Consortium for Research in Deaf Education

2022 UK-wide summary

Education provision for deaf children in 2021/22

Introduction

In 2022, we carried out the 12th Consortium for Research in Deaf Education (CRIDE) annual surveys on educational staffing and service provision for deaf children.[1] Separate reports are published for England, Northern Ireland, Scotland and Wales which set out the results for each respective nation.

This report provides a high-level summary of the results across the four countries we surveyed. All reports can be downloaded from www.ndcs.org.uk/CRIDE or www.batod.org.uk/information/cride-reports/.

The surveys alternate from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2022 surveys were the version with thematic questions.

Contents

Summary of key findings	3
PART 1: Deaf children in the UK	4
PART 2: Teachers of the Deaf and other specialist staff	9
PART 3: Post-16 support	16
PART 4: Support provided	17
PART 5: Support following identification of deafness	19
PART 6: Family sign language	22
PART 7: Background and methodology	24

Interpreting the results

Services were asked to give figures for the position as of 31st January 2022.

In the surveys, we acknowledge that information about services and children does not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the surveys. The reports for each country note where particular issues emerged in some areas.

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 surveys. The response rates to individual questions may vary and anomalies sometimes appear. We make every effort

[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 (up to the age of 18 years, 11 months in Scotland). See footnote 4 for more detail.

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.

In 2020, in light of coronavirus restrictions and lockdowns, we received a much lower response to the surveys than in previous years, so we have removed data about the 2020 responses in some tables with year-on-year comparisons.

We received a 100% response rate to the survey in Northern Ireland (1 service), Scotland (30 services covering 32 local authorities) and Wales (15 services covering 22 local authorities). In England, we received responses from 131 services, covering 149 out of 152 authority areas and giving a response rate of 98%.[2]

A separate short survey was issued to special schools for deaf children. This received responses from 17 schools in England, one school in Northern Ireland and three schools in Scotland[3]. A separate short survey was also issued to implant centres which received a response from 13 implant centres across the UK.

Please note that percentages in this report have been rounded up or down to the nearest whole number unless otherwise stated. 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. We have used an asterisk in this report to indicate where any total includes any suppressed figures.

[2] One service covering one local authority did not respond to the survey. The remaining two local authorities - the City of London and the Isles of Scilly - were not contacted on the understanding that they do not have any deaf children in their areas.
[3] There are no special schools for deaf children in Wales.

Summary of key findings

Numbers of deaf children

- There were 52,798 deaf children reported by services across the UK. This has increased by 2% since 2021.
- 77% of school aged children were in mainstream schools, 14% in special schools not specifically for deaf children, 6% in resource provisions in mainstream schools, 3% in special schools for deaf children, and 1% were home educated.

Teachers of the Deaf and other specialist staff

- There were at least 1,545 Teacher of the Deaf posts, of which 4% were vacant.
- Of the Teachers of the Deaf in employment, 81% had the mandatory qualification, 14% were in training for the mandatory qualification or intending to train within three years, and 5% were teachers without the mandatory qualification and not in training.
- There were at least 827 other specialist support staff directly employed by services in employment at the time of the surveys. Of these 61% of whom were teaching assistants (or similar) and 19% of whom were communication support workers (or similar). In addition, there were at least 53 vacant posts for specialist support staff in services.

Resource provisions

- There were 267 resource provisions across the UK, down from 274 in 2021 and 295 in 2019.
- The population of deaf children covered by each resource provision across the UK was 196:1.

Referrals

- Services reported 5,969 referrals were received over the calendar year of 2021. 19% of these were for children identified as deaf through the newborn hearing screening programme.
- 85% of families referred were contacted by a Teacher of the Deaf within two working days if identified as deaf through the newborn hearing screening programme.
- 74% of families referred were contacted by a Teacher of the Deaf within five working days if identified as deaf outside of the newborn hearing screening programme and before they had started statutory education.
- 64% of families referred were contacted by a Teacher of the Deaf within five working days if identified as deaf outside of the newborn hearing screening programme and after they had started statutory education.
- 54% of families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral.
- 53% of services had cover arrangements in place to enable a Teacher of the Deaf visit within 10 days if referred during the summer holidays.

Support to families to learn sign language

- 64% of services provide families with informal opportunities to learn or practice sign language.
- 43% of services directly provide courses or ‘training’ in sign language for families.
- 11% fund or commission an external provider to deliver courses for families to learn sign language.
- 53% of services neither provide, fund or commission courses for families to learn sign language.

PART 1: Deaf children in the UK

Services were asked to give details of deaf children[4] living in the geographical area which they cover.

According to the surveys, the adjusted total number of deaf children aged 0 to 19 across England, Northern Ireland, Scotland[5] and Wales is 52,798. This figure is a reported increase of 2% from 51,612 in 2021, though still lower than pre-pandemic figure of 53,954 in 2019.

Table 1: Number of deaf children living in the geographical area, by nation and region

Country **Region**	**Number of deaf children reported (adjusted totals)**	**Percentage as UK total**
England	45,680	87%
East England	4,405	8%
East Midlands	3,558	7%
London	7,570	14%
North East	2,409	5%
North West	6,354	12%
South East	5,787	11%
South West	4,508	9%
West Midlands	5,722	11%
Yorkshire and the Humber	5,367	10%
Northern Ireland	1,476	3%
Scotland	3,313	6%
Wales	2,329	4%
UK	52,798	100%

[4] 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 (or 18 years, 11 months in Scotland) 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 surveys, 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.

[5] 0-18 years 11 months in Scotland.

Table 2: Number of deaf children living in the geographical area, by nation and region, over successive years

Nation **Region**	**2011**		**2018**	**2019**		**2021**	**2022**
England	34,927		43,467	46,404		45,060	45,680
East England	2,572		4,471	4,666		4,363	4,405
East Midlands	2,334		3,536	3,503		3,473	3,558
London	5,271		7,309	7,554		7,408	7,570
North East	1,949		2,393	2,457		2,409	2,409
North West	5,037		4,768	6,219		6,260	6,354
South East	5,624		6,279	6,490		5,759	5,787
South West	3,348		3,951	4,303		4,510	4,508
West Midlands	4,290		5,397	5,532		5,557	5,722
Yorkshire and the Humber	4,502		5,363	5,680		5,321	5,367
Northern Ireland	1,239		1,687	1,417		1,387	1,476
Scotland	2,526		3,363	3,647		2,841	3,313
Wales	2,775		2,625	2,486		2,324	2,329
UK	41,467		51,142	53,954		51,612	52,798

The following table illustrates differences in the numbers of deaf children covered by services in each country. Please note that, as there is just one service in Northern Ireland, they do not appear in this table.

Table 3: Minimum, maximum and average number of deaf children living in each service

	Minimum	**Maximum**	**Average**
England	67	1,556	349
Scotland	11	363	110
Wales	38	452	155

The following tables provide breakdowns by education setting for all children and then for school-aged children only.

Table 4: Number and proportion of deaf children living in the area by educational setting (regardless of whether in or out of local authority/education authority)

	England	Northern Ireland	Scotland	Wales	UK
Supported only at home – pre-school children	2,777 (6%)	108 (7%)	165 (5%)	77 (3%)	3,127 (6%)
Early years setting – pre-school children	2,254 (5%)	47 (3%)	240 (8%)	82* (4%)	2,623* (5)
Supported at home – of school age and home educated	225 (1%)	5 (0%)	<5 (0%)	11 (0%)	241* (0%)
Mainstream provision (including state-funded and independent/private schools)	27,245 (63%)	966 (65%)	2,274* (73%)	1,676 (72%)	32,161* (64%)
Mainstream provision: resource provision	2,111 (5%)	23 (2%)	153* (5%)	179 (8%)	2,466* (5%)
Special schools for deaf pupils	992 (2%)	43 (3%)	47 (2%)	9 (0%)	1,091 (2%)
Other special schools, not specifically for deaf children	4,947 (11%)	284 (19%)	245* (8%)	205 (9%)	5,681* (11%)
All other post-16 provision (not including school sixth forms)	2,230 (5%)	none reported	<5 (0%)	37* (2%)	2,267* (4%)
Other (e.g. Pupil referral units, NEET and 'not known')[6]	788 (2%)	none reported	0 (0%)	49* (2%)	837* (2%)
Total	43,569 (100%)	1,476 (100%)	3,124* (100%)	2,325* (100%)	50,494* (100%)

Table 5: Changes in the number and proportion of children, by type of educational provision, since 2015

	UK 2015	UK 2017	UK 2019	UK 2021	UK 2022
Supported only at home – pre-school children	3,569 (8%)	3,397 (7%)	3,430 (6%)	3,301 (7%)	3,127 (6%)
Early years setting – pre-school children	3,034 (6%)	2,944 (6%)	3,300 (6%)	2,699* (6%)	2,623* (5)
Supported at home – of school age and home educated	310* (1%)	292 (1%)	215* (0%)	329 (1%)	241* (0%)
Mainstream provision	30,380 (65%)	31,311 (66%)	34,290* (65%)	30,962* (64%)	32,161* (64%)
Mainstream provision: resource provision	2,678 (6%)	2,538 (5%)	2,717 (5%)	2,336* (5%)	2,466* (5%)
Special schools for deaf pupils	946 (2%)	1,038 (2%)	1,155* (2%)	907* (2%)	1,091 (2%)
Other special schools, not specifically for deaf children	4,522* (10%)	4,731 (10%)	5,239 (10%)	5,351* (11%)	5,681* (11%)
All other post-16 provision (not including school sixth forms)	963 (2%)	1,079 (2%)	1,471 (3%)	1,915* (4%)	2,267* (4%)
Other (e.g. Pupil referral units, NEET and 'not known')[7]	90* (0%)	129 (0%)	961 (2%)	731* (2%)	837* (2%)
Total	46,495* (100%)	47,459 (100%)	52,776* (100%)	48,531* (100%)	50,494* (100%)

[6] NEET refers to young people not in education, employment or training. In 2015 and 2017 the figures in the 'Other' category did not include children reported as 'not known', from 2019 onwards children reported as 'not known' have been included in the 'Other' category totals.

[7] NEET refers to young people not in education, employment or training. In 2015 and 2017 the figures in the 'Other' category did not include children reported as 'not known', from 2019 onwards children reported as 'not known' have been included in the 'Other' category totals.

The following table looks at the proportion of **school-aged** deaf children in different educational settings.

Table 6: Number and proportion of school-aged deaf children by type of educational provision

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Supported at home – of school age and home educated	225 (1%)	5 (0%)	<5* (0%)	11 (1%)	241* (1%)
Mainstream provision (including state-funded and independent/private schools)	27,245 (77%)	966 (73%)	2,274* (84%)	1,676 (81%)	32,161* (77%)
Mainstream provision: resource provision	2,111 (6%)	23 (2%)	153* (6%)	179 (9%)	2,466* (6%)
Special schools for deaf pupils	992 (3%)	43 (3%)	47 (2%)	9 (0%)	1,091 (3%)
Other special schools, not specifically for deaf children	4,947 (14%)	284 (21%)	245* (9%)	205 (10%)	5,681* (14%)
Total	35,520 (100%)	1,321 (100%)	2,719 (100%)	2,080 (100%)	41,640 (100%)

Table 7: Changes in the number and proportion of school-aged deaf children by type of educational provision since 2015

	UK 2015	**UK 2017**	**UK 2019**	**UK 2021**	**UK 2022**
Supported at home – of school age and home educated	310 (1%)	292 (1%)	215* (0%)	329 (1%)	241* (1%)
Mainstream state-funded schools (including academies and free schools)	30,380* (78%)	31,311 (78%)	34,290 (79%)	30,926 (78%)	32,161* (77%)
Resource provision in mainstream schools	2,678* (7%)	2,538 (6%)	2,717 (6%)	2,336 (6%)	2,466* (6%)
Special schools for deaf pupils	946 (2%)	1,038 (3%)	1,154 (3%)	907 (2%)	1,091 (3%)
Other special schools, not specifically for deaf children	4,522 (12%)	4,731 (12%)	5,239 (12%)	5,351 (13%)	5,681* (14%)
Total	38,836 (100%)	39,910 (100%)	43,614 (100%)	39,849 (100%)	41,640 (100%)

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 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.

Table 8: Number of deaf children on services' caseloads, by nation

Country	**Number of deaf children on services' caseloads (% of UK total)**	**… of whom have a temporary conductive hearing loss (% of UK total)**
England	42,366 (84%)	3,933 (72%)
Northern Ireland	1,430 (3%)	146 (3%)
Scotland	3,493 (7%)	283 (5%)
Wales	3,178 (6%)	1,103 (20%)
UK	50,467 (100%)	5,465 (100%)

Table 9: Minimum, maximum and average number of deaf children on services' caseload in each service

	Minimum	**Maximum**	**Average**
England	85	1,071	323
Scotland	13	349	116
Wales	35	1,059	212

As there is just one service in Northern Ireland, they do not appear in the table above.

Table 10: Services that provide support to deaf young people over the age of 19 (or over the age of 18 in Scotland)

	Number and percentage of services that do provide this support	**Number and percentage of services that don't provide this support**	**Total**
England	102 (78%)	29 (22%)	131 (100%)
Northern Ireland	0 (0%)	1 (100%)	1 (100%)
Scotland	4 (13%)	26 (87%)	30 (100%)
Wales	6 (40%)	9 (60%)	15 (100%)

PART 2: Teachers of the Deaf and other specialist staff

In the 2022 surveys, we used the terminology 'Teachers of the Deaf'. For completeness, we have used the same language when reporting on the findings. For the 2023 surveys and going forward, we plan to use the terminology 'Teachers of Deaf Children and Young People (TODs)' instead.

There are at least 1,486 teachers working as Teachers of the Deaf across the UK. This includes Teachers of the Deaf working in a peripatetic role, in a resource provision, in a special school for deaf children and/or in a special school/college not specifically for deaf children.

At the time the surveys were completed, there were 59.5 (fte) vacant posts. If the vacant posts are added to the total number of teachers working as Teachers of the Deaf in employment, this would indicate there are at least 1,545 Teacher of the Deaf posts, of which 4% are vacant.

Table 11: Number of Teacher of the Deaf posts (fte) by nation

	Number of Teachers of the Deaf in employment	**Number of vacant posts**	**Total Teacher of the Deaf posts**
England	1,218.36	48.1	1,266.46
Northern Ireland	43.4	2	45.4
Scotland	161.7	7	168.7
Wales	62.8	2.4	65.2
UK	1,486.26	59.5	1,545.76

The following table provides a break-down of Teachers of the Deaf in employment by qualification status.

Table 12: Number of overall full time equivalent (fte) Teachers of the Deaf in employment

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	1,022.89 (84%)	27.6 (64%)	100 (62%)	57.8 (92%)	1,208.29 (81%)
Teachers in training for the mandatory qualification or intending to train within 3 years	137.28 (11%)	6.8 (16%)	54.2 (34%)	5 (8%)	203.28 (14%)
Qualified teachers without the mandatory qualification and not in training	58.19 (5%)	9 (21%)	7.5 (5%)	0 (0%)	74.69 (5%)
Total	1,218.36 (100%)	43.4 (100%)	161.7 (100%)	62.8 (100%)	1,486.26 (100%)

The following table instead shows the numbers of Teachers of the Deaf in employment by their role.

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

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Working mainly as a peripatetic Teacher of the Deaf	622.77 (51%)	21.4 (49%)	77.8 (48%)	35.9 (57%)	757.87 (51%)
Working mainly in a resource provision	313.97 (26%)	3 (7%)	48.2 (30%)	25.9 (41%)	391.07 (26%)
Working mainly in a special school or college not specifically for deaf children or young people	3.7 (0%)	none reported	1 (1%)	1 (2%)	5.7 (0%)
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[8]	20.3 (2%)	none reported	16 (10%)	none reported	36.3 (2%)
Working mainly in a special school for deaf children	257.62 (21%)	19 (44%)	18.7 (12%)	n/a[9]	295.32 (20%)
Total of figures given	1,218.36 (100%)	43.4 (100%)	161.7 (100%)	62.8 (100%)	1,486.26 (100%)

Figures for Teachers of the Deaf in cochlear implant programmes across England, Northern Ireland, Scotland and Wales were collected in a separate short survey. Responses were received from 13 cochlear implant programmes. There were at least 28.9 fte fully qualified Teachers of the Deaf reported in post, and 9.2 fte vacancies reported. This means there are 38.05 fte posts, of which 24% are vacant. There were no Teachers of the Deaf in training for the mandatory qualification or not in training reported.

The following sections look in more detail at numbers and proportions of Teachers of the Deaf in different roles or settings.

Table 14: Number of full time equivalent (fte) peripatetic or visiting Teachers of the Deaf in employment

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	579.07 (93%)	19.6 (92%)	49.2 (63%)	34.9 (97%)	682.77 (90%)
Teachers in training for the mandatory qualification or intending to train within 3 years	40.2 (6%)	1.8 (8%)	26.5 (34%)	1 (3%)	69.5 (9%)
Qualified teachers without the mandatory qualification and not in training	3.5 (1%)	0 (0%)	2.1 (3%)	0 (0%)	5.6 (1%)
Total	622.77 (100%)	21.4 (100%)	77.8 (100%)	35.9 (100%)	757.87 (100%)

[8] In Scotland this category includes Teachers of the Deaf working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a specialist school for deaf children and young people.

[9] There are no special schools for deaf children in Wales.

Table 15: Number of full time equivalent (fte) Teachers of the Deaf in employment in resource provisions

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	258.67 (82%)	3 (100%)	30.2 (63%)	21.9 (85%)	313.77 (80%)
Teachers in training for the mandatory qualification or intending to train within 3 years	43.8 (14%)	0 (0%)	12.6 (26%)	4 (15%)	60.4 (15%)
Qualified teachers without the mandatory qualification and not in training	11.5 (4%)	0 (0%)	5.4 (11%)	0 (0%)	16.9 (4%)
Total	313.97 (100%)	3 (100%)	48.2 (100%)	25.9 (100%)	391.07 (100%)

Table 16: Number of full time equivalent (fte) Teachers of the Deaf in employment working in a special school or college for deaf children and young people

	England	**Northern Ireland**	**Scotland[10]**	**UK**
Teachers of the Deaf with the mandatory qualification	162.55 (63%)	5 (26%)	9.9 (53%)	177.45 (60%)
Teachers in training for the mandatory qualification or intending to train within 3 years	52.48 (20%)	5 (26%)	8.8 (47%)	66.28 (22%)
Qualified teachers without the mandatory qualification and not in training	42.59 (17%)	9 (47%)	0 (0%)	51.59 (17%)
Total	257.62 (100%)	19 (100%)	18.7 (100%)	295.32 (100%)

There are no special schools for deaf children and young people in Wales.

Table 17: Number of full time equivalent (fte) Teachers of the Deaf in employment working in a special school or college not specifically for deaf children or young people

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	3.5 (95%)	0	0 (0%)	1 (100%)	4.5 (79%)
Teachers in training for the mandatory qualification or intending to train within 3 years	0.2 (5%)	0	1 (100%)	0 (0%)	1.2 (21%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0	0 (0%)	0 (0%)	0 (0%)
Total	3.7 (100%)	0	1 (100%)	1 (100%)	5.7 (100%)

[10] Please note that the figures for Scotland in this table are taken from the CRIDE Scotland survey whilst the other figures are taken from the separate UK-wide survey of special schools that was carried out by CRIDE.

Table 18: Number of full time equivalent (fte) Teachers of the Deaf in employment working flexibly between the peripatetic service, resource provisions and/or a special school or college not specifically for deaf children and young people

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	19.1 (94%)	0	10.7 (67%)	0	29.8 (82%)
Teachers in training for the mandatory qualification or intending to train within 3 years	0.6 (3%)	0	5.3 (33%)	0	5.9 (16%)
Qualified teachers without the mandatory qualification and not in training	0.6 (3%)	0	0 (0%)	0	0.6 (2%)
Total	20.3 (100%)	0	16 (100%)	0	36.3 (100%)

Changes in numbers of Teachers of the Deaf

The following table looks at changes in numbers of qualified Teachers of the Deaf over time. It excludes those working as a Teacher of the Deaf who are currently in training or do not intend to gain the qualification.

Particular caution is needed in interpreting these figures because of variation in response rates from year to year. For example, the surveys have not consistently asked about Teachers of the Deaf in special schools for deaf children over the years. Figures in 2018, 2019, 2021 and 2022 for England, and 2019, 2021 and 2022 for Northern Ireland include Teachers of the Deaf in special schools for deaf children. To allow a like-for-like comparison, the figures shown in brackets in table 19 exclude Teachers of the Deaf in special schools for deaf children in these years in those nations.[11]

It must also be taken into account that there are different response rates to the surveys in different years[12], particularly in Scotland, and for the separate survey to special schools for deaf children. This can result in an artificial 'increase' in numbers of Teachers of the Deaf when looking at changes between 2021 and 2022. However, there is a clear long-term trend of decline when looking at changes over 11 years since 2011.

[11] From 2018, the CRIDE Scotland survey also asked about Teachers of the Deaf in special schools for deaf children. However, we have not provided bracketed figures as feedback suggests they were included in previous years also. There are no special schools for deaf children in Wales.

[12] One key issue emerged this year that revealed some double-counting in previous reports. A service in England confirmed that in 2021 they reported 13 Teachers of the Deaf as working in special schools or colleges not specifically for deaf children in error, when they were actually working in a school for deaf children and young people. As those Teachers of the Deaf were also listed in the survey for schools for deaf children and young people, they were double counted in the overall figures. It appears that this group of Teachers of the Deaf were also reported in error as working in schools for deaf children or in resource provisions in previous years. In this report, we have retrospectively amended the figures for 2021 so that we can make a year-on-year comparison. However, given the complexities and uncertainties involved in correcting data going back several years, data from previous years have not been adjusted to reflect this issue.

Table 19: Changes in numbers of Teachers of the Deaf (fte) with the mandatory qualification in employment

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
2022	1,022.89 (860.34)	27.6 (22.6)	100	57.8	1,208.29 (1,040.74)
2021	978.42 (874.82)	30.5 (26.5)	89.91	54.4	1,153.23 (1,045.63)
2019	1,050.11 (903.41)	32.2 (25.2)	99.63	57	1,238.94 (1,085.24)
2018	1037.72 (898.82)	28.4	121.68	56.425	1,244.225 (1,105.32)
2017	913.75	29.3	101.15	57.63	1,101.83
2016	932.38	32.6	No survey	65.45	1,030.43
2015	995.75	30.6	129.5	69.86	1,225.71
2014	999.2	28.6	138.7	66.95	1,233.45
2013	1,031.9	30	140.6	66.5	1,269
2012	1,063.7	29.6	No survey	91.75	1,185.05
2011	1,062.11	34.9	165.3	71.95	1,334.26

Table 20: Percentage change in numbers of Teachers of the Deaf (fte) with the mandatory qualification in employment

	Percentage change over past 11 years (between 2011 and 2022)	**Percentage change over past year (between 2021 and 2022)**
England – including figures from special schools for deaf children (from 2018 onwards)	n/a	+5%
England – excluding figures from special schools for deaf children	-19%	-2%
Northern Ireland - including figures from special schools for deaf children (from 2019 onwards)	n/a	-10%
Northern Ireland - excluding figures from special schools for deaf children	-35%	-15%
Scotland	-40%	+11%
Wales	-20%	+6%

Other specialist staff

There are at least 827 specialist staff, other than Teachers of the Deaf, who are directly employed by services across the UK. At the time the surveys were completed, there were nearly 54 vacant posts. If the number of vacant posts are added to the numbers of other specialist staff in employment, this means there are 881.44 fte other specialist staff posts, of which 6% are vacant.

The following tables provide a breakdown of other specialist staff in employment by type of role, and then looks at changes between 2021 and 2022.

Table 21: Number of full time equivalent (fte) specialist support staff in post, directly employed by services

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teaching assistants/ Classroom support assistants etc	411.2 (60%)	0	55.4 (58%)	36 (78%)	502.6 (61%)
Communication support workers/ Communicators etc	137.9 (20%)	0	13.4 (14%)	3 (7%)	154.3 (19%)
NRCPD registered BSL/English interpreters	4.4 (1%)	0	5 (5%)	0 (0%)	9.4 (1%)
Deaf instructors/Deaf role models/Sign language instructors etc	48.25 (7%)	0	9.9 (10%)	2 (4%)	60.15 (7%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf[13]	2.7 (0%)	0	4.8 (5%)	0.2 (0%)	7.7 (1%)
Technicians et al.	26.85 (4%)	0	0 (0%)	1.5 (3%)	28.35 (3%)
Speech and language therapists	9.3 (1%)	0	6.4 (7%)	0.2 (0%)	15.9 (2%)
Family support workers/Liaison officers	10.39 (2%)	0	1 (1%)	0 (0%)	11.39 (1%)
Social workers/Social workers for deaf children	1 (0%)	0	0 (0%)	1 (2%)	2 (0%)
Other[14]	33.74 (5%)	0	n/a	2 (4%)	35.74 (4%)
Total	685.73 (100%)	0	95.9 (100%)	45.9 (100%)	827.53 (100%)

[13] In the year that we run the standard surveys, we ask about Teachers of the Deaf who hold an additional qualification in educational audiology. This question was not included in the 2022 surveys but, in 2021, services reported that there were 68.9 Teachers of the Deaf who were also educational audiologists. These are in addition to the 7.7 people identified in this table who hold a qualification in educational audiology but who are not Teachers of the Deaf.

[14] Due to the way the question was asked in the Scotland survey it was not clear whether the posts listed as 'Other' were staff in employment or vacant posts. However, services in Scotland did report 9.94 'Other' posts.

Table 22: Changes in number of full time equivalent (fte) specialist support staff in post, directly employed by services between 2021 and 2022

	UK – 2021	**UK – 2022**	**Percentage change between 2021 and 2022**
Teaching assistants/ Classroom support assistants etc	494.44 (56%)	502.6 (61%)	+2%
Communication support workers/ Communicators etc	192.78 (22%)	154.3 (19%)	-20%
NRCPD registered BSL/English interpreters	5.4 (1%)	9.4 (1%)	+74%
Deaf instructors/Deaf role models/Sign language instructors etc	64.99 (7%)	60.15 (7%)	-7%
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	7.48 (1%)	7.7 (1%)	+3%
Technicians et al.	30.7 (3%)	28.35 (3%)	-8%
Speech and language therapists	15.8 (2%)	15.9 (2%)	+1%
Family support workers/Liaison officers	11.59 (1%)	11.39 (1%)	-2%
Social workers/Social workers for deaf children	1.5 (0%)	2 (0%)	+33%
Other	53.25 (6%)	35.74 (4%)	-33%
Total	877.93 (100%)	827.53 (100%)	-6%

PART 3: Post-16 support

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 23: Services that provide support on careers advice and moving into employment

Category	England – Number and % of all services in nation	Northern Ireland – Number and % of all services in nation	Scotland – Number and % of all services in nation	Wales – Number and % of all services in nation	Total – Number and % of all services in the UK
Engaging with careers advisors in **schools** on careers advice to deaf young people	92 (70%)	1 (100%)	25 (83%)	13 (87%)	131 (74%)
Engaging with careers advisors in **colleges** on careers advice to deaf young people?	69 (53%)	0 (0%)	12 (40%)	7 (47%)	88 (50%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	88 (67%)	1 (100%)	25 (83%)	8 (53%)	122 (69%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	101 (77%)	1 (100%)	20 (67%)	8 (53%)	130 (73%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	101 (77%)	1 (100%)	21 (70%)	9 (60%)	132 (75%)

Table 24: Year on year changes in number and proportion of services that provide support on careers advice and moving into employment

Category	UK - 2021	UK - 2022
Engaging with careers advisors in **schools** on careers advice to deaf young people	134 (77%)	131 (74%)
Engaging with careers advisors in **colleges** on careers advice to deaf young people?	76 (44%)	88 (50%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	115 (66%)	122 (69%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	114 (66%)	130 (73%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	114 (66%)	132 (75%)

PART 4: Support provided

Table 25: Where specialist education services are based

	England	Scotland	Wales	Great Britain
Based in the local authority	111 (85%)	20 (69%)	15 (100%)	146 (83%)
Based in a school with a resource provision	5 (4%)	3 (10%)	0 (0%)	8 (5%)
Based in a special school for deaf children	1 (1%)	3 (10%)	0 (0%)	4 (2%)
Based in a special school not specifically for deaf children	6 (5%)	3 (10%)	0 (0%)	9 (5%)
Provided by another body or organisation	3 (2%)	0 (0%)	0 (0%)	3 (2%)
Other	5 (4%)	0 (0%)	0 (0%)	5 (3%)
Total	131 (100%)	29 (100%)	15 (100%)	175 (100%)

As there is one service covering the whole Education Authority in Northern Ireland, this is not included in the above table.

Number of resource provisions

We use the term 'resource provision' to include all schools with any specialist resource provision, base or unit specifically for deaf children.

Table 26: Number of specialist resource provisions for deaf children

	England[15]	Northern Ireland	Scotland	Wales	Total
For primary-aged deaf children	131.5	1	7	9	148.5
For secondary-aged deaf children	98.5	1	9	10	118.5
Total	230	2	16	19	267

Table 27: Number of resource provisions reported by responding services over successive years

	England	Northern Ireland	Scotland	Wales	Total
2022	230	2	16	19[16]	267
2021	237	3	14	20	274
2019	246	3	22	24	295
2018	240	3	22	25	290
2017	251	3	15	25	294
2016	260	3	No survey	24	287

[15] The England figures for resource provisions include one resource provision for both primary and secondary aged children. We have reported this as 0.5 in each age group.

[16] In one area in Wales, two resource provisions that were recorded separately in 2021 were recorded by the service as one in 2022, following both moving to one site.

We also looked at the number of resource provisions against the overall population of deaf children in each nation.

Table 28: Population of deaf children covered by each resource provision

	2021 – average ratio	**2022 - average ratio**
England	190:1	197:1
Northern Ireland	462:1	738:1[17]
Scotland	201:1	207:1
Wales	116:1	122:1
UK	188:1	196:1

This is intended to indicate the spread of resource provisions across each nation, relative to the overall population of 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. It should also be noted that this figure may be influenced by a range of different factors, including, for example, the number (if any) of special schools for deaf children in each nation and how urban/rural different areas are.

[17] The change in the ratio for Northern Ireland is impacted by the closure of one of the resource provisions since the 2021 report.

PART 5: Support following identification of deafness

We asked services how many referrals they received over the calendar year of 2021.

Table 29: Referrals

	England	Northern Ireland	Scotland	Wales	UK
Number of referrals for children identified as deaf through the newborn hearing screening programme	1,011 (19%)	30 (27%)	61 (18%)	48 (15%)	1,150 (19%)
Number of referrals for children identified as deaf outside of the newborn hearing programme and before they had started statutory education	1,161 (22%)	18 (16%)	64 (19%)	80 (25%)	1,323 (22%)
Number of referrals for children identified as deaf outside of the newborn hearing programme and after they had started statutory education	3,017 (58%)	63 (57%)	219 (64%)	197 (61%)	3,496 (59%)
Total	5,189 (100%)	111 (100%)	344 (100%)	325 (100%)	5,969 (100%)

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.

Where possible, we have also included figures from the previous surveys on the 2020 calendar year.

Table 30: Families referred who were contacted by a Teacher of the Deaf within 2 working days if identified as deaf through the newborn hearing screening programme

	Percentage of families referred - 2020 calendar year	Percentage of families referred - 2021 calendar year
England	83%	89%
Northern Ireland	75%	77%
Scotland	25%	33%
Wales	88%	69%
UK	77%	85%

In the 2021 surveys, we asked about identification of children of any age, identified outside of newborn hearing screening. In the 2022 surveys, we asked services to provide data separately for children identified **before** or **after** they had started statutory education. This means that we cannot make a direct comparison between figures from the previous surveys. However, for reference, the UK-wide figure for the 2020 calendar year for the proportion of families contacted by a Teacher of the Deaf within 5 days if identified outside of newborn hearing screening was 61%.

Table 31: Families referred who were contacted by a Teacher of the Deaf within 5 working days if identified as deaf outside of the newborn hearing screening programme and before they had started statutory education

	Percentage of families referred – 2021 calendar year
England	75%
Northern Ireland	61%
Scotland	59%
Wales	74%
UK	74%

Table 32: Families referred who were contacted by a Teacher of the Deaf within 5 working days if identified as deaf outside of the newborn hearing screening programme and after they had started statutory education

	Percentage of families referred – 2021 calendar year
England	66%
Northern Ireland	75%
Scotland	52%
Wales	42%
UK	64%

Table 33: Families who were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral

	Percentage of families referred - 2020 calendar year	**Percentage of families referred - 2021 calendar year**
England	54%	55%
Northern Ireland	No data	45%
Scotland	31%	48%
Wales	50%	56%
UK	52%	54%

Where a referral is made during the summer holidays, services were asked what arrangements are made in terms of the first Teacher of the Deaf visit to the family. This was a new question introduced in the 2022 surveys.

Table 34: Arrangements for first Teacher of the Deaf visits where a referral is made during the summer holidays

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays within ten working days	88 (67%)	0 (0%)	1 (4%)	3 (20%)	92 (53%)
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays but not necessarily within ten working days	13 (10%)	0 (0%)	1 (4%)	3 (20%)	17 (10%)
A Teacher of the Deaf visits as soon as possible after the school holidays	16 (12%)	0 (0%)	23 (82%)	8 (53%)	47 (27%)
Other	14 (11%)	1 (100%)	3 (11%)	1 (7%)	19 (11%)
Total	131 (100%)	1 (100%)	28 (100%)	15 (100%)	175 (100%)

PART 6: Family sign language

The 2022 surveys included some thematic questions that sought to explore what support was available to families in each area to learn sign language. We asked separately about:

- informal opportunities (e.g. family groups or coffee mornings, 'sign along' sessions or through deaf role models) for families to learn or practise sign language
- direct provision of courses or 'training' (i.e. as something that the service directly employs someone to provide)
- courses that the service funded or commissioned from an external provider.

Table 35: Number of services that directly provided informal opportunities

	England	**Northern Ireland**	**Scotland**	**Wales**	**Total**
Yes	97 (75%)	0 (0%)	11 (37%)	5 (33%)	113 (64%)
No	33 (25%)	1 (100%)	19 (63%)	10 (67%)	63 (36%)
Total	130 (100%)	1 (100%)	30 (100%)	15 (100%)	176 (100%)

Table 36: Number of services that directly provided any courses or 'training' in sign language to families

	England	**Northern Ireland**	**Scotland**	**Wales**	**Total**
Yes	68 (52%)	0 (0%)	5 (17%)	2 (13%)	75 (43%)
No	62 (48%)	1 (100%)	25 (83%)	13 (87%)	101 (57%)
Total	130 (100%)	1 (100%)	30 (100%)	15 (100%)	176 (100%)

Table 37: Number of services that funded or commissioned courses to families to enable them to learn sign language on a course delivered by an external provider

	England	**Northern Ireland**	**Scotland**	**Wales**	**Total**
Yes	17 (13%)	0 (0%)	1 (3%)	2 (13%)	20 (11%)
No	113 (87%)	1 (100%)	29 (97%)	13 (87%)	156 (89%)
Total	130 (100%)	1 (100%)	30 (100%)	15 (100%)	176 (100%)

It should be noted that services may directly provide some sign language courses for families whilst commissioning other courses from an external provider. The following table therefore looks at the number and proportion of services that neither provide, fund or commission any courses in sign language to families

Table 38: Number of services that that do not provide, fund or commission any courses in sign language to families

	Number and proportion of services in nation
England	56 (43%)
Northern Ireland	1 (100%)
Scotland	24 (80%)
Wales	12 (80%)
UK	93 (53%)

PART 7: 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 surveys were 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 surveys for England, Northern Ireland and Wales were designed and created by members of CRIDE. The Scotland survey was modified and further developed by a separate CRIDE Scotland reference group. This is the sixth year that a CRIDE Scotland reference group has been in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context, whist ensuring the data collected can still be compared with the rest of the UK. Current members include: National Deaf Children's Society, Scottish Sensory Centre, University of Edinburgh, BATOD, Aberdeenshire Sensory Service, Ayrshire Hearing Impairment Service and Highland Deaf Education Service.

The surveys alternate from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2022 surveys were the version with thematic questions.

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 the surveys 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 or cride.scotland@ndcs.org.uk.