



Consortium for Research in Deaf Education

2023 report for Northern Ireland

Education provision for deaf children in Northern Ireland in 2022/23

Introduction

In 2023, we carried out the 13th Consortium for Research in Deaf Education (CRIDE) annual survey on educational staffing and service provision for deaf children. This report sets out the results of the survey for Northern Ireland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The survey alternates from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2023 survey was the standard version, covering the 2022/23 academic year.¹

We would like to thank the head of service in Northern Ireland for responding to the survey.

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Interpreting the results

There is one service in Northern Ireland covering the five different regions. The service was asked to give figures for the position as of 31st January 2023.

In the survey, we acknowledge that services and children do not always fit into the boxes or options provided. Respondents were able to leave comments or clarify where needed throughout the survey. This report notes particular issues that emerged in relation to some questions.

¹ 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/.

Caution is also needed due to differences in response rates to individual questions and between surveys over the years, particularly from before 2019 when the survey was completed by five different services and it is believed there were different interpretations of questions and possible double counting.

Please note that all percentages in this report have been rounded up or down to the nearest whole number.

Summary of key findings

Numbers of deaf children

- There were at least 1,428² deaf children in Northern Ireland.
- 77% of school-aged deaf children attended mainstream schools; 1% attended mainstream schools with resource provisions, whilst 21% attended special schools not specifically for deaf children³.
- 36% of deaf children were recorded as having another additional special educational need⁴, this is an increase from 27% in 2021.
- 6% of deaf children used English as an additional spoken language at home.
- The service reported that they do not provide support to deaf young people over the age of 19.

Teachers of Deaf Children and Young People and other specialist staff

- There were at least 45.4 fte Teachers of Deaf Children and Young People (TOD) posts, of which 3% were vacant. Of the 44 fte working as TODs, 61% held the mandatory qualification, whilst 18% were in training and 20% were qualified teachers without the mandatory qualification and not in training.
- The number of qualified TODs 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 decreased by 7% since 2022 and decreased by 40% since we started the survey in 2011.
- 23% of peripatetic TODs were aged 50 or over and thus are likely to retire in the next 10 to 15 years.
- There are no specialist support staff (other than TODs) directly employed by the service.

Resource provisions

- There were a reported two resource provisions, which is the same as in 2022. Looking at the spread of resource provisions across Northern Ireland, on average, there is one resource provision for every 714 deaf children.

Referrals

- The service received 130 referrals during the 2022 calendar year, an increase from 111 as reported in 2022.
- 25% of referrals to the service came from the newborn hearing screening programme in 2022. Of these, 88% were contacted by a TOD within 2 working days.
- 19% of referrals to the service came from outside the newborn hearing screening programme and before a child had started statutory education. Of these, 76% were contacted by a TOD within 5 working days.
- 55% of referrals to the service came from outside the newborn hearing screening programme and after a child had started statutory education. Of these, 85% were contacted by a TOD within 5 working days.
- Regardless of how the referral was made, 52% of families were offered a visit (either face to face or virtual) within 10 working days of the referral.

² Not including children in the school for deaf children and young people in Northern Ireland.

³ We do not have information on children in the school for deaf children and young people in Northern Ireland.

⁴ Defined as any other special educational need apart from deafness, regardless of whether this need is recognised as a 'primary' or 'secondary' need.

PART 1: Deaf children in Northern Ireland

How many deaf children are there?⁵

Based on the response from the service covering the five regions across Northern Ireland there were 1,428 deaf children.⁶ This figure of 1,428 is a reported 3% decrease from 1,476 in 2022. However, the 2023 total does not include figures for children in the school for deaf children in Northern Ireland – this information was not held by the service and the school did not provide this data. For reference, 43 children were reported to be in the school for deaf children in the 2022 survey response.

When asked about known issues or gaps with the data, the service responded that figures were not held for children who had left school, and they did not yet hold accurate figures for the school for deaf children and young people.

The following table compares the total number of deaf children living in Northern Ireland with figures from previous years. As set out in the introduction, comparisons with earlier reports should be made with caution.⁷

Table 1: Number of deaf children reported, over successive years

	Number of children reported
CRIDE 2023	1,428
CRIDE 2022	1,476
CRIDE 2021	1,387
CRIDE 2019	1,417
CRIDE 2018	1,687
CRIDE 2017	1,553
CRIDE 2016	1,497
CRIDE 2015	1,332
CRIDE 2014	1,574
CRIDE 2013	1,481
CRIDE 2012	1,249
CRIDE 2011	1,238

⁵ The service was asked to include all children with permanent deafness who live in the geographical area covered by their service, including all children up to the age of 19 years, 11 months who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors, regardless of whether they receive support from the service. The service was also asked to include children who attended education provision outside of its area but who normally lived in the area. Under the definition of permanent deafness used in the survey, 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 were to be included. Our definition also included 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. Otherwise, the service was asked not to include children with temporary deafness, including 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.

⁶ The service originally provided a figure of 1,428 not including children in Jordanstown. We asked Jordanstown school for information to include in this report but did not receive it.

⁷ In particular, it appears that children in special schools for deaf children were not included in years prior to 2019.

What the survey tells us about the population of deaf children in Northern Ireland

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

Table 2: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	150	11%
Primary-aged	549	38%
Secondary-aged	529	37%
Post-16 and under the age of 20	200	14%
Total	1,428	

Since 2021 the proportion of deaf children in different age categories has changed as follows:

- early years/pre-school age – decreased by three percentage points
- primary-aged – decreased by one percentage point
- secondary-aged – no change
- post-16 category – increased by four percentage points.

Table 3: 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	384	27%
Mild	420	29%
Moderate	397	28%
Severe	74	5%
Profound	153	11%
Total ⁸	1,428	

Since the 2021 survey, the proportion of children and young people with a:

- unilateral deafness has increased by one percentage point
- mild level of deafness has increased by six percentage points
- moderate level of deafness has decreased by one percentage point
- severe level of deafness has decreased by five percentage points
- profound level of deafness has decreased by one percentage point.

There were at least 21 deaf children in Northern Ireland with Auditory Neuropathy Spectrum Disorder (ANS), 1% of all deaf children. This is a decrease from 2021 from 2%.

ANS is most often identified in babies at the stage of the universal newborn hearing screen. However, the screening protocols used for the 'well baby' population are different from those used for babies who have spent time in Neonatal Intensive Care Units (NICU), which means that babies in NICU with ANS are likely to be identified early, but 'well' babies are not. This is because NICU babies are at much higher risk of ANS and other types of deafness compared with well babies, so the screening test is designed to identify

⁸ No children were reported as 'not known'.

these babies. This means that ANSD is unlikely to be identified in well babies until they are much older, if at all.

Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children has ANSD. But the true figure may be more, as ANSD is likely to remain unidentified in well babies who pass the newborn hearing screen.

The CRIDE figures indicate that ANSD is under-reported by education services. This could be partly due to under-identification of ANSD in older deaf children on their caseloads and those ‘well babies’ who passed screening and were identified later, as well as those with acquired/progressive deafness who have not been tested for ANSD.

Table 4: Number of children, living in the area, by educational setting⁹

Type of setting	Number	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	92	6%	
Early years setting – pre-school children	58	4%	
Supported at home – of school age and home educated	5	0%	0%
Mainstream state-funded schools	986	69%	77%
Mainstream independent (non-state-funded) schools	None reported	0%	0%
Resource provision in mainstream schools ¹⁰	14	1%	1%
Special schools for deaf pupils (whether state funded or non-maintained)	No data	No data	No data
Other special schools, not specifically for deaf children (whether state funded or non-maintained)	273	19%	21%
All other post-16 provision (not including school sixth form colleges)	0	0%	
Total	1,428		
Total (excluding pre-school children and other post-16 provision and ‘other’)	1,278		

Incidence of additional special educational needs (SEN)

The service reported that the number of deaf children with an additional SEN¹¹ was 513. This is 36% of the adjusted total of deaf children, which is an increase from 27% in 2021.

Deaf children with cochlear implants and bone conduction hearing devices

118 children (8% of the total of deaf children) were reported to have at least one cochlear implant. This is a decrease from 138 children (10%) in 2021.

⁹ No children were reported as educated outside of the education authority.

¹⁰ In the CRIDE survey, we use the term ‘resource provision’ to include all schools with a resource provision, base or unit, regardless of whether staff in the resource provision are employed by the Education Authority or by the school.

¹¹ Defined as any other special educational need apart from deafness, regardless of whether this need is recognised as a ‘primary’ or ‘secondary’ need.

Children with severe to profound deafness are eligible for cochlear implants. We saw earlier in table 3 that there were 227 children with severe or profound deafness. Whilst this can only be a rough approximation, it can be estimated that 52% of children with severe or profound deafness 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 deafness, this percentage would rise to 77%.

Services also reported that 53 children (4%) had a bone conduction device. The proportion has increased from 3% in 2021.

Additional languages

There were 80 children (6% of the adjusted total of deaf children reported) known to have English as an additional spoken language at home. This is an increase from 2021 when 5% were known to have English as an additional spoken language.

We then asked the service to provide a breakdown of the total number of children living in the area, according to which languages are mainly used at school/other education setting.

Table 5: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	1,251	89%
British Sign Language (BSL)/Irish Sign Language (ISL) ¹²	8	1%
Spoken English together with signed support	24	2%
Other combination	119	8%
Total known	1,402	
Not known	26	
Total including not known	1428	

Comparing with data from the 2021 survey when this question was last asked, the proportions of children and young people using:

- spoken English has decreased from 93% to 89%
- BSL or ISL remained at 1%¹³
- spoken English together with signed support – decrease from 3% to 2%
- other combination – increase from 4% to 8%.

We saw earlier in table 3 that there were 227 children with severe or profound deafness. If it is assumed that children with severe or profound deafness are more likely to use sign language, it can be estimated that 4% of children with severe/profound deafness used BSL or ISL in education whilst 11% used signed support with spoken English. Combined, 14% of children with severe/profound deafness used some form of sign language in education. It should be stressed that this is a very rough approximation made for illustration purposes only.

¹² The service was asked to report on BSL and ISL separately. However, due to issues around cohort sizes being less than 5, we have merged these figures in this report.

¹³ When combining the 2021 percentages of 1% using BSL and 0% using ISL.

It must 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

There were 47 deaf children known to be 'newly arrived', having arrived at their service from outside of the UK in the past year. This is 3% of deaf children.

Number of deaf children on the service's caseload

By caseload, we mean children who receive some form of support **at least once a year**. Examples of support include direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. We asked the service to include children it supported but who do not live in its geographical area. Children with temporary deafness could be included in the response to this question if they were on the service caseload.

The survey response indicated that at least 1,259 deaf children with permanent or temporary deafness were on the caseload. This is a 12% decrease from 2022 when the service reported that 1,430 deaf children were on its caseload.

We also asked the service to split out how many children on their caseload had a temporary conductive hearing loss; they gave a figure of 129 children.

Post-19 support

The service reported that they do not provide support to deaf young people over the age of 19.

How do CRIDE's 2023 figures compare to School Census figures?

Because of the differences in how data have been collected and different definitions used, 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 2022/23¹⁴ identified 1,420 pupils recorded with a 'hearing impairment' on the medical register. This amounts to 99% of the 1,428 children identified by CRIDE¹⁵.

Some of these pupils have been recorded with an SEN for hearing impairment on the SEN register also. 833 children are on the SEN register. Of these, 546 had a mild or moderate hearing loss and 287 had a severe or profound hearing loss.

Separately, the School Census reports that 512 deaf children on the SEN register have a statement of SEN. This equates to 36% of the deaf children identified by the School Census. It also equates to 36% of school-age children identified by CRIDE. It should be noted that the School Census figure will not include deaf children with other needs where deafness is not the primary need. In addition, not all deaf children will be registered as having an SEN.

¹⁴ The School Census data is supplied separately to the National Deaf Children's Society by the Department of Education.

¹⁵ The figure of 1,428 does not include children and young people at the school for deaf children in Northern Ireland.

PART 2: Teachers of Deaf Children and Young People and other specialist staff

In previous surveys, we used the terminology 'Teachers of the Deaf'. For the 2023 survey and going forward, we use the terminology 'Teachers of Deaf Children and Young People (TODs)' instead. However, the definition of the role has not changed and should continue to be understood as a specialist teaching role, occupied by someone with the mandatory qualification for teaching deaf children or in training to acquire this qualification.

We asked how many TODs are working in different settings, including those in a peripatetic role, working in resource provisions¹⁶ and/or working in a special school or college not specifically for deaf children or young people. We found that:

- overall, there were at least 44 fte teachers working as TODs in Northern Ireland.
- 61% of these posts were occupied by fully qualified TODs, 18% were occupied by teachers in training for the mandatory qualification, and 20% were occupied by qualified teachers without the mandatory qualification and not in training.
- at the time the survey was completed, there were at least 1.4 fte vacant posts reported
- if the vacant posts are added to the total number of TODs in employment, this would indicate there were at least 45.4 fte TOD posts, of which 3% were vacant.

The following table provides a breakdown by type of setting.

¹⁶ In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 6: Number of TOD posts overall^{17 18}

	Working mainly as a peripatetic TOD (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school for deaf children¹⁹ (total and percentage)	TOD posts overall (total and percentage)
TODs with the mandatory qualification	19 (79%)	2 (67%)	6 (35%)	27 (61%)
Teachers in training for the mandatory qualification within 3 years	5 (21%)	1 (33%)	2 (12%)	8 (18%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0 (0%)	9 (53%)	9 (20%)
Total – in employment	24 (100%)	3 (100%)	17 (100%)	44 (100%)
Vacant posts	1.4 (6%)	0 (0%)	0 (0%)	1.4 (3%)
Total - posts	25.4 (100%)	3 (100%)	17 (100%)	45.4 (100%)

No TODs were reported as working mainly in special schools or colleges not specifically for deaf children, or as working flexibly between different roles or settings.

The following table summarises the above by just showing the numbers of TODs in employment by their role only.

Table 7: Number of TODs in employment overall by role

	Total TODs in post	Percentage
Working mainly as a peripatetic TODs	24	55%
Working mainly in a resource provision	3	7%
Working mainly in a special school or college not specifically for deaf children or young people	0	0%
Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0	0%
Working mainly in a special school for deaf children	17	39%
Total of figures given	44	100%

Figures for TODs in the Belfast cochlear implant programme were collected in a separate survey. There were no TODs in employment at the time of the survey, and there were 2 fte vacant posts reported.

¹⁷ There were no TODs reported as working mainly in special schools not specifically for deaf children and young people, or as working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people.

¹⁸ Percentages for TODs with the mandatory qualification, Teachers in training for the mandatory qualification within 3 years, and Qualified teachers without the mandatory qualification and not in training are out of the total in post. Percentages for vacant posts are out of all posts.

¹⁹ There were no people who have not qualified as a teacher reported in the response from the school for deaf children. This category was not asked about in the main CRIDE survey.

Please note that the rest of this section **does not** include TODs working in the special school for deaf children as this information has not been collected consistently by CRIDE over the past decade.

Changes in numbers of TODs

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

As set out earlier, when making year on year comparisons, anomalies can sometimes appear in the responses. We make every effort to investigate anomalies that appear particularly strange; however, services and schools do not always respond to such queries.

Table 8: Changes in numbers of TODs from year to year

	TODs with the mandatory qualification in employment	Number of teachers working as TODs in employment	Number of vacant posts	Number of TOD posts (including vacancies)
2023	21	27	1.4	28.4
2022	22.6	24.4	2	26.4
2021	26.5	26.5	0	26.5
2019	25.2	26	3	29
2018	28.4	29.2	5	34.2
2017	29.3	30.1	1	31.1
2016	32.6	33.4	0	33.4
2015	30.6	34.4	0	34.4
2014	28.6	32.6	0	32.6
2013	30	35	0	35
2012	29.6	34.2	0	34.2
2011	34.9	37.3	1.3	38.6

Table 9: Percentage change in numbers of TODs

	Percentage change over past 12 years (between 2011 and 2023)	Percentage change over past year (between 2022 and 2023)
TODs with the mandatory qualification in employment	-40%	-7%
Number of teachers working as TODs in employment	-28%	11%
Number of TOD posts (including vacancies)	-26%	8%

In terms of any changes of TODs in post in specific roles:

- overall, the total of 24 fte peripatetic TODs is a 12% increase from 21.4 in 2022. The number of qualified peripatetic TODs has fallen from 19.6 to 19 fte but the number of those in training has increased from 1.8 to 5 fte
- the total of 3 fte TODs in resource provisions is unchanged from 2022
- the number of TODs in the special school for deaf children has fallen by 11% from 19 to 17 fte. The number of qualified TODs has increased from 5 to 6 fte but the number in training has fallen from 5 to 2 fte.

The service reported no difficulties in recruiting for permanent posts over the past 12 months, but they did report difficulties in securing supply cover from a qualified TOD, commenting that there is a lack of qualified applicants for cover posts.

Additional qualifications held by TODs

We found that:

- no TODs held an additional post-graduate specialist qualification in early years support for deaf children
- 2 fte TODs, working in a peripatetic role, held an additional specialist qualification as an educational audiologist. This amounts to 7% of all TODs in employment
- 6 fte TODs held a level 3 qualification (or equivalent) or above in British or Irish Sign Language. This amounts to 22% of all TODs in employment. Of these 6 fte TODs, 83% worked in a peripatetic role and 17% worked in resource provisions.

Age profile of peripatetic TODs

The service was asked about the age profile of TODs. This is in light of ongoing concerns that the number of newly recruited TODs is significantly lower than the number of TODs retiring from the profession.

The following table indicates that 23% of peripatetic TODs were over the age of 50 and hence likely to retire in the next 10 to 15 years. When we last asked this question in 2021, this figure stood at 40%.

Table 15: Age profile of peripatetic TODs

	Number of peripatetic teachers (fte)	Percentage of total
Aged 49 or under	19.6	77%
Aged between 50 and 59	5.8	23%
Aged between 60 and 64	0	0%
Aged 65 or over	0	0%
Total of figures given	25.4	

Peripatetic TOD caseloads

This section looks at the theoretical or notional caseloads of each visiting (peripatetic) TOD 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 is 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 TODs than areas that are small and urban because of the need to allow for travel time
- areas in which there are specialist resource provisions or special schools may have fewer visiting TODs because it has been assumed 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 the UK, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision²⁰ by the number of visiting TODs who are qualified or in training for the mandatory qualification²¹.

The CRIDE survey results show that each visiting (peripatetic) TOD had a theoretical average caseload of 59 deaf children. In 2022, this figure stood at 66.

Other specialist staff

The service reported no specialist support staff (other than TODs) directly employed by the service. This was also the case in 2022 and 2021. The service commented that it was rolling out a programme in BSL Level 1, 2 or 3 from September 2023 for classroom assistants who work with deaf children in schools who benefit from sign support. However, these classroom assistants were not employed by the service.

²⁰ 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, 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.

²¹ TODs included are TODs either with the MQ or in training for the MQ, reported as working mainly in the peripatetic service or working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people.

PART 3: Post-16 support

Young people who have left school

There were 140 deaf young people reported to have left school at the end of the 2021/22 academic year. The service was not able to provide information on how many of these young people had a transition plan that was informed by a TOD.

Careers advice

We asked if peripatetic TODs in services provided any of the support below in relation to careers advice and moving into employment. Of the options provided, the service answered yes to:

- engaging with careers advisors in schools on careers advice to deaf young people
- provision of information to deaf young people about the support available through the Access to Work scheme for employment support
- provision of information to deaf young people about their rights under equality legislation to reasonable adjustments in the workplace.

The service stated that it did not provide the following support:

- engaging with careers advisors in colleges on careers advice to deaf young people
- provision of advice on the accessibility of work placements being undertaken by deaf young people.

PART 4: Support provided

Information about the service

In the final section of the survey, we ask some broader questions about how the service operates and how support is provided. We found that:

- the service is managed by a qualified TOD
- there have been no changes to how support is allocated between the 2021/22 and 2022/23 academic years
- the service used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by TODs to deaf children. The service also used the NatSIP Eligibility Framework for scoring support levels for deaf children from birth to the end of F1 (Nursery) (2019) to determine the level of support provided by TODs to pre-school deaf children
- the service used the following quality standards and resources to review service development:
 - NatSIP: Quality Standards for Sensory Support Services in England
 - NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)
 - Newborn hearing screening programme quality standards
 - NatSIP Quality Improvement Support Pack.

Number of resource provisions

In the CRIDE survey, we use the term 'resource provision' to include all schools (mainstream or special) with a resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

As in 2022, we found that there is one primary resource provision and one secondary resource provision in Northern Ireland. Both of these are managed and delivered by the schools.

We also looked at the number of resource provisions against the overall population of deaf children. This is intended to indicate the spread of resource provisions across Northern Ireland, relative to the overall population of deaf children. We found that, on average, there was one resource provision for every 714 deaf children. This figure was 738 in 2022.

This is **not** a measure of the number of places available in or individual deaf children enrolled at each resource provision; figures for places or deaf children enrolled will vary from provision to provision.

PART 5: Support following identification of deafness

We asked the service how many referrals they received over the calendar year of 2022.

Table 8: Referrals

	Number and percentage of referrals	Percentage
For children identified as deaf through the newborn hearing screening programme	33	25%
For children identified as deaf outside of the newborn hearing programme and before they had started statutory education	25	19%
For children identified as deaf outside of the newborn hearing programme and after they had started statutory education	72	55%
Total of figures given	130	100%

The total number of referrals over the calendar year has increased from 111 as reported in 2022.

We then asked how soon families were contacted and visited following the initial referral. These questions were drafted with reference to the [NatSIP Quality Standards for Sensory Support Services in England \(2016\)](#) – in particular, standards A1ii and A1iii.

We recognise there may be a range of reasons why initial contact or the first visit cannot take place within the timescales outlined by the quality standards (e.g. the family is not able to meet). However, we hope that these questions will help to build a national picture of how these quality standards are being met.

In response to these questions, we found that:

- of the referrals for children identified through the newborn hearing screening programme, 29 of the families were contacted by a TOD within 2 working days. This amounts to 88% of the 33 children referred via this route. The corresponding figure was 77% in 2022
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and before they had started statutory education, 19 of the families were contacted by a TOD within 5 working days. This amounts to 76% of the 25 children referred via this route. The corresponding figure was 61% in 2022
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and after they had started statutory education, 61 of the families were contacted by a TOD within 5 working days. This amounts to 85% of the 72 children referred via this route. The corresponding figure was 75% in 2022
- 68 families were offered a visit (either face-to-face or virtually) from a TOD within 10 working days of any referral. This amounts to 52% of the 130 children referred either through or outside the newborn hearing screening programme. The corresponding figure was 45% in 2022. The service commented that they had provided the figure as first visit within 10 working days, but that they measure their standard of first visit as 20 working days from referral due to staff pressures.

PART 6: 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: BATOD, BATOD Cymru, Frank Barnes School for Deaf Children, National Deaf Children's Society, UCL, University of Edinburgh, former heads of services or consultants with expertise in deafness, and specialist education services for deaf children in Cambridgeshire, Camden, Kent, and Leeds.

The survey alternates from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2023 survey was the version with core questions.

The survey was sent to the Education Authority in February 2023 by National Deaf Children's Society staff on behalf of CRIDE.

Analysis of the results 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 the service for taking the time to complete this survey. 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.