Consortium for Research in Deaf Education

2019 report for Scotland

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

Introduction

In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out its ninth annual survey on educational staffing and service provision for deaf children. This is the third survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. It covers the 2018/19 academic year[1]. This report sets out the results of the survey for Scotland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The analysis in this report is based on responses from 30 services in Scotland, covering 32 authority areas giving a response rate of 100%.

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

Summary of key findings

- There are at least 3,647 deaf children in Scotland - a reported increase of 8% over the past year.
- 86% of school-aged deaf children attend mainstream schools. 5% attend mainstream schools with resource provisions, 1% attend special schools for deaf pupils whilst 6% attend special schools not specifically for deaf children.
- 22% of deaf children are recorded as having an additional special educational need.
- 7% of deaf children use an additional spoken language other than English.
- Of children who have a severe or profound hearing loss, 61% mainly communicate using spoken English only as their main language in school or other education settings, 25% mainly use spoken English together with signed support whilst 12% mainly use British Sign Language.
- The most common post-school destination for deaf young people is further education (college), with 43% taking this option.
- There are at least 164.83 fte Teacher of the Deaf posts, of which 10% were vacant. Of the 151.3 fte staff working as Teachers of the Deaf, 66% held the mandatory qualification.
- The number of qualified Teachers of the Deaf in employment has decreased by 18% over the past year. Over the long-term, it has fallen by 40% since the CRIDE survey started in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 38 deaf children.

[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/.

- 45% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are at least 110.19 fte other specialist support staff working with deaf children in Scotland.
- There are 22 resource provisions across Scotland, unchanged from the previous year.
- 10% of services report that they collect data on S4 outcomes for all deaf children whilst 20% do so for deaf children on their caseload.

Interpreting the results

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

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

It is clear that many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rates to individual questions may vary and anomalies sometimes appear. CRIDE makes every effort to investigate any inconsistencies that appear particularly strange. However, services do not always respond to such queries. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that all percentages have been rounded up or down to the nearest whole number. Please also note that where the number of deaf children for any category is fewer than 5, '<5' appears. In some cases, the total has been rounded up or down, as indicated by an asterisk. This is to avoid any risk of individual children being identified. In some cases, this means that totals in individual tables will not always generate the same sum total.

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PART 1: Deaf children in Scotland

How many deaf children are there?

In 2019, services were asked to give details of deaf children living in the geographical area they covered[2].

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 and educational setting. We found that some services did not always provide this data consistently; some gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Furthermore, 30% 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 do not have reliable information on the number of deaf children living in their area and/or 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.

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.

30 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Scotland is 3,647**. This is up from 3,363 in 2017/18 and amounts to an 8% increase over the past year.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	3,647
Total given when asked how many children overall	3,607
Total given when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	3,418
Total given when asked about number of children, broken down by educational setting	3,411

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

The smallest service reported eight deaf children living within their boundaries. The largest reported 380 deaf children. The average number of deaf children living in each service was 122.

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

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

	Number of children reported
CRIDE 2019 (adjusted total)	3,647
CRIDE 2018	3,363
CRIDE 2017 (adjusted total)	3,174
CRIDE 2016	No survey
CRIDE 2015 (adjusted total)	2,942
CRIDE 2014	3,057
CRIDE 2013 (adjusted total)	2,842
CRIDE 2012	No survey
CRIDE 2011 (adjusted total)	2,526

This year, for the first time, we asked services if there were any known issues or gaps in the data they provided. 13 services (43%) stated that there were. Issues included:

- databases not being able to separate out children with temporary hearing losses
- services not having data on children living in the area but educated outside of the area
- services only having data on children receiving support from the service
- services only having data on children referred from audiology or ENT
- services only having data for children who wear hearing aids
- service data not reflecting all deaf children who are seen by audiology.

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

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

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	587	18%
Mild	918	28%
Moderate	991	30%
Severe	328	10%
Profound	452	14%
Total (excluding 'not known')	3,276	
Not known	142	
Total (including 'not known')	3,418	

The number of deaf children in each category has increased since 2017. However, the proportion of children identified as having a mild hearing loss has increased from 23% to 28% whilst those with a severe

hearing loss has reduced from 13% to 10% since 2017. The figures for unilateral and profound hearing have both also fallen by one percentage point.

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

Type of educational provision		**Number of deaf children**	**Percentage of total**
In local authority	Supported only at home – pre-school children	153	4%
	Early years setting – pre-school children	273	8%
	Supported at home – of school age and home educated	27	1%
	Mainstream state schools	2,570	75%
	Mainstream private (non state-funded) schools (e.g. George Heriot's School)	0	0%
	Resource provision in mainstream schools	142	4%
	Schools for deaf pupils	40	1%
	Other special schools, not specifically for deaf children	183	5%
Out of local authority	Early years setting – pre-school children	<5	0%
	Mainstream state-funded schools	<5	0%
	Mainstream independent (non state-funded) schools (e.g. George Heriot's School)	0	0%
	Resource provision in mainstream schools	8	0%
	Special schools for deaf pupils	<5	0%
	Other special school, not specifically for deaf children	<5	0%
	All other post-16 provision	0	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	<5	0%
Total		3,411	

Table 5: 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	153	4%	
Early years setting - pre-school children	275	8%	
Supported at home - of school age and home educated	27	1%	1%
Mainstream provision (including state-funded and independent schools)	2,575*	75%	86%
Mainstream provision: resource provision	150	4%	5%
Schools for deaf pupils	45*	1%	1%
Other special schools, not specifically for deaf children	185*	5%	6%
All other post-16 provision (not including school sixth forms)	0	0%	
Other (e.g. Pupil referral units, NEET)	<5	0%	
Total	3,410*		
Total (excluding pre-school children and other post-16 provision and 'other')	2,980		

Table 6: 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	3,388	99%
Out of home local authority	20	1%
Total (not including 'not known and 'other')	3,408	

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

13 services gave a figure in response to a question on how many deaf children in their area had ANSD. Based on these responses, there are 50 deaf children in Scotland with ANSD, 1% of all deaf children (adjusted total). This is the same as when this question was last asked in 2017 when the figure stood at 1%.

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following both OAE and ABR test procedures undertaken in those who have spent time in Neonatal Intensive Care Units and is not diagnosed following the OAE screen used by some health boards for the 'well baby' population. Universal newborn hearing screening has been in place in Scotland since 2006. Figures from research and those provided through the newborn hearing screening programme in England indicate that around 1 in 10 congenitally deaf children have ANSD[3]. 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

[3] 10% of children seen with severe or profound deafness may have a neural rather than a hair cell disorder - Kraus N, Ozdamar O, Stein L, Reed N. Absent auditory brain stem response: peripheral hearing loss or brain stem dysfunction. Laryngoscope 1984:94:400-6 and data from 3.5m NHSP England eSP records to Dec 2009 - presented by Graham Sutton at the British Society of Audiology Paediatric Audiology Interest Group Conference 2010

screening because they were born before the roll-out of universal screening in 2006, those 'well babies' who passed OAE 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)

28 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 787. This is 22% of the adjusted total of deaf children.

Services were asked to give a breakdown by type of additional SEN. In some cases, services provided figures that added up to a different figure from the total they provided originally.

Table 7: 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	59	7%	2%
Moderate Learning Difficulty	145	18%	4%
Severe Learning Difficulty	80	10%	2%
Profound & Multiple Learning Difficulty	113	14%	3%
Social, Emotional and Mental Health difficulties	45	6%	1%
Speech, Language and Communications Needs	68	8%	2%
Vision Impairment	30	4%	1%
Physical Disability	40	5%	1%
Autistic Spectrum Disorder	125	15%	3%
Other Difficulty/Disability	103	13%	3%
Total	808		
Not known	162		
Total including those reported "not known"	970		

The figures suggest that the most common additional SEN is Moderate Learning Difficulty, followed by Autistic Spectrum Disorder and Profound & Multiple Learning Difficulty.

Research[4] 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 children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

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

Deaf children with cochlear implants and bone conduction hearing devices

Services reported that 338 children (9% of the adjusted total of deaf children) have at least one cochlear implant, down slightly from 10% when this question was asked in 2017.

Eligibility for a cochlear implant is generally restricted to those with a severe or profound hearing loss (and who do not receive adequate benefit from hearing aids). We saw earlier in table three that there are 780 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 43% of children with severe or profound hearing loss have at least one cochlear implant. If one were to make an assumption that most children with cochlear implants are those with a profound hearing loss, this percentage would rise to 75%.

Services also reported that 138 children (4% of the adjusted total of deaf children) have a bone conduction device. This is an increase from when the question was asked in 2017 and 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. 24 services provided a figure for this question, reporting that there were 269 children known to have English as an additional spoken language (7% of the adjusted total of deaf children).

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.

Table 8: Number of severely or profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	542	61%
British Sign Language	104	12%
Spoken English together with signed support	222	25%
Other combination	24	3%
Total known	892	

The results show that 12% of children with a severe or profound hearing loss use British Sign Language in education whilst 25% use what can be described as Sign Supported English. In 2017, these figures were 6% and 19% respectively, when data was analysed from 26 services.

Particular caution is needed when looking at the results for this question. This is because the 29 services who responded to this question identified 892 children with a severe or profound hearing loss. This is higher than the figure of 780 identified earlier in this report (see table three). It should also be stressed that the use of spoken/sign language in education may not always match the use of spoken/sign language within the home or the child's own preferences.

Deaf children who are new to the country

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

Deaf young people post-16

Services were asked how many deaf young people left school at the end of the 2017/18 academic year. 24 services responded to this question with a figure, reporting 173 deaf young people as having left school.

Services also reported that 88 young people had a transition plan informed by a Teacher of the Deaf (51% of the deaf young people who had left school). We asked services if they track the post-school destinations of deaf young people. Eight services (27%) said they did, and 22 services (73%) said they didn't. Where services did track post-school destinations, they were then asked to provide a breakdown of the destinations of the deaf young people who had left school, although some services that stated they didn't track post-school destinations then went on to provide figures for the question on post-school destinations.

Table 9: Post-school destinations

Post-school destination	**Number of young people**	**Percentage (where known)**
Further education (college)	29	43%
Higher education (university or higher education course at college)	21	31%
Training/apprenticeship	<5	<7%
Employment	6	9%
Not in education, employment or training	6	9%
Other	<5	<7%
Total	67	
Unknown	22	
Data not held	<5	
Total (including where unknown or data not held)	95*	

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.

Table 10: Support for deaf young people in post-school destinations

Support	**Number of answers**	**Percentage of all answers**
No involvement	20	67%
Yes – free at the point of delivery, funded by the local authority	1	3%
Yes - for link courses of deaf pupils on a school roll	6	20%
Other	3	10%
Total	30	

Where services answered 'Other', they were asked to provide details. These answers were all about providing support during the time of transition to colleges or university. One answer also indicated that the service could offer deaf awareness if required.

Number of deaf children on services' caseloads

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

Based on responses from all 30 services, survey responses indicated that at least 3,280 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 13[5] and the largest was 324. The average was 113 children. This appears to be a reduction from 3,328 children on caseloads in 2018, when responses were received from 30 services. Due to an error, the CRIDE 2018 survey did not give a definition of caseload in the survey. As a result of this error, comparisons with previous years should be made with particular caution.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 26 services responded to this question and reported that there are 202 children with temporary conductive deafness receiving support. A number of services stated that they were not always able to distinguish in their databases whether a child had temporary or permanent deafness, or stated that they did not hold this data.

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

CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions. This is due to the different approaches taken in collating these data, as well as the definitions used and number of areas involved.

Pupils in Scotland[6], the Scottish Pupil Census, is the only source of routinely-published information on numbers of pupils with a hearing loss in Scotland. These data are published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary.

At the time of writing, figures for 2019 are not yet available. The latest available data for deaf pupils in Scotland recorded 3,332[7] deaf children in primary, secondary and special schools as at December 2018.

This represents an increase of 8% from the previous year's Pupil Census, when 3,097 deaf pupils were recorded[8]. It also represents an increase of almost 231% since 2009's official figures (1,007 deaf children)[9]. This suggests improvement in education data collection mechanisms within the Scottish Government since

[5] Please note, one service gave a very low figure that we believe to be inaccurate, so that has been discounted as the service with the lowest number of children and young people on caseload, and from the average caseload figure.
[6] Published annually in *Pupils in Scotland* by the Scottish Government
[7] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus 2018, Table 1.8
[8] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus 2017, Table 1.8
[9] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus

the revision of the Additional Support for Learning Act in 2009. The Scottish Government does not collect data on pupils with additional support needs in independent schools.

Table 11: Summary of currently available information on numbers of deaf children in Scotland

Year	Source	Number of deaf children in Scotland
2019	CRIDE 2019	3,647
	Scottish Pupil Census	Not yet known
2018	CRIDE 2018	3,363
	Scottish Pupil Census (2018)	3,332
2017	CRIDE (2017)	3,174
	Scottish Pupil Census (2017)	3,097
2016	Scottish Pupil Census (2016)	2,964
2015	CRIDE (2015)	2,942
	Scottish Pupil Census (2015)	2,738
2014	CRIDE (2014)	3,057
	Scottish Pupil Census (2014)	2,534
2013	CRIDE (2013)	2,842
	Scottish Pupil Census (2013)	2,441
2012	SSC (2012)	1,596
2010	HMIe Survey (2010)	2,438
2009	UNHS (2008/9)	2,226 approx (who were diagnosed at birth)

PART 2: Teachers of the Deaf and other specialist staff

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

Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf. It should be noted that, whilst we asked for fte figures, we suspect that, in some cases, figures were given for the number of individual people.

Based on data provided by all 30 services, there are at least 147.83 fte Teachers of the Deaf in employment in Scotland working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people, and in schools for deaf children.

At the time the survey was completed, there were 17 fte vacant posts. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 164.83 fte Teacher of the Deaf posts, of which 10% are vacant. This is an increase from 2018, when there were 4.8 fte vacant posts (3% of posts in 2018) reported.

When asked about levels of qualifications of Teachers of the Deaf, some services provided different figures from the original figures they provided on numbers of Teachers of the Deaf. It seems likely that some responses gave a figure for number of people working as Teachers of the Deaf, rather than an fte figure. For the purpose of providing a breakdown by level of qualifications, we have used this higher figure in this report. However, otherwise, we have used the fte figure of 147.83 Teachers of the Deaf in post.

Using the data provided on levels of qualifications, there are 151.53 teachers working as Teachers of the Deaf in Scotland as part of this analysis. 66% of these posts are occupied by a fully-qualified Teacher of the Deaf with the remaining posts occupied by qualified teachers in training to become Teachers of the Deaf (33%), and Teachers without the mandatory qualification and not intending to train (1%).

The table below provides a breakdown of educational settings in which Teachers of the Deaf are working. It should be noted that cochlear implant centres, charities or any other settings are not included.

Table 12: Number of Teachers of the Deaf in employment overall

Qualification	Working mainly as a peripatetic Teacher of the Deaf	Working mainly in a resource setting	Working mainly in a special school not specifically for deaf children	Working mainly in a school for deaf children	Total
Masters	5.3 (6%) *5 services*	1 (2%) *1 service*	0 (0%) *0 services*	1.6 (10%) *1 service*	7.9 (5%) *7 services*
PG Dip	46.53 (55%) *20 services*	24.3 (49%) *8 services*	0 (0%) *0 services*	3.7 (23%) *2 services*	74.53 (49%) *23 services*
Competency route	0 (0%) *0 services*	0.4 (1%) *1 service*	0 (0%) *0 services*	0 (0%) *0 services*	0.4 (0%) *1 service*
PG Cert	10.8 (13%) *8 services*	2.0 (4%) *1 service*	1 (100%) *1 service*	3.0 (18%) *1 service*	16.8 (11%) *9 services*
In training	21.0 (25%) *17 services*	20.8 (42%) *8 services*	0 (0%) *0 services*	*8.1* (49%) *3 services*	49.9 (33%) *21 services*
Not seeking training	0.6 (1%) *1 service*	1.4 (3%) *2 services*	0 (0%) *0 services*	0 (0%) *0 services*	2 (1%) *2 services*
Total	84.23 (100%) *30 services*	49.9 (100%) *9 services*	1 (100%) *1 service*	16.4 (100%) *4 services*	151.53 (100%) *30 services*

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

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working mainly in a school for deaf children (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification – all routes	62.63 (74%)	27.7 (56%)	1.0 (100%)	8.3 (51%)	99.63 (66%)
Teachers in training	21 (25%)	20.8 (42%)	0 (0%)	8.1 (49%)	49.9 (33%)
Qualified teachers without the mandatory qualification and not in training	0.6 (1%)	1.4 (3%)	0 (0%)	0 (0%)	2.0 (1%)
Total	84.23 (100%)	49.9 (100%)	1.0 (100%)	16.4 (100%)	151.53 (100%)

Table 14: Regional breakdown of Teachers of the Deaf with mandatory qualification – all routes

Region	Number of Teachers of the Deaf with mandatory qualification (% of total in region)	Number of teachers working as Teachers of the Deaf in region
Eastern Scotland	26.63 (61%)	43.53
South Western Scotland	52.4 (65%)	80.7
Highlands, Islands, and NE Scotland	20.6 (75%)	27.3
Total	99.63 (66%)	151.53

Table 15: Regional breakdown of number of Teachers of the Deaf in training within five years

Region	Number of teachers in training or intending to train within 5 years (% of total teachers in region)	Number of teachers working as Teachers of the Deaf in region
Eastern Scotland	11.3 (26%)	43.53
South Western Scotland	25.3 (31%)	80.7
Highlands, Islands, and NE Scotland	5.2 (19%)	27.3
Total	41.80 (28%)	151.53

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

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

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

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

	2010/11	**2012/13**	**2013/14**	**2014/15**	**2016/17**	**2017/18**	**2018/19**
Teachers of the Deaf with the mandatory qualification in employment	165.3	140.6	138.7	129.5	101.15*	121.68	99.63
Number of teachers working as Teachers of the Deaf in employment	218.1	208.5	204.7	198	166.5	154.88	151.53

*26 services were included for analysis of the 2016/17 data, as 6 responses were excluded for analysis in that year.

Please note that CRIDE did not issue a survey in 2012 or 2016 and so the above table does not include information on numbers of Teachers of the Deaf for those years.

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

	Percentage change over past 8 years (between 2010/11 and 2018/19)	**Percentage change over past year (between 2017/18 and 2018/19)**
Teachers of the Deaf with the mandatory qualification in employment	-40%	-18%
Number of teachers working as Teachers of the Deaf in employment	-31%	-2%

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that seven services (23%) had seen an increase, 23 (40%) services had seen no change while 11 (37%) services had seen a decrease.

As of 31 January 2019, there were 17 fte vacancies. 10.8 fte (64%) of the vacancies were for posts being advertised as of 31 January 2019 and 6.2 fte (36%) of the vacancies were for posts which had been advertised but no suitable candidate had been found.

Services were then asked if they had Teacher of the Deaf vacancies, were any of them not being covered by supply Teachers of the Deaf. There were 1.6 fte vacancies in peripatetic services not being covered, 1.2 fte vacancies in resource provisions not being covered, and 1.0 fte vacancies in schools for deaf children not being covered. This means that 3.8 fte (22%) of all of the 17 fte vacancies were not being covered by supply Teachers of the Deaf.

Services were asked if they had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. Three services (13%) reported difficulties in recruiting for a permanent post whereas seven (30%) reported no difficulties, with 13 services (57%) stating that this question was not applicable to them. Seven services did not respond to this question. Seven services (29%) reported difficulties in recruiting for supply cover whereas four (17%) reported no difficulties, with 13 services (54%) stating that this question was not applicable to them. Six services did not respond to this question. Combining the figures, eight services (27%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered the following themes:

- lack of qualified Teachers of the Deaf available for supply cover
- lack of qualified Teachers of the Deaf available for supply who are able to provide support in British Sign Language
- lack of qualified applicants or a lack of applicants willing to train for the post-graduate Teacher of the Deaf qualification
- lack of qualified and unqualified applicants for supply posts
- lack of supply budget to cover illness or maternity leave
- local authority not making posts permanent, meaning a lack of qualified Teachers of the Deaf wanting to apply.

Additional qualifications held by Teachers of the Deaf

Services were asked about the additional qualifications that Teachers of the Deaf held. There were 15.8 fte Teachers of the Deaf (11% of all Teachers of the Deaf) with an additional qualification in early years

support for deaf children and/or families. 87% of these were working mainly in peripatetic services, and 13% of these were working mainly in resource provisions.

We also asked services how many Teachers of the Deaf held an additional specialist qualification, such as an educational audiology qualification. There were 1.4 fte Teachers of the Deaf with this (1% of all Teachers of the Deaf), all working in peripatetic services.

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

Table 18: Age profile of Teachers of the Deaf

Age Category	Number of fte Teachers of the Deaf (%)
39 years or under	41.9 (28%)
40-49 years	38.75 (26%)
50-59 years	53.7 (36%)
60-64 years	12.58 (8%)
65 or over	1.6 (1%)
Total	148.53 (100%)

The Scottish Government collects data on teachers using different decades (under 25, 25 to 34 etc). Comparison figures for the age profile of school-based teachers can be found on their website[10].

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical caseloads of visiting Teachers 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 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 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.

[10] www.gov.scot/publications/summary-statistics-schools-scotland-no-10-2019-edition/

In simple terms and for consistency across all parts of the UK, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision[11] by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification[12].

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 38 deaf children. This has decreased from 53 in 2017. One service had a caseload of over 100 for each full time peripatetic Teacher of the Deaf, with a caseload of 140.

Table 19: Ratio of deaf children per Teacher of the Deaf by region

Region	**Mean caseload per Teacher of the Deaf**
Eastern Scotland	40
South Western Scotland	43
Highlands, Islands, and NE Scotland	27

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

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

Other specialist staff

The survey responses suggest that there were 110.19 specialist support staff in post other than Teachers of the Deaf, supporting deaf children in Scotland, 43% of whom were working in the peripatetic service, and 31% of whom were working in resource provisions, with 16% working flexibly across peripatetic services and resource provisions, and 11% working in schools for deaf children.

Table 20: Number of specialist support staff, by role

Specialist Staff Type	**Working mainly within peripatetic services**	**Working mainly within resource provisions**	**Working flexibly between the peripatetic services and resource provisions**	**Working in schools for deaf children**	**Total**
Teaching assistants/Classroom support assistants etc	7.7 (16%) *4 services*	25.7 (76%) *6 services*	7.35 (41%) *3 services*	10.73 (92%) *3 services*	51.48 (47%)
Communication Support Workers/Communicators etc	21.59 (46%) *8 services*	0.4 (1%) *1 service*	0 (0%) *0 services*	0 (0%) *0 services*	21.99 (20%)
SASLI/NRCPD registered BSL/English interpreters	0.57 (1%) *1 service*	2.0 (6%) *2 services*	3.0 (17%) *2 services*	0 (0%) *0 services*	5.57 (5%)
Deaf instructors/Deaf role models/Sign language tutors/instructors etc	0 (0%) *0 services*	2.6 (8%) *3 services*	2.0 (11%) *2 services*	0.8 (7%) *2 services*	5.4 (5%)
Technicians etc	0 (0%) *0 services*	0 (0%) *0 services*	0 (0%) *0 services*	0 (0%) *0 services*	0 (0%)
Speech and language therapists	4.7 (10%) *3 services*	1.0 (3%) *1 service*	1.0 (6%) *1 service*	0 (0%) *0 services*	6.7 (6%)
Family support workers/Liaison officers	2.0 (4%) *2 services*	0 (0%) *0 services*	0 (0%) *0 services*	0 (0%) *0 services*	2.0 (2%)
Social workers/Social workers for deaf children	2.0 (4%) *2 services*	0 (0%) *0 services*	2.0 (11%) *1 service*	0 (0%) *0 services*	4 (4%)
Educational Audiologists	2.3 (5%) 3 services	1.1 (3%) 2 services	1.4 (8%) 3 services	0.1 (1%) 1 service	4.9 (4%)
Other	6.15 (13%) 4 services	1.0 (3%) 1 service	1.0 (6%) 1 service	0 (0%) *0 services*	8.15 (7%)
Total	47.01 (100%)	33.8 (100%)	17.75 (100%)	11.63 (100%)	110.19 (100%)

When services stated that there were other roles, they were asked to specify. These included:

- Early Years Practitioner for the Deaf
- Specialist Nursery Nurse
- Access Support.

Some services also referred to specialist staff who were provided by another service, for example, speech and language therapists or social workers for the deaf.

There were also a total of 2.8 fte vacancies reported by services. 43% of these were teaching assistants/classroom support assistants etc, and 57% of these were communication support workers/communicators etc.

The following table looks at changes since 2011 in different types of other specialist staff. As categories used in this question have changed over the years, we have only included those options that have appeared in each year. It should be noted that the CRIDE 2018 survey did not ask about other specialist staff. There were also no surveys for 2012, and 2016.

Table 21: Number of specialist support staff, by role and year

	Number of staff in 2010/11	**Number of staff in 2012/13**	**Number of staff in 2013/14**	**Number of staff in 2014/15**	**Number of staff in 2016/17**	**Number of staff in 2018/19**
Teaching assistants/ Classroom support assistants etc	52	51.7	59.9	54.6	44	51.48
Communication support workers/ Communicators etc*	5.9	20	10.4	21.4	22.3	21.99
Deaf instructors/Deaf role models/Sign language instructors etc	7.6	8.8	8.5	9.1	4.4	5.4
Speech and language therapists	22.2	15.3	12.4	6.1	16.6	6.7

* In 2011, 2013, 2014 and 2015, this category was listed as Communication support workers/Interpreters/Communicators etc

Table 22: Percentage change in number of specialist support staff

	Percentage change between 2010/11 and 2018/19	Percentage change between 2016/17 and 2018/19
Teaching assistants/ Classroom support assistants etc	-1%	17%
Communication support workers/ Communicators etc	75%	-1%
Deaf instructors/Deaf role models/Sign language instructors etc	-24%	23%
Speech and language therapists	-254%	-60%

PART 3: Support provided

Where services are based

Table 23: Where services are based

	Number of services	Percentage
Based in the local authority	23	77%
Based in a school with a resource provision	4	13%
Based in a special school for deaf children	3	10%
Provided by another body or organisation	0	0%
Other	0	0%
Total	30	

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 11 resource provisions for primary-aged children and 11 resource provisions for secondary-aged children.

This gave a total of 22 resource provisions across Scotland. This is the same total as when the question was asked in 2018. However, in 2018 there were nine resource provisions for primary aged children, and 13 resource provisions for secondary aged children.

Schools for deaf children

Services were asked about the number of special schools specifically for deaf children in their area. There were two primary schools for deaf children reported by two services, and one service has a school with both primary and secondary provision split over two campuses. This appears different from 2018 when there were three primary schools for deaf children reported, but we know there are no actual changes, so the difference is in how one service recorded the school in their response.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2017/18 and 2018/19 academic years. 12 services (40%) reported that there had been changes whilst 18 (60%) reported that there had been no changes. The changes included:

- additional communication support worker employed
- additional teacher learning assistant due to rise in roll
- an increase in fte teacher time in the peripatetic service
- an increase in communicator support
- an increase in fte for Teachers, and introduction of the use of the matrix
- some pupils receiving more support whilst others receiving less support
- DHT/Educational audiologist acting as HT, but the substantive post has not been backfilled, resulting in less support being offered to those in mainstream and other ASN provisions
- the loss of one Teacher of the Deaf
- an increase in the number of individuals and in learning groups across the two enhanced support areas, and prolonged absence of Teacher of the Deaf and other absences of other staff, and no budget for supply staff; peripatetic time reallocated to allow for the support of pupils who require BSL support

- having to alter some levels of support, either reduced time or frequency of visits due to increasing caseload but no increase in staffing levels
- support being reduced for some children with a conductive hearing loss.

We then asked services if they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to children. Seven services (23%) said they did use it, and 23 services (77%) said they did not.

Of those that did use the NatSIP Eligibility Framework for Scoring Support Levels, we asked which support allocation matrix best describes what they have used. The resource includes two examples. Six services that reported they use the framework specified which allocation matrix they used.

Table 24: NatSIP support allocation matrices used by services

	Number of services	**Percentage**
Example 1	2	33%
Example 1 – but adjusted	2	33%
Example 2	0	0%
Example 2 – but adjusted	0	0%
Other – we have used a different support allocation matrix or take a different approach	2	33%
Total	6	

Outcomes

Services were asked if they collected data on educational outcomes achieved by deaf children at the end of S4. Three services (10%) said they did, for all deaf children living in the local authority or authorities covered by their service. Six services (20%) said they did, but only for children who receive support from the service. 21 services (70%) said they did not.

Services were then asked if this data was shared with the Children's Hearing Services Working Group (CHSWG) in their area. Of the nine services that stated they collected this data above, three services (33%) stated that they did share this data with the CHSWG in their area, and six services (67%) said they did not.

Workforce planning changes

We asked services if they were aware of any workforce planning changes that were being undertaken as part of the service. 18 services answered that they were not, and 8 services answered that they were aware of workforce planning changes, and 2 services did not give a clear response. The reported changes included:

- ASN review or restructure
- ASN budget requiring savings to be made, service waiting to find out how they will be affected
- service seeking to recruit more HI teachers to the team to extend the current fte available
- communication support worker moving from being managed by schools to the service, meaning being able to deploy them in a more peripatetic style of working
- new teaching staff are expected to be generic accessibility and inclusion teachers; teachers no longer supported to undertake a postgraduate qualification in teaching deaf children.

Quality standards

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

Table 25: Quality standards and resources used by services

	Number of services	Percentage of services
Education Scotland: 'How Good Is Our School?' framework	26	87%
Education Scotland/NDCS: Count Us In: Achieving success for deaf pupils, 2007	17	57%
Scottish Sensory Centre: Scottish standards for deaf children (aged 0 – 3 years), 2011	17	57%
NatSIP: Quality Standards for Sensory Support Services in England (2016)	9	30%
NatSIP: Quality Improvement Support Pack (2016)	3	10%
Deafblind people: guidance for local authorities, Department of Health (2014)	0	0%
NatSIP: Quality Standards for Early Years Support for Deaf Children (2016)	5	17%
Other	6	20%

When services answered 'other', they were asked to specify. Answers included:

- *How good is our sensory service?* Scottish Sensory Centre (2019)
- Quality Standards for Visiting Services
- Service eligibility matrix
- Local Education Outreach Team Guidelines.

We then asked services if they have shared the findings of any such audits, or any work they had done in relation to the quality standards, with the Children's Hearing Services Working Group (CHSWG) in their area over the past year. Three services (10%) said they had done so, and 21 (72%) said they had not. Five services (17%) said there was no CHSWG in their area.

PART 4: Background and methodology

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

This is the third year that a CRIDE Scotland Reference group has been in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context for the last two years, whist ensuring the data collected can still be compared with the rest of the UK. Current members include: the National Deaf Children's Society, Scottish Sensory Centre, University of Edinburgh, BATOD, Windsor Park School and Sensory Service, Hamilton School for the Deaf, Aberdeen School for the Deaf and the Co-ordinator at Highland Deaf Education Service.

The CRIDE survey alternates between a full and a shorter survey from year to year. In 2019, a full survey was issued. 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.scotland@ndcs.org.uk

Annex: Information by local authority

This table sets out some individual data from services. Services were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2019.

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

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

Table 26: Data by local authority

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working in schools for deaf children
Aberdeen	110	99	<5	6.3	0	0	2.8
Aberdeenshire	106	106	No answer	5.2	0	0	0
Angus	112	112	5	1.2	1.8	0	0
Argyll & Bute	81	81	9	1	0	0	0
Clackmannanshire	37	44	7	0.7	0	0	0
Dumfries & Galloway	75	75	0	1.2	0	0	0
Dundee	95	116	19	2.2	3.4	0	0
East Ayrshire, North Ayrshire, South Ayrshire	299	299	14	7.4	1.8	0	0
East Dunbartonshire	80	80	5	2.5	0	0	0
East Lothian	49	51	<5	1.4	0	0	0
East Renfrewshire	71	132	64	2	0	0	0
Edinburgh	295	146	No answer	3.6	0	0	0
Eilean Siar	28	28	<5	0.2	0	0	0
Falkirk	102	145	43	1.6	0	0	7.6
Fife	298	298	0	8.6	1.7	0	0
Glasgow City	380	205	15	4.6	14.6	1	0
Highland	205	131	No answer	3.9	4.8	0	0
Inverclyde	85	<5	0	1.5	7.6	0	0
Midlothian	43	42	0	1.8	0	0	0
Moray	32	31	0	1.6	0	0	0
North Lanarkshire	99	102	0	2	8.4	0	0
Orkney	12	26	<5	0.5	0	0	0
Perth & Kinross	138	138	No answer	2	0	0	0
Renfrewshire	324	324	0	5.8	0	0	0

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working in schools for deaf children
Scottish Borders	39	40	0	2	0	0	1.6
Shetland	8	13	5	1	0	0	0
South Lanarkshire	169	174	<5	4.9	4.4	0	4.4
Stirling	86	91	5	1.5	0	0	0
West Dunbartonshire	61	61	0	2	0	0	0
West Lothian	88	88	0	3.43	0	0	0