



Consortium for Research in Deaf Education

## 2023 report for Wales

### Education provision for deaf children in Wales in 2022/23

#### Introduction

In 2023, we carried out the 13<sup>th</sup> 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 Wales 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.<sup>1</sup>

The analysis in this report is based on responses from 14<sup>2</sup> services in Wales, covering 22 authority areas and giving a response rate of 100%.

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<sup>1</sup> Reports from previous years can be found on the National Deaf Children's Society website at [www.ndcs.org.uk/cride](http://www.ndcs.org.uk/cride) or on the BATOD website at [www.batod.org.uk/information/cride-reports/](http://www.batod.org.uk/information/cride-reports/).

<sup>2</sup> There were 15 services at the time of the 2022 survey. Since then, the Conwy service has joined the North East Wales consortium service.

## Interpreting the results

Services were asked to give figures for the position as of 31<sup>st</sup> January 2023.

In the survey, we acknowledge 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 report notes particular issues that emerged in some areas.

As we see later, it is clear that some services still experience 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 sometimes vary and anomalies occasionally appear. We make 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.** Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that percentages in this report have been rounded up or down to the nearest whole number. Please also note that where there is a reported cohort of less than five children in any of the tables in this report, we have replaced the figure with a '<5' and suppressed the actual figure to zero when calculating the totals in that table unless otherwise stated. This is indicated by an asterisk against the total.

## Summary of key findings

### *Numbers of deaf children*

- There are at least 2,260 deaf children in Wales, a reported decrease of 3% from 2,329 in 2022.
- 81% of school-aged deaf children attend mainstream schools; 8% attend mainstream schools with resource provisions, whilst 9% attend special schools not specifically for deaf children. 1% are home educated.
- 24% of deaf children are recorded as having another additional learning need<sup>3</sup>, this is an increase from 20% in 2021.
- 5% of deaf children use English or Welsh as an additional spoken language at home.
- 23% of services report they provide support to deaf young people over the age of 19.

### *Teachers of Deaf Children and Young People and other specialist staff*

- There are at least 65 Teacher of Deaf Children and Young People (TOD) posts, of which 2% are vacant. Of the 64.3 fte working as TODs, 93% held the mandatory qualification, whilst 7% were 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 increased by 3% since 2022 and fallen by 17% since we started the survey in 2011.
- 36% of peripatetic TODs are aged 50 or over and thus are likely to retire in the next 10 to 15 years.
- There are at least 44 other specialist staff posts employed directly by local authority specialist education services, of which 2% are vacant.

### *Resource provisions*

- There are a reported 19 resource provisions, which is the same as reported in 2022. Looking at the spread of resource provisions across Wales, on average, there is one resource provision for every 119 deaf children. This is up from 2022 when there was one resource provision for every 122 deaf children.

### *Outcomes*

- 15% of services report that they collect data on Key Stage 4 outcomes for all deaf children, whilst 23% do so for deaf children on their caseload.

### *Referrals*

- Services stated they had received 449 referrals during the 2022 calendar year, an increase from 325 in 2021.
- 8% of referrals to services came from the newborn hearing screening programme in 2022. Of these, 85% were contacted by a TOD within 2 working days.
- 24% of referrals to services came from outside the newborn hearing screening programme and before a child had started statutory education. Of these, 62% were contacted by a TOD within 5 working days.
- 68% of referrals to services came from outside the newborn hearing screening programme and after a child had started statutory education. Of these, 41% were contacted by a TOD within 5 working days.
- Regardless of how the referral was made, 32% of families were offered a visit (either face to face or virtual) within 10 working days of the referral.

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<sup>3</sup> Defined as any other additional learning need apart from deafness, regardless of whether this recognised as a 'primary' or 'secondary' need.

## PART 1: Deaf children in Wales

### How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area covered by their service.<sup>4</sup>

When giving figures for numbers of deaf children living in the area, we first asked for an overall figure and then asked for breakdowns by level of deafness, age, and educational setting. We found that some services did not always provide this data consistently; occasionally services gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward. 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".

14 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Wales is 2,260**. This is down slightly from 2,329 in 2022 when all services responded.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	2,260
Total when asked how many children overall and when broken down by age group <sup>5</sup> , level of deafness and educational setting <sup>6</sup>	2,255

Using the adjusted totals, the smallest service reported 39 deaf children living within their boundaries. The largest reported 455 deaf children (this was a service covering five local authority areas). The average number of deaf children living in each service area was 161.

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

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<sup>4</sup> Services were asked to include all children and young people under the age of 20 who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors, excluding children and young people with temporary deafness. Services were asked to include all deaf children and young people, regardless of whether they receive support from the service, and to include children and young people who attend education provision outside of their area but who normally live in that 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, services were asked not to include children and young people with temporary deafness those 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.

<sup>5</sup> 2,255 was the sum of the totals provided by services, the sum of the broken-down figures was 2,254.

<sup>6</sup> 2,255 was the sum of the totals provided by services, the sum of the broken-down figures once totals of <5 were adjusted for and figures were suppressed was 2,240.

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

	Number of children reported
CRIDE 2023 (adjusted total)	2,260
CRIDE 2022 (adjusted total)	2,329
CRIDE 2021 (adjusted total)	2,324
CRIDE 2020*	1,384
CRIDE 2019 (adjusted total)	2,486
CRIDE 2018	2,625
CRIDE 2017 (adjusted total)	2,642
CRIDE 2016	2,374
CRIDE 2015 (adjusted total)	3,288
CRIDE 2014	2,880
CRIDE 2013 (adjusted total)	2,904
CRIDE 2012 (adjusted total)	2,743
CRIDE 2011 (adjusted total)	2,755

\* In 2020, there were 11 responses to this question.

### Issues or gaps in the data

Nine services (64%) indicated there were known issues or gaps in the data they provided for the number of children and young people. These included:

- services only having figures for children who are receiving support from the service (43% of all services)
- services not holding figures for children who have left school (36%)
- services not able to split out figures for children with permanent or temporary deafness (14%)
- services only having figures for children who are hearing-aid wearers (7%).

The extent of these issues and gaps is a reminder that the figures generated from the CRIDE survey need to be used with caution. The data in this report are only as good as the data held and provided to us, by local authorities, and the above section raises questions about how we can improve the data collected on deaf children. At the same time, we believe that data generated through the CRIDE reports remain among the best sources of data available.

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

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

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

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	207	9%
Primary-aged	892	40%
Secondary-aged	933	41%
Post-16 and under the age of 20	222	10%
Total	2,254 <sup>7</sup>	

<sup>7</sup> 2,254 was the sum of the broken-down figures given by services. The sum of the totals given by services was 2,255

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

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

By way of comparison, we looked at figures from the Office for National Statistics (ONS) on population estimates by age<sup>8</sup> to see if there were any differences in the proportion of children in different age groups. It should be noted that in the CRIDE survey, we 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 as they grow up. The figures below are therefore not directly comparable.

*Table 4: Proportion of children and young people by age*

ONS (mid-2021 data)		CRIDE 2023	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 4	22%	Preschool	9%
Children aged 5 to 11	36%	Primary (reception to year 6)	40%
Children aged 12 to 16	26%	Secondary (year 7 to 11)	41%
Young people aged 17 to 19	15%	Post-16	10%

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

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	491	22%
Mild	561	25%
Moderate	735	33%
Severe	206	9%
Profound	246	11%
Total (excluding ‘not known’)	2,239	
Not known	16	
Total (including ‘not known’)	2,255	

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

- with a unilateral deafness has increased by four percentage points
- with a mild level of deafness has increased by one percentage point
- with a moderate level of deafness has decreased by two percentage points
- with a severe level of deafness has decreased by four percentage points
- with a profound level of deafness is unchanged.

<sup>8</sup><https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwales/cotlandandnorthernireland>

There are at least 36 deaf children in Wales with ANSD, 2% of all deaf children (adjusted total)<sup>9</sup>. This is an increase from 2021 from 1%.

ANSD is most often identified in babies at the stage of the universal newborn hearing screen, which was introduced in Wales in 2004. 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 ANSD are likely to be identified early, but 'well' babies are not. This is because NICU babies are at much higher risk of ANSD and other types of deafness compared with well babies, so the screening test is designed to identify these babies. But 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.

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<sup>9</sup> Two services reported no deaf children with ANSD living in the area.

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

Type of educational provision		Number of deaf children	Percentage of total (where known)
<b>In local authority</b>	Supported only at home – pre-school children	77	3%
	Early years setting – pre-school children	106	5%
	Supported at home – of school age and home educated	14	1%
	Mainstream state-funded schools	1,596	71%
	Mainstream independent (non-state-funded)	14	1%
	Resource provision in mainstream schools <sup>10</sup>	168	8%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	187	8%
	All other post-16 provision ( <b>not</b> including school sixth form)	63	3%
<b>Out of local authority</b>	Early years setting – pre-school children	<5	0%
	Mainstream state-funded schools	10	0%
	Mainstream independent (non-state-funded) schools	<5	0%
	Resource provision in mainstream schools	<5	0%
	Special schools for deaf pupils (whether state funded or non-maintained)	<5	0%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	<5	0%
	All other post-16 provision ( <b>not</b> including school sixth forms)	<5	0%
<b>Other</b>	NEET (Not in Education, Employment or in Training - post-16 only)	<5	0%
	Other (e.g. Pupil referral units)	5	0%
<b>Total (excluding 'not known')</b>		2,240* <sup>11</sup>	
<b>Not known</b>		<5	
<b>Total (including 'not known' and suppressed figures)</b>		2,260 <sup>12</sup>	

The following table presents the same information as above but without splitting figures for whether in or out of the local authority, whilst also showing summary percentages for just school-aged deaf children.

<sup>10</sup> In the CRIDE survey, we use the term 'resource provision' to include all schools with any specialist 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. One service with no resource provisions in the area reported children in this category that accessed specialist resource centres attached to mainstream schools.

<sup>11</sup> 2,240 is the sum of the broken-down figures given by services after adjusting figures that had a category total of fewer than 5. The sum of the totals given by services was 2,255.

<sup>12</sup> 2,260 is the sum of the broken-down figures where figures that had a category total of fewer than 5 have not been suppressed. 2,240 is the sum of the broken-down figures after suppressing figures in categories where the category total was fewer than 5.



Table 7: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post-16)
Supported only at home – pre-school children	77	3%	
Early years setting – pre-school children	106*	5%	
Supported at home – of school age and home educated	14	1%	1%
Mainstream provision (including state-funded and independent schools)	1,620*	72%	81%
Mainstream provision: resource provision	168*	8%	8%
Special schools for deaf pupils	<5	0%	0%
Other special schools, not specifically for deaf children	187*	8%	9%
All other post-16 provision (not including school sixth forms)	63*	3%	
Other (e.g. Pupil referral units, NEET, not known)	5	0%	
Total	2,240*		
Total (excluding pre-school children and other post-16 provision and ‘other’)	1,989*		

Comparing with figures on school-aged deaf children and young people from 2022, the proportion of children and young people:

- in mainstream provision (including state-funded and independent schools) has remained the same at 81%
- in resource provisions in mainstream schools has decreased by one percentage point from 9% to 8%. This was 8% in 2021
- in other special schools not specifically for deaf children has decreased from 10% to 9%
- supported at home – of school age and home educated has remained at 1%.

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

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	2,225	100%
Out of home local authority	10	0%
Total (not including ‘not known and ‘other’)	2,235	

Since 2022, the number and proportion of deaf children in and out of home local authority has fallen from 43 children and young people and 2% respectively.

### Incidence of additional learning needs (ALN)

Services reported that the number of deaf children with another additional learning need<sup>13</sup> is 540<sup>14</sup>. This is 24% of the adjusted total of deaf children. This is an increase from 20% in 2021.

<sup>13</sup> Defined as any other additional learning need apart from deafness, regardless of whether this recognised as a ‘primary’ or ‘secondary’ need.

<sup>14</sup> 1 service did not respond to this question whilst another service reported no deaf children as having any other additional learning needs.

## Deaf children with cochlear implants and bone conduction hearing devices

209 children (9% of the adjusted total of deaf children) were reported to have at least one cochlear implant. This is an increase from 160 children (7%) in 2021.

Children with severe to profound deafness are eligible for cochlear implants. We saw earlier in table 5 that there are 452 children with severe or profound deafness. Whilst this can only be a rough approximation, it can be estimated that 46% 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 85%.

Data provided by the South Wales and North Wales cochlear implant teams indicate there are 265 children and young people supported by their services.<sup>15</sup> The CRIDE figure of 209 children with at least one cochlear implant represents 79% of the 265 reported by the cochlear implant programmes.

Services also reported that 157 children (7% of the adjusted total of deaf children) have a bone conduction device. The proportion has increased from 3% in 2021.

## Additional languages

There were 113 children (5% of the adjusted total of deaf children reported) known by services<sup>16</sup> to have English or Welsh as an additional spoken language at home. This is a decrease from 2021 when 7% were known to have English or Welsh as an additional spoken language.

Services were then asked to tell us about the languages mainly used in school/other education setting. Caution is needed when looking at the results for this question. This is because the 13 services<sup>17</sup> who responded to this question identified 1,712 children. This is fewer than the figure of 2,260 identified earlier in this report (see table 1).

*Table 9: Number of severely/profoundly deaf children, by languages mainly used in school/other educational setting*

Language	Total	Percentage of responses (where known)
Spoken English	1,172	70%
Spoken Welsh	297	18%
British Sign Language (BSL)	44	3%
Spoken English together with signed support	110	7%
Spoken Welsh together with signed support	<5	0%
Other combination	59	4%
Total known	1,682*	
Not known	30	
Total including not known	1,712* <sup>18</sup>	

<sup>15</sup> These data were supplied by the South West and the North West cochlear implant programmes in Wales for children aged 0 to 19 and registered with a GP in Wales, as of January 2023. In North Wales this includes children and young people supported in Manchester.

<sup>16</sup> Two of these services reported that there were no deaf children known to have English or Welsh as an additional spoken language at home.

<sup>17</sup> One of these services reported no children. Additionally one service did not provide information for this question.

<sup>18</sup> 1,712 was the sum of the broken-down figures provided by services. The sum of the totals provided was 1,715.

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 75% to 70%
- spoken Welsh - increase from 9% to 18%
- BSL - increase from 2% to 3%
- spoken English together with signed support - increase from 6% to 7%
- spoken Welsh together with signed support has remained at <5 or 0%
- other combination - decrease from 8% to 4%.

Fewer services responded to this question than in 2021 which may have impacted on some of the above changes.

It must 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 12 deaf children known to be 'newly arrived' (having arrived at their service from outside of the UK in the past year) reported by four services. This is 1% of the adjusted total of deaf children. 10 services stated there were no deaf children known to be newly arrived. This has increased slightly from 2021 when the figures were 5 and less than 1% (0.2%) respectively.

### **Number of deaf children on services' caseloads**

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, teachers, providing hearing aid checks, etc. We asked services to include children supported by the service but who do not live in the same geographical area as that service. Services could also include children with temporary deafness in their response to this question if they were on the service caseload.

Responses from 14 services indicated that at least 3,224 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 38 and the largest was 1,074. The average was 230 children.

The definition of 'caseload' within the CRIDE survey has changed over time. The following table sets out caseload figures over the years, alongside the definition used in that survey. Please also note that in 2016, the survey question was changed to allow children with temporary deafness to be included in the response to this question; previously services were asked to include only children with permanent deafness.

Table 10: Number of deaf children on caseloads reported, over successive years

Year	Number of children on caseload	Definition of caseload	Number of services
2023	3,224	Some form of support at least once a year	14 <sup>19</sup>
2022	3,178	Some form of support at least once a year	15
2021	3,430	Some form of support at least once a year	15
2020	1,639 <sup>20</sup>	Some form of support more than once a year	11
2019	3,265	Some form of support more than once a year	14
2018	4,258	Some form of support more than once a year	15
2017	3,968	Some form of support more than once a year	15
2016	3,722	Some form of support at least once a year	15
2015	3,022	Some form of support more than once a year	15
2014	2,345	Some form of support more than once a year	15
2013	2,530	Some form of support more than once a year	17 <sup>21</sup>
2012	2,905	Some form of support more than once a year	21
2011	2,638	Clear definition not provided	16

We asked services to split out how many children on their caseloads had a temporary conductive hearing loss. 13 services reported that there were 1,223 children.<sup>22</sup>

If there are 2,260<sup>23</sup> permanently deaf children living in Wales and 2,001 on services' caseloads with permanent deafness, there are at least 259 deaf children (11% of the adjusted total) who are not being supported by the service at least once a year. It does not automatically follow that 11% of permanently deaf children are not receiving any support at all; many may be receiving support less than once a year from a service, or elsewhere from, for example, resource provisions not managed by the service.

### Post-19 support

Three services (23%) said they provide support to deaf young people over the age of 19, and ten services (77%) said they did not<sup>24</sup>. There were eight deaf young people over the age of 19 on the caseloads of services where support was provided. Where one service said they did not provide support, they commented that they were available to provide advice to deaf young people aged over 19 upon request.

The proportion of services that provide support to deaf young people over the age of 19 has fallen from 40% in 2022.

### How do CRIDE's 2022 figures compare to School Census figures?

Because of the differences in how data have been collected and definitions used, we recommend the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

<sup>19</sup> The change in the number of services from 2022 reflects that one service joined a consortium service.

<sup>20</sup> In 2020, there were 11 responses to this question.

<sup>21</sup> The change in the number of services reflects that some services merged after 2013.

<sup>22</sup> Additionally one service did not provide figures for this question and reported that this was unknown.

<sup>23</sup> Adjusted total

<sup>24</sup> One service did not provide an answer to this question.

The 2023 CRIDE survey reports there are 2,260 deaf children in Wales<sup>25</sup>. However, the Welsh Government's School Census<sup>26</sup> figures indicate there are 1,788 pupils<sup>27</sup> with a hearing impairment, and 276 pupils with a multi-sensory impairment. It should be noted that Welsh government data no longer indicates whether hearing impairment is the primary or secondary need.

We recognise that School Census figures mostly cover pupils aged 5 to 15 in primary, middle or secondary schools, both maintained and independent, whilst the above CRIDE figures are for children aged 0 to 19. The School Census figure of 1,788 pupils with a hearing impairment represents 98% of the 1,825 primary-aged and secondary-aged children and young people with permanent deafness reported by services to CRIDE.

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<sup>25</sup> Adjusted total.

<sup>26</sup> [www.gov.wales/schools-census-results-january-2023](https://www.gov.wales/schools-census-results-january-2023)

<sup>27</sup> It is important to note that the Welsh Government now rounds numbers to nearest five. It is also worth noting that the Welsh Government stated that School Census returns are authorised by headteachers and validated by local authorities. As part of the Welsh Local Government Finance Settlement, the data is usually returned to local authorities for final validation. Typically, overall numbers of pupils and teachers will not change significantly during this period, with the most likely change being in the characteristics of the pupils themselves e.g. free school meal entitlement. Users should therefore be more cautious when comparing data on characteristics of pupils and staff over time, in particular where small cohorts are involved.

## **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 provisions<sup>28</sup> and/or working in a special school or college not specifically for deaf children or young people. We found that:

- overall, there are at least 64.3 fte teachers working as TODs in Wales.
- 93% of these posts are occupied by fully qualified TODs with the remaining posts occupied by teachers in training for the mandatory qualification (7%).
- at the time the survey was completed, there were at least 1.6 fte vacant posts reported
- if the vacant posts are added to the total number of TODs in employment, this would indicate there are at least 65.9 fte TOD posts, of which 2% were vacant.

The following table provides a breakdown by type of setting.

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<sup>28</sup> 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 11: Number of ToD posts overall<sup>29</sup>

	Working mainly as a peripatetic TODs (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people	TOD posts overall (total and percentage)
TODs with the mandatory qualification	33.2 (93%)	22.5 (92%)	2 (100%)	2 (100%)	59.7 (93%)
Teachers in training for the mandatory qualification within 3 years	2.6 (7%)	2 (8%)	0 (0%)	0 (0%)	4.6 (7%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total - in employment	35.8 (100%)	24.5 (100%)	2 (100%)	2 (100%)	64.3 (100%)
Vacant posts	0.6 (2%)	1 (4%)	0 (0%)	0 (0%)	1.6 (2%)
Total – posts	36.4 (100%)	25.5 (100%)	2 (100%)	2 (100%)	65.9 (100%)

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

Table 12: Number of TODs in employment overall by role

	Total TODs in post	Percentage
Working mainly as a peripatetic TODs	35.8	56%
Working mainly in a resource provision	24.5	38%
Working mainly in a special school or college not specifically for deaf children or young people	2	3%
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	2	3%
Total of figures given	64.3	100%

Figures for TODs in cochlear implant programmes across Wales were collected in a separate survey. A response was received from the South Wales Paediatric Cochlear Implant Programme. There were at least 1.6 fte fully qualified TODs reported in post, and no vacancies reported.

<sup>29</sup> 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.

## 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 13: Changes in numbers of TODs from year to year<sup>30</sup>

	TODs with the mandatory qualification in employment	TODs with the mandatory qualification in employment or in training	Number of teachers working as TODs in employment	Number of vacant posts	Number of TOD posts (including vacancies)
2023	59.7	64.3	64.3	1.6	65.9
2022	57.8	62.8	62.8	2.4	65.2
2021	54.4	58.8	60.0	2.4	62.4
2019	57.0	66.0	66.0	0	66.0
2018	56.425	61.825	61.825	1	62.825
2017	57.63	60.33	60.73	3.9	64.63
2016	65.45	69.25	69.25	1	70.25
2015	69.86	73.66	74.26	0.8	75.06
2014	67	69.2	70.2	0.6	70.8
2013	66.5	71.5	71.5	3	74.5
2012	91.75	100.55	100.55	0	100.55
2011	71.95	73.95	75.95	0	75.95

(2020 data not included because of lower response rate to survey)

Table 14: 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	-17%	3%
TODs with the mandatory qualification in employment or in training	-13%	2%
Number of teachers working as TODs in employment	-15%	2%
Number of TOD posts (including vacancies)	-13%	1%

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

- the total of 35.8 fte peripatetic TODs is essentially unchanged (down 0.1 fte from 35.9 in 2022, or 0.3% decrease)

<sup>30</sup> In 2017, we began to ask about TODs in special schools or colleges not specifically for deaf children or young people. Figures from before/after are therefore not directly comparable. However, it is worth noting that the inclusion of these figures did not lead to a noticeable increase in the number of TODs.



- the total of 24.5 fte TODs in resource provisions has decreased from 25.9 in 2022. This amounts to a 5% decrease. Since 2011, when there were 34 TODs in post in resource provisions, we have seen a 28% decline
- there were 2 fte TODs with the mandatory qualification reported as working mainly in a special school or college not specifically for deaf children or young people. This is an increase from 2022 when there was 1 fte TOD reported as working in this way
- there were 2 fte TODs with the mandatory qualification reported 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. In 2022, no TODs were reported as working in this way.

For the 12 services we were able to compare figures for, we found that 33% of services had seen an increase in the number of TODs in employment between 2022 and 2023, 58% of services had seen no change while 8% of services had seen a decrease.

In terms of any difficulties in recruiting TODs or supply cover over the past 12 months:

- one service (7%) reported difficulties in recruiting for a permanent post
- two (14%) reported no difficulties
- 11 services (79%) stated that this question was not applicable to them.
- two services (14%) reported difficulties in recruiting for supply cover
- no services reported no difficulties
- 12 services (86%) stated that this question was not applicable to them.

Combining the figures, three services (20%) reported difficulties in recruiting to either permanent or supply posts. Comments from services around this included:

- a lack of suitably experienced teachers applying for a part time peripatetic role
- a service unable to secure supply cover from a qualified TOD, service rearranged the weekly timetable to ensure cover
- a service employing a teacher who was starting the second year of the mandatory TOD qualification.

### **Additional qualifications held by TODs**

We found that:

- 0.8 fte TODs, working in a peripatetic role, held an additional post-graduate specialist qualification in early years support for deaf children. This amounts to 1% of all TODs in employment
- 2 fte TODs, working in a peripatetic role, held an additional specialist qualification as an educational audiologist. This amounts to 3% of all TODs in employment
- 22.6 fte TODs held a level 3 qualification (or equivalent) or above in British Sign Language. This amounts to 35% of all TODs in employment. Of these 22.6 fte TODs, 56% worked in a peripatetic role, 40% worked in resource provisions and 4% worked flexibly between different roles/settings.

### **Age profile of peripatetic TODs**

Services were 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 36% of peripatetic TODs are over the age of 50 and hence likely to retire in the next 10 to 15 years. In 2021, this figure stood at 34%.

Table 15: Age profile of peripatetic TODs

	Number of peripatetic teachers (fte)	Percentage of total
Aged 49 or under	23.6	64%
Aged between 50 and 59	11.2	31%
Aged between 60 and 64	1.8	5%
Aged 65 or over	0	0%
Total	36.6 <sup>31</sup>	

### Peripatetic TOD caseloads

This section looks at the theoretical or notional caseloads of each visiting (peripatetic) TOD<sup>32</sup> 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 Wales, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision<sup>33</sup> by the number of visiting TODs who are qualified or in training for the mandatory qualification.

We found that:

- each visiting TOD has a theoretical average caseload of 55 deaf children
- the highest caseload found was 243 in one area, where a large proportion of the peripatetic posts were vacant at the time of the survey. The next highest caseload was 77.

The theoretical average caseload is down from 2022 when each peripatetic TOD had a theoretical average caseload of 59 deaf children.

<sup>31</sup> The figure of 36.6 is different to the total of 35.8 because some services provided figures on age ranges of ToDs that differed from the overall figures provided on TODs in peripatetic services.

<sup>32</sup> 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.

<sup>33</sup> This includes: "Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools (including academies and free schools), Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known." This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

## Other specialist staff

We found that there were 43.5 fte specialist support staff, other than TODs, employed by services, supporting deaf children. There was 1 fte vacant post reported. This means there were 44.5 specialist support staff posts, of which 2% were vacant.

Table 16: Number of specialist support staff, by role

	Number working in this role		Vacant posts		Total
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/ Classroom support assistants etc	36.8 (97%)	7	1 (3%)	1	37.8 (100%)
Communication support workers/ Communicators etc	3 (100%)	2	0 (0%)	0	3 (100%)
NRCPD registered BSL/English interpreters	0 (0%)	0	0 (0%)	0	0 (0%)
Deaf instructors/Deaf role models/Sign language instructors etc	1 (0%)	1	0 (0%)	0	1 (100%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a TOD	0 (0%)	0	0 (0%)	0	0 (0%)
Technicians et al.	1.5 (100%)	2	0 (0%)	0	1.5 (100%)
Speech and language therapists	0.2 (100%)	1	0 (0%)	0	0.2 (100%)
Family support workers/Liaison officers	0 (0%)	0	0 (0%)	0	0 (0%)
Social workers/Social workers for deaf children	0 (0%)	0	0 (0%)	0	0 (0%)
Other	1 (100%)	1	0 (0%)	0	1 (100%)
Total of figures given	43.5 (98%)		1 (2%)		44.5 (100%)

Other roles included a higher level teaching assistant. Services also reported funding but not directly employing classroom assistants/communication support workers.

The number of posts is down from 47.3 fte in 2022.

Services were then asked about the British Sign Language (BSL) qualifications of any teaching assistants etc. and communication support workers etc. (those included in the first two rows in the previous table).

Table 17: BSL qualifications of teaching assistants etc. and communication support workers etc.

	Number of other specialist staff directly employed by the service (in fte)	Percentage
No formal qualification in BSL and not a first language BSL user	6.5	16%
Level 1 BSL or equivalent	15.7	38%
Level 2 BSL or equivalent	9.6	23%
Level 3 BSL or equivalent	7.5	18%
Level 4 BSL or equivalent	0.5	1%
Level 6 BSL or equivalent	1	2%
First language BSL user	1	2%
Total of figures given	41.8	

41.8 is the total of the broken-down figures given by services. The sum of the totals was 31.1. Both of these figures differ from the 39.8 teaching assistants etc. and communication support workers etc in post reported in the earlier question on other specialist staff directly employed by services. This data should therefore be used with caution. Comments on BSL qualifications of other specialist staff included:

- start date for a BSL Level 2 course postponed due to ill health of a BSL 1 holder
- all staff reported were continuing their BSL training
- low numbers of children using BSL as their preferred language for communication.

The National Deaf Children’s Society recommends that deaf children who use BSL are supported by staff with **at least** a level 3 qualification in BSL. The figures in the previous table indicate that 23% of relevant teaching assistants etc. hold a level 3 or higher qualification or are a first language BSL user.

## PART 3: Post-16 support

### Young people who have left school

12 services reported that 118 deaf young people had left school at the end of the 2021/22 academic year. We believe this figure to be lower than the number we would expect to be leaving school. For example, we saw earlier that there are at least 933 secondary-aged deaf children, suggesting there are approximately around 186 in each year. We also found (as reported by 12 services) that 59 young people<sup>34</sup> had a transition plan informed by a TOD (50% of the reported deaf young people who had left school).

### Careers advice

We asked if peripatetic TODs in services provided any of the support below in relation to careers advice and moving into employment.

Table 18: Support on careers advice and moving into employment

Category	Yes (number and percentage of services)	No (number and percentage of services)	Not sure (number and percentage of services)	Total
Engaging with careers advisors in <b>schools</b> on careers advice to deaf young people	11 (92%)	1 (8%)	0 (0%)	12 <sup>35</sup> (100%)
Engaging with careers advisors in <b>colleges</b> on careers advice to deaf young people	7 (54%)	5 (38%)	1 (8%)	13 <sup>36</sup> (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	6 (50%)	4 (33%)	2 (17%)	12 <sup>37</sup> (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	10 (77%)	2 (15%)	1 (8%)	13 <sup>38</sup> (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	10 (77%)	2 (15%)	1 (8%)	13 <sup>39</sup> (100%)

Comparing with figures from the 2022 report there has been an increase in the proportions of services:

- engaging with careers advisors in schools (87% to 92%)
- engaging with careers advisors in colleges (47% to 54%)
- providing information on Access to Work (53% to 77%)
- providing information on the Equality Act and reasonable adjustments (60% to 77%).

<sup>34</sup> One service did not provide a figure for the number of deaf young people who had left school but did provide a number for the young people who had a transition plan informed by a TOD. Including this figure would mean there were 77 young people who had a transition plan informed by a TOD.

<sup>35</sup> Two services did not provide an answer to this question.

<sup>36</sup> One service did not provide an answer to this question.

<sup>37</sup> Two services did not provide an answer to this question.

<sup>38</sup> One service did not provide an answer to this question.

<sup>39</sup> One service did not provide an answer to this question.

There has been a decrease in the proportion of services providing information on the accessibility of work placements (53% to 50%).

## PART 4: Support provided

All 14 services (100%) stated that the service was based in the local authority (as opposed to being based in a school or another body).

### Heads of services

We asked if peripatetic TODs in the service were managed by someone who is a qualified TOD or in training for the mandatory qualification. Eight services (57%) stated that they were, and four services (43%) stated that they were not.

Where services were not managed by a qualified TOD or TOD in training, we asked for the role of the person who was managing the service. Answers included:

- ALN Inclusion Wellbeing Manager
- Support for Learning Manager
- Qualified Teacher of Pupils with Vision Impairment
- Teacher with post graduate specialist qualification in SEN.

### 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.

*Table 19: Number of resource provisions*

	Managed by the local authority	Managed by the schools	Total
Resource provisions for primary-aged children	3	6	9
Resource provisions for secondary-aged children	4	6	10
Total	7	12	19

We found that:

- nine services (64%) had at least one resource provision for primary-aged children in their area
- nine services (64%) had at least one resource provision for secondary-aged children in their area.

The total of 19 resource provisions across Wales remains the same as in 2022.

Table 20: Number of resource provisions over time

Year <sup>40</sup>	Number of resource provisions
2023	19
2022	19
2021	20
2019	24
2018	25
2017	25
2016	24

We also looked at the number of resource provisions against the number of deaf children.<sup>41</sup> This is intended to indicate the spread of resource provisions across Wales, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 119 deaf children. This is down from 2022 when there was one resource provision for every 122 deaf children.

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.

The annex provides figures on the spread of resource provisions against the local population of deaf children in each local authority.

### Eligibility frameworks

13 services (100% of services that answered<sup>42</sup>) reported that they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by TODs to children.

11 services (85% of services) said they 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. Two services (15% of services) said they did not<sup>43</sup>.

### Support allocations

No services reported any changes to their support allocation between the 2021/22 and 2022/23 academic years.

### Outcomes

We asked services if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4. Of the 13 services that answered this question:

- two services (15% of services) said they did, for all deaf children living in the local authority or authorities covered by their service
- three services (23% of services) said they did, but only for children who receive support from the service
- eight services (62% of services) said they did not.

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<sup>40</sup> 2020 data not included because of lower response rate to the survey

<sup>41</sup> The overall total given by services is used here.

<sup>42</sup> One service did not respond to this question.

<sup>43</sup> One service did not respond to this question.



None of the five services that collect this data reported that they shared it with the Children’s Hearing Services Working Group (CHSWG) in their area.

## Quality standards

The following table sets out the quality standards or resources that services told us they use to audit or improve practice.

Table 21: Quality standards and resources used by services

	Number of services	Percentage of services
NatSIP: Quality Standards for Sensory Support Services in England	6	43%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	7	50%
NAFWC 34/2005 – Quality Standards in Education Services for Children and Young People with Sensory Impairment (Wales) (2005)	7	50%
Newborn hearing screening programme quality standards	1	7%
NatSIP Quality Improvement Support Pack	4	29%
Department of Health: Deafblind People: Guidance for local authorities	0	0%
Other	1	7%

When a service answered ‘other’ they specified that they used the NatSIP Eligibility Framework 2017.

We then asked services if they had shared the findings of any such audits or any work they had done in relation to the above quality standards with the CHSWG in their areas over the past year. One service (8%) said they had, 10 services (83%) said they hadn’t<sup>44</sup>.

## Support following identification of deafness

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

Table 22: Referrals

	Number and percentage of referrals	Number of services <sup>45</sup>
For children identified as deaf through the newborn hearing screening programme	34 (8%)	11
For children identified as deaf outside of the newborn hearing programme and <b>before</b> they had started statutory education	108 (24%)	12
For children identified as deaf outside of the newborn hearing programme and <b>after</b> they had started statutory education	307 (68%)	12
Total of figures given	449 <sup>46</sup> (100%)	

In terms of changes since 2022, the proportions of referrals:

<sup>44</sup> Two services did not provide an answer to this question.

<sup>45</sup> This is the number of services that provided a figure over 0

<sup>46</sup> 449 was the sum of the figures given. The sum of the totals given by services was 409.

- through the newborn hearing screening programme has fallen from 15% to 8%
- outside newborn hearing screening and before statutory education has decreased from 25% to 24%
- outside newborn hearing screening and after statutory education has increased from 61% to 68%
- the total number of referrals over the calendar year has increased from 325 to 449.

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<sup>47</sup> by a TOD within 2 working days. This amounts to 85% of the 34 children referred via this route. The corresponding figure was 69% in 2022
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and before they had started statutory education, 67 of the families were contacted by a TOD within 5 working days. This amounts to 62% of the 108 children referred via this route. The corresponding figure was 74% in 2022
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and after they had started statutory education, 127 of the families were contacted by a TOD within 5 working days. This amounts to 41% of the 307 children referred via this route<sup>48</sup>. The corresponding figure was 42% in 2022
- 145 families were offered a visit (either face-to-face or virtually) from a TOD within 10 working days of any referral. This amounts to 32% of the 449 children referred either through or outside the newborn hearing screening programme. The corresponding figure was 56% in 2022.

Comments from services on this included:

- ‘face-to-face’ included access to a TOD at a sensory playgroup, home visits, and visits to educational settings
- home visits offered to preschool children only
- some services don’t receive the relevant consent to be able to offer visits within the specified timescales
- some families were unable to have visits within the specified time scales due to family circumstances or parental preferences
- increase in referrals and capacity has meant longer response times.

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<sup>47</sup> For these questions on contact we mean actual or attempted contact.

<sup>48</sup> One service did not answer this question.

## PART 5: 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 disseminated to services in Wales in February 2023 by National Deaf Children’s Society staff on behalf of CRIDE. Where there was no response by 15 March, members of CRIDE contacted services by email and/or telephone. Where services had not responded after this, freedom of information requests were sent. The table below sets out the response rate at each stage.

*Table 23: Response rate by services to the CRIDE survey*

	<b>Number of responses</b>	<b>Cumulative total</b>
First deadline – 15 March 2023	9	9
Second deadline following chasers	3	12
FOI requests	2	14

Services were able to respond by completing an online survey. If they were not able to do this they could complete 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.

We would like to thank all services for taking the time to complete this survey and for their valuable comments and feedback, which will be used to inform the design of future surveys. The results from this survey will be used for research purposes, to influence government policy and to campaign to protect funding and services for deaf children.

If you have any feedback or questions on the results, please contact [cride@ndcs.org.uk](mailto:cride@ndcs.org.uk).

## Annex: Information by local authority

The table that follows sets out some individual data from services. Local authorities were asked to provide figures as of 31 January 2023.

Figures for TODs include TODs with the mandatory qualification (MQ) and TODs in training for the MQ or intending to train within three years.

Figures for the average population of deaf children covered by each resource provision are intended to show the spread of resource provisions across each area. It is calculated by dividing the number of children living in the area covered by a service and number of resource provisions in a service area. Where there is no resource provision in the area, this is indicated by a ratio of the population in the area to 0. Care should be used in interpreting these figures. In some cases, the ratio may be influenced by the presence of special schools in the area or other resource provisions in neighbouring areas. It should be noted that 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.

In some cases, the number of children on the caseload with a temporary hearing loss is less than five. Where this happens, we have replaced the figure with a '<5' and suppressed the figure to zero in any calculations on the total caseload figure. This is indicated by an asterisk against the caseload figure.

Table 24: 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	TODs in the specialist peripatetic service	TODs in resource provisions	TODs mainly in a special school or college not specifically for deaf children and young people	TODs working flexibly	Average population of deaf children covered by each resource provision
Bridgend	164	197	33	1	1	0	1	82:1
Cardiff	240	232	76	5.6	5.4	0	0	120:1
Carmarthenshire	149	204	55	2.2	3	0	0	75:1
Ceredigion	53	87	34	0.8	1	None reported	None reported	53:1
Gwynedd and Anglesey	142	129	30	3.1	No resource provisions reported	0	0	142:0

	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	TODs in the specialist peripatetic service	TODs in resource provisions	TODs mainly in a special school or college not specifically for deaf children and young people	TODs working flexibly	Average population of deaf children covered by each resource provision
Merthyr Tydfil	39	36*	<5	0.8	No resource provisions reported	None reported	None reported	39:0
Neath Port Talbot	98	208	112	2	3	0	0	49:1
North East Wales (Flintshire, Denbighshire, Wrexham, Conwy)	402	379	81	4.2	2	0	1	134:1
Pembrokeshire	73	129	56	1	No resource provisions reported	0	0	73:0
Powys	103	116	28	2.6	No resource provisions reported	0	0	103:0
Rhondda Cynon Taf	92	90	None reported	3.2	1	2	None reported	92:1
South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Torfaen and Newport)	455	1,074	616	6.9	4.6	0	0	228:1
Swansea City	136	232	94	2	1.5	0	0	68:1
Vale of Glamorgan	109	109	6	0.4	2	0	0	55:1