2015 indicated that there were 490 deaf young people aged 16 to 18 undertaking apprenticeships. The numbers of young people reported to have moved onto apprenticeships identified by CRIDE represent only 2% of the government figure. This again raises serious questions about how services are tracking young people into post-16 education.

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. 15% of services stated they had no involvement which is a significant improvement from the 2015 survey when 30% of services stated no involvement. This may suggest there has been an impact from the introduction of the Children and Families Act 2014 which extended the SEN framework up to the age of 25.

Table 13: Support for deaf young people in post-school destinations

Support	Number of answers	Percentage of all answers
No involvement	26	15%
Yes – free at the point of delivery, funded by the local authority	35	21%
Yes – when commissioned by post-16 providers	47	28%
Yes – when commissioned directly by another local authority who place young people in an establishment in your area	13	8%
Other	47	28%
Total	168	

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

- Low-level support to colleges (this may be advisory only, or at the point of transition only, or attending reviews and meeting college staff) being provided free of charge.
- Consulting role or specific commissioned work on request rather than direct support.
- Students with EHCP where specialist support is specifically required or named, support is provided but paid for by post-16 provider (and the post-16 provider can be reimbursed by the local authority or receive funding).
- Occasional commissioned work to provide support in neighbouring boroughs.
- Support is provided where service level agreements are in place.
- Pupil support free at point of delivery; other support needs to be commissioned by post-16 providers.
- Advice is provided free at the point of delivery; other support needs to be commissioned by post-16 providers.
- Support is provided free at point of delivery to school sixth forms.
- Support is provided free to young people attending a special school.
- Usually only when commissioned by post-16 providers, but the service is beginning to have to provide free support for students with EHCPs.

Number of deaf children on services' caseloads

Earlier, this report looked at the number of deaf children who were known to live in the geographical area covered by the services. CRIDE also asked about deaf children on services' caseloads.

By asking about children on caseload, CRIDE means children who receive some form of support more than once a year. This definition changed from the question asked in 2016, when we asked about children receiving support at least once a year. So we might expect a change in the data based on this wording change. 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 129 services, survey responses indicate that at least 35,666 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 12[8] and the largest was 898. The average was 276 children. This appears to be a reduction from 40,084 children on caseloads in 2016, but responses last year were received from 131 services, so

[8] One service indicated a much lower response which we believe is a mistake and so has not been included here. The service did not respond to requests for clarification.

two fewer services answered this year, and we are aware that some services may have underreported too. The change in wording of the question makes direct comparison to 2016 data difficult.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 109 services responded to this question and reported that there are 3,092 children with temporary conductive deafness supported by services that they were able to tell us about.

Assuming the figures are broadly comparable, if there are 43,630 permanently deaf children living in England and 32,574 on services' caseloads with a permanent deafness, there are at least 11,056 deaf children who are not being supported by the service more than once a year. In other words, the figures suggest that 75% of permanently deaf children receive support from their local service. It does not automatically follow that 25% 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 or resource provisions not managed by the service.

How do CRIDE's 2017 figures compare to School Census figures?

Because of the differences in how data have been collected, the different definitions used and the different numbers of areas data have been collected from, CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

School Census figures for 2016 indicate there are 21,167 children where deafness is the primary special educational need (SEN) and who have been placed at SEN support or have a statement of SEN/Education, Health and Care (EHC) plan. School Census figures also indicate that there are an additional 4,973 children where deafness is a secondary need. The School Census therefore records a total of 26,140 children where deafness is a primary or secondary need.

These figures suggest that the School Census continues to significantly under-record the number of deaf children. The 26,140 deaf children identified by the School Census amount to 58% of the 45,631 deaf children identified by CRIDE. Expressed in another way, the School Census is failing to capture around 42% of deaf children.

Table 14: Number of deaf children in England reported by CRIDE and by the School Census

	Number of deaf children reported by CRIDE (adjusted totals)	**Number of deaf children reported by School Census**	**School Census total as percentage of CRIDE total**
2017	45,631	26,140	58%
2016	41,261	25,367	61%
2015	41,291	23,945	58%
2014	40,614	16,470	41%
2013	37,948	16,270	43%
2012	37,414	16,130	43%

It should be noted that before 2015, the School Census figure did not include children who were placed at what was then 'School Action' nor did we have figures for children where deafness was a secondary need.

There are a total 8,167 deaf children with a statement of SEN or an Education, Health and Care plan (of which 5,985 are children where deafness is a primary need and 2,182 a secondary need).
Comparing this figure with the number of children identified by the CRIDE survey, this would indicate that only around 19% of deaf children have a statement or EHC plan.

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 and/or working in resource provisions. Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf. For the first time, CRIDE also specifically and separately asked about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. This addition means that the figures will not be directly comparable from previous years.

In total, there are at least 913.75 fully qualified Teachers of the Deaf in employment in England.

There are at least 1,050.75[9] teachers working as Teachers of the Deaf in England. 87% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (12%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (1%).

At the time the survey was completed, there were 44.65 vacant posts. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 1,095.4 Teacher of the Deaf posts, of which 4% are vacant. There is a reduction in the number of vacant posts from 60.9 in 2016.

It should also be noted that the below figures do not include Teachers of the Deaf in special schools, auditory implant centres, charities or any other settings. A one-off survey in 2016 by CRIDE found that there were at least 251.7 Teacher of the Deaf posts in special schools across the UK.

The table below provides a breakdown by type of setting. It indicates that Teachers of the Deaf working in resource provisions are much more likely to be unqualified but in training for the post.

[9] It should be noted that when services were asked to give a breakdown of how many Teachers of the Deaf were employed by the setting they worked in, this generated a sum of 1,033.3. However, when services were asked in more detail about the number of Teachers of the Deaf employed by their level of qualification, a slightly higher figure of 1,050.75 were reported, giving a difference of 17.45 Teachers of the Deaf. We have used the higher figure in this report.

Table 15: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (Total and percent)	**Working mainly in a resource provision (Total and percent)**	**Working mainly in a special school or college not specifically for deaf children or young people (Total and percent)**	**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 percent)**	**Teacher of the Deaf posts overall (Total and percent)**
Teachers of the Deaf with the mandatory qualification	594.32 (92%)	285.03 (78%)	12.6 (81%)	21.8 (87%)	913.75 (87%)
Teachers in training for the mandatory qualification within 3 years	45.4 (7%)	72.9 (20%)	2 (13%)	3.3 (13%)	123.6 (12%)
Qualified teachers without the mandatory qualification and not in training	5.6 (1%)	6.8 (2%)	1 (6%)	0 (0%)	13.4 (1%)
Total	645.32 (100%)	364.73 (100%)	15.6 (100%)	25.1 (100%)	1,050.75

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

Table 16: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2016/17**
Teachers of the Deaf with the mandatory qualification in employment	1,062.11	1,063.7	1,031.9	999.2	995.75	932.38	913.75
Number of teachers working as Teachers of the Deaf in employment	1,162.51	1,136.4	1,104.5	1,079.9	1,126.35	1,059.28	1,050.75
Number of vacant posts	34	44.5	40.8	45.8	45.6	60.9	44.65
Number of Teacher of the Deaf posts (including vacancies)	1,196.51	1,180	1,145.2	1,125.7	1,171.95	1,120.18	1,095.4

Table 17: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 6 years (between 2010/11 and 2016/17)	**Percentage change over past year (between 2015/16 and 2016/17)**
Teachers of the Deaf with the mandatory qualification in employment	-14%	-2%
Number of teachers working as Teachers of the Deaf in employment	-10%	-1%
Number of vacant posts	+31%	-27%
Number of Teacher of the Deaf posts (including vacancies)	-8%	-2%

As set out earlier, the above figures now include some Teachers of the Deaf who work in special schools or colleges not specifically for deaf children. It is therefore surprising and disappointing that, according to the above figures, the number of Teachers of the Deaf continues to decline year on year.

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that 57 services (43%) had seen an increase, 47 (36%) services had seen no change while 28 (21%) services 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. 45 services (34%) reported difficulties in recruiting for a permanent post whereas 41 (31%) reported no difficulties, with 46 services (45%) stating that this question was not applicable to them. 36 services (29%) reported difficulties in recruiting for supply cover whereas 25 (20%) reported no difficulties, with 65 services (52%) stating that this question was not applicable to them. Comments from services covered these themes:

- A general lack of qualified applicants applying for posts.
- Difficulties in accessing funding to recruit teachers to undertake the mandatory qualification to fill posts.
- A lack of qualified Teachers of the Deaf for primary level.
- Difficulties in finding supply cover.
- Difficulties recruiting to full time posts, but more success recruiting to part time posts.
- A lack of suitably qualified or experienced Teachers of the Deaf attracted by the available salary.

CRIDE also asked how many Teachers of the Deaf had an additional qualification in early years support. Overall, there were 107.8Teachers of the Deaf with this qualification, amounting to 10% of the total of Teachers of the Deaf posts. Most Teachers of the Deaf with this qualification (90%) work in a peripatetic role.

Services were also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. Overall there were 76.2 Teachers of the Deaf with this qualification, amounting to 7% of the total of Teachers of the Deaf posts. Most Teachers of the Deaf with this qualification (93%) work in a peripatetic role.

The following table provides a breakdown by region of the number of qualified Teachers of the Deaf in employment this year, last year and in 2010/11. It also shows percentage change since 2016/17 in brackets. Caution should be exercised in interpreting the results in this table given the differences in response rates from year to year.

Table 18: Number of qualified Teachers of the Deaf by region

Region	**Number of Teachers of the Deaf with the mandatory qualification in 2016/17**	**Number of Teachers of the Deaf with the mandatory qualification in 2015/16 (Percentage change between 2015/16 and 2016/17)**	**Number of Teachers of the Deaf with the mandatory qualification in 2010/11 (Percentage change between 2010/11 and 2016/17)**
East England	85.25	82 (4%)	97.6 (-13%)
East Midlands	66.7	74 (-10%)	87.6 (-24%)
London	162	163.4 (-1%)	165.4 (-2%)
North East	51.7	50.2 (3%)	57.5 (-10%)
North West	153.5	162.18 (-5%)	191.96 (-20%)
South East	116.98	126.7 (-8%)	142.15 (-18%)
South West	79.95	77.2 (4%)	95.6 (-16%)
West Midlands	94.4	93 (2%)	98.15 (-4%)
Yorkshire & Humber	103.27	103.7 (0%)	126.15 (-18%)
Total	913.75	932.38 (-2%)	1062.11 (-14%)

The below table looks at combined figures for qualified Teachers of the Deaf and those in training for the mandatory qualification.

Table 19: Number of qualified Teachers of the Deaf and teachers in training for the mandatory qualification within 3 years by region

Region	**Number of qualified and trainee Teachers of the Deaf with the mandatory qualification in 2016/17**	**Number of qualified and trainee Teachers of the Deaf with the mandatory qualification in 2015/16 (Percentage change between 2015/16 and 2016/17)**	**Number of qualified and trainee Teachers of the Deaf with the mandatory qualification in 2010/11 (Percentage change between 2010/11 and 2016/17)**
East England	97.65	99.5 (-2%)	105.1 (-7%)
East Midlands	73.1	76 (-4%)	95.4 (-23%)
London	191	192.6 (-1%)	183.7 (4%)
North East	61.7	57.2 (8%)	62.6 (-1%)
North West	160.8	169.28 (-5%)	209.66 (-23%)
South East	140.38	140.3 (0%)	153.45 (-9%)
South West	86.65	84.6 (2%)	98.6 (-12%)
West Midlands	108.1	106.6 (1%)	106.95 (1%)
Yorkshire & Humber	117.97	121.1 (-3%)	138.25 (-15%)
Total	1037.35	1047.18 (-1%)	1153.71 (-10%)

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 2017. In other words, how many 'visiting' Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in 'non-specialist' provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

Table 20: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts	**Percentage**	**Number of services with staff in relevant category**
Teachers of the Deaf with the mandatory qualification	594.32	92%	130
Teachers in training for the mandatory qualification within 3 years	45.4	7%	41
Qualified teachers without the mandatory qualification and not in training	5.6	1%	5
Total	645.32		

The total of 645.32 peripatetic Teachers of the Deaf has increased from 633.15 in 2015/16.

28 services reported vacancies in the peripatetic service as of January 2017, amounting to 29.75 posts.

In terms of fully qualified visiting Teachers of the Deaf, the numbers within each service ranged from 0.4 to 14.8. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 4.6.

21 services employ two or fewer visiting Teachers of the Deaf, of which 3 services employed one or fewer visiting Teachers of the Deaf.

There were 97.1 Teachers of the Deaf working in a peripatetic role with an additional qualification in early years support. This year, services were also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. There were 70.6 Teachers of the Deaf working in a peripatetic role with an additional qualification as an educational audiologist.

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 continuing 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 tables indicates that 57% 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 21: Age profile of peripatetic Teachers of the Deaf

	Number of peripatetic teachers	Percentage of total
Aged 49 or under	276.8	43%
Aged between 50 and 59	307.55	48%
Aged between 60 and 64	54.5	8%
Aged 65 or over	3.8	1%
Total	642.65	

CRIDE also asked about the age profile of Teachers of the Deaf in 2014 where we found that 51% of Teachers of the Deaf were over the age of 50. Figures for 2014, however, included Teachers of the Deaf working in both a peripatetic role and in resource provisions, so are not directly comparable.

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical caseloads of each visiting Teacher of the Deaf by looking at the number of deaf children living in an area who are not already in specialist provision (regardless of whether they are receiving support or not). There are a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

- Areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time.
- Areas in which there is a specialist unit or special school may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision.
- Services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have 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 England, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision[10] by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification[11]. This will include some deaf children in some areas who are not being actively supported by the service. However, to exclude these children could produce a perverse incentive to improve the figures by reducing support. In addition, even where a service is simply monitoring a deaf child, this still requires time and effort 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 living in the area.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 60 deaf children. The highest caseload found was 253 in one area. There are 35 services (27%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 20 services (15%) where there are, on average, 100 or more deaf children on the theoretical caseload.

[10] 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.
[11] This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

The theoretical average caseload has increased from 2015 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 49 deaf children.

Table 22: Ratio of deaf children being supported by each visiting Teacher of the Deaf, by region

Region	Average ratio
East England	72:1
East Midlands	61:1
London	71:1
North East	52:1
North West	44:1
South East	60:1
South West	50:1
West Midlands	69:1
Yorkshire & Humber	67:1
England	61:1

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 23: Number of Teachers of the Deaf in resource provisions

	Number of teachers in resource provisions	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	285.03	78%	84
Teachers in training for the mandatory qualification within 3 years	72.9	20%	45
Qualified teachers without the mandatory qualification and not in training	6.8	2%	6
Total	364.73		

The total of 364.73 Teachers of the Deaf in resource provisions has increased very slightly from 364.48 in 2015/16.

There were 12.5 reported vacancies for Teachers of the Deaf in resource provisions as of January 2017.

A number of services could not, or did not, tell us how many Teachers of the Deaf were employed in resource provisions. This is despite the fact that local authorities have a strategic responsibility towards children with special educational needs and a duty to keep provision under review.

CRIDE asked about Teachers of the Deaf working in resource provisions with additional specialist qualifications in early years support. There were 7.7 Teachers of the Deaf working in resource provisions reported to hold such additional specialist qualifications. There were also 4.6 Teachers of the Deaf working in a peripatetic role with an additional qualification as an educational audiologist.

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

For the first time, 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. 10 services reported that they did, with 15.6 Teachers of the Deaf working in this way. The vast majority (81%) were Teachers of the Deaf with the mandatory qualification, 13% were in training, and 6% were qualified Teachers without the mandatory qualification and not in training. None of the Teachers of the Deaf held additional qualifications in early years support. There were also no Teachers of the Deaf with an additional qualification as an educational audiologist.

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. 10 services reported that they did, with 25.1 Teachers of the Deaf working in this way. The vast majority (87%) were Teachers of the Deaf with the mandatory qualification, and the remaining 13% were in training. 3 of the Teachers of the Deaf held additional qualifications in early years support. There were no Teachers of the Deaf with an additional qualification as an educational audiologist.

Other specialist staff

The survey responses suggest that there were 1,378.65 specialist support staff other than Teachers of the Deaf, supporting deaf children in England, 22% of whom were working in the peripatetic service, and 73% of whom were working in resource provisions, with 5% working flexibly across peripatetic services and resource provisions.

Table 24: Number of specialist support staff, by role

	Peripatetic		**Resource provisions**		**Working flexibly**		
	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**	**Total**
Teaching assistants/ Classroom support assistants etc	145.11 (49%)	57	641.22 (64%)	71	29.11 (40%)	10	815.44 (59%)
Communication support workers/ Communicators etc	59.78 (20%)	16	267.3 (27%)	40	6.7 (9%)	6	333.78 (24%)
NRCPD registered BSL/English interpreters	5.25 (2%)	3	3.51 (0%)	5	0 (0%)	0	8.76 (1%)
Deaf instructors/Deaf role models/Sign language instructors etc	27.25 (9%)	30	47.88 (5%)	27	18.38 (25%)	17	93.51 (7%)
Technicians et al.	26.85 (9%)	31	2.9 (0%)	5	2.3 (3%)	5	32.05 (2%)
Speech and language therapists	14.05 (5%)	22	35.01 (3%)	29	10 (14%)	9	59.06 (2%)
Family support workers/Liaison officers	13.75 (5%)	13	9.7(1%)	11	4.2 (6%)	5	27.65 (2%)
Social workers/Social workers for deaf children	6.4 (2%)	3	0 (0%)	0	2 (3%)	2	8.4 (1%)
Total	298.44		1,007.52		72.69		1,378.65

The previous table does not include any posts where services gave information on additional roles other than the ones listed but where full time equivalent could not be quantified. These other roles included:

- Nursery Nurses
- Pre-school Support Worker
- Resource Base Manager
- Specialist Language and Learning Tutor
- Early Years Practitioner
- Portage Worker
- Specialist Hearing Support Assistant
- Audiologist
- Inclusion Teacher
- Bilingual Support Worker
- MSI/Deafblind Intervenor
- Transition Coordinator
- Social Inclusion Facilitator
- Business Support
- Administration Assistant
- One-to-one Carer
- Midday Supervisor
- Director of Learning
- Resources Assistant

Many services also referred to specialist staff who were provided by another service, for example, speech and language therapists being supplied by health services, or where services were provided externally on a casual basis or as needed.

It should be noted that the 'educational audiologist' was removed from the list of options to this question in this year's survey. This is because we now ask separately about whether Teachers of the Deaf hold an additional qualification as an educational audiologist.

Last year survey's identified 1,512.5 other specialist staff including educational audiologists. If educational audiologists are excluded from last year's figures, there were 1,476.05 other specialist staff. This year's survey has identified 1,378.65 other specialist staff, a fall of 97.4 staff or 9%.

PART 3: Support provided

Where services are based

Services were asked where they were based.

Table 25: Where services are based

	Number of services	Percentage
Based in the local authority	110	83%
Based in a school with a resource provision	5	4%
Based in a special school for deaf children	1	1%
Provided by another body or organisation	2	2%
Other	14	11%
Total	132	

'Other' responses included:

- Provided by Babcock (2)
- Provided by a Learning Trust (3)
- Provided by a special school – it was not always clear whether this was for deaf children only (5)
- Different arrangements depending on the age of the child
- Based in different settings, due to geographical spread of service

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 142 resource provisions for primary-aged children. 94 services had at least one primary-aged resource provisions in their area. There were 109 resource provisions for secondary-aged children. 85 services had at least one secondary-aged resource provision in their area.

This gave a total of 251 resource provisions across England. This is down slightly from 2016 when CRIDE identified 260 resource provisions.

A number of respondents stated that the number of deaf children in resource provisions was falling and, in some cases, that provisions were being kept open with no children present.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2015/16 and 2016/17 academic years. 33 services (25%) reported that there had been changes and 99 (75%) reported that there had been no changes.

Where services reported that there had been changes, these changes and their impact on services included:

- Children with unilateral and mild hearing losses being viewed as low level need.
- Children with mild losses and hearing aids being given a one-off assessment and advice (or information being sent to schools), rather than taken onto caseload. Parents or schools are then requested to contact the service if support is needed.

- A change in the way children with a known hearing loss who do not wear hearing aids are being monitored.
- Changes in support for children with a temporary conductive hearing loss.
- Criteria having to be less flexible in order to maintain visits to higher need children.
- Support allocation having to be prioritised according to need; for example, students with an Education, Health and Care plan, a progressive hearing loss, radio aid users, etc due to the high demand on services.
- Tightened referral thresholds.
- A general reduction in number of visits to children.
- Staff changes, and less capacity.
- Reduced specialist support time due to budget changes.

Other changes were more positive:

- Change from age-range caseload allocation to an area based caseload allocation. Increased capacity enabling attendance at out of borough reviews and more work for students transitioning to college.
- Services starting to provide strategic support to further education colleges.
- Vacant posts being filled, or new posts being filled.
- Children and young people with a unilateral hearing loss being returned to individual teacher caseloads.
- All children and young people being offered a core assessment visit irrespective of whether the school has a service level agreement with the service.

CRIDE also asked how services determine the level of support. The majority of services in England continue to use the National Sensory Impairment Partnership (NatSIP) eligibility framework (formerly known as eligibility criteria) as a vehicle to help determine what support deaf children receive.

Table 26: Criteria/frameworks used to help determine the level of support for deaf children

	Number of services	**Percentage**
NatSIP criteria/framework	106	80%
Criteria are mostly developed locally	15	11%
Other	11	8%
Total	132	

Quality standards

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

Table 27: Use of quality standards to reflect on the service provided or to look at service development

	Number of services	**Percentage of services**
NatSIP: Quality Standards for Sensory Support Services in England (2016)	119	90%
Department for Children, Schools and Families (now Department for Education): Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (2008)	54	41%
Newborn Hearing Screening Programme Quality Standards	80	61%
NatSIP Quality Improvement Support Pack (2016)	86	65%
Department of Health: Deafblind People: Guidance for local authorities (2014)	29	22%
Other standards	30	23%

Other responses included:

- National Deaf Children's Society Quality Standards: Early Years Support for Children with a Hearing Loss
- National Deaf Children's Society/FM Working Group Quality Standards for the Use of Personal Radio Aids
- National Deaf Children's Society Quality Standards: Resource Provisions for Deaf Children and Young People
- National Deaf Children's Society Quality Standards for Specialist Teaching and Support Services for Deaf Children (first published in 2009 - now replaced by the NatSIP quality standards shown in the table above)

Respondents referred to other resources which, although not quality standards, were deemed to be helpful:

- Special Educational Needs and Disability Code of Practice 0-25 years
- National Sensory Impairment Partnership Language Planning in Deaf Education
- The Rochford Review: final report. Review of assessment for pupils working below the standard of national curriculum tests
- National Deaf Children's Society Right from the Start campaign report
- Early Support Multi Agency Planning Tool (MAPIT)
- Ofsted Local Area SEND Inspection documents
- Local Government Association Children's Efficiency and Effectiveness Peer Challenge
- Mandatory Qualification competencies for Teachers of the Deaf
- Previous CRIDE reports to look at staff allocation and pupil:staff ratio in relation to service reviews and re-structure

Funding arrangements

We asked how services were funded. Services were able to select as many answers as applied to their funding arrangements.

Table 28: How services were funded

	Number of services	Percentage of services
From the high needs block	102	77%
Top sliced from the schools block	40	30%
Top sliced from the early years block	6	5%
From income generated by selling of services to early year settings	3	2%
From income generated by selling of services to mainstream schools	7	5%
From income generated by selling of services to mainstream post-16 providers	16	12%
From income generated by selling of services to special schools or colleges	6	5%
Other	22	17%

Most of the responses for 'other' seemed to indicate that the service was funded centrally through the high needs block, although in some cases, respondents indicated that they were not certain or familiar with the different funding routes. It should be noted that we did not ask what proportion of total funding came from the different routes so the above table should be interpreted with caution. Furthermore, we did not ask if and when services were available to different providers – for example, in some areas, services to post-16 providers may only be available if purchased, whilst nearly all services to early settings (barring some ad-hoc training) may be available at no cost.

Services were asked if they charge for the delivery of services for any children or young people with a statement of SEN or an Education, Health and Care plan in different education settings.

Table 29: Charging of services for children with a statement or an Education, Health and Care plan

	Number of services	Percentage of services
Early years setting	3	2%
Mainstream state-funded schools	3	2%
Mainstream independent schools	21	16%
Special school or college not specifically for deaf children	9	7%
Other post-16 providers	34	26%
Other[12]	14	11%

[12] Please note that a number of service ticked 'Other' to indicate that they did not charge in any circumstances. The question did not provide a 'N/a' option, something that will be addressed in future surveys. The figure shown in the table for 'Other' has been calculated by looking at those who did not indicate there was no charge. This same issue applies in the results shown in table 28.

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 or an Education, Health and Care plan in different education settings.

Table 30: Charging of services for children without a statement or an Education, Health and Care plan

	Number of services	**Percentage of services**
Early years setting	2	2%
Mainstream state-funded schools	6	5%
Mainstream independent schools	48	36%
Special school or college not specifically for deaf children	11	8%
Other post-16 providers	45	34%
Other	24	18%

Generally, where services responded 'Other', they made reference to charging for support for deaf children in mainstream independent schools, further education or where education services wanted to buy in support for children whose needs had been assessed by the service as insufficient to meet the eligibility criteria set.

Finally, services were asked whether funding for any resource provisions is delegated to the school through the place plus approach recommended by the Department for Education, how the top up is calculated. 125 services provided an answer to this question.

Table 31: Funding of resource provisions

	Number of services	**Percentage**
Not applicable	52	42%
The local authority uses a resource banding system	30	24%
Top up is based on an assessment of each pupil's individual needs	18	14%
Top up is based on the cost of provision	11	9%
Other	14	11%

PART 4: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. At the time the survey was sent out, representatives included: the British Association of Teachers of the Deaf (BATOD), City, University of London, the Ear Foundation, the Ewing 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 service 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 2017, a full survey was issued.

The survey was disseminated to services in England in February 2017 by National Deaf Children's Society staff on behalf of CRIDE. Services were asked to respond by 28 April 2017. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out in June 2017 to the remaining services who had not responded by then.

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

Table 32: Response rate by services to the CRIDE survey

	Number of responses	**Cumulative total**
First deadline – 28 April 2017	88	88
Second deadline following chasers	27	115
Returned later following a Freedom of Information request	17	132

Services were able to respond by completing an online survey or 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 2017.

Please note that 'No answer' indicates that no response to the relevant question was received whereas 'n/a' indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions). Please also note that where the number of deaf children for any category is fewer than 5, '<5' appears.

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

Table 33: Data by local authority

	Number of permanently deaf children living in the geographical area covered by your service	**Number of children with permanent or temporary deafness on the caseload for your service**	**Number of children with temporary deafness on the caseload for your 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 or young people**	**Teachers of the Deaf working flexibly**
East England							
Bedford	214	193	52	2	1	0	0
Cambridgeshire	400	400	No answer	9.6	2	0	0
Central Bedfordshire	175	137	No answer	1.3	2.8	0	0
Essex	748	637	32	9.6	14.2	0	0
Hertfordshire	606	473	0	8.8	2.5	0	0
Luton	326	108	0	0.4	3.6	0	0.8
Norfolk	689	689	0	13.4	2.8	1	0
Peterborough	314	237	<5	0	0	0	3
Southend	114	147	45	1	0	0	0
Suffolk	629	445	14	5	3.6	0	0
Thurrock	124	<5	0	1.75	3.4	0	0
East Midlands							
Derby City	594	117	0	3	3.6	0	0
Derbyshire	701	701	260	7.5	3	0	0
Leicester City	360	360	41	9.8	0	0	0
Leicestershire and Rutland	583	366	No answer	5.8	0.4	0	1.8
Lincolnshire		287	0	7.2	1	0	2
Northamptonshire	713	536	No answer	11.1	2	0	0
Nottingham City	199	177	0	4.8	3.8	0	0
Nottinghamshire	314	314	No answer	6.3	0	0	0
London							
Barking and Dagenham	146	93	0	2	7.5	0	0
Barnet	335	167	<5	2.2	5	0	0

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Bexley	216	216	0	1	2.8	0	0
Brent	259	163	7	4	4	2	0
Bromley	225	221	16	3.4	5.9	0	0
Camden	177	209	10	2	0	0	0
Croydon	342	193	<5	3.6	4.4	0	0
Ealing	259	158	13	2	3	0	0
Greenwich	372	215	39	2.2	7.8	0	2.2
Hackney	295	215	<5	4	1	0	0
Hammersmith & Fulham and Kensington & Chelsea	209	220	11	3	0	0	0
Haringey and Enfield	334	395	81	4.8	2	0	0
Harrow	291	No answer	No answer	3.3	1.9	0	0
Havering	180	33	<5	2	3	0	0
Hillingdon	255	211	30	2.2	3.4	0	0
Hounslow	206	118	<5	0.8	8.05	0	0
Islington	177	169	22	1	9.6	0	0
Lambeth	236	159	No answer	3.6	1	0	0
Lewisham	228	130	<5	2.1	3.2	0	0
Merton	198	208	43	2.4	0	0	0
Newham	317	333	16	4.8	6	0	0
Redbridge	324	247	7	3.2	9.6	0	0
Richmond and Kingston	217	18	16	2.7	2	0	0.3
Southwark	265	265	0	3.8	1.2	0	0
Sutton	169	12	0	1	2	0	0
Tower Hamlets	510	437	34	7.2	7.6	0	0.8
Waltham Forest	224	128	14	2	0	0	0
Wandsworth	255	434	116	4.8	5.2	0	0.9
Westminster	120	120	<5	1.6	1	0	0
North East							
Darlington	90	93	<5	1.7	0	0	0
Durham	454	286		3.5	2.5	0	0
Gateshead	162	148		1.4	1	0	0
Middlesbrough, Redcar, Stockton, Hartlepool	575	575	0	9	7	0	0
Newcastle Upon Tyne	283	203	21	2.8	5.8	0	0
North Tyneside	183	225	23	3.2	0	0	0
Northumberland	245	248	29	9	0	0	0
South Tyneside	164	164	<5	4.6	0	0	0
Sunderland	185	127	7	2.8	4	0	0

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North West							
Blackburn with Darwen	156	107	51	2.5	3.2	0	0
Blackpool	153	85	No answer	3	0	0	0
Bolton	279	215	11	5	14	0	0
Bury	211	189	10	5.2	1	0	0
Cheshire East	323	No answer	No answer	6.2	4	0	0
Cheshire West and Chester	264	274	7	5.3	0	0	0
Cumbria	No answer	178	No answer	5.4	0	0	0
Halton	119	83	13	2	0	0	0
Knowsley	92	71	24	2	0	0	0
Lancashire	No answer	199	No answer	15.8	0	0	0
Liverpool	313	193	<5	4.8	3.8	0	0
Manchester	636	583	53	7.7	7.5	0	0
Oldham	451	333	No answer	6	2	0.4	0
Rochdale	185	179	31	4.9	1	0	0
Salford	313	272	9	6.1	0	0	0
Sefton	185	220	35	4.3	0	0	0
St Helens	131	128	18	2	0	0	0
Stockport	246	392	146	2.4	2.6	0	4
Tameside	183	237	54	1.8	0	0	5
Trafford	179	201	22	7.1	0	0	0
Warrington	119	152	33	1.6	0	0	0
Wigan	219	268	55	6.5	0	0	0
Wirral	315	224	13	4.8	1	0	0
South East							
Berkshire consortium - Slough, Royal Borough Windsor & Maidenhead, Bracknell, Wokingham, Reading, West Berkshire	746	615	No answer	10.9	6	1.9	0
Brighton and Hove	246	248	26	3.9	1.5	0	0
Buckinghamshire	396	371	114	5.8	3.8	0	0
East Sussex	751	140	No answer	3	4	0	0
Hampshire	1012	720	71	11	5.68	0	0
Isle of Wight	79	75	13	2.3	0	0	0
Kent	545	527	0	13.4	9.4	4	0
Medway	217	191	24	2	4	0	0
Milton Keynes	256	244	56	2.3	2.2	0	0
Oxfordshire	502	576	74	13	1	1	0
Portsmouth	173	No answer	No answer	1.7	0	0	0
Southampton	198	198	20	1.4	3	0	0

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Surrey	898	898	36	11.2	6.1	0	0
West Sussex	674	211	21	4.8	4.2	1	0
South West							
Bath & NE Somerset, Bristol, North Somerset and South Gloucester	794	478	48	10.5	4.9	0	0
Bournemouth, Dorset and Poole	626	519	No answer	10.2	0	0	0
Cornwall	236	267	31	11.4	0	0	0
Devon	707	567	62	6.6	4.5	0	0
Gloucestershire	425	450	25	5.9	0	0	0
Plymouth	206	156	28	2	4	0	0
Somerset	322	309	6	9.95	0	0	0
Swindon	177	191	62	4.8	1.6	0	0
Torbay	76	87	10	1.5	1.1	0	0
Wiltshire	254	180	0	5.6	1.7	0	0
West Midlands							
Birmingham	1560	734	No answer	15.6	13.3	0.3	0
Coventry	450	212	0	4.8	2.8	0	0
Dudley	253	70	67	3.4	4.2	0	0
Herefordshire	135	177	36	3.4	0	0	0
Sandwell	610	339	No answer	5.5	1.7	0	0
Solihull	165	230	58	3	0.4	0	0
Staffordshire	611	668	0	10	0	0	0
Stoke on Trent	332	244	0	4	1.6	0	0
Telford and Wrekin, and Shropshire	416	524	7	10.4	0	1	0
Walsall	305	131	No answer	3	1.9	0	0
Warwickshire	251	297	46	5.9	0	0	0
Wolverhampton	218	196	26	3.4	3.1	0	0
Worcestershire	398	199	9	5.4	0	0	0
Yorkshire and the Humber							
Barnsley	184	176	45	3	1	0	0
Bradford	756	747	0	7.6	9.9	0	0
Calderdale	220	282	62	4	0	0	0
City of York	128	139	11	3	0	0	0
Doncaster	347	349	0	5.4	2.7	0	0
East Riding of Yorkshire	154	154	0	4.9	0	0	0
Hull	337	218	5	2.1	5.4	0	0
Kirklees	566	338	36	2.1	2	0	3.1

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Leeds	884	590	130	12.77	4	0	0
North East Lincolnshire	81	128	55	1.8	0	0	0
North Lincolnshire	81	161	90	2	1	0	0
North Yorkshire	567	162	<5	6.6	0	0	0
Rotherham	278	278	No answer	3.7	4.1	0	0
Sheffield	No answer	694	No answer	9.9	10.5	0	0
Wakefield	270	347	71	3.4	2	0	1