



Consortium for Research in Deaf Education

CRIDE report on 2012 survey on educational provision for deaf children in Wales

INTRODUCTION

In 2012, the Consortium for Research into Deaf Education (CRIDE) carried out its second annual survey on educational staffing and service provision for deaf children in the 2011/12 financial year¹. 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.

SUMMARY OF KEY FINDINGS

- There are at least 2,743 deaf children in Wales; a slight decrease from a reported 2,755 deaf children since 2011.
- 89% of deaf children attend mainstream schools (of whom 10% are in mainstream schools with specialist resource provisions for deaf children).
- 14% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be moderate learning difficulty.
- Around 5% of deaf children have at least one cochlear implant.
- 95% of deaf children communicate in the home mainly using a spoken language (English or Welsh or another spoken language).
- Most deaf children in Wales do not appear to have a statement of special educational needs. CRIDE figures suggest that roughly 14% of school-aged deaf children (where deafness is the primary need) have one.
- There are at least 100.55 FTE (full time equivalent) Teachers of the Deaf in employment, of which 91% hold the mandatory qualification.
- There are at least 81.5 other specialist support staff working with deaf children in Wales. 88% of these specialist support staff are teaching assistants.

Responses were received from all services in Wales covering 22 local authority areas². This means that this CRIDE survey achieved a response rate of 100%. This is an improvement on last year, when we received data covering 21 local authority areas. CRIDE would like to take the opportunity to thank all services for taking the time in responding, despite the considerable time constraints many services are subject to.

¹ Reports from 2011 can be found on the BATOD website at <http://www.batod.org.uk/index.php?id=/publications/survey> or on the NDCS website at www.ndcs.org.uk/data.

² CRIDE understands that five services in Wales work together as a consortium service. However, as they responded separately, we have recorded their responses as being from individual services, for simplicity, in our analysis.

Using the results

The CRIDE survey has impact for all its users. This report is disseminated via the websites of NDCS and BATOD thus making the findings easily available to all users: professionals and researchers, deaf people and parents of deaf children. These users can take advantage of uniquely current data in different ways:

- Heads of schools and services for deaf children can draw on comparable demographic findings when preparing for internal and external audits of local provision. Having access to annual data can assist in ensuring that deaf children are identified and provided for effectively.
- For managers, the data set can reliably inform strategic planning relating to staffing and staff training matters - trends can be identified that inform these concerns.
- Researchers into deaf education who contribute to evidence-based practice will have access to relevant, useful information about the population being studied.
- Parents of deaf children and deaf children will find the report interesting and informative in establishing what national provision for deaf children looks like.

Interpreting the results

Though we believe the quality of the data has improved, many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. **Therefore, the results should continue to be used with caution.**

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of the CRIDE 2011 survey. **Again, caution is needed in making comparisons due to slight improvements to how questions were phrased from year to year and also differences in response rates between the two surveys.**

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

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PART 1: Overall number of deaf children in Wales (“belonging”)

Services were asked to give details of deaf children “belonging” to the service. “Belonging” was defined as: all deaf children who live in the local authority³.

How many deaf children are there?

When giving figures for numbers of deaf children belonging, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness and educational setting. We found that some services did not always provide this data consistently; for example, a small number of services gave broken-down figures where the sum generated a different total than that given elsewhere in the survey. 38% of services were unable to give a figure for the total number of deaf children that was consistent through a series of key questions on numbers of deaf children belonging.

Furthermore, 13 services (62%) later gave a figure for the number of children being supported that was the same as the number belonging. While it is possible that some services are providing support more than once a year to *all* deaf children in their area, CRIDE continues to be concerned that some services may only be providing figures for children belonging that they actively support – i.e. children who do not receive support are not being recorded as belonging in the area as they are unknown to the service.

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward and figures need to be used with caution. For this report, we have taken the approach of using the highest figure given from either the overall total or the total generated through the sum of the broken-down figures. We do this because we want to ensure we’ve captured as many deaf children as possible⁴. Where we have done this, we refer to this as the “adjusted total” throughout this report.

Based on responses from services covering 22 local authorities, the adjusted total number of deaf children in Wales is **2,743**. This is slightly down from 2,755 in 2010/11. Unadjusted figures are set out below. CRIDE believes this figure is an underestimate given some of the difficulties some services clearly had in identifying the number of deaf children in their area.

Table 1: Figures generated when calculating how many deaf children there are

	Total generated
Adjusted total	2,743
Total given when asked how many children overall	2,717
Total given when asked about number of children, broken down by level of deafness	2,713
Total given when asked about number of children, broken down by educational setting	2,662

³ This includes deaf children who live within the local authority boundary but attend schools outside the local authority. It excludes deaf children who live outside the local authority but attend schools within the authority.

⁴ This does of course create a risk that overall figures have been inflated through inclusion of over-estimates by services of numbers of deaf children. But given what we know about similarities between the number of deaf children recorded as belonging and supported, the alternative risk that we are under-estimating the overall number of deaf children seems more acute.

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

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

Table 2: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total (unadjusted)
Preschool	274	10%
Primary	1,488	55%
Secondary	849	31%
Young people in maintained sixth forms (years 12 to 13)	101	4%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	11	0.4%
Total (unadjusted) (n=21)	2,723	

Looking at the number of reported post 16 deaf young people in education (i.e. in FE, apprenticeships, etc.) 18 services (86% of services) do not report having any other deaf young people in this category in their area. CRIDE believes that this reflects the difficulties that some services have in identifying these deaf young people rather than a complete absence of deaf young people in post 16 education in these areas.

Table 3: Number of children belonging, by level of deafness (not including 'not known')

Level of deafness	Number of deaf children reported	Percentage of total (unadjusted)
Unilateral ⁵	295	11%
Mild	940	35%
Moderate	910	34%
Severe	277	10%
Profound	272	10%
Total (unadjusted) (n=21)	2,713	

Table 4: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total (unadjusted)
In local authority	Supported at home – pre school children	218	8%
	Supported at home – of school age and home educated	60	2.3%
	Mainstream state funded schools (including free schools)	1,894	71%
	Independent (non state funded) mainstream schools	11	0.4%
	Resource provision in mainstream schools	241	9%
	Other special schools, not specifically for deaf children	173	7%
	All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	14	0.5%
Out of local authority	Mainstream state funded schools (including free schools)	13	0.5%
	Independent (non state funded) mainstream schools	<5	< 0.2%
	Resource provision in mainstream schools	<5	< 0.2%
	Special schools for deaf pupils - maintained by LA	21	0.8%
	Special schools for deaf pupils – non-maintained	<5	< 0.2%
	Other special school, not specifically for deaf children	<5	< 0.2%
	Other independent school	0	0%
All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	<5	< 0.2%	
Other	NEET (Not in education, employment or training) (Post 16 only)	0	0%
	Other (e.g. Pupil referral units)	<5	< 0.2%
	Not known	0	0%
Total (unadjusted) (n=20)		2,662	

⁵ Unilateral refers to a hearing loss in just one ear.

Table 5: Breakdown of types of educational provision, by whether in or out of home local authority

Type of educational provision (excluding 'other' and 'not known')	Number of deaf children	Percentage of total
In home local authority	2,611	98%
Out of home local authority	50	2%
Total (n=20)	2,661	

Table 6: Breakdown of types of educational provision (regardless of whether in or out of local authority)

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)
Supported at home – pre-school	218	8.2%	-
Mainstream provision (including independent schools)	1,919	72%	79%
Mainstream provision: resource provision	245	9%	10%
Special schools for deaf pupils	25	0.9%	1%
Other special schools	176	7%	7%
All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	18	0.7%	0.7%
Other (e.g. Pupil referral units, NEET, home educated, not known)	61	2%	2%
Total (n=20)	2,662		
Total (excluding pre-school children)	2,444		

The CRIDE 2011 survey asked about educational provision in the context of deaf children receiving support, rather than all those who live in a particular area, so direct comparisons between the two surveys are not straightforward. In addition, the categories were changed to allow for more sophisticated analysis.

The CRIDE 2012 results show that 89% of school aged deaf children appear to be in mainstream settings (of which 10% are in resource provisions). This proportion is up from 78% in 2011.

The proportion of deaf children from Wales who attend special schools for deaf pupils is very low at 1%. There are no special schools for deaf children in Wales and this small number attend special schools for deaf children outside of Wales.

The smallest service reported fewer than 5 deaf children belonging in their local authority. The largest reported 297 deaf children. The average number of deaf children belonging in each service was 129.

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

8 services gave a figure in response to a question on how many deaf children had ANSD in their area. It was not always clear whether other services did not give a figure because they do not have any children with ANSD or because they do not know whether they do. However, based on these responses, there are 18 deaf children in Wales with this condition, 0.3% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed following test procedures undertaken in those children who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Universal newborn hearing screening has been in place in Wales since 2003. Figures provided through the newborn hearing screening programme in England indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some underreporting 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 2003, 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 special educational needs (SEN)

15 services were able to tell us how many deaf children had an additional SEN. The figures show that the adjusted total number of deaf children with an additional SEN is 392. This is 14% of the adjusted total of deaf children, down from 17% in 2010/11.

Services were then asked to give a breakdown by type of additional special educational need. For this question, many services were not able to give a breakdown so the adjusted total is somewhat larger than the unadjusted total comprising the sum of the broken-down figures (363). Services were asked to breakdown this figure by type of SEN, using the classification set out in the SEN Code of Practice. In some cases, it is apparent that some individual deaf children have been reported twice where they have more than one additional need. We will look to address this in future versions of the survey.

Table 7: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Specific Learning Difficulty	12	3%	0.4%
Moderate Learning Difficulty	100	26%	4%
Severe Learning Difficulty	71	18%	3%
Profound & Multiple Learning Difficulty	39	10%	1%
Behaviour, Emotional & Social Difficulties	17	4%	1%
Speech, Language and Communications Needs	32	8%	1%
Visual Impairment	14	4%	1%
Multi-Sensory Impairment	27	7%	1%
Physical Disability	21	5%	1%
Autistic Spectrum Disorder	14	4%	1%
Other Difficulty/Disability	15	4%	1%
Not known	Less than 5	-	
Total (unadjusted) (n=15)	363		

The figures suggest that the most common additional SEN is moderate learning difficulty, followed by severe learning difficulty and visual impairment (including those categorised as having a multi-sensory impairment).

Research⁶ from 1996 suggested that 40% of deaf children have additional needs. However, this research uses a wide definition of additional needs (including, for example, eczema and cerebral palsy) whereas SEN is normally understood, through the SEN Code of Practice, to refer to children who have a learning difficulty which calls for special educational provision to be made for them. The definition of learning difficulty includes children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local authority area. In addition, this research may also have been based on a small cohort of deaf children, excluding those with mild and unilateral deafness.

⁶ Fortnum et al. (1996) *Health service implication of changes in aetiology and referral patterns of hearing impaired children in the Trent region.*

Deaf children with cochlear implants

20 services were able to provide information about how many deaf children had a cochlear implant⁷. Based on these responses, there are 147 deaf children across Wales with cochlear implants (adjusted total). This is 5% of the adjusted total of deaf children. CRIDE suspects these figures are underestimates.

Table 8: Number of deaf children belonging with cochlear implants, by age group

Age	Total with cochlear implants	Total deaf children within each age category	Percentage of total within each age category
Pre-school	12	274	4%
Primary aged	83	1,488	6%
Secondary aged	47	849	6%
Post 16	4	101	4%
Not known	<5	11	-
Total (unadjusted) (n=20)	146	2,717	5%

Proportionally, there has been no change in the number of deaf children with cochlear implants – remaining at 5% since 2010/11.

Additional languages

Table 9: Number of deaf children, by main language spoken in family

Language	Total	Percentage of responses (where known)
Spoken Welsh	130	9%
Spoken English	1,116	81%
British Sign Language	16	1%
Other sign language	<5	<5%
Spoken Welsh together with sign language	8	1%
Spoken English together with sign language	33	2%
Spoken Welsh and other spoken language	<5	<5%
Spoken English and other spoken language	<5	<5%
Other spoken language	69	5%
Total known (n=16)	1,387	
Reported “not known”	0	

16 services provided information for at least some parts of this question. Of those that did respond, many were unable to identify the language of all deaf children in their area. There are around 1,365 deaf children who are unaccounted for in the above figures, so these figures should be used with caution.

95% of deaf children in Wales are using a spoken language: English (81%), Welsh (9%) or another spoken language (5%). The number of deaf children in Wales using sign language in some form stands at about 4%.

At the end of part 2, we compare how these figures for the number of deaf children compare with other sources.

⁷ Though not all services gave a figure for each age group.

PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in a local authority. We also asked about deaf children who are supported⁸ by the service; this section sets out our analysis of these figures. Similar issues around given totals differing from each other also occurred here and we have taken the same approach in calculating an adjusted total. In particular, a significant change since the 2011 survey is that CRIDE sought to tighten up the definition of ‘support’ by specifying that only children who received support more than once a year should be included in this section of the survey.

It became clear that some services support children with temporary hearing losses, including glue ear. Services were asked to include only figures for children with sensorineural and permanent conductive deafness. Despite this, when analysing the results, it became apparent that some services have included figures for children with temporary loss in this section. As a result, the figures are not as reliable as they should be.

Based on responses from 21 services, our survey indicates that at least **2,905** deaf children receive support from their local service (adjusted total). This is a reported increase from last year where 2,624 deaf children were reported as receiving support. The reason for this is likely to be due to the inclusion of children with temporary hearing loss.

Table 10: Figures generated when calculating how many deaf children are being supported

	Total generated
Adjusted total	2,905
Total given when asked how many children overall	2,905
Total given when asked about number of children, broken down by age	2,905
Total given when asked about number of children, broken down by level of deafness	2,289

The smallest number of children being supported by a service was 38 and the largest was 297. The average was 138.

What do we know about the population of deaf children being supported?

The tables below break down the results by age, and type of educational provision.

Table 11: Number of deaf children being supported, by age group

Age group	Number of deaf children	Percentage of total (where known)
Preschool children	269	9%
Primary aged children	1,593	55%
Secondary aged children	930	32%
Young people in maintained sixth forms (years 12 to 13)	105	4%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	8	0.3%
Total (where known) (unadjusted)	2,905	
Not known	0	
Total (including where not known) (unadjusted) (n=22)	2,905	

⁸ Examples of support given were direct teaching, visits to the family or school, liaison with the family, school, teachers, provision of hearing aid checks, etc.

Table 12: Number of deaf children being supported, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known) (unadjusted)
Unilateral	300	11%
Mild	964	35%
Moderate	960	35%
Severe	282	10%
Profound	268	10%
Total (where known) (unadjusted)	2,774	
Not known	55	
Total (including where not known) (unadjusted) (n=119)	2,829	

Given the concerns around the reported data on children supported, CRIDE has not attempted to analyse this data in more detail or to compare with data from the earlier section on children belonging.

How do CRIDE's 2012 figures compare to figures from other sources?

Caution needs to be used when comparing CRIDE's figures with other sources given the differences in how data has been collected and the different definitions used. CRIDE recommends that these figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

CRIDE 2011

As set out in the introduction, comparisons with the CRIDE 2011 report should be made with caution due to differences in the quality of the responses and response rates between the two surveys.

The number of deaf children belonging being recorded by CRIDE is down slightly since the 2011 survey, from 2,755 to 2,743.

The CRIDE 2011 figure for the number of deaf children came as a surprise to many, being at the higher end of many estimates at that time. We can now be more confident that this was not an anomaly and that the actual number of deaf children in Wales is higher than previously thought.

School Census

The 2012 CRIDE survey reports there are 2,443 deaf children of school age in Wales.

The Welsh Government's School Census figures for the 2011/12 academic year indicate there are 1,933 pupils where 'hearing impairment' is the major SEN and the child has been placed on School Action/Action Plus or has a statement of SEN.⁹ Most of these children appear to be of school age; of this number, 6 are recorded as being in maintained nurseries, leaving 1,927 deaf children of school age. This is a 11% increase from the 2010/2011 academic year when the corresponding figure was 1,709.¹⁰

⁹ Welsh Government, School Statistics Compendium 2012, Table 8.13, available at <http://wales.gov.uk/topics/statistics/headlines/schools2012/120911/?jsessionid=AE970A3315FCC902B4BA6306006C2EB3?lang=en>. (accessed December 2012) The School Census data is based on PLASC (Pupil Leave Annual School Census) returns from schools across Wales. The data would not, therefore, include children who attend a specialist school outside of Wales or who are home educated. It covers children who are on School Action, School Action Plus, or who are in receipt of a Statement. The figure includes one pupil who attends an independent school and has a Statement, but the dataset does not provide information on whether there are any deaf children who may attend an independent school without a Statement.

¹⁰ Welsh Government, School Census, 2011: Final results, Table 8.13, available at <http://wales.gov.uk/topics/statistics/headlines/schools2011/110906/?lang=en>

Of the 1,927 school-aged pupils recorded in the School Census as having a hearing impairment as a major SEN need, 344 have a statement. This amounts to 18% of children identified by the School Census and 14% of school aged children identified by CRIDE.

The Welsh Government now also provides data on the numbers of children in maintained schools where hearing impairment is recorded as a secondary SEN¹¹. In 2012, this figure was 602. As a result, the School Census recorded a total of 2,535 pupils with a hearing impairment in the 2011/12 academic year. This includes an undetermined number of children in maintained nurseries¹².

Finally, there are an additional 102 children with multisensory impairments in Wales (either as a primary or secondary need).¹³ This brings the total number of deaf children in Wales to 2,637 captured by the School Census.

Estimates based on prevalence figures

Prevalence figures and population estimates (taken from the Office of National Statistics for the UK) have given an estimated figure of 2,000 deaf children in Wales. Given the lower population in Wales, there is room for greater variability in such figures. The estimates include deaf children with all levels of hearing loss, including unilateral, and who have a permanent loss.

¹¹ Although it should be noted that information on secondary needs is provided by schools on a voluntary basis. It should also be noted that data is not collected for other needs beyond a secondary need.

¹² It is not possible to identify how many of these relate to nursery pupils but, based on figures given earlier, it is not unreasonable to assume it is relatively low.

¹³ This figure relates to children in maintained nurseries and schools.

PART 3: Teachers of the Deaf

Our survey asked how many Teachers of the Deaf there are working in different settings, including those in a peripatetic role and working in resource provisions. Figures are expressed as Full Time Equivalent (FTE) posts; a 0.5 Teacher of the Deaf FTE post could, for example, indicate that a person spent half of the standard “working week” as a Teacher of the Deaf.

In total, there are at least 100.55 Teachers of the Deaf in Wales. Of these 91% are fully qualified. In addition, at the time the survey was completed, there were no reported vacancies.

Table 13: Number of Teachers of the Deaf overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of Total
Teachers of the Deaf with the mandatory qualification	91.75	91%
Teachers in training for the mandatory qualification within 3 years	8.8	9%
Qualified teachers without the mandatory qualification and not in training	0.0	0%
Total (n=21)	100.55	

Comparing with figures from the CRIDE 2011 survey, there appears to have been an increase in the number of Teacher of the Deaf posts from 76 to 100.55. CRIDE suspects that the figure in the 2011 survey was under-reported.

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

Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2012. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school for disabled (rather than deaf) children.

Table 14: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	64.55	21
Teachers in training for the mandatory qualification within 3 years	6	6
Qualified teachers without the mandatory qualification and not in training	0	0
Total (n=21)	70.55	

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 0.5 in the smallest to 6.2 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 3.1 (FTE).

11 (52%) of services employ 2 or fewer visiting Teachers of the Deaf, of which 4 services employed 1 or fewer visiting Teachers of the Deaf .

We asked if services had sought to recruit Teachers of the Deaf over the past 12 months. 1 indicated that they had experienced difficulties in recruiting for a permanent post and 7 services said they had experienced difficulties in securing supply cover.

Teachers of the Deaf in resource provisions

10 services reported that they worked with resource provisions in their area. The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children and whether they were employed centrally by the local authority or directly by the school. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example).

Table 15: Number of Teachers of the Deaf in resource provisions employed by the local authority or the school

	Number of teachers (FTE) in resource provision employed by the local authority	Number of services with staff in relevant category		Number of teachers (FTE) in resource provision employed by the school	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	14.5	6		12.7	4
Teachers in training for the mandatory qualification within 3 years	2.8	3		0	0
Qualified teachers without the mandatory qualification and not in training	0	0		0	0
Total (n=10)	17.3			12.7	

PART 4: Other specialist staff

Our survey suggests that there are at least 81.5 (FTE) specialist support staff, other than Teachers of the Deaf, supporting deaf children in Wales in either a peripatetic role or working in resource provisions. The most common role is teaching assistant followed by communication support worker.

Table 16: Number of specialist support staff overall, by role

	Number of staff (FTE)	% of Total
Teaching assistants / Classroom support assistants etc	72	88%
Communication support workers / Interpreters / Communicators etc	6.5	8%
Deaf instructors / Deaf role models / Sign language instructors etc	0	0%
Educational audiologists / Technicians etc	1.5	2%
Speech and language therapists	1.5	2%
Family support workers / Liaison officers	0	0%
Social workers / Social workers for deaf children	0	0%
Language instructors / Language support tutors	0	0%
Total (n=19)	81.5	

The number of specialist staff overall is up from 66.8 in 2010/11. Again, CRIDE suspects that previous figures had underestimated the number of other specialist staff.

Numbers of other specialist staff

The survey asked about numbers of other specialist support staff, by whether they were employed in a peripatetic role or employed by the school directly to work in a resource provision.

Table 17: Number of peripatetic specialist support staff, by role

	Peripatetic role				Resource provisions		
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of Total		Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of Total
Teaching assistants / Classroom support assistants etc	42	12	88%		30	6	90%
Communication support workers / Interpreters / Communicators etc	4	2	8%		2.5	1	7%
Deaf instructors / Deaf role models / Sign language instructors etc	0	0	0%		0	0	0%
Educational audiologists / Technicians etc	1.5	2	3%		0	0	0%
Speech and language therapists	0.5	1	1%		1	1	3%
Family support workers / Liaison officers	0	0	0%		0	0	0%
Social workers / Social workers for deaf children	0	0	0%		0	0	0%
Language instructors / Language support tutors	0	0	0%		0	0	0%
Total (n=21)	48		100%		33.5		100%

Services were also asked if they directly managed teaching assistants or other support staff based in schools to support named pupils. The majority of services confirmed they no longer do so.

Table 18: Services still directly managing teaching assistants or other support staff in schools

Response	Number	Percentage of those who responded
Yes	3	14%
Some but not all	3	14%
No	15	71%
Total responses (n=21)	21	

PART 5: Eligibility criteria and funding arrangements

Eligibility criteria

The majority of services continue to use the “National Sensory Impairment (NatSIP)”¹⁴ criteria as a vehicle to help determine what support deaf children receive. The proportion of services using the NatSIP criteria is up from 60% in 2010/11, though there are slight differences in the way this question was phrased so caution should be used in interpreting this. CRIDE understands that the NatSIP criteria will be reviewed and updated later this year.

Table 19: Criteria used to help determine the level of support for deaf children

	Number of services	Percentage of total
NatSIP criteria	13	72%
Criteria are mostly developed locally	5	28%
Other	0	0%
Total (n=18)	18	

The survey also sought general information about the type of service provided for different categories of deaf children and young people. It was recognised that this could only be a crude estimate of services offered and the amount of support provided to an individual child would be determined by a range of factors, including professional judgement, and not just the degree and type of deafness. Services were able to tick more than one option for each group of deaf children.

Table 20: Type of support provided by type of deafness

Type of need	Type of deafness	Number of services that provide no direct support	Number of services that provide annual, one-off or occasional visit	Number of services that provide allocated ToD and regular visits (i.e. more than once a year)	Number of services that gave no response
Primary and permanent need	Bilateral severe or profound sensorineural deafness	0	0	21	0
	Bilateral moderate sensorineural deafness	0	1	21	0
	Bilateral conductive deafness	0	7	16	0
	Bilateral mild or high frequency only sensorineural deafness	0	6	17	0
	Unilateral deafness (sensorineural or conductive)	2	11	12	0
Additional and permanent need	Bilateral severe or profound sensorineural deafness	0	0	20	1
	Bilateral moderate sensorineural deafness	0	0	20	1
	Bilateral conductive deafness	0	7	14	0
Other	With temporary conductive deafness as a primary or additional need	3	8	9	1
	In special schools other than schools for the deaf	0	1	19	1
	With auditory neuropathy	4	2	13	2
	With auditory processing difficulty/disorder	7	4	9	1
n=21					

¹⁴ Commonly known as the NatSIP criteria, this is more accurately described as the SESIP/SERSEN Revised Eligibility Criteria (2009), which itself is based on the SERSEN Eligibility Criteria (2005)

Table 21: Changes in eligibility criteria in the service between 2010/11 and 2011/12

	Number of services	Percentage of services
Thresholds for some / all children have increased	1	4%
Thresholds for some / all deaf children have decreased	2	9%
No changes	19	83%
Total (n=21)	23	

Supporting deaf children through the medium of Welsh

Services were asked if Teachers of the Deaf or other support staff were able to provide support to deaf children through the medium of Welsh.

	Teachers of the deaf	Other support staff
Yes	16 (76%)	8 (73%)
No - support not requested or needed	3 (14%)	3 (27%)
No - but support has been requested or is needed	2 (10%)	0 (0%)
Total (n=21)	21	11

Use of quality standards for service provision

Services were asked to report which quality standards they used to review service development. Services were able to tick more than one option.

Table 22: Use of quality standards to reflect on the service provided or to look at service development

	Number of services
BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009) ¹⁵	13
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) ¹⁶	4
Other standards.	8
n=13	

Services were asked to specify what other standards they used. The most common other standards referred to were:

- NDCS - Quality Standards: Resource provisions for deaf children and young people in mainstream schools
- Welsh Government – Quality Standards in Educational Services for Children and Young People with Sensory Impairment
- NDCS - Quality Standards for use of personal FM systems
- Welsh Government - Quality Standards for Paediatric Audiology Wales
- NDCS – Quality Standards Cochlear Implants for Children & Young people
- Estyn

Funding arrangements – peripatetic services

In terms of funding arrangements, the majority of peripatetic specialist support services appear to be funded centrally by the local authority, as shown below.

¹⁵ See: <http://www.ndcs.org.uk/document.rm?id=4350>

¹⁶ See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

Table 23: Funding arrangements for peripatetic specialist support services

Funding is...	Number of services	Percentage of all services who responded
Held centrally by the local authority¹⁷	15	71%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	0	0%
Delegation in full to individual schools in the local authority who decide whether to purchase specialist support from the local authority	0	0%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from the LA (i.e. "traded services" for non statemented children)	1	5%
Other	5	24%
Total (n=21)	21	100%

Responses in the 'other' category referred to a 'consortium' service whereby a host authority holds the funding and delegates it to the authorities that comprise the service as part of the consortium.

Funding arrangements – resource provisions

CRIDE also sought information on the funding arrangements for resource provisions. 101 services (80%) indicated that they had resource provisions in their area.

Table 24: Funding arrangements for resource provisions

Funding for resource provision is...	Number of services	Percentage of those where applicable
Held centrally by the local authority	3	30%
Delegated to schools	6	60%
Both central and delegated	1	10%
Total responses	10	

Staffing changes

The survey asked about budgeted staff levels over the past three years. We asked about staffing levels for Teachers of the Deaf and other specialist staff in 2010/11, 2011/12 and proposed staffing levels for 2012/13. The results were difficult to analyse as some services did not provide consistent information for each year. This meant it was difficult to identify whether any changes were due to genuine staffing changes or just inconsistent reporting.

For the purpose of this report, we have therefore looked at changes from 2010/11 to 2011/12; from 2011/12 to 2012/13; and from 2010/11 to 2012/13 (over a two year period). The tables below set out the number of services that have reported changes to staffing. Our analysis has excluded services that did not provide consistent information, so the results should be used with particular caution. In particular, there is a risk that the results have been skewed through the omission or exclusion of some services.

Table 25: Teachers of the Deaf: staffing changes

	Between 2010/11 and 2011/12: number of services	Between 2011/12 and 2012/13: number of services	Between 2010/11 and 2012/13 (over two years): number of services
Increase in staffing	1	0	1
No change	15	18	12

¹⁷ Respondents were asked to include funding held by the local authority to purchase hearing support services from other local authorities or external agencies

Decrease in staffing	5	0	5
Total	21	18	18

Table 26: Other specialist staff: staffing changes

	Between 2010/11 and 2011/12: number of services	Between 2011/12 and 2012/13: number of services	Between 2010/11 and 2012/13 (over two years): number of services
Increase in staffing	5	1	6
No change	13	15	9
Decrease in staffing	1	0	1
Total	19	16	16

Other changes

The survey also looked at any changes between 2010/11 and 2011/12 to non staffing budgets, in particular, any budgets for training and equipment

Table 27: Changes to non staffing budgets

	Number of services reporting change in budget for training	Number of services reporting change in budget for equipment
Increase in budget	0	0
Decrease in budget	0	0
No change in budget	15	15
Don't know / can't separate budget for HI team	4	4
Total	19	19

PART 6: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. Representatives include: the British Association of Teachers of the Deaf (BATOD), the Ewing Foundation, the National Deaf Children's Society (NDCS), the National Sensory Impairment Partnership (NatSIP), Frank Barnes School for Deaf Children, Mary Hare School, London Borough of Barnet, UCL and the University of Bedfordshire.

The survey was designed and created by members of CRIDE. Feedback from services on the 2011 survey and lessons learnt from the analysis were used to inform improvements to the previous survey. The Wales survey was then disseminated to services in Wales on 8th March 2012 by NDCS's Wales staff on behalf of CRIDE. Services were asked to respond by 6th April 2012. Where there was no response by this time, staff from NDCS Wales contacted services by email and telephone. Following this, as a last resort, Freedom of Information requests were sent out to the remaining services who had not responded around 27th April 2012.

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

Table 28: Response rate by services to CRIDE survey

	Number of responses	Cumulative total
First deadline – 6 th April 2012	10	10
Second deadline following chasers – 26th April 2012	3	13
Final deadline – end June 2012	8	21

Services were able to respond by completing an online survey or a Word document of the survey.

Analysis of the results using Excel and drafting of this report was largely completed by NDCS with guidance and clearance from members of CRIDE. NDCS has taken every step to ensure this report accurately reflects what services have told us. Any errors are the responsibility of NDCS alone.

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 professionals@ndcs.org.uk.