



Consortium for Research in Deaf Education

2021 report for Wales

Education provision for deaf children in Wales in 2020/21

Introduction

In 2021, we carried out the 11th Consortium for Research into Deaf Education (CRIDE) annual survey on educational staffing and service provision for deaf children.¹ 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 full survey and a short survey, with the short survey including thematic questions. The 2021 survey was a full survey, covering the 2020/21 academic year.²

After 10 years, we made a number of changes to the survey in 2021. We have highlighted those changes in this report, setting out where comparisons between this and previous reports should be undertaken with caution.

The analysis in this report is based on responses from 15 services in Wales, covering 22 authority areas and giving a response rate of 100%.

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¹ For the purpose of this section of the survey, unless otherwise stated, we use the term 'deaf children' to include children and young people up to the age of 19 years, 11 months with sensori-neural or permanent conductive deafness. See footnote on page 4 for more detail.

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 2021.

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 issues that emerged in some areas.

As we see later, it is clear that many 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 sometimes 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.

Last year, in light of coronavirus restrictions and lockdowns, we received a much lower response to the survey than in previous years. This means that year-on-year comparisons between 2020 and 2021 are less useful or meaningful than in previous years. In this report, we have removed data about the 2020 responses where this is the case.

Please note that:

- Percentages in this report have been rounded up or down to the nearest whole number.
- In this report, any reported cohort of less than 5 deaf children is shown as '<5'. For the purpose of calculating any totals where a <5 figure is used, we have amended any <5 figures to 0.

Summary of key findings

Numbers of deaf children

- There are at least 2,324 deaf children in Wales - a reported decrease of 7% since 2019.
- The proportion of deaf children in the early years/pre-school and primary-aged age categories have fallen by four and three percentage points respectively since 2019.
- 75% of school-aged deaf children attend mainstream schools. 8% attend mainstream schools with resource provisions, whilst 15% attend special schools not specifically for deaf children. 1% are home educated.
- 20% of deaf children are recorded as having a further additional learning need (other than deafness).
- 7% of deaf children use an additional spoken language other than English or Welsh in the home.

Teachers of the Deaf and other specialist staff

- There are at least 62 Teacher of the Deaf posts, of which 4% were vacant. Of the 60 staff working as Teachers of the Deaf, 91% held the mandatory qualification whilst 7% were in training.
- The number of qualified Teachers of the Deaf 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 fallen by 5% since 2019 and by 24% since the CRIDE survey started in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 60 deaf children.
- 34% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are at least 43 other specialist support staff directly employed by the specialist education service working with deaf children in Wales.

Resource provisions

- There are a reported 20 resource provisions across Wales. This is down from 24 in 2019. Looking at the spread of resource provisions across Wales, on average, there is one resource provision for every 116 deaf children.

Outcomes

- 27% of services report that they collect data on Key Stage 4 outcomes for all deaf children whilst 60% do so for deaf children on their caseload.

Referrals

- 20% of referrals to services came from the newborn hearing screening programme in 2020. Of these, 88% were contacted by a Teacher of the Deaf within 2 working days.
- 80% of referrals to services came from outside the newborn hearing screening programme. Of these, 64% were contacted by a Teacher of the Deaf within 5 working days.
- Regardless of how the referral was made, 50% of families were offered a visit (either face to face or virtual) within 10 working days.

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.³

When giving figures for numbers of deaf children living in the area, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness, age and educational setting. We found that some services did not always provide this data consistently; some 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" throughout this report.

All 15 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Wales is 2,324**. This is down from 2,486 in 2019 and amounts to a 7% decrease over 2 years.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	2,324
Total when asked how many children overall	2,315
Total when asked about number of children, broken down by age group	2,316 ⁴
Total when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	2,324 ⁵
Total when asked about number of children, broken down by educational setting	2,144 ⁶

The smallest service reported 38 deaf children living within their boundaries. The largest reported 432 deaf children (this was a service covering five local authority areas). The average number of deaf children living in each service was 155.

³ Services were asked to include all children with permanent deafness who live in the geographical area covered by their service, including all children up to the age of 19 years, 11 months who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors, regardless of whether they receive support from the service. Services were also asked to include children who attended education provision outside of your area but who normally lived in their 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 with temporary deafness, including those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

⁴ 2,316 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 2,315.

⁵ 2,324 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 2,315.

⁶ The data from one service was not included for this question as we considered that there was very likely to have been an error in how the figures were provided. The service did not respond to our requests for clarification.

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

	Number of children reported
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

We asked services if there were any known issues or gaps in the data they provided for the number of children and young people living in the area covered by them. Ten services (67%) said there were known issues or gaps. These included:

- services only having figures for children who are receiving support from the service (60% of services).
- services only having figures for children who are hearing-aid wearers (7%).
- services not holding figures for children who have left school (40%).
- other (33%). When asked to specify, comments included:
 - not having all data on pupils in sixth form, further or higher education or apprenticeships settings.
 - not having data on children who do not attend audiology services regularly
 - not having data on children under ENT.

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 is only as good as the data 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 one of 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	160	7%
Primary-aged	977	42%
Secondary-aged	959	41%
Post-16 up to the age of 19	220	9%
Total	2,316 ⁷	

The proportion of deaf children in the early years/pre-school and primary-aged categories have fallen by four and three percentage points respectively since 2019. The proportions in the secondary-aged and post-16 categories have both increased by three percentage points each.

By way of comparison, we looked at figures from the Office for National Statistics (ONS) on population estimates by age⁸ 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-2020 data)		CRIDE 2021	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 4	23%	Preschool	7%
Children aged 5 to 11	37%	Primary (reception to year 6)	42%
Children aged 12 to 16	25%	Secondary (year 7 to 11)	41%
Young people aged 17 to 19	15%	Post-16	9%

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	384	18%
Mild	517	24%
Moderate	753	35%
Severe	272	13%
Profound	239	11%
Total (excluding ‘not known’)	2,165	
Not known	159	
Total (including ‘not known’)	2,324 ⁹	

⁷ The sum of the figures given amounts to 2,316. However, the given totals provided by services amounted to 2,315. We have used the former figure in this table.

⁸ <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland>

⁹ The sum of the figures given amounts to 2,324. However, the given totals provided by services amounted to 2,315. We have used the former figure in this table.

The proportion of deaf children in each of the above categories is unchanged since the 2019 survey.

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)
In local authority	Supported only at home – pre-school children	87	4%
	Early years setting – pre-school children	73	3%
	Supported at home – of school age and home educated	14	1%
	Mainstream state-funded schools	1,403	66%
	Mainstream independent (non-state-funded) schools (for example, Eton)	24	1%
	Resource provision in mainstream schools ¹⁰	153	7%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	278	13%
	All other post-16 provision (not including school sixth form)	51	2%
Out of local authority	Early years setting – pre-school children	0	0%
	Mainstream state-funded schools	16	1%
	Mainstream independent (non-state-funded) schools	<5	0%
	Resource provision in mainstream schools	8	0%
	Special schools for deaf pupils (whether state funded or non-maintained)	8	0%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	9	0%
	All other post-16 provision (not including school sixth forms)	12	1%
Other	NEET (Not in Education, Employment or in Training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	<5	0%
Total (excluding 'not known')		2,136	
Not known		<5	
Total (including 'not known')		2,136 ¹¹	

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.

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

¹¹ The sum of the figures given amounts to 2,316. However, the given totals provided by services amounted to 2,144. We have used the former figure in this table.

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	87	4%	
Early years setting – pre-school children	73	3%	
Supported at home – of school age and home educated	14	1%	1%
Mainstream provision (including state-funded and independent schools)	1,443	68%	75%
Mainstream provision: resource provision	161	8%	8%
Special schools for deaf pupils	8	0%	0%
Other special schools, not specifically for deaf children	287	13%	15%
All other post-16 provision (not including school sixth forms)	63	3%	
Other (e.g. Pupil referral units, NEET)	<5	0%	
Total	2,136		
Total (excluding pre-school children and other post-16 provision and ‘other’)	1,913		

Comparing with figures from 2019, the proportion of school-aged deaf children in mainstream education has fallen from 80% to 75% whilst the proportion in other special schools, not specifically for deaf children, has risen from 10% to 15%.

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	2,083	98%
Out of home local authority	53	2%
Total (not including ‘not known and ‘other’)	2,136	

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

12 services gave a figure in response to a question on how many deaf children had ANSD in their area. Based on these responses, there are 28 deaf children in Wales with ANSD, 1% of all deaf children (adjusted total). This is the same as in 2019, when 13 services answered this question.

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the ‘well baby’ population. Wales was the first country in the UK to introduce universal newborn hearing screening in 2004. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children has ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening in 2004, those ‘well babies’ who passed screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

Incidence of additional learning needs (ALN)

13 services were able to tell us how many deaf children had an additional learning need besides deafness, regardless of whether this other additional learning need is recognised as a 'primary' or 'secondary' need. They reported that the number of deaf children with an additional SEN is 457. This is 20% of the adjusted total of deaf children. This is a decrease from 28% in 2019. It should be noted that in 2019, we asked about deaf children with additional special educational needs, to reflect the terminology used at that time.

Deaf children with cochlear implants and bone conduction hearing devices

14 services reported that 160 children (7% of the adjusted total of deaf children) have at least one cochlear implant. This is down from 192 children (8%) when this question was asked in 2019.

Children with a severe to profound hearing loss are eligible for cochlear implants. We saw earlier in table five that there are 511 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 31% of children with severe or profound hearing loss 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 hearing loss, this percentage would rise to 67%.

Services also reported that 71 children (3% of the adjusted total of deaf children) have a bone conduction device. The proportion is unchanged from 2019.

Additional languages

We asked services about deaf children living in the area that are known to have English or Welsh as an additional spoken language at home. 11 services provided an answer to this question, reporting that there were 163 children (7% of the adjusted total of deaf children reported). This is an increase from 2019 when this question was last asked, when 6% were known to have English or Welsh as an additional spoken language.

Services were then asked to provide a breakdown of the total number of children living in the area, according to which languages are mainly used at school/other education setting. 14 services provided some information for this question.

Caution is needed when looking at the results for this question. This is because the 14 services who responded to this question identified 1,863 children. This is fewer than the figure of 2,324 identified earlier in this report (see table one).

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

Language	Total	Percentage of responses (where known)
Spoken English	1,378	75%
Spoken Welsh	175	9%
British Sign Language	34	2%
Spoken English together with signed support	116	6%
Spoken Welsh together with signed support	<5	0%
Other combination	145 ¹²	8%
Total known	1,848	
Not known	15	
Total including not known	1,863 ¹³	

In surveys before 2017, this question asked about languages used by **all deaf children** in education. In the surveys for 2017 and 2019, the question was changed to focus on languages used by **children with severe or profound deafness** only. For the 2021 survey, we reverted to asking about all deaf children.

Going back to the data from 2015 when we last asked about languages used in education by all deaf children:

- the proportion using spoken English has fallen from 78% to 75% whilst those using spoken Welsh has fallen from 13% to 9%
- the proportion using British Sign Language - 2% - has remained unchanged
- the proportion using spoken English with signed support has risen by one percentage point to 6% whilst those using spoken Welsh with signed support has fallen by one percentage point to 0%
- there has been a large jump in those citing other combinations of languages, from 1% to 8%.

In considering what the data from this question shows, 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

We asked services about the number of deaf children that were known to be 'newly arrived', having arrived at their service from outside of the UK in the past year. There were five deaf children known to be newly arrived reported by two services, this is less than 1% (0.2%) of the adjusted total of deaf children. 12 services stated there were no deaf children known to be newly arrived, and one service did not answer the question.

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 included direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. We asked services to include children supported by the service but who

¹² 136 of these were listed more specifically as bilingual – spoken English and spoken Welsh by one service.

¹³ The sum of the figures given amounts to 1,863. However, the given totals provided by services amounted to 1,685. We have used the former figure in this table.

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 all 15 services indicated that at least 3,430 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 37 and the largest was 1,204. The average was 229 children.

The definition of 'caseload' within the CRIDE survey has changed over the years. In considering changes to the 2021 survey, and in consultation with services, we have decided to use 'at least once a year' going forward (rather than more than once a year). 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 ¹⁴
2021	3,430	Some form of support at least once a year	15
2020	1,639	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
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 responded to this question and reported that they supported 1,272 children with temporary conductive deafness.

If there are 2,324 permanently deaf children (adjusted total) living in Wales (as reported by services) and 2,158 on services' caseloads with permanent deafness, there are at least 166 deaf children (7%) who are not being supported by the service at least once a year. It does not automatically follow that 7% 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, special schools for deaf children in England or resource provisions not managed by the service.

How do CRIDE's 2021 figures compare to School Census figures?

The 2021 CRIDE survey reports there are 2,324 deaf children in Wales. However, the Welsh Government's School Census figures indicate there are 2,870 pupils¹⁵ with a hearing impairment (of which 220 have a

¹⁴ The change in the number of services reflects that some services merged after 2013.

¹⁵ 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. Whilst most of the usual data validation processes on the 2020 school census data have taken place, due to the coronavirus pandemic, the data did not undergo the usual final validation process. As part of the Welsh Local Government

multi-sensory impairment). It should be noted that Welsh government data no longer indicates whether hearing impairment is the primary or secondary need. These figures suggest that services are under-reporting the number of deaf children in their area in their responses to CRIDE.

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 the Deaf and other specialist staff

We asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions¹⁶ and/or working in a special school or college not specifically for deaf children or young people.

We asked services to provide 'Full Time Equivalent' (fte) figures for staffing. For example, an 0.5 figure for a Teacher of the Deaf would indicate they spent half of the standard 'working week' as a Teacher of the Deaf. We found that:

- overall, there are at least 60 fte 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 posts occupied by teachers in training for the mandatory qualification (7%) and teachers without the mandatory qualification and not in training (2%).
- at the time the survey was completed, there were at least 2 fte vacant posts reported
- if the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 62 fte Teacher of the Deaf posts, of which 4% are vacancies.

The following table provides a breakdown by type of setting.

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

Table 11: 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	32.7 (93%)	20.7 (87%)	0 (0%)	1 (100%)	54.4 (91%)
Teachers in training for the mandatory qualification within 3 years	2.4 (7%)	2 (8%)	0 (0%)	0 (0%)	4.4 (7%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	1.2 (5%)	0 (0%)	0 (0%)	1.2 (2%)
Total	35.1 (100%)	23.9 (100%)	0 (0%)	1 (100%)	60 (100%)

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

As set out earlier, when making year on year comparisons, it should be noted that anomalies can sometimes appear in the responses. We make every effort to query any anomalies that appear particularly strange. However, services and schools do not always respond to such queries.

Table 12: Changes in numbers of Teachers of the Deaf from year to year¹⁷

	Teachers of the Deaf with the mandatory qualification in employment	Teachers of the Deaf with the mandatory qualification in employment or in training	Number of teachers working as Teachers of the Deaf in employment	Number of vacant posts	Number of Teacher of the Deaf posts (including vacancies)
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 13: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 10 years (between 2011 and 2021)	Percentage change over past 2 years (between 2019 and 2021)
Teachers of the Deaf with the mandatory qualification in employment	-24%	-5%
Teachers of the Deaf with the mandatory qualification in employment or in training	-20%	-11%
Number of teachers working as Teachers of the Deaf in employment	-21%	-9%
Number of Teacher of the Deaf posts (including vacancies)	-18%	-5%

We examined how many services had seen a change in the number of Teachers of the Deaf in employment between 2019 and 2021 and found that two services (13%) had seen an increase, seven services (47%) had seen no change while six services (40%) had seen a decrease.

We asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months:

- 3 services (20%) reported difficulties in recruiting for a permanent post
- 4 (27%) reported no difficulties
- 8 services (53%) stating that this question was not applicable to them
- 2 services (15%) reported difficulties in recruiting for supply cover
- 2 (15%) reported no difficulties
- 9 services (69%) stating that this question was not applicable to them.

¹⁷ In 2017, we began to ask about Teachers of the Deaf 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 Teachers of the Deaf.

Combining the figures, 4 services (27%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered the following themes:

- lack of qualified Teachers of the Deaf to provide supply cover for absences.
- lack of suitable/any applicants for part-time positions
- difficulty in recruiting Qualified Teachers of the Deaf in peripatetic services and resource provisions.
- having to appoint teachers and support them financially with the mandatory qualification.

Additional qualifications held by Teachers of the Deaf

We found that:

- 1 fte Teacher of the Deaf, working in a peripatetic role, held an additional post-graduate specialist qualification in early years support for deaf children. This amounts to 2% of all Teachers of the Deaf.
- 1 fte Teacher of the Deaf, working in a peripatetic role, held an additional specialist qualification as an educational audiologist. Again, this amounts to 2% of all Teachers of the Deaf.

Teachers of the Deaf providing support through the medium of Welsh

- Services reported that there were 14.8 fte Teachers of the Deaf able to provide support through the medium of Welsh as required, amounting to 25% of the total Teacher of the Deaf posts.
- 59% of these were working mainly in the peripatetic service, with 7 services having Welsh speaking Teachers of the Deaf.
- 41% (6fte) were working mainly in resource provisions.

Teachers of the Deaf in a peripatetic role

We asked how many Teachers of the Deaf were working in the specialist peripatetic or ‘visiting’ service. Peripatetic 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 14: Number of peripatetic Teachers of the Deaf in employment

	Number of teachers (fte)	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	32.7	93%	15
Teachers in training for the mandatory qualification within 3 years	2.4	7%	2
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	35.1		

The total of 35.1 fte peripatetic Teachers of the Deaf in post has decreased from 36.4 in 2019. This amounts to a 4% decline.

Since 2011, when there were 42 peripatetic Teachers of the Deaf in post, we have seen a 16% percentage decline.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0.8 to 4.8 fte. Eight services employ two or fewer peripatetic Teachers of the Deaf, of which six services employed one or fewer (e.g. 0.5 fte) fully qualified peripatetic Teachers of the Deaf. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 2 fte.

Age profile of peripatetic Teachers of the Deaf

Services were asked about the age profile of Teachers of the Deaf. This was in response to ongoing concerns that the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession.

The following table indicates that 34% of peripatetic Teachers of the Deaf are over the age of 50 and hence likely to retire in the next 10 to 15 years. In 2019, this figure stood at 45%.

Table 15: Age profile of peripatetic Teachers of the Deaf

	Number of peripatetic teachers (fte)	Percentage of total
Aged 49 or under	24	66%
Aged between 50 and 59	11.1	31%
Aged between 60 and 64	1	3%
Aged 65 or over	0	0%
Total	36.1	

Peripatetic Teachers of the Deaf caseloads

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

- areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time
- areas in which there is a specialist unit may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision
- services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have heavier caseloads than services which have only given a figure for the number of deaf children they 'know' about
- the theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms and for consistency across all parts of Wales, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision¹⁸

¹⁸ This includes: Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools, Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁹.

We found that:

- each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 60 deaf children
- the highest caseload found was 87 in one area
- there are 2 services (13%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children.

The theoretical average caseload has increased from 2019 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 59 deaf children. The annex provides figures on theoretical average caseloads for each local authority.

Teachers of the Deaf in resource provisions

We 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.

Table 16: Number of Teachers of the Deaf in resource provisions

	Number of teachers (fte)	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	20.7	87%	10
Teachers in training for the mandatory qualification within 3 years	2	8%	2
Qualified teachers without the mandatory qualification and not in training	1.2	5%	2
Total	23.9		

There were 1.4 fte reported vacancies for Teachers of the Deaf in resource provisions as of January 2021.

The total of 23.9 Teachers of the Deaf in post in resource provisions has decreased from 27.1 in 2019. This amounts to a 12% decrease.

Since 2011, when there were 34 Teachers of the Deaf in post in a resource provision, we have seen a 30% percentage decline.

Comparing the number of resource provisions with the number of qualified Teachers of the Deaf or trainee Teachers of the Deaf in post, there is an average of 1.14 fte Teachers of the Deaf in each resource provision. This figure does not take into account the number of deaf children in resource provisions.

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

We 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. There were no Teachers of the Deaf reported as working

¹⁹ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

mainly in a special school or college not specifically for deaf children or young people. In 2019, services reported at least one Teacher of the Deaf working in this way.

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

We asked services 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. One service reported that they did, with one fte Teacher of the Deaf with the mandatory qualification working in this way. This is a decrease from 1.5 fte in 2019.

Other specialist staff

We changed the way we asked about specialist staff (other than Teachers of the Deaf) in the 2021 survey, asking for information on those who are **directly employed** by the service (rather than who are known to the service). This change was made to ensure greater consistency in our reporting. It means that we cannot make direct comparisons to responses from previous years.

We found that there were 43.2 fte specialist support staff, other than Teachers of the Deaf in post employed by services, supporting deaf children. There were 1.4 fte vacant posts reported. This means there are 44.6 specialist support staff posts, of which 3% are vacancies.

Table 17: Number of specialist support staff, by role

	Number and percentage working in this role		Number and percentage vacant posts		Total
	Number of staff (fte)	Number of services with staff	Number of staff (fte)	Number of services with staff	
Teaching assistants/ Classroom support assistants etc	37.1 (96%)	10	1.4 (4%)	2	38.5
Communication support workers/ Communicators etc	1 (100%)	1	0 (0%)	0	1
NRCPD registered BSL/English interpreters	0 (0%)	0	0 (0%)	0	0
Deaf instructors/Deaf role models/Sign language instructors etc	1 (100%)	1	0 (0%)	0	1
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	0 (0%)	0	0 (0%)	0	0
Technicians et al.	1.5 (100%)	2	0 (0%)	0	1.5
Speech and language therapists	0.2 (100%)	1	0 (0%)	0	0.2
Family support workers/Liaison officers	0.4 (100%)	1	0 (0%)	0	0.4
Social workers/Social workers for deaf children	1 (100%)	1	0 (0%)	0	1
Other	1 (100%)	1	0 (0%)	0	1
Total	43.2 (97%)		1.4 (3%)		44.6

Qualifications in British Sign Language

We asked about British Sign Language (BSL) qualifications of any teaching assistants and communication support workers (or in similar roles) who are currently working directly with deaf children who are sign language users. In this question, services were given the opportunity to tell us about specialist staff who were not directly employed by the service.

Table 18: BSL qualifications of other specialist staff

	Number and percentage of other specialist staff directly employed by the service	Number and percentage of other specialist staff not directly employed by the service	Total
Level 1 BSL	16.6 (41%)	19 (42%)	35.6 (41%)
Level 2 BSL	14 (34%)	17 (37%)	31 (36%)
Level 3 BSL	8 (20%)	6 (13%)	14 (16%)
Level 4 BSL	1 (2%)	1 (2%)	2 (2%)
Level 6 BSL	1 (2%)	2.4 (5%)	3.4 (4%)
Total	40.6 (100%)	45.4 (100%)	86 (100%)

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 table above indicates that 24% of relevant teaching assistants, etc. hold a level 3 or higher qualification.

PART 3: Post-16 support

Young people who have left school

We asked how many deaf young people left school at the end of the 2019/20 academic year. 14 services reported 112 deaf young people as having left school. 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 959 secondary-aged deaf children, suggesting there are approximately around 190 in each year.

We also found (as reported by 11 services) that 51 young people had a transition plan informed by a Teacher of the Deaf (46% of the reported deaf young people who had left school).

We asked services if they provided support to deaf young people in further education or other post-school destinations. Two services (13%) said they did, and 13 services (87%) said they didn't.

This generated a figure of less than five deaf young people being supported, all of whom had a Learning and Skills Plan (LSP). In terms of funding, services reported that funding was provided by the post-16 provider.

Careers advice

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

Table 19: 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 schools on careers advice to deaf young people	11 (79%)	1 (7%)	2 (14%)	14 (100%)
Engaging with careers advisors in colleges on careers advice to deaf young people?	7 (50%)	7 (50%)	0 (%)	14 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	9 (64%)	4 (29%)	1 (7%)	14 (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	7 (54%)	3 (23%)	3 (23%)	13 (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	8 (62%)	3 (23%)	2 (15%)	13 (100%)

Post-19 support

When asking about numbers of deaf children, we ask services for numbers of deaf children aged 0 to 19. However, we introduced a new question in the 2021 survey to ask services if they provide support to deaf young people over the age of 19. We found that:

- Two services (13%) said they did, and had a total of five young people over the age of 19.
- These five young people were supported across further education, higher education, and special college settings.
- 13 services (87%) said they did not provide support to deaf young people post-19.

PART 4: Support provided

Where services are based

All 15 services (100%) stated that the service was based in the local authority.

Heads of services

We asked if peripatetic Teachers of the Deaf in the service were managed by someone who is a qualified Teacher of the Deaf or in training for the mandatory qualification. Seven services (47%) stated that they were, and eight services (53%) stated that they were not.

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

- Head of ALN
- Principal Educational Psychologist and Service Manager for ALN
- Support for Learning Manager & ASD Advisory Teacher
- SEN Coordinator Sensory, Physical/medical
- Qualified Teacher of Vision Impaired Children
- Specialist Teacher for Speech and Language Difficulties.

Number of resource provisions

We asked about the number of resource provisions (whether in mainstream or special schools) in their area. In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school. We found that:

- there were 10 resource provisions for primary-aged children
- nine services had at least one resource provision for primary-aged children in their area
- there were 10 resource provisions for secondary-aged children.
- nine services had at least one resource provision for secondary-aged children in their area.

This gave a total of 20 resource provisions across Wales. This is a decrease from 2019 when CRIDE identified 24 resource provisions.

Table 20: Number of resource provisions over time

Year	Number of resource provisions
2021	20
2019	24
2018	25
2017	25
2016	24

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

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf – this applied to 16 (80%) of the resource provisions. We also looked at the number of resource provisions against the overall population of deaf children. This is intended to indicate the spread of resource

provisions across Wales, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 116 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

All 15 services (100%) reported that they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to children.

13 services (87% 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 Teachers of the Deaf to pre-school deaf children. Two services (13% of services) said they did not.

Support allocations

Two services (13%) reported that there had been changes to their support allocation between the 2019/20 and 2020/21 academic years whilst 13 (87%) reported that there had been no changes.

These changes included:

- impacts of covid-19, including services not being able to provide in-person visits and support during lockdowns or when children were not in school
- changes in caseload splits between Teachers of the Deaf

Outcomes

We asked services if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4:

- Four services (27% of services) said they did, for all deaf children living in the local authority or authorities covered by their service.
- Nine services (60% of services) said they did, but only for children who receive support from the service.
- Two services (13% of services) said they did not.

Services were then asked if this data was shared with the Children's Hearing Services Working Group (CHSWG) in their area. Of the services that stated they collected this data above, five services (38% of services) stated that they did and eight services (62% of services) said they did not.

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	10	67%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	7	47%
NAFWC 34/2005 – Quality Standards in Education Services for Children and Young People with Sensory Impairment (Wales) (2005)	8	53%
Newborn hearing screening programme quality standards	4	27%
NatSIP Quality Improvement Support Pack	5	33%
Department of Health: Deafblind People: Guidance for local authorities	2	13%
Other	2	13%

When services answered ‘other’ they specified that they used:

- Quality Standards: Resource provisions for deaf children and young people in mainstream schools (National Deaf Children’s Society)
- Developmental Journal for Deaf Babies & Children.

Support following identification of deafness

In the 2021 survey, we introduced a new question to ask services how many referrals they received over the calendar year of 2020.

Table 22: Referrals

	Number and percentage of referrals	Number of services
For children identified as deaf through the newborn hearing screening programme	34 (20%)	8
For children identified as deaf outside of the newborn hearing programme	135 (80%)	13
Total	169 ²⁰ (100%)	13

We also found that:

- of the referrals for children identified through the newborn hearing screening programme, 30 families were contacted by a Teacher of the Deaf within 2 working days.²¹ This amounts to 88% of the 34 children referred via this route.²²
- of the referrals for children identified as deaf outside of the newborn hearing screening programme, 86 families were contacted by a Teacher of the Deaf within 5 working days.²³ This amounts to 64% of the 135 children referred outside of the newborn hearing screening programme.²⁴

²⁰ The sum of the figures given amounts to 169. However, the given totals provided by services amounted to 156. We have used the former figure in this table.

²¹ In line with expectations set by NatSIP quality standards for sensory support services in England (2016).

²² 7 services did not respond to this question.

²³ In line with expectations set by NatSIP quality standards for sensory support services in England (2016).

²⁴ 6 services did not respond to this question

- 84 families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral.²⁵ This amounts to 50% of the 169 children referred either through or outside the newborn hearing screening programme.²⁶

Where services made comments about referrals, almost all related to the impacts of covid-19:

- numbers are not typical due to restrictions
- no referrals during the initial lockdown period
- pre-school children were offered virtual visits
- for school age children, contact was made with their schools
- some families received telephone support initially
- some referrals were delayed in arriving at services due to lockdowns
- some visits were not able to go ahead as quickly as wanted
- service working closely with audiology, and prioritising visits on recommendation from audiology, as well as supporting clinicians and meeting families in clinics
- due to staffing ratios some children are visited by Audiological Technician rather than a Teacher of the Deaf, depending on the level of hearing loss. All are contacted and provided with strategies.
- some referrals who had previously been referred (i.e. children who had had a break from wearing hearing aids, then started again) were not contacted.

²⁵ In line with expectations set by NatSIP quality standards for sensory support services in England (2016).

²⁶ 2 services did not respond to 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, Frank Barnes School for Deaf Children, Mary Hare, National Deaf Children’s Society, National Sensory Impairment Partnership (NatSIP), UCL, University of Edinburgh, consultants with expertise in deafness, and specialist education services for deaf children in Cambridgeshire, Camden, Kent, and Leeds.

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 2021, a full survey was issued.

The survey was disseminated to services in Wales in February 2021 by National Deaf Children’s Society staff on behalf of CRIDE. Services were asked to respond by 15 March 2021. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone.

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

Table 23: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 15 March 2021	13	13
Second deadline following chasers	2	15

Services were able to respond by completing 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.

Annex: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures as of 31 January 2021.

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

Theoretical caseloads for peripatetic Teachers of the Deaf are calculated by dividing the number of permanently deaf children living in any given area and in non-specialist provision²⁷ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification²⁸. Responses have been excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area. Please see page 16 for more information. In some cases, where there was an obvious error or anomaly, we have not calculated a ratio.

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.

²⁷ 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."

²⁸ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

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	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Bridgend ²⁹	184	244	60	1	1	87:1	92:1
Cardiff	236	232	23	4.8	5.6	44:1	118:1
Carmarthenshire	157	202	45	2.4	3	57:1	79:1
Ceredigion	71	79	8	0.8	1	76:1	71:1
Conwy	65	78	13	1	None reported	62:1	65:0
Gwynedd and Anglesey	140	140	27	2.6	None reported	54:1	140:0
Merthyr Tydfil	38	37	None reported	1	None reported	38:1	38:0
Neath Port Talbot	112	221	109	2	1.8	45:1	56:1
North East Wales ³⁰	300	272	78	3.4	3.2	76:1	75:1
Pembrokeshire	59	78	19	1	None reported	55:1	59:0
Powys	99	115	18	2.6	None reported	35:1	99:0
Rhondda Cynon Taf	171	180	9	4	1	Not calculated	171:1
South East Wales ³¹	432	1204	772	5.5	2.6	72:1	216:1
Swansea City	151	293	91	2	1.5	72:1	76:1
Vale of Glamorgan	100	55	None reported	1	2	82:1	50:1

²⁹ The service also reported an additional one fte Teacher of the Deaf working flexibly between settings.

³⁰ Covering Flintshire, Denbighshire and Wrexham.

³¹ Covering: Blaenau Gwent, Caerphilly, Monmouth, Torfaen and Newport.