



Consortium for Research in Deaf Education

## 2014 report for Wales

### CRIDE report on 2014 survey on educational provision for deaf children in Wales

#### Introduction

In 2014, the Consortium for Research into Deaf Education (CRIDE) carried out its fourth annual survey on educational staffing and service provision for deaf children in the 2013/14 financial year<sup>1</sup>. 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.

Following the third survey, CRIDE decided that future surveys would alternate between a shorter survey with a smaller number of core questions and the full survey. CRIDE also decided that in the years of a shorter survey, a small number of thematic questions on topical issues or concerns would be included. The 2014 survey is a shorter survey and includes thematic questions on the age profile of Teachers of the Deaf in light of concerns over capacity gaps in the future. It also includes thematic questions around sign language provision.

#### Summary of key findings

- There are over 2,880 deaf children in Wales, a reported decrease of 1% over the past year.
- There are around 70 teachers employed as Teachers of the Deaf in Wales. Of these, 67 are qualified as Teachers of the Deaf. The number of qualified Teachers of the Deaf has increased very slightly over the past year.
- 48% of Teachers of the Deaf are due to retire within the next 10 to 15 years.
- A third of services are unable to provide support to pupils in Welsh.
- Only 4.6 FTE Teachers of the Deaf across the whole of Wales have a Level 3 qualification in British Sign Language.

Responses were received from 15 services in Wales, covering all 22 local authority areas. This means that this CRIDE survey achieved a response rate of 100% for the third year running.

<sup>1</sup> Previous reports can be found on the BATOD website at [www.batod.org.uk/index.php?id=/resources/survey](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).

## Using the results

The CRIDE report can be used in the following 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 discussions.
- 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 young people will find the report useful and informative in establishing what national provision for deaf children looks like.

CRIDE would like to take the opportunity to thank all services for taking the time to respond, despite the considerable time constraints many services are subject to.

## 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 previous CRIDE surveys. **Again, caution is needed in making comparisons due to slight changes to how some questions were phrased from year to year and also differences in response rates between surveys.**

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

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## **PART 1: Number of deaf children in Wales ('belonging' and 'supported')**

### **How many deaf children are there known to 'belong'?**

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

Based on responses from the 15 services covering all 22 local authorities, the total number of deaf children in Wales is **2,880**. This is down from 2,904 in 2012/13 amounting to a 1% decrease over the past year, but a 4% increase over the past four years (when 2,775 were reported as belonging in 2010/11). It is difficult to be certain about the extent to which the change reported over the past four years is due to changes in demography, increase in numbers of deaf children being diagnosed or improvements in reporting. The smallest number of children belonging was 55 and the largest was 767. The average was 192.

Services were asked to give an overall figure of deaf children known to 'belong' to the service. 33% 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.

### **Deaf children receiving support from services**

We asked about deaf children who are supported by the service. 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. Based on responses from all 15 services, our survey indicates that at least 2,345 deaf children receive support from their local service, amounting to a decrease from last year of 9% where 2,530 deaf children were reported as receiving support, and an 11% decrease over four years (when 2,638 were reported as supported in 2010/11). The smallest number of children being supported by a service was 40 and the largest was 767. The average was 156.

Assuming the figures are broadly comparable, if there are 2,880 deaf children who live in Wales, there are at least 535 deaf children who are not being supported by the service. In other words, 19% of deaf children do not receive support from their local service, an increase of 6% since last year. It does not automatically follow these deaf children are not receiving any support at all; some may be receiving support elsewhere from, for example, special schools for deaf children outside of Wales or resource provisions not managed by the service.

### **How do CRIDE's 2014 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.

## School Census

The 2014 CRIDE survey reports there are 2,880 deaf children in Wales. However the Welsh Government's School Census figures for 2014 indicate there are 2,149 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<sup>2</sup>. Therefore the School Census indicates a 3.5% increase from the 2013 School Census when the corresponding figure was 2,072<sup>3</sup>.

The Welsh Government now also provides data on the numbers of children in maintained schools where hearing impairment is recorded as a secondary SEN<sup>4</sup>. In 2014, this figure was 620, a 1% increase since 2013. As a result, the School Census recorded a total of 2,764 pupils with a hearing impairment in 2014. This includes an undetermined number of children in maintained nurseries<sup>5</sup>.

Finally, there are an additional 117 children with multisensory impairments in Wales (either as a primary or secondary need)<sup>6</sup>. This brings the total number of deaf children in Wales to 2,881 captured by the School Census

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<sup>2</sup>Data available at <http://wales.gov.uk/statistics-and-research/schools-census/?lang=en>

The School Census data is based on PLASC (Pupil Level 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 three pupils who attend an independent school and have 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.

<sup>3</sup>Welsh Government, School Census, 2013: Final results, <http://wales.gov.uk/topics/statistics/headlines/schools2011/110906/?lang=en>  
<http://wales.gov.uk/statistics-and-research/schools-census/?lang=en#statistics-and-research/schools-census/?tab=previous&lang=en>

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> This figure relates to children in maintained nurseries and schools.

## PART 2: Communication and language

The 2014 CRIDE survey included a series of questions about sign language provision.

### Provision to support deaf children's development of BSL

Services were asked what provision was available within their service to support deaf children's development of BSL. 13 of the 15 services answered this question.

Table 1: Provision to support development of BSL

Provision	Number of services	Percentage of services providing this provision
Access to deaf role models	6	40%
Designated BSL lessons	2	13%
After school clubs	5	33%
Direct payment support workers	1	7%
Home School communication Projects	0	0%
Direct one to one tuition	4	27%
Other	4	27%
(n=13)		

When services cited 'Other', they were asked to specify, the answers included:

- NDCS Family Sign Language Curriculum
- Dinnertime and signing clubs
- Pre-school home visits which include signing input
- Pre-school 'Stay and Play' sessions
- Signposting provision to families and individuals.

### Assessments used to measure children's progress in BSL

Table 2: Assessments used by services to measure children's progress in BSL

Assessment	Number of services	Percentage of services providing this provision
Herman et al's BSL Receptive Skills Test	5	33%
Herman et al's BSL Expressive Skills Test	2	13%
Signature BSL Level 1 Award in British Sign Language	1	7%
Signature BSL Level 2 Certificate in British Sign Language	0	0%
Signature BSL Level 3 NVQ Certificate in British Sign Language	0	0%
Signature BSL Level 6 NVQ Certificate in British Sign Language	0	0%
No BSL assessments used by the service (for example, because carried out in special schools or elsewhere)	9	60%
Not known	1	7%
Other	1	7%
(n=15)		

## PART 3: Teachers of the Deaf

Our survey asked how many Teachers of the Deaf there are who are employed by the local service, 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. We did not ask about Teachers of the Deaf in special schools, cochlear implant centres and other settings and therefore the figures below do not provide a complete picture of the total population of Teachers of the Deaf in Wales.

Based on information from 14 services, in total, there are at least 70.2 (FTE) Teachers of the Deaf posts in employment in Wales. 95% of the posts are occupied by a fully qualified Teacher of the Deaf. In addition, at the time the survey was completed, there were 0.6 FTE vacant or frozen posts.

If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 70.8 FTE Teacher of the Deaf posts, of which 1% are vacant.

Table 3: Number of Teachers of the Deaf in employment overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of total
Teachers of the Deaf with the mandatory qualification	67.0	95%
Teachers in training for the mandatory qualification within 3 years	2.2	3%
Qualified teachers without the mandatory qualification and not in training	1.0	1%
<b>Total (n=14)</b>	<b>70.2</b>	

Table 4: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2011/12	2012/13	2013/14		Change since last year	Change over 4 years
Teachers of the Deaf with the mandatory qualification in employment	72.0	91.75	66.5	67.0		+ 0.8%	-7%
Number of teachers working as Teachers of the Deaf in employment	76.0	100.55	71.5	70.2		- 2%	- 8%
Number of Teacher of the Deaf posts (including vacancies)	76.0	100.55	74.5	70.8		- 5%	- 7%

There has been a small increase in the number of qualified Teachers of the Deaf in employment in the past year. Long-term figures suggest an overall decline.

### Age profile of Teachers of the Deaf

The CRIDE 2014 included a question on the age profile of Teachers of the Deaf. This was in response to concerns across the UK that over the past few years the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession. If true, this could potentially lead to a ‘capacity crunch’ where there are insufficient numbers of Teachers of the Deaf to meet the needs of future deaf children.

Table 5: Age ranges of Teachers of the Deaf (in employment or in training)

	Number of teachers (FTE)	Percentage of total
<b>Aged 49 or under</b>	33.35	53%
<b>Aged between 50 and 59</b>	25.2	40%
<b>Aged between 60 and 64</b>	4.8	8%
<b>Aged 65 or over</b>	0	0%
<b>Total</b>	<b>63.35</b>	

The figures include Teachers of the Deaf in peripatetic (visiting) services and resource provisions. Not all services were able to provide totals equalling their total number of qualified Teachers of the Deaf in employment or in training; there are around 5.85 FTE Teachers of the Deaf unaccounted for in these figures.

### BSL qualifications of Teachers of the Deaf

The CRIDE 2014 survey asked about the BSL qualifications of Teachers of the Deaf:

Table 6: BSL level qualifications of Teachers of the Deaf (in employment or in training) including visiting and in resource provisions

	Number of teachers (FTE)	Percentage of total
<b>No qualification</b>	0.6	1%
<b>BSL Level 1</b>	25.9	42%
<b>BSL Level 2</b>	30.3	49%
<b>BSL Level 3 or above</b>	4.6	7%
<b>Total</b>	<b>61.4</b>	

Not all services were able to provide totals equalling their total number of qualified Teachers of the Deaf in employment or in training, there are around 7.8 FTE Teachers of the Deaf unaccounted for in these figures. We explore the breakdown between Teachers of the Deaf in peripatetic services and in resource provisions later on in this section.

### 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 2014. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not designated for deaf children.

Table 7: 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
<b>Teachers of the Deaf with the mandatory qualification</b>	38.85	14
<b>Teachers in training for the mandatory qualification within 3 years</b>	1	1
<b>Qualified teachers without the mandatory qualification and not in training</b>	1	1
<b>Total (n=14)</b>	<b>40.85</b>	

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 1.0 at the smallest to 6.0 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 2.8 (FTE).

7 of the 14 services that replied employ 2 or fewer visiting Teachers of the Deaf, of which two services (14%) employed 1 or fewer visiting Teachers of the Deaf. Given the complex nature of deafness and the diverse needs of deaf children, it remains of concern that some services are attempting to meet the needs of all deaf children with relatively low numbers of visiting Teachers of the Deaf.

CRIDE 2014 also asked about the sign language qualifications of visiting Teachers of the Deaf.

Table 8: Sign language qualifications of visiting Teachers of the Deaf (in employment or in training)

	Number of teachers (FTE)	Percentage of total	Number of services with staff in relevant category
No qualification	0	0%	0 (0%)
BSL Level 1	20.1	50%	11 (73%)
BSL Level 2	17.8	44%	10 (67%)
BSL Level 3 or above	2.2	5%	2 (13%)
<b>Total</b>	<b>40.1</b>		

The total of the figures provided for this question is higher than the numbers of Teachers of the Deaf in employment or in training; it therefore appears that some services were not able to provide FTE figures and instead provided numbers of individuals.

Services were asked if they were able to provide Teacher of the Deaf peripatetic support through the medium of Welsh as required. Of the 12 services that answered, eight (67%) were able to, and four (33%) were not able to.

Services were asked if they had experienced difficulties in recruiting Teachers of the Deaf in the peripatetic service in the past twelve months.

Table 9: Difficulties in recruitment of visiting Teachers of the Deaf over the past 12 months

	Number of services that sought to recruit	Number of services that had difficulties recruiting	Percentage of services that sought to recruit that had difficulties recruiting
Difficulties in recruiting for permanent post	6	1	17%
Difficulties in securing supply cover	9	4	44%
Difficulties in recruiting for temporary post / fixed term contract	7	2	29%

## Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children, both where resource provisions were managed centrally by the local authority and where managed directly by the school. Ten services replied to this question. One service that told us they do have resource provisions in their area did not answer these questions. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example). Again, we did not ask about other specialist staff in special schools, cochlear implant centres and other settings and therefore the figures below do not provide a complete picture of the total population of specialist staff in Wales.

Table 10: Number of Teachers of the Deaf in resource provisions managed by the local authority or the school

	Number of teachers (FTE) in resource provision managed by the local authority	Number of services with staff in relevant category		Number of teachers (FTE) in resource provision managed by the school	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	6.6	4		21.5	7
Teachers in training for the mandatory qualification within 3 years	0	0		1.2	2
Qualified teachers without the mandatory qualification and not in training	0	0		0	0
<b>Total (n=10)</b>	<b>6.6</b>			<b>22.7</b>	

The overall numbers of Teachers of the Deaf working in resource provisions has remained the same as last year at 29.3 FTE. However there has been a shift towards fewer teachers working in resource provisions managed by the local authority (from 13.1 to 6.6 FTE) to more working in resource provisions managed by the school (from 16.2 to 22.7 FTE).

There were no vacancies reported in resource provisions.

CRIDE 2014 also asked about the sign language qualifications of Teachers of the Deaf in resource provisions. Eight services answered this question, indicating that three of the services who reported that they did have resource provisions in their areas did not answer this question.

Table 11: Sign language qualifications of Teachers of the Deaf (in employment or in training) in resource provisions

	Number of teachers (FTE)	Percentage of total	Number of services with staff in relevant category
No qualification	0.6	3%	1 (12%)
BSL Level 1	5.8	27%	5 (63%)
BSL Level 2	12.5	59%	7 (88%)
BSL Level 3 or above	2.4	11%	3 (38%)
<b>Total (n=8)</b>	<b>21.3</b>		

Services were also asked if they were able to provide Teacher of the Deaf support through the medium of Welsh as required, in resource provisions. For resource provisions managed by the local authority, of the four services that answered the question, three (75%) were able to and one (25%) was not able to. For resource provisions managed directly by the school, of the seven services that answered, two (29%) were able to and 5 (71%) were not able to provide Teacher of the Deaf support through the medium of Welsh as required.

## PART 4: Other specialist staff

Our survey suggests that there are at least 83.5 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 (slightly up from last year when 83.4 were reported). The most common role is teaching assistant followed by communication support worker. It appears that there is a significant decrease in the number of communication support workers, from 10 FTE in 2013 to 3 in 2014. But there is also an increase in the number of Teaching Assistants from 68.9 to 79.5. 14 of the 15 services answered this question.

Table 12: Number of specialist support staff overall, by role

	Number of staff (FTE)	Percentage of total
Teaching assistants / Classroom support assistants etc	79.5	95.2%
Communication support workers / Interpreters / Communicators etc	3.0	3.6%
Deaf instructors / Deaf role models / Sign language instructors etc	0	0.0%
Educational audiologists / Technicians etc	0.5	0.6%
Speech and language therapists	0	0.0%
Family support workers / Liaison officers	0	0.0%
Social workers / Social workers for deaf children	0.5	0.6%
<b>Total (n=14)</b>	<b>83.5</b>	

### 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 13: Number of 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	23.5	13	92%	56.0	9	97%
Communication support workers / Interpreters / Communicators etc	1.0	1	4%	2	2	3%
Deaf instructors / Deaf role models / Sign language instructors etc	0	0	0%	0	0	0%
Educational audiologists / Technicians etc	0.5	1	2%	0	0	0%
Speech and language therapists	0	0	0%	0	0	0%
Family support workers / Liaison officers	0	0	0%	0	0	0%
Social workers / Social workers for deaf children	0.5	1	2%	0	0	0%
<b>Total</b>	<b>25.5</b>			<b>58.0</b>		

Table 14: BSL qualifications of specialist staff in peripatetic services

	Teaching assistants / Classroom support assistants etc (FTE)	Communication support workers / Interpreters / Communicators etc (FTE)	Educational audiologists / Technicians etc (FTE)	Social workers / Social workers for deaf children (FTE)	Total
No qualification	1.25	0	0.5	0	1.75 (9%)
BSL Level 1	5	0	0	0.5	5.5 (29%)
BSL Level 2	10	1	0	0	11 (57%)
BSL Level 3 or above	1	0	0	0	1 (5%)
<b>Total</b>	17.25	1	0.5	0.5	19.25

Services were asked if they were able to provide teaching assistant and communication support worker peripatetic support through the medium of Welsh as required.

Table 15: Number of services able to provide teaching assistant and communication support worker peripatetic support through the medium of Welsh

	Number of services
Teaching assistants only	2 (15%)
Communication support workers only	0 (0%)
Both Teaching assistants and communication support workers	1 (8%)
No support through the medium of Welsh	10 (77%)
<b>Total</b>	13

We also asked if services manage teaching assistants or other support staff based in schools to support named pupils. 5(33%) said yes, 1 (7%) said they manage some, but not all, and the majority, 9 (60%) said they did not.

## Resource provisions

Services were asked about the BSL qualifications held by the specialist staff.

Table 16: BSL qualifications of specialist staff in resource provisions

	Teaching assistants / Classroom support assistants etc (FTE)	Communication support workers / Interpreters / Communicators etc (FTE)	Social workers / Social workers for deaf children (FTE)	Total
No qualification	8.0	0	0	8.0 (14%)
BSL Level 1	23.8	0	0	23.8 (41%)
BSL Level 2	20.2	1	0	21.2 (37%)
BSL Level 3 or above	4	1	0	5 (9%)
<b>Total</b>	56.0	2	0	58.0

Services were asked if they were able to provide teaching assistant and communication support worker support through the medium of Welsh in resource provisions as required. Two services with a resource provision did not answer this question.

Table 17: Number of services able to provide teaching assistant and communication support worker peripatetic support through the medium of Welsh

	<b>Number of services</b>
<b>Teaching assistants only</b>	3 (33%)
<b>Communication support workers only</b>	0 (0%)
<b>Both Teaching assistants and communication support workers</b>	0 (0%)
<b>No support through the medium of Welsh</b>	6 (67%)
<b>Total</b>	9

Services were asked if resource provisions provided outreach support to other schools. Of the 8 services that answered the question, 1 (12%) replied yes, and 7 (88%) replied no. 22% of services indicated that outreach support was provided in 2012/13, suggesting a decrease.

Where outreach support was provided, this amounted to 0.1 full time equivalent staffing time total across all of the services who responded, down from 0.6 in 2012/13.

## PART 5: The impact of CRIDE reports

This is the fourth CRIDE survey, so we wanted to find out if and how services have been using the reports, and what impact the CRIDE reports have.

We asked services if they had read reports of previous CRIDE surveys. 93% had read previous reports, and 7% had not.

If services had read the reports, we asked them to tell us if they agreed or disagreed with a series of statements about the reports and then how they had used the reports:

Table 18: CRIDE report statements

	Strongly agree	Agree	Disagree	Strongly disagree
The reports are clear and easy to understand	1 (7%)	12 (86%)	1 (7%)	0 (0%)
The results provide information that is useful in informing discussions on <b>local provision</b> for deaf children	1 (8%)	10 (77%)	2 (15%)	0 (0%)
The results provide information that is useful in understanding <b>provision across Wales</b> for deaf children	2 (14%)	11 (79%)	1 (7%)	0 (0%)

Table 19: How services have used previous CRIDE reports:

	Number of services
To draw on comparable demographic findings when preparing for internal and external audits of local provision	5 (33%)
To inform strategic planning relating to staffing and staff training	5 (33%)
For research purposes.	1 (7%)
Other	1 (7%)

Finally we asked services if they had any further comments on the value of the CRIDE survey and reports. Answers included:

- The data on numbers of children and young people is useful
- Some data is not possible to use for strategic planning as there are geographic differences within areas, and it is difficult to compare 'like for like'
- The reports are useful at a national / Government level
- The survey misses out a valuable group of pupils who have temporary deafness such as glue ear.
- The shorter survey this year was appreciated.

## **PART 6: Concluding thoughts**

In this section we reflect on some of the findings from the 2013/14 survey as well as our observations on the survey itself.

1. Although the number of qualified Teachers of the Deaf increased slightly last year the reduction of 7% over the past four years is a matter of concern. When this is seen alongside the ageing workforce, with 48% due to retire in the next 10 to 15 years, we are facing a potential crisis. We are also not satisfied that sufficient numbers of Teachers of the Deaf are being trained to future proof demand.
2. Last year we expressed concern at the support available to deaf pupils through the medium of Welsh. There appears to be a slight improvement in the support available from peripatetic teachers, with 67% of services saying they can provide support in Welsh. But it is possible that this figure could be much lower, as three services did not respond to this question.
3. Support in Welsh from other specialist staff is much more patchy. Ten of the thirteen services that answered said they cannot provide peripatetic teaching assistant or communication support in Welsh. Deaf children across all parts of Wales need to have support in Welsh if that is their preferred language.
4. We also have concerns how few Teachers of the Deaf and communication support workers have a BSL qualification of level 3 or above. There are only 4.6 FTE Teacher of the Deaf with level 3 BSL across the whole of Wales. Deaf children who need a BSL-rich environment are not having the support that they need in Wales.
5. The figures seem to indicate an increasing number of deaf children who are not supported by the services. The number has increased from 374 in 2013 to 535 in 2014. This is almost 20% of the total number of deaf children not being supported. While some of these will be supported outside the local authority, historically these numbers have been low. Therefore the indication is that almost a fifth of deaf children in Wales are not being supported.

## PART 7: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. At the time the 2014 survey was issued, representatives included: the [British Association of Teachers of the Deaf](#) (BATOD), [City University London](#), the [Ear Foundation](#), the [Ewing Foundation](#), [Frank Barnes School for Deaf Children](#), [Kent County Council](#), [London Borough of Barnet](#), the [National Deaf Children's Society](#) (NDCS), [National Sensory Impairment Partnership](#) (NatSIP), [Mary Hare School](#), [Sheffield City Council](#), and [UCL](#).

The survey was designed and created by members of CRIDE. Following feedback from services, it was decided to move to a shorter survey in 2014, with short / full surveys alternating in future years.

The survey was disseminated to services in Wales in March 2014 by NDCS on behalf of CRIDE. Services were asked to respond by 4 April 2014. Where there was no response by this time, members of CRIDE 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 on 23 May 2014.

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

Table 20: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline	12	12
Second deadline following chasers	2	14
Freedom of Information requests	1	15

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

Analysis of the results using Excel and drafting of this report was largely completed by NDCS with guidance and clearance from members of CRIDE.

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

If you have any feedback or questions on the results, please contact [professionals@ndcs.org.uk](mailto:professionals@ndcs.org.uk).

## Annex A: Information about individual specialist support services for deaf children

The table shown in Annex A sets out some individual data from services when originally provided in spring 2014. 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.

Please note that figures for Teachers of the Deaf include vacant posts.

Service	Number of deaf children belonging	Number of deaf children supported	Number of full time equivalent (fte) Teachers of the Deaf in the specialist peripatetic service	Number of full time equivalent (fte) Teachers of the Deaf in resource provisions managed centrally by the LA	Number of full time equivalent (fte) Teachers of the Deaf in resource provisions managed directly by the school
Anglesey & Gwynedd	182	115	3	n/a	n/a
Blaenau Gwent, Caerphilly, Monmouth, Newport, Torfaen	767	767	7	0	6
Bridgend	164	110	3	-	-
Cardiff	284	222	5.25	0	5.7
Carmarthenshire	96	96	2	0	2.5
Ceredigion	55	55	3	1	0
Conwy	61	59	1.3	n/a	n/a
Flintshire, Denbighshire, Wrexham	394	251	3	2	3
Merthyr Tydfil	65	64	1.5	0	0.5
Neath Port Talbot	115	115	2	0	3
Pembrokeshire	108	40	-	n/a	n/a
Powys	143	143	2.8	n/a	n/a
Rhondda Cynon Taff	237	144	4.6	1.6	0
Swansea	95	84	2	0	2
Vale of Glamorgan	114	80	1	2	0

### Notes:

- '-' indicates that no response to the relevant question was received.
- 'n/a' indicates that the service does not have resource provisions.