



## Consortium for Research in Deaf Education

### **CRIDE report on 2013 survey on educational provision for deaf children in Northern Ireland**

#### **Introduction**

In 2013, the Consortium for Research into Deaf Education (CRIDE) carried out its third annual survey on educational staffing and service provision for deaf children in the 2012/13 financial year<sup>1</sup>. This report sets out the results of the survey for Northern Ireland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

#### **Summary of findings**

- There are at least 1,481 deaf children in Northern Ireland.
- 74% of school aged deaf children attend mainstream schools where there is no specialist provision.
- 24% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be severe learning difficulty.
- Around 8% of deaf children have at least one cochlear implant.
- 95% of deaf children communicate using spoken English only.
- There are at least 35 Teachers of the Deaf in Northern Ireland.

Responses were received from all 5 services in Northern Ireland. This means that this CRIDE survey achieved a response rate of 100% across all 5 Education and Library Boards. 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.

#### **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.

<sup>1</sup> Reports from 2012 can be found on the BATOD website at <http://www.batod.org.uk/index.php?id=/resources/survey> or on the NDCS website at [www.ndcs.org.uk/cride](http://www.ndcs.org.uk/cride).

- 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 2012 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’ was 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.

Please note that where the number of deaf children for any category is fewer than 5, we have shown ‘<5’. This is to avoid any risk of individual children being identified.

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## PART 1: Overall number of deaf children in Northern Ireland (“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 Education and Library Board (ELB)<sup>2</sup> area.

### 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; some services gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Furthermore, 40% of services later gave a figure for the number of children being supported that was the same as the number belonging. 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 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 possible<sup>3</sup>. Where we have done this, we refer to this as the “adjusted total” throughout this report.

Based on responses from 5 ELBs, the total number of deaf children in Northern Ireland is **1,481** (adjusted total). This is up from 1,249 in 2011/12. It is likely that the increase in numbers can be explained due to the fact that 1 service did not respond to the question about numbers of deaf children in the 2012 survey.

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

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

Table 1: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Preschool	208	14%
Primary	672	45%
Secondary	502	34%
Young people in maintained sixth forms (years 12 to 13)	99	7%
Young people in education / who have completed year 11, but who are not in school sixth form (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.), known to belong, by level of deafness:	0	0%
<b>Total (n=5)</b>	<b>1,481</b>	

Looking at the number of reported post 16 deaf young people in education outside school (i.e. in a General Further Education College, enrolled with a private training provider, in employment etc.) all of the services report not having any deaf young people in this category living in their area. CRIDE believes that this reflects the fact that ELBs do not have statutory responsibility for this

<sup>2</sup> This includes deaf children who live within the ELB boundary but attend schools outside of the ELB. It excludes deaf children who live outside of the ELB but attend schools within the ELB.

<sup>3</sup> 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.

group of young people and therefore do not collect data on how many deaf young people fall into this category.

Table 2: Number of children belonging, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
<b>Unilateral<sup>4</sup></b>	241	17%
<b>Mild</b>	410	29%
<b>Moderate</b>	432	31%
<b>Severe</b>	157	11%
<b>Profound</b>	176	12%
<b>Total not including 'Not known' (n=5)</b>	1,416	
<b>Not known</b>	65	
<b>Total including those 'Not known'</b>	<b>1,481</b>	

Annex A lists individual responses to this question by services.

Table 3: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total
<b>In ELB</b>	Supported at home – pre-school children	182	12%
	Supported at home – of school age and home educated	0	0%
	Mainstream state funded schools	865	59%
	Mainstream independent (non state funded) schools	9	1%
	Resource provision in mainstream schools	20	1%
	Special schools for deaf pupils (maintained and non-maintained)	14	1%
	Other special schools, not specifically for deaf children	248	17%
	School sixth forms (including special schools)	67	5%
All other post 16 provision	0	0%	
<b>Out of ELB</b>	Mainstream state funded schools	29	2%
	Mainstream independent (non state funded) schools	2	0%
	Resource provision in mainstream schools	9	1%
	Special schools for deaf pupils (maintained and non-maintained)	16	1%
	Other special schools, not specifically for deaf children	8	1%
	School sixth forms (including special schools)	0	0%
All other post 16 provision	0	0%	
<b>Other</b>	NEET (Not in education, employment or training) (Post 16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
	Not known	0	0%
<b>Total(n=5)</b>		<b>1,469</b>	

Table 4: Breakdown of types of educational provision, by whether in or out of home ELB

Type of educational provision (excluding 'other' and 'not known')	Number of deaf children	Percentage of total
<b>In home ELB</b>	1,405	96%
<b>Out of home ELB</b>	64	4%
<b>Total (n=5)</b>	<b>1,469</b>	

<sup>4</sup> Unilateral refers to a hearing loss in just one ear.

Table 5: Breakdown of types of educational provision (regardless of whether in or out of home ELB)

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 and other)
Supported at home – pre-school	182	12%	-
Supported at home – of school age and home educated	0	0%	0%
Mainstream provision (including independent schools)	905	62%	74%
Mainstream provision: resource provision	29	2%	2%
Special schools for deaf pupils	30	2%	2%
Other special schools	256	17%	21%
All post 16 provision including school sixth forms, FE, apprenticeships, etc.	67	5%	-
Other (e.g. Pupil referral units, NEET, not known)	0	0%	-
<b>Total (n=128)</b>	<b>1,469</b>		
<b>Total (excluding pre-school children and young people post 16 and ‘other’)</b>	<b>1,220</b>		

Some of the categories are different from those used in the 2012 survey, based on feedback from services and to allow for more sophisticated analysis. It is therefore difficult to make direct comparisons with the 2012 survey. It remains a challenge to establish discrete categories without overcomplicating the survey.

Overall the CRIDE 2013 results show that 74% of school aged deaf children appear to be in mainstream settings where there is no specialist provision (excluding sixth forms). Over a fifth of school aged children (17%) attend a special school for children with a disability other than deafness.

### **Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)**

Two 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 the 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, responses to this year’s survey identified fewer than 5 deaf children in Northern Ireland with this condition.

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. Universal newborn hearing screening has been in place in England since 2006. Figures provided through the newborn hearing screening programme 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 2006, 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)

Four 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 357. This is 24% of the adjusted total of deaf children in 2012/13. Given that one service did not provide figures, the actual proportion is likely to be higher.

Services were then asked to give a breakdown by type of additional special educational need, using the classification set out in the SEN Code of Practice.

Table 6: 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
<b>Specific Learning Difficulty</b>	<5	<2%	<0.3%
<b>Moderate Learning Difficulty</b>	59	28%	4.0%
<b>Severe Learning Difficulty</b>	71	33%	4.8%
<b>Profound &amp; Multiple Learning Difficulty</b>	20	9%	1.4%
<b>Behaviour, Emotional &amp; Social Difficulties</b>	<5	<2%	<0.3%
<b>Speech, Language and Communications Needs</b>	10	5%	0.7%
<b>Visual Impairment</b>	12	6%	0.8%
<b>Multi-Sensory Impairment</b>	10	5%	0.7%
<b>Physical Disability</b>	12	6%	0.8%
<b>Autistic Spectrum Disorder</b>	8	4%	0.5%
<b>Other Difficulty/Disability</b>	7	3%	0.5%
<b>Not known</b>	19		1.3%
<b>Total (n=4)</b>	<b>233</b>		

The figures suggest that the most common additional SEN in Northern Ireland is severe learning difficulty, followed by moderate learning difficulty, and profound & multiple learning difficulty.

The difference between the total given and the total of the break down by type of additional special educational need is largely a result of one service being able to provide information on how many children in their service have an additional special educational need, but not what the actual needs were.

Research<sup>5</sup> 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 to refer to where children have a learning difficulty which calls for special educational provision to be made for them. The definition of learning difficulty includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in local schools. In addition, this research may also have been based on a small cohort of deaf children, excluding those with mild and unilateral deafness.

<sup>5</sup> 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

All five services were able to provide information about how many deaf children had a cochlear implant. Based on these responses, there are 118 deaf children across Northern Ireland with cochlear implants. This is 8% of the total of deaf children.

Table 7: 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	18	208	9%
Primary aged	51	672	8%
Secondary aged	37	502	7%
Post 16	12	99	12%
<b>Total (n=5)</b>	<b>118</b>	<b>1,481</b>	

Proportionally, there has been a slight reported increase in the number of deaf children with cochlear implants from 7% since 2011/12.

## Additional languages

Table 8: Number of deaf children, by languages mainly used with the child

Language	Total	Percentage of responses (where known)
Spoken English	1,377	94.5%
British Sign Language	21	1.4%
Irish Sign Language	0	0%
Other sign language	23	1.6%
Other spoken language	9	0.6%
Spoken English together with sign language	13	0.9%
Spoken English and other spoken language	11	0.8%
Other spoken language together with sign language	3	0.2%
<b>Total known (n=5)</b>	<b>1,457</b>	

All five services provided information for at least some part this question. Of those that did respond, many were unable to identify the language of all deaf children in their area.

It should be noted that the wording of this question was changed from previous surveys, from asking about the language used at home, to language used with the child. The wording was changed due to feedback from services suggesting that they did not routinely record information on languages used at home. It should also be noted that some new categories were added this year, based on feedback from services last year, so it is difficult to directly compare the languages that are affected by these changes. Both of these changes may have an impact on any changes in proportions compared with the last two years.

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

## PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in an Education and Library Board (ELB). We also asked about deaf children who are supported<sup>6</sup> by the service; this section sets out our analysis of these figures.

Based on responses from all five services, our survey indicates that at least **1,097** deaf children (adjusted total) receive support from their local service. This appears to be an increase from last year where 975 deaf children were reported as receiving support.

The smallest number of children being supported by a service was 82 and the largest was 414. The average was 219.

Not all services provided broken down figures that added up to their given original total number of children supported. Therefore the broken down figures below do not add up to the overall total of 1,097.

### 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 9: Number of deaf children being supported, by age group

Age group	Number of deaf children	Percentage of total (where known)
Preschool children	178	23%
Primary aged children	322	42%
Secondary aged children	222	29%
Young people in maintained sixth forms (years 12 to 13)	42	5%
Young People in education who have completed year 11 but not in school sixth form (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	0	0%
<b>Total (where known) (n=5)</b>	<b>764</b>	

Table 10: Number of deaf children being supported, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	79	11%
Mild	118	16%
Moderate	305	41%
Severe	119	16%
Profound	131	17%
<b>Total (where known)</b>	<b>752</b>	
Not known	13	
<b>Total (including where not known) (n=5)</b>	<b>765</b>	

The next table compares the percentage difference between each age group to see if any particular age groups appear less likely to receive support. Proportionally, primary aged children appear more likely to receive support than other age groups, and children with a moderate deafness appear more likely to receive support than children with other levels of deafness.

<sup>6</sup> Examples of support given were direct teaching, visits to the family or school, liaison with the family, school and teachers, provision of hearing aid checks, etc.

Table 11: Comparison between number of deaf children belonging and supported by age

Age group	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Preschool	208	178	86%
Primary	672	322	48%
Secondary	502	222	44%
Young people in maintained sixth forms (years 12 to 13)	99	42	42%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	0	0	-
<b>Total</b>	<b>1,481</b>	<b>764</b>	<b>52%</b>

Table 12: Comparison between number of deaf children belonging and supported by level of deafness

Level of deafness	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Unilateral	241	79	33%
Mild	410	118	29%
Moderate	432	305	71%
Severe	157	119	76%
Profound	176	131	74%
Not known	65	13	20%
<b>Total</b>	<b>1,481</b>	<b>765</b>	<b>52%</b>

The above table suggests that children with a unilateral deafness are the least likely to receive support from their local service (not taking into account those whose level of deafness is not known) which is similar to last year. Profoundly deaf children and moderately deaf children, proportionately, are slightly less likely than severely deaf children to receive support. Last year children with a moderate or severe deafness were most likely to be supported.

### Children with temporary conductive deafness

We asked services if they also separately supported children who have temporary conductive hearing loss. All five services responded to this question, 3 (60%) did, and 2 services (40%) did not. We then asked those services that did, how many they supported. Only 2 services gave a figure. There are 44 children with temporary conductive deafness supported by services that services were able to tell us about. Annex B lists the individual responses we received to this question.

### How do CRIDE's 2013 figures compare to figures from other sources?

As set out below, 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 and CRIDE 2012*

As set out in the introduction, comparisons with the previous CRIDE reports should be made with caution due to differences in the response rates between the two surveys. There have been fluctuations in both response rates and reported numbers of children and young people 'belonging' to services over the course of the surveys. In 2011 1,238 were reported (100% response rate) which increased to 1,249 (80% response rate) in 2012 and increased again to 1,481 in 2013

(100% response rate). Over 2 years, there appears to have been a 20% increase in the number of deaf children reported in Northern Ireland.

### *The school census*

School Census figures for 2012/13 identify 981 deaf children within the education system. Of these 694 had a mild/moderate hearing loss and 287 had a severe or profound loss. This represents an increase from 2010/11 when the corresponding figure was 918 deaf children. The CRIDE survey has identified 1,481 deaf children of school-age in education, which suggests that the School Census is capturing around, at most, 66% of deaf children captured by CRIDE. This is likely to be due to the School Census only recording whether a child is deaf when the deafness is the primary need and when they have been identified on the SEN spectrum.

Of the 981 deaf children recorded by the School Census in 2011/12, the census reports that 478 have a statement (this equates to roughly 49% of the deaf children identified by the School Census and 32% identified by CRIDE).

### *Other figures*

The 2013 CRIDE survey population figure, taking into account the non-responses, is broadly in line with information received from other sources such as a response from the Northern Ireland Education Minister to an Assembly question (AQW 2968/11-15) asked on the 6<sup>th</sup> of November 2011. The Education Minister stated that his department were aware of 1,416 deaf children in Northern Ireland.

### *Prevalence data*

Using prevalence data, NDCS estimates there are over 1,300 deaf children in Northern Ireland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from mid 2010 from the Office of National Statistics. The estimates include deaf children with all types and levels of permanent hearing loss, including unilateral.

## PART 3: Teachers of the Deaf and other specialist staff

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 35 Teachers of the Deaf posts in Northern Ireland. Of these 86% are occupied by fully qualified Teacher of the Deaf. 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	30	86%
Teachers in training for the mandatory qualification within 3 years	4	11%
Qualified teachers without the mandatory qualification and not in training	1	3%
<b>Total (n=5)</b>	<b>35</b>	

Comparing with figures from the CRIDE 2012 survey, there appears to have been a slight increase in the number of Teacher of the Deaf posts from 34.2. As we received data from all 5 services for this question in both years, it appears that this is an actual increase in FTE posts. In percentage terms, this amounts to a 2% staffing increase.

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 2013. 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 (where there is no resource provision) or in a special school not specifically for 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	26.2	5
Teachers in training for the mandatory qualification within 3 years	3	2
Qualified teachers without the mandatory qualification and not in training	0	0
<b>Total (n=5)</b>	<b>29.2</b>	

The CRIDE 2012 report indicated there were 27.4 visiting Teachers of the Deaf so it appears this figure has increased since then. In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 1.2 at the smallest to 8.6 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 5.2 (FTE).

We asked if services had experienced any difficulty recruiting Teachers of the Deaf over the past 12 months. With regards to recruiting to permanent posts, four services said that this was not applicable (i.e. they hadn’t attempted to recruit) and one service reported that they had not

experienced difficulty. With regard to difficulties securing supply cover, two services reported that they had not experienced difficulty, and three reported that the question was not applicable.

### Teachers of the Deaf in resource provisions

Four services reported that they worked with resource provisions in their area. The survey asked services how many Teachers of the Deaf were employed in resource provisions for deaf children and whether they were employed centrally by the Education and Library Board (ELB) 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 ELB or the school

	Number of teachers (FTE) in resource provision employed by the ELB	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	3.8	4		0	-
Teachers in training for the mandatory qualification within 3 years	1	1		0	-
Qualified teachers without the mandatory qualification and not in training	1	1		0	-
<b>Total (n=4)</b>	<b>5.8</b>			<b>0</b>	

It appears that the number of Teachers of the Deaf in resource provision has declined since the 2012 CRIDE survey from 6.8 and 10.1 in 2011. In particular, the numbers of Teachers employed directly by a school (rather than the ELB) has dropped from 2.6 in 2011 to zero in 2012 and 2013.

We asked if resource provisions provided outreach support to other schools. One service out of the four that have resource provisions reported that they did, providing 0.4 FTE) outreach support to other schools.

### Other specialist staff

Our survey suggests that there are at least 3 (FTE) specialist support staff, other than Teachers of the Deaf, supporting deaf children in Northern Ireland in either a peripatetic role or working in resource provisions. This number is entirely made up of teaching assistants, all working in resource provisions. This represents a slight decrease from last year from 6.3, with all Teaching assistants working in resource provisions. No services reported employing, for example, communication support workers, speech and language therapists or family support workers.

We asked if peripatetic services managed teaching assistants or other support staff based in schools to support named pupils. All five services reported that they did not.

## PART 4: Eligibility criteria and funding arrangements

### Eligibility criteria

The majority of services (4 services, or 80%) use criteria that are mostly locally developed as a vehicle to help determine what support deaf children receive, and only one service (20%) uses the NatSIP criteria<sup>7</sup>. This represents no change from the 2011/12 survey.

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 16: 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
<b>Primary and permanent need</b>	Bilateral severe or profound sensorineural deafness	0	0	5	0
	Bilateral moderate sensorineural deafness	0	0	5	0
	Bilateral conductive deafness	0	1	4	0
	Bilateral mild or high frequency only sensorineural deafness	0	1	4	0
	Unilateral deafness (sensorineural or conductive)	0	5	0	0
<b>Additional and permanent need</b>	Bilateral severe or profound sensorineural deafness	0	0	5	0
	Bilateral moderate sensorineural deafness	0	0	5	0
	Bilateral conductive deafness	0	4	1	0
<b>Other</b>	With temporary conductive deafness as a primary or additional need	1	4	0	0
	In special schools other than schools for the deaf	0	3	2	0
	With auditory neuropathy	1	1	1	3
	With auditory processing difficulty/disorder	1	1	1	2
n=5					

We asked services if there had been any changes in eligibility criteria in the service between 2011/12 and 2012/13. One service reported that there had been changes resulting in some / all deaf children now receiving more support, and 4 services reported that there had been no changes.

Annex B lists the individual responses we received to this question.

<sup>7</sup> NatSIP criteria (NatSIP Revised Eligibility Criteria (2012), SESIP/SERSEN Revised Eligibility Criteria (2009) or SERSEN Eligibility Criteria (2005))

## 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 17: 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) <sup>8</sup>	5
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) <sup>9</sup>	3
Newborn Hearing Screening Programme Quality Standards	2
Other standards	2
n=5	

## Funding arrangements – peripatetic services

In terms of funding arrangements, four peripatetic specialist support services stated that they were funded centrally by the ELB, as in 2011/12 and 2010/11. No services reported that any funding was being delegated to individual schools. One service did not answer this question.

## Funding arrangements – resource provisions

CRIDE also sought information on the funding arrangements for resource provisions. 4 services (80%) indicated that they had resource provisions in their area.

Three services (75%) reported that funding for resource provisions is held centrally by the ELB, and one service (25) reported that funding was delegated to schools.

The one service where funding was delegated to schools reported that they did not have a service level agreement in place.

Two of the four services with resource provisions reported that they have used the NDCS *Quality Standards: Resource provisions for deaf children and young people in mainstream schools*<sup>10</sup> to reflect on the service provided within the resource provision or to look at service development. Other NDCS quality standards documents were also mentioned by one service.

## Staffing changes

In the context of concerns over spending reductions, the survey asked about budgeted changes between 2011/12 and 2012/13 such as training or equipment.

Table 18: Budget changes

	Increase in budget	Decrease in budget	No change in budget	Don't know / can't separate budget for HI team
Staffing	0 (0%)	0 (0%)	4 (80%)	1 (20%)
Training	0 (0%)	0 (0%)	4 (80%)	1 (20%)
Equipment	1 (20%)	0 (0%)	3 (60%)	1 (20%)

<sup>8</sup> See: <http://www.ndcs.org.uk/document.rm?id=4350>

<sup>9</sup> See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

<sup>10</sup> See: <http://www.ndcs.org.uk/document.rm?id=5765>

We also asked about any proposed budget changes.

Table 19: Proposed budget changes

	<b>Increase in budget</b>	<b>Decrease in budget</b>	<b>No change in budget</b>	<b>Don't know / can't separate budget for HI team</b>
<b>Staffing</b>	0 (0%)	0 (0%)	1 (20%)	4 (80%)
<b>Training</b>	0 (0%)	0 (0%)	1 (20%)	4 (80%)
<b>Equipment</b>	0 (0%)	0 (0%)	1 (20%)	4 (80%)

## PART 5: 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 [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#) (NDCS), [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 and 2012 surveys and lessons learnt from the analysis were used to inform improvements to the survey. The Northern Ireland survey was then disseminated to services in Northern Ireland on 21 March 2013 by NDCS staff on behalf of CRIDE. Services were asked to respond by the 17 May 2013. Where there was no response by this time, staff from NDCS and members of CRIDE contacted services by email and telephone to elicit further responses. The table below sets out the response rate at each stage.

Table 20: Response rate by services to CRIDE survey

	Number of responses	Cumulative total
First deadline – 17 May	3	3
Second deadline following chasers – 14 June	2	5

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.

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](mailto:professionals@ndcs.org.uk).

## Annex A: Numbers of deaf children belonging by service

The tables shown in Annex A and B set out some individual data from services. CRIDE's intention to publish this data was indicated when services were first asked to complete the survey. It is CRIDE's intention to expand the publication of individual service data in the future.

Service	Level of deafness						TOTAL
	Unilateral	Mild	Moderate	Severe	Profound	Not known	
Western Education & Library Board	20	19	78	27	25	13	182
Belfast Education and Library Board	39	43	77	36	15	0	210
Southern Education and Library Board	17	56	87	45	42	0	247
North Eastern Education & Library Board	62	143	87	25	45	52	424
South Eastern Education and Library Board	103	149	103	24	49	0	428

## Annex B: Provision and support for children with temporary deafness

Service	Eligibility criteria used	The number of children with temporary deafness supported by the service
Western Education & Library Board	Criteria are mostly developed locally	-
Belfast Education and Library Board	Criteria are mostly developed locally	32
Southern Education and Library Board	Criteria are mostly developed locally	12
North Eastern Education & Library Board	Criteria are mostly developed locally	N/a
South Eastern Education and Library Board	NatSIP criteria	N/a

Notes:

- '-' indicates that no response to the relevant question was received.
- 'NatSIP criteria' refers to NatSIP Revised Eligibility Criteria (2012), SESIP/SERSEN Revised Eligibility Criteria (2009) or SERSEN Eligibility Criteria (2005).
- 'N/a' indicates that a response was not applicable because, for example, the service does not support children with temporary deafness.