



Consortium for Research in Deaf Education

2018 report for Wales

CRIDE report on 2017/18 survey on educational provision for deaf children in Wales

Introduction

In 2018, the Consortium for Research into Deaf Education (CRIDE) carried out its eighth annual survey on educational staffing and service provision for deaf children¹. It covers the 2017/18 academic year². This report sets out the results of the survey for Wales and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The analysis in this report is based on responses from 15 services in Wales, covering 22 local 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 2,625 deaf children in Wales; a reported decrease of 0.6% over the past year.
- There are at least 62.8 Teacher of the Deaf posts, of which 2% were vacant. Of the 61.8 staff working as Teachers of the Deaf, 91% held the mandatory qualification whilst 9% were in training.
- The number of qualified Teachers of the Deaf (working in a peripatetic role and/or in resource provisions or special schools or colleges not specifically for deaf children) in employment fell by 2% over the past year. It has fallen by 22% since the CRIDE survey started in 2011.
- There are 25 resource provisions across Wales, unchanged from the previous year.
- 40% services say they provide families of pre-school deaf children with radio aids/assistive listening devices to use at home.

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

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

Interpreting the results

Services were asked to give figures for the position as of 31st January 2018.

The survey acknowledges that services and children do not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the survey. This report notes particular issues that emerged in some areas.

It is clear that many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rates to individual questions sometimes vary. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

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

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PART 1: Deaf children in Wales

How many deaf children are there?

In 2018, services were asked to give details of deaf children living in the geographical area covered by them³.

23% 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.

All 15 services responded to this question. Based on these responses, **the total number of deaf children in Wales is 2,625**. This is down slightly from 2,642 in 2016/17 and amounts to a 0.6% decrease over the past year).

The smallest service reported 64 deaf children living in their boundaries. The largest reported 443 deaf children. The average number of deaf children living in each service was 175.

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

Table 1: Number of deaf children reported, over successive years⁴

	Number of children reported
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

³ 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 a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. Children with temporary deafness should not be included in your response to this question. All deaf children, regardless of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information. 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.

⁴ In years when we carry out the full survey, an 'adjusted' total is calculated for the number of deaf children. This is because, in some areas, sum figures for numbers of deaf children sometimes vary within a response. In the reports for these surveys, we have taken the approach of using the highest figure given, either the overall total or the total generated through the sum of the broken-down figures.

Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseload, asking for figures for 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 as that service. Children with temporary deafness are also included in this question.

Based on responses from all 15 services, survey responses indicate that at least 4,258 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 40 and the largest was 1,229. The average was 284 children. This appears to be an increase from 3,968 children on caseloads in 2017, when responses were received from all 15 services.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. All 15 services responded to this question and reported that there are 2,000 children with temporary conductive deafness supported by services that they were able to tell us about.

If there are 2,625 permanently deaf children living in Wales and 2,258 on services' caseloads with a permanent deafness, there are at least 367 deaf children who are not being supported by the service more than once a year. In other words, the figures suggest that 86% of permanently deaf children receive support from their local service. It does not automatically follow that 14% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service or elsewhere, from, for example, resource provisions not managed by the service.

How do CRIDE's 2018 figures compare to School Census figures?

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

Based on the responses to the CRIDE survey, the total number of deaf children in Wales is 2,625. However, the Welsh Government's School Census figures indicate there are 3,290 pupils with a hearing impairment (of which 165 have a multi-sensory impairment). It should be noted that Welsh government data no longer indicates whether hearing impairment is the major or secondary need. These figures suggest that services are under-reporting the number of deaf children in their area in their responses to CRIDE.

PART 2: Teachers of the Deaf

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

Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf.

In total, there are at least 56.425 fte fully qualified Teachers of the Deaf in employment in Wales working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people.

Overall, there are at least 61.825 teachers working as Teachers of the Deaf in Wales. 91% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining 9% of posts occupied by teachers in training. No teachers without the mandatory qualification and not in training were reported as working as Teachers of the Deaf.

At the time the survey was completed, there was 1 fte vacant post. If the vacant post is added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 62.825 Teacher of the Deaf posts, of which 2% are vacant.

The table below provides a breakdown by type of setting.

Table 2: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	29.5 (88%)	25.325 (95%)	1 (100%)	0.6 (100%)	56.425 (91%)
Teachers in training for the mandatory qualification within 3 years	4 (12%)	1.4 (5%)	0 (0%)	0 (0%)	5.4 (9%)
Total	33.5 (100%)	26.725 (100%)	1 (100%)	0.6 (100%)	61.825 (100%)

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

It should be noted that in 2017, CRIDE began to ask about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. This means that figures for 2017 and 2018 are not directly comparable with those from previous years. It is interesting to note, however, that the inclusion of these figures in both years did not generate an increase in the numbers of Teachers of the Deaf.

Table 3: Changes in numbers of Teachers of the Deaf from year to year

	2011	2012	2013	2014	2015	2016	2017	2018
Teachers of the Deaf with the mandatory qualification in employment	71.95	91.75	66.5	67.0	69.86	65.45	57.63	56.425
Teachers of the Deaf with the mandatory qualification in employment or in training	73.95	100.55	71.5	69.2	73.66	69.25	60.33	61.825
Number of teachers working as Teachers of the Deaf in employment	75.95	100.55	71.5	70.2	74.26	69.25	60.73	61.825
Number of vacant posts	0	0	3	0.6	0.8	1	3.9	1
Number of Teacher of the Deaf posts (including vacancies)	75.95	100.55	74.5	70.8	75.06	70.25	64.63	62.825

Table 4: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 7 years (between 2010/11 and 2017/18)	Percentage change over past year (between 2016/17 and 2017/18)
Teachers of the Deaf with the mandatory qualification in employment	-22%	-2%
Teachers of the Deaf with the mandatory qualification in employment or in training	-16%	+2%
Number of teachers working as Teachers of the Deaf in employment	-19%	+2%
Number of Teacher of the Deaf posts (including vacancies)	-17%	-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 5 services (33%) had seen an increase, 7 (40%) services had seen no change while 3 (20%) services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. 1 service (7%) reported difficulties in recruiting for a permanent post whereas 3 (20%) reported no difficulties, with 11 services (73%) stating that this question was not applicable to them. 7

services (47%) reported difficulties in recruiting for supply cover whereas 1 (7%) reported no difficulties, with 7 services (47%) stating that this question was not applicable to them. Combining the figures, 7 services (47%) reported difficulties in recruiting to **either** permanent or supply posts.

The following sections look in more detail at the numbers of Teachers of the Deaf employed in a peripatetic role or in resource provisions.

Teachers of the Deaf in a peripatetic role

The survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2018. In other words, how many 'visiting' Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in 'non-specialist' provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

Table 5: Number of visiting Teachers of the Deaf in employment

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	29.5	88%	14
Teachers in training for the mandatory qualification within 3 years	4	12%	4
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	33.5		

The total of 33.5 peripatetic Teachers of the Deaf has increased by 1.7 (or 5%) from 31.8 in 2016/17. 1 service reported vacancies in the peripatetic service as of January 2018, amounting to 1 post. In terms of fully qualified visiting Teachers of the Deaf, the numbers within each service ranged from 0 to 6. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 2.

9 services employed two or fewer visiting Teachers of the Deaf, of which 5 services employed one or fewer visiting Teachers of the Deaf.

Teachers of the Deaf in resource provisions

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

Table 6: Number of Teachers of the Deaf in resource provisions

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	25.325	95%	10
Teachers in training for the mandatory qualification within 3 years	1.4	5%	2
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	26.725		

The total of 26.725 Teachers of the Deaf in resource provisions has decreased by 1.205 (or 4%) from 27.93 in 2016/17.

There were no reported vacancies for Teachers of the Deaf in resource provisions as of January 2018.

One service stated there was a resource provision in their area but did not tell us how many Teachers of the Deaf were employed in resource provisions.

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

CRIDE asked services if they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people. One service reported that they did, with 1 fte Teacher of the Deaf working in this way. This is the same as in 2016/17.

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

Services were asked if they had Teachers of the Deaf working flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people. Two services reported that they did, with 0.6 Teachers of the Deaf working in this way. This is a decrease of 0.4 from 1 in 2016/17.

PART 3: Support provided

Where services are based

Services were asked where they were based. 14 services said they were based in the local authority, with one service stating that it was based in the local authority and a school with a resource provision.

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 13 resource provisions for primary-aged children. 10 services had at least one primary-aged resource provision in their area. There were 12 resource provisions for secondary-aged children. 10 services had at least one secondary-aged resource provision in their area.

This gave a total of 25 resource provisions across Wales. This is from the same total number of resource provisions as in 2017.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2016/17 and 2017/18 academic years. 4 services (27%) reported that there had been changes and 11 (73%) reported that there had been no changes.

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

- Reduction in fte numbers of Teachers of the Deaf
- Annual budget review resulting in funding allocations being reduced for the year (but due to increase again in the next year)
- Only partial cover obtained to cover for maternity leave
- Support allocation being temporarily adjusted due to circumstances like staff sickness or leave.

Funding arrangements

We asked how peripatetic specialist support services for children aged 5-16 were funded. 14 services (93%) stated that the funding was held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE). One service (7%) said funding was delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA.

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

Table 7: Charging of services for children with a statement

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

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

Table 8: Charging of services for children without a statement

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

PART 4: Thematic questions: Early years support

Services were asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within the home. 6 services (40%) answered yes, and 9 services (60%) answered no.

Services were also asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within early years settings. 10 services (67%) answered yes, and 5 services (33%) answered no.

Where services indicated that they were provided to children aged 0-4 in either of these categories, they were asked to indicate if there were any eligibility criteria, factors or conditions in place. These criteria may limit the number of deaf children that benefit from radio aids in each area. When services did have criteria or conditions in place, these included:

- Degree of hearing loss
- Child must have a sensori-neural hearing loss or a permanent conductive hearing loss
- Parents need to put radio aids on home insurance, although individual cases can be discussed if this is an issue
- Children need to be established hearing aid or cochlear implant users
- Discussion with the child's audiology team or cochlear implant team
- Parents are asked to purchase insurance cover through the local authority
- Parents need to complete training/parents are willing and supportive
- Acoustic conditions at home or in the early years setting
- Child must have the skills needed to use the radio aids (e.g. able to tell adults when the system is not working).

PART 5: Thematic questions: Access arrangements

We asked services how many deaf students in year 11 would be undertaking public examinations in summer 2018. 13 services were able to provide data, indicating 110 students.

Services were then asked, for how many of these students had access arrangements (related to their hearing loss) been requested or arranged that the service knew of. 9 services were able to provide data for this question, indicating 39 students. 6 services stated that they did not know this information.

We asked services to provide more information about the access arrangements (related to a young person's hearing loss) that were requested or arranged:

Table 9: Access arrangements

	Number of services where this access arrangement had been requested	Number of students for whom access arrangement had been requested	Number of students for whom any requested access arrangements were rejected or not put in place	Number of services that did not know this information
Extra time	7	26	0	8
Oral Language Modifier	3	<5	0	8
BSL interpreter	2	<5	0	8
Live speaker	3	7	0	8
Reader	2	<5	0	8
Other	2	6	0	8

Whilst the table above is reassuring in that relatively few access arrangements are being rejected or not put into place, it should be noted that many services acknowledged that they did not always have this information. Services provided a range of further comments about access arrangements for deaf students. Comments covered these themes:

- In one case, a request for extra time was rejected by the examinations board, but this was overturned following a letter from the Teacher of the Deaf
- There were issues with communication between a school SENCO and exam officers, as some pupils were given access arrangements, but the exam officers were not aware of this on the day, resulting in some pupils not receiving their requirements
- Some schools not being able to accommodate separate room requirements due to availability of staffing and/or rooms
- Following discussion with pupils and staff at a school, the Teacher of the Deaf provides a report, and the educational psychologist supports the school in ensuring requirements are put in place
- Advice is given to the schools for individual pupils' access arrangement requirements, but it is the school that applies, and they do not inform the service of the outcome unless they wish to have further support from the service
- Changes to OLM access arrangements have had a negative impact on exam access for pupils who choose a verbal mode of communication.

PART 6: Background and methodology

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

The survey was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2018, a shorter survey was issued.

The survey was disseminated to services in Wales in February 2018 by National Deaf Children’s Society staff on behalf of CRIDE. Services were asked to respond by 26 March 2018. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out to the remaining services who had not responded by then.

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

Table 10: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 26 March 2018	12	12
Second deadline following chasers	0	12
Returned later following a Freedom of Information request	3	15

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

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

If you have any feedback or questions on the results, please contact cride@ndcs.org.uk

Annex: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2018.

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

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

Table 11: Data by local authority

	Number of permanent ly deaf children living in the geographic al area covered by your service	Number of children with permanent or temporary deafness on the caseload for your service	Number of children with temporary deafness on the caseload for your service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf working mainly in a special school or college not specifically for deaf	Teachers of the Deaf working flexibly
Bridgend	166	222	56	2	1	0	0
Cardiff	229	795	666	4.8	5	0	0
Carmarthenshire	140	199	54	2.2	3	0	0
Ceredigion	80	72	0	0.8	1	0	0
Conwy	74	75	<5	1	0	0	0.1
Gwynedd and Anglesey	171	212	41	2	0	0	0
Merthyr Tydfil	64	63	0	0	0	0	0.5
Neath Port Talbot	118	195	77	2	3	0	0
North East Wales (Flintshire, Denbighshire, Wrexham)	283	306	37	3	4.225	0	0
Pembrokeshire	70	98	29	1	0	0	0
Powys	110	139	29	2.6	0	0	0
Rhondda Cynon Taf	343	220	8	3.1	1	1	0
South East Wales (Blaenau Gwent, Caerphilly, Monmouth, Torfaen, Newport)	443	1229	802	6	5	0	0
Swansea City	222	393	171	2	1.5	0	0
Vale of Glamorgan	112	40	27	1	2	0	0