



Consortium for Research in Deaf Education

2015 report for Scotland

CRIDE report on 2015 survey on educational provision for deaf children in Scotland

Introduction

In 2015, the Consortium for Research into Deaf Education (CRIDE) carried out its fourth survey in Scotland on educational staffing and service provision for deaf children¹. It covers the 2014/15 financial year². This report sets out the results of the survey 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 2,942 deaf children known to specialist support services in Scotland; a reported decrease of 4% from 2014.
- Around 80% of school-aged deaf children attend mainstream schools (where there is no specialist provision).
- 26% of deaf children are recorded as having an additional support need. The most common additional support need appears to be learning disability.
- Around 9% of deaf children have at least one cochlear implant whilst 3% have a bone conduction device.
- Around 89% of deaf children communicate using spoken English only in school or other education settings. Around 10% use sign language in some form either on its own (2%) or together with spoken English (8%).
- 4% of deaf children in Scotland use a spoken language other than English in the home.
- The most common post-school destination for deaf young people is further education, with 56% taking this option.
- Around 89% of deaf children receive support from their local service.
- There are at least 198 (FTE) teachers working as Teachers of the Deaf in Scotland. 65% of these roles are occupied by a fully qualified Teacher of the Deaf. The remaining teachers are in training (25%) or are qualified teachers without the mandatory qualification and with no plans to begin training for this qualification (10%).
- There has been a 7% decline in the number of fully qualified Teachers of the Deaf in the past year and 22% over the past 5 years.
- There are at least 108.1 other specialist support staff working with deaf children in Scotland.

¹ 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.

² Previous reports 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/data.

Responses were received from 29³ services in Scotland, covering 31 (out of 32) local authority areas. One service did not respond. This means that this CRIDE survey achieved a response rate of 97%.

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.
- Local and national policy can be informed and developed by using the data. The data has featured prominently in Scotland through the Scottish Parliament Education and Culture Committee Inquiry into the attainment of pupils with a sensory impairment and British Sign Language (Scotland) Act 2015 proceedings and informed these debates.

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

Services were asked to give figures for the position as of 31st January 2015.

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 and the extent to which different questions receive a response. **Therefore, the results should continue to be used with caution.** This year there was local liaison with local authorities which helped flag errors and aided communication.

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous 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.

Please note that all percentages have been rounded up or down to the nearest whole number. Please also note that where the number of deaf children for any category is fewer than 5, we have shown '<5'. In some cases, the total has also been rounded up or down or a percentage figure removed, as indicated by an asterisk. This is to avoid any risk of individual children being identified.

³ One local authority provided additional information after the response deadline. We were not able to include the additional information in our analysis as it was received late. However, the additional information is reflected in the Annex where we provide some data by local authority.

Contents

PART 1: Overall number of deaf children in Scotland (“belonging”).....	4
PART 2: Number of deaf children supported	13
PART 3: Teachers of the Deaf	16
PART 4: Eligibility criteria and funding arrangements	22
PART 5: Background and methodology	27
Annex A: Information by local authority.....	28

PART 1: Overall number of deaf children in Scotland (“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 authority⁴.

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 age, 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.

Separately, 48% services later gave a figure for the number of children being supported that was the same as the number belonging in the 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 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. Where we have done this, we refer to this as the “adjusted total” throughout this report.

Based on responses from 29 services covering 31 local authorities, the adjusted total number of deaf children in Scotland is 2,942. This is slightly down from 3,057, a 4% decrease over the past year. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy from year to year. There were two local authorities with notable decreases from the previous year. Unadjusted figures are set out below.

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

	Total generated
Adjusted total	2,942
Total given when asked how many children overall	2,895
Total given when asked about number of children, broken down by age group	2,924
Total given when asked about number of children, broken down by level of deafness (including ‘Level of deafness not known’)	2,905
Total given when asked about number of children, broken down by educational setting	2,840*

⁴ 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.

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

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

Table 2: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Preschool	448	15%
Primary (P1 to P7)	1,326	45%
Secondary-aged children (S1 to S3)	680	23%
Secondary-aged children (S4 to S6)	470	16%
Total	2,924	

By way of comparison, we looked at ONS statistics on population estimates by age⁵ to see if there were any differences in the proportion of children in different age groups. It should be noted that CRIDE did not ask the specific age of children but whether they were of “primary age”, etc. so the data below should be taken as a rough approximation only. In addition, the incidence of deafness is known to vary by age, reflecting the fact that many deaf children acquire deafness. The figures below are therefore not directly comparable.

Table 3: Proportion of children by age

ONS		CRIDE	
Category	Percentage of all children	Category	Percentage of all deaf children
Children aged 0 to 4	25%	Preschool	15%
Children aged 5 to 11	34%	Primary (P1 to P7)	45%
Children aged 12 to 15	19%	Secondary-aged children (S1 to S3)	23%
Children aged 16 to 19	22%	Secondary-aged children (S4 to S6)	16%

Table 4: Number of children belonging, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral deafness	477	17%
Mild	697	25%
Moderate	890	32%
Severe	334	12%
Profound	423	15%
Total (where known)	2,821	
Not known	84	
Total including those 'Not known'	2,905	

⁵ www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcn%3A77-368259

Table 5: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total
In local authority	Supported at home – pre-school children	189	6%
	Early years setting – pre-school children	341	12%
	Supported at home – of school age and home educated	50	2%
	Mainstream state-funded schools	1,821	64%
	Mainstream independent (non state-funded) schools	9	0%
	Resource provision in mainstream schools	131	5%
	Special schools for deaf pupils (maintained and non-maintained)	44	2%
	Other special schools, not specifically for deaf children	205	7%
	All other post-16 provision (not including school sixth form colleges)	0	0%
Out of local authority	Early years – pre-school children	0	0%
	Mainstream state-funded schools	12	0%
	Mainstream independent (non state-funded) schools	0	0%
	Resource provision in mainstream schools	14	0%
	Special schools for deaf pupils (maintained and non-maintained)	19	1%
	Other special school, not specifically for deaf children	<5	0%
	All other post 16 provision (not including school sixth form colleges)	0	0%
Other	NEET (Not in education, employment or training) (Post 16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
Total		2,840*	

Table 6: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	2,790	98%
Out of home local authority	50*	2%
Total	2,840*	

Table 7: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post 16 and other)
Supported at home – pre-school children	189	7%	
Early years setting – pre-school	341	12%	
Supported at home – of school age and home educated	50	2%	2%
Mainstream provision (including state-funded and independent schools)	1,842	65%	80%
Mainstream provision: resource provision	145	5%	6%
Special schools for deaf pupils	63	2%	3%
Other special schools, not specifically for deaf children	210*	7%	9%
All other post 16 provision	0	0%	
Other (e.g. Pupil referral units, NEET, not known)	0	0%	
Total	2,840*		
Total (excluding pre-school children and young people post 16 and 'other')	2,310*		

The CRIDE 2015 results suggest that 80% of school-aged deaf children are in mainstream settings without specialist provision.

The smallest service reported 8 deaf children belonging in their boundaries. The largest reported 307 deaf children. The average number of deaf children belonging was 100.

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

15 services gave a figure in response to a question on how many deaf children had ANSD in their area. Based on these responses, there are 28 deaf children in Scotland with ANSD, 1% of all deaf children (adjusted total).

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 Scotland since 2005. Research indicates that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening in 2005, 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 support needs (ASN)

27 services were able to tell us how many deaf children had an ASN. The figures show that the adjusted total number of deaf children with an ASN is 772. This is 26% of the adjusted total of deaf children.

Services were then asked to breakdown this figure by type of ASN, using the classification set out in the Supporting Children's Learning Code of Practice.

Table 8: Number of deaf children with an ASN, by type of ASN

	Number of deaf children	Percentage of deaf children with an ASN	Percentage of all deaf children (adjusted total)
Learning disability	204	27%	7%
Dyslexia	11	1%	0%
Other specific learning difficulty (e.g. numeric)	17	2%	1%
Other moderate learning difficulty	89	12%	3%
Visual impairment	26	3%	1%
Deafblind	5	1%	0%
Physical or motor impairment	58	8%	2%
Language or speech disorder	40	5%	1%
Social, emotional and behavioural difficulty	28	4%	1%
Autistic Spectrum Disorder	65	9%	2%
Physical health problem	63	8%	2%
Mental health problem	22	3%	1%
Interrupted learning	<5	0%	0%
English as an additional language	100	13%	3%
Looked after	20	3%	1%
More able pupil	<5	0%	0%
Other	20	3%	1%
Total	772		

The table above suggests that the most common ASN is learning disability (27%), followed by English as an additional language (13%) and other moderate learning difficulty (12%).

By way of comparison, research⁶ from 1996 suggested that 40% of deaf children have another "clinical or developmental problem". However, this research uses a wide definition of additional "problems" (including, for example, eczema and cerebral palsy). The figures are therefore not directly comparable.

⁶ Fortnum, H. Davies, A. (1997)

Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997,31,409-446

Deaf children with cochlear implants and bone conduction devices

The following tables indicate that 9% of all deaf children have at least one cochlear implant and 3% have a bone conduction device (adjusted totals).

Table 9: 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	64	448	14%
Primary aged (P1 to P7)	125	1,326	9%
Secondary aged (S1 to S3)	47	680	7%
Secondary aged (S4 to S6)	29	470	6%
Total	265	2,924	9%

Deaf children with bone conduction devices

Table 10: Number of deaf children belonging with bone conduction devices, by age group

Age	Total with bone conduction devices	Total deaf children within each age category	Percentage of total within each age category
Pre-school	16	448	4%
Primary aged (P1 to P7)	38	1,326	3%
Secondary aged (S1 to S3)	13	680	2%
Secondary aged (S4 to S6)	9	470	2%
Total	76	2,924	3%

Additional languages

Table 11: Number of deaf children belonging, by languages mainly used at school/other education setting

Language	Total	Percentage of responses
Spoken English	2,134	89%
British Sign Language	42	2%
Spoken English together with signed support	193	8%
Other combination	21	1%
Total known	2,390	

A number of services were unable to identify the language of all deaf children in their area, so these figures should be used with caution.

The results suggest that around 89% of children use Spoken English as their preferred language. Around 10% use sign language in some form either on its own (2%) or together with spoken English (8%).

For the first time, CRIDE also separately asked about the number of deaf children who have a language other than English as an additional spoken language at home. 25 services provided a response to this question, identifying a total of 115 children where this was the case. This amounts to 4% of the adjusted total of all deaf children.

Deaf young people post-16

Table 12: Post-school destinations

Post-school destination	Number	Percentage (where known)
Further education (college)	38	56%
Higher education (university or higher education course at college)	17	25%
Training/apprenticeship	<5	*
Employment	6	9%
Not in education, employment or training	6	9%
Total	70*	
Unknown	9	
Data not held	5	
Total (including where unknown or data not held)	75*	

The above table suggests that further education is the most common post-school destination for deaf young people, followed by higher education.

CRIDE asked how many deaf young people who left school by the end of the 2013/14 academic year had a transition plan that was informed by a Teacher of the Deaf. Services reported that this applied to 49 young people.

Table 13: How services establish the level of transitional planning support required by deaf young people

	Number	Percentage
No formal criteria used	3	10%
Locally developed criteria	19	66%
Scottish Government, Supporting Children's Learning Code of Practice (2009)	2	7%
Scottish Government, Post-16 policy and practice framework (2012)	4	14%
NDCS, Skills Development Scotland & Donaldson's School, Template for Success (2013)	1	3%
Total	29	

Table 14: Support provided by services to deaf young people in further education or other post-16 destinations

	Number	Percentage
No involvement	22	76%
Support to deaf learners provided when commissioned by post-16 providers	2	7%
Service level agreement to provide support to deaf learners with one or more post-16 providers	0	0%
Informal support to deaf learners in one or more post 16-providers	5	17%
Total	29	

How do CRIDE's 2015 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, the different definitions used and the different numbers of areas data has been collected from. CRIDE recommends that these figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

Estimates based on prevalence figures

NDCS estimates there could be as many 3,850 deaf children in Scotland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from 2012 from the Office of National Statistics. The estimates include deaf children with all levels of hearing loss, including unilateral, and who have a permanent loss.

Pupil Census

*Pupils in Scotland*⁷, the Scottish Pupil Census, is the only source of routinely-published information on numbers of pupils with a hearing loss in Scotland. This data is published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary.

The latest available data for deaf pupils in Scotland recorded 2,738⁸ deaf children in primary, secondary and special schools as at September 2015.

This represents an increase of 8% from the previous year's Pupil Census, when 2,534 deaf pupils were recorded⁹. It also represents an increase of almost 172% since 2009's official figures (1,007 deaf children)¹⁰. This is indicative of improvements in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009.

The Scottish Government does not collect data on pupils with ASN in independent schools.

There are some disparities between CRIDE and Pupil Census data. In 2015, the Pupil Census data indicates 1,201 pupils in primary school with a hearing loss compared to 1,326 indicated by CRIDE in the same year. Similarly, at secondary school level the Pupil Census showed 1,156 pupils with a hearing loss compared to the 1,150 indicated in this CRIDE study for the same year.

⁷ Published annually in *Pupils in Scotland* by the Scottish Government

⁸ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus> 2015, Table 1.8

⁹ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus>, 2014, Table 1.8

¹⁰ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus>

In 2010, NDCS worked with HM Inspectorate of Education (HMIE) on a report for Scottish Ministers assessing the impact of the Additional Support for Learning legislation on specified groups of children and young people, including deaf children and young people. As part of this research, HMIE approached schools directly to ask them to report on the number of children with a hearing loss being educated locally. This survey recorded 2,438 deaf children known to education authorities.

The Scottish Sensory Centre (SSC) 2012

The Education of Children and Young People with a Sensory Impairment in Scotland in Scotland Report contains data from the results of a survey to Heads of Service sent to all 32 Scottish local authorities responsible for the support of children and young people with a hearing impairment.

As 6 local authorities did not respond to this survey, data should be treated with caution. The survey found a total of 1,596 children and young people with a hearing impairment across mainstream, resource provision and specialist school settings. When combining Pupil Census data for missing local authorities it brings the survey's total to 2,106.

Table 15: Summary of currently available information on numbers of deaf children in Scotland

Source	Number of deaf children in Scotland
CRIDE (2015)	2,942
CRIDE (2014)	3,057
CRIDE (2013)	2,842
Scottish Pupil Census (2015)	2,738
Scottish Pupil Census (2014)	2,534
Scottish Pupil Census (2013)	2,441
SSC (2012)	1,596
HMIE Survey (2010)	2,438
UNHS (2008/9)	2,226 approx (who were diagnosed at birth)

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 supported¹¹ by the service. This section sets out our analysis of these figures on children being supported. Similar issues around given totals differing from each other also occurred here and we have taken the same approach in calculating an adjusted total. Based on responses from 29 services, our survey indicates that at least 2,618 deaf children receive support from their local service (adjusted total). This is a decrease from 2013/14 of 6% when CRIDE reported that 2,773 deaf children were receiving support.

Table 16: Figures generated when calculating how many deaf children are being supported by the service

	Total generated
Adjusted total	2,618
Total given when asked how many children overall	2,528
Total given when asked about number of children, broken down by age	2,527
Total given when asked about number of children, broken down by level of deafness	2,561

The smallest number of children being supported by a service was 8 and the largest was 307. The average was 87.

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

The table below breaks down the results by age, and level of deafness.

Table 17: Number of deaf children being supported by the service, by age group

Age group	Number of deaf children	Percentage of total (where known)
Pre-school	394	16%
Primary aged	1,200	48%
Secondary aged (S1 to S3)	526	21%
Secondary aged (S4 to S6)	395	16%
Total (where known)	2,515	
Not known	12	
Total (including where not known)	2,527	

¹¹ 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 18: Number of deaf children being supported by the service, by level of deafness

Level of deafness	Number of deaf children	Percentage of total (where known)
Unilateral	355	14%
Mild	599	24%
Moderate	845	34%
Severe	303	12%
Profound	392	16%
Total (where known)	2,494	
Not known	67	
Total (including where not known)	2,561	

Assuming the figures are broadly comparable, if there are 2,942 deaf children (adjusted total) who live in Scotland, there are at least 324 deaf children who are not being supported by the service. In other words, the figures suggest that 89% of deaf children receive support from their local service. It does not automatically follow that 11% of deaf children are not receiving any support at all; many may be receiving support elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

The table below compares the percentage difference between each age group to see if any particular age groups appear less likely to receive support from the service.

Table 19: Comparison between number of deaf children belonging and supported by age

Age group	Number of deaf children belonging	Number of deaf children supported by the local service	Proportion of deaf children being supported as a percentage of deaf children belonging
Pre-school	448	394	88%
Primary	1,326	1,200	90%
Secondary aged (S1-S3)	680	526	77%
Secondary aged (S4-S6)	470	395	84%
Total	2,924	2,515	

Table 20: 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 by the local service	Proportion of deaf children being supported as a percentage of deaf children belonging
Unilateral	477	355	74%
Mild	697	599	86%
Moderate	890	845	95%
Severe	334	303	91%
Profound	423	392	93%
Total	2,821	2,494	

Children with temporary conductive deafness

We asked services if they also separately supported children who have temporary conductive hearing loss. Of the 28 services that responded to this question, 18 (64%) did and 10 (35%) did not. We then asked those services that did, how many they supported. Only 14 services gave a number. There are at least 146 children with temporary conductive deafness supported by services that services were able to tell us about.

PART 3: Teachers of the Deaf

Our survey asked how many Teachers of the Deaf 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.¹²

In total, there are at least 129.5 fully qualified Teachers of the Deaf in employment in Scotland.

There are at least 198 (FTE) teachers working as Teachers of the Deaf in Scotland. 65% of these posts are occupied by a fully qualified Teacher of the Deaf. The remaining teachers are in training (25%) or are qualified teachers without the mandatory qualification and with no plans to begin training for this qualification (10%).

In addition, at the time the survey was completed, there were 6.89 vacant 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 204.89 Teacher of the Deaf posts, of which 3% are vacant.

Table 21: 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	129.5	65%
Teachers in training for the mandatory qualification within 3 years	49.1	25%
Qualified teachers without the mandatory qualification and not in training	19.4	10%
Total	198	

Table 22: Number of Teacher of the Deaf vacancies overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of total
Vacancies	Post frozen	0
	Currently advertised	4.8
	Advertised but no suitable candidate	2.09
Total	6.89	

Table 23: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2012/13	2013/14	2014/15
Teachers of the Deaf with the mandatory qualification in employment	165.3	140.6	138.7	129.5
Number of teachers working as Teachers of the Deaf in employment	218.1	208.5	204.7	198
Number of Teacher of the Deaf posts (including vacancies)	230.5	214.5	207.5	204.89

Please note that CRIDE did not issue a survey in 2011/12 and so the above table does not include information on numbers of Teachers of the Deaf in that year.

¹² 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 Scotland.

Table 24: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 5 years (between 2010/11 and 2014/15)	Percentage change over past year (between 2013/14 and 2014/15)
Teachers of the Deaf with the mandatory qualification in employment	-22%	-7%
Number of teachers working as Teachers of the Deaf in employment	-9%	-3%
Number of Teacher of the Deaf posts (including vacancies)	-11%	-1%

The above table indicates a decline of 7% in the number of fully qualified Teachers of the Deaf over the past year and a 22% decline since 2011.

We also examined how many local authorities had seen a change in the number of Teachers of the Deaf in the past year.

Table 25: Number of services in which there has been a change in the number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)

	Number of services	Percentage
Increase	8	28%
No change	10	34%
Decrease	11	38%

The following sections 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 2015. 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 designated for deaf children.

Table 26: 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	74.2	24
Teachers in training for the mandatory qualification within 3 years	28	17
Qualified teachers without the mandatory qualification and not in training	6.9	6
Total	109.1	

Table 27: Number of visiting Teacher of the Deaf vacancies

		Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Vacancies	Post frozen	0	0
	Currently advertised	1.4	3
	Advertised but no suitable candidate	1.09	1
Total		2.49	

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 0.6 at the smallest to 9 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 3.

41% of services (12) employ 2 or fewer visiting Teachers of the Deaf, of which 4 services (14%) 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. Of the 14 services that had sought to recruit to a permanent post, 57% (8) reported difficulties. Of the 17 services that had sought to secure supply cover, 76% (13) reported difficulties.

Of the services that reported difficulty in recruiting posts, the following reasons were given:

- Lack of qualified applicants.
- Lack of teachers on supply list.
- No facility/budget for providing cover for absent Teachers of the Deaf.

Peripatetic Teachers of the Deaf caseloads

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

- Areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time.
- Areas in which there is a specialist unit or special school may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision.
- Services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have worse caseloads than services which have only given a figure for the number of deaf children they 'know' about.

In simple terms and for consistency, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children belonging in any given area and in non-specialist provision¹³ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁴. This will include some deaf children in some areas who are not being actively supported by the service. However, to exclude these children would obviously produce an incentive to improve the figures by cutting support. In addition, even where a service is simply

¹³ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years setting, in mainstream state funded schools, in mainstream independent schools, other special schools (i.e. those for disabled children more generally) or in post-16 provision. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

¹⁴ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

monitoring a deaf child, this still requires time and resource from the visiting Teacher of the Deaf. Responses were excluded where there were gaps in either the number of Teachers of the Deaf or numbers of deaf children belonging.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 26 deaf children. The highest caseload found was 105 in one area.

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children, whether 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 ASL co-ordinator, for example).

Table 28: 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 or school	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	55.3	10
Teachers in training for the mandatory qualification within 3 years	21.1	9
Qualified teachers without the mandatory qualification and not in training	12.5	2
Total	88.9	

Table 29: Number of Teacher of the Deaf vacant posts in resource provisions employed by the local authority or the school

		Number of teachers (FTE) in resource provision employed by the local authority or school	Number of services with staff in relevant category
Vacancies	Post frozen	0	0
	Currently advertised	3.4	2
	Advertised but no suitable candidate	1	1
Total		4.4	

The following table seeks to explore whether there are any proportional differences in the status of teachers. In the case of resource provisions, the figures suggest that there is a higher incidence of unqualified teachers working as Teachers of the Deaf.

Table 30: Proportional differences in level of qualification of Teachers of the Deaf

	Percentage of all peripatetic teachers	Percentage of all teachers in resource provision, employed by local authority or school
Teachers of the Deaf with the mandatory qualification	68%	62%
Teachers in training for the mandatory qualification within 3 years	26%	24%
Qualified teachers without the mandatory qualification and not in training	6%	14%

Other specialist staff

Our survey suggests that there is at least 104.1 specialist support staff, other than Teachers of the Deaf, supporting deaf children in Scotland in either a peripatetic role or working in resource provisions. The most common role is teaching assistants, followed by communication support workers.

Table 31: Number of specialist support staff overall, by role

	Number of staff (FTE)	Percentage of total
Teaching assistants/Classroom support assistants etc	54.6	51%
Communication support workers/Interpreters/Communicators etc	21.4	20%
Deaf instructors/Deaf role models/Sign language instructors etc	9.1	8%
Educational audiologists	5.9	5%
Technicians etc	0	0%
Speech and language therapists	6.1	6%
Family support workers/Liaison officers	0	0%
Social workers/Social workers for deaf children	1	1%
Other	10	9%
Total	108.1	

The number of specialist staff overall has increased from 96.5 in 2013/14, largely reversing a decline in the previous year when the total stood at 109.6.

The following table breaks down the reported number of other specialist staff according to how they are employed.

Table 32: 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	8.4	7	20%	46.2	8	70%
Communication support workers/ Interpreters/ Communicators etc	13.8	8	33%	7.6	3	12%
Deaf instructors/Deaf role models/Sign language instructors etc	3.1	6	7%	6	3	9%
Educational audiologists	4.5	6	11%	1.4	3	2%
Technicians etc	0	1	0%	0	0	0%
Speech and language therapists	3.1	6	7%	3	1	5%
Family support workers/Liaison officers	0	1	0%	0	0	0%
Social workers/Social workers for deaf children	1	2	2%	0	0	0%
Other	8.5	3	20%	1.5	2	2%
Total	42.4		100%	65.7		

We also asked if services manage teaching assistants or other support staff based in schools to support named pupils. Of the 29 services that responded to this question 8 (28%) said yes, 5 (17%) said they manage some, but not all, and 16 (55%) said they did not.

Resource provisions

When asked if the resource provision provided outreach support to other schools. Of the 11 services that responded to this question, 4 (36%) said yes, and 7 (64%) replied no. Where outreach support was provided, this amounted to 5.9 full time equivalent staffing time total.

PART 4: Eligibility criteria and funding arrangements

Eligibility criteria/frameworks

The majority of services continue to use locally developed criteria as a vehicle to help determine what support deaf children receive.

Table 33: Criteria/frameworks used to help determine the level of support for deaf children

	Number of services	Percentage of total
NatSIP criteria/eligibility framework	7	24%
Criteria are mostly developed locally	19	66%
Other	3	10%
Total	29	

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 34: Type of support provided by type of deafness

Type of need	Type of deafness or other characteristic	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)
Primary and permanent need	Bilateral severe or profound sensorineural deafness	0	0	28
	Bilateral moderate sensorineural deafness	0	2	27
	Bilateral conductive deafness	1	7	20
	Bilateral mild or high frequency only sensorineural deafness	1	9	19
	Unilateral deafness (sensorineural or conductive)	2	11	16
Additional and permanent need	Bilateral severe or profound sensorineural deafness	1	3	24
	Bilateral moderate sensorineural deafness	0	4	22
	Bilateral conductive deafness	0	8	18
Other	With temporary conductive deafness as a primary or additional need	0	14	10
	In special schools other than schools for the deaf	3	9	12
	With auditory neuropathy	4	5	12
	With auditory processing difficulty/disorder	9	7	7

Table 35: Changes in eligibility criteria in the service between 2013/14 and 2014/15

	Number of services	Percentage of services
Changes resulting in some/all deaf children now receiving more support	2	7%
Changes resulting in some/all deaf children now receiving less support	5	18%
No changes	21	75%
Total	28	

Where changes were indicated, services were asked to provide information on what had changed. Reasons given for reducing support included:

- Fewer staff
- Increase in numbers of deaf children
- Judged that support no longer needed by some children
- Awaiting recruitment of new Teacher of the Deaf

Reasons given for increasing support included ensuring a stronger focus on early intervention.

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 36: 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	20
Frameworks provided by Her Majesty's Inspectorate for Education (now Education Scotland) such as Count Us In: Achieving success for deaf pupils (jointly published with NDCS) or How Good is Our School: Journey to Excellence.	23
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008)	4
Newborn Hearing Screening Programme Quality Standards	8
NatSIP Quality Improvement Support Pack (2014)	10
Deafblind people: guidance for local authorities, Department of Health (2014)	1
Other standards	5

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

Table 37: Funding arrangements for peripatetic specialist support services for deaf children aged 5-16

Funding is...	Number of services	Percentage of all services who responded
Held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE)	20	69%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	6	21%
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	0	0%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from LA (i.e. "traded services" for some children)	0	0%
Other	3	10%
Total	29	

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

Other funding arrangements included:

- Budget shared flexibly between the service and a special school
- Regional funding arrangements

In the context of concerns over spending reductions, the survey asked about budget changes between 2013/14 and 2014/15 such as training or equipment.

Table 38: Budget changes

	Increase in budget	Decrease in budget	No change in budget	Don't know/ can't separate budget for HI team
Staffing	3 (10%)	1 (3%)	21 (72%)	4 (14%)
Training	3 (10%)	0 (0%)	21 (72%)	5 (17%)
Equipment	2 (7%)	1 (3%)	22 (76%)	4 (14%)
Other	0 (0%)	0 (0%)	2 (100%)	0 (0%)

CRIDE asked if services had undergone a service review or redesign between 2013/14 and 2014/15 or whether there were any plans to carry one out. 11 services indicated yes to this question.

Resource provisions

CRIDE also sought information on the funding arrangements for resource provisions. 11 services indicated that they had resource provisions in either a primary or a secondary school in their area.

Table 39: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in primary schools with resource provisions

	Number	Percentage
Staff employed and managed by the school	2	20%
Staff employed and managed by the local authority	1	10%
Combination of above	3	30%
Other	4	40%
Total	10	

Table 40: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in secondary schools with resource provisions

	Number	Percentage
Staff employed and managed by the school	2	22%
Staff employed and managed by the local authority	0	0%
Combination of above	2	22%
Other	5	56%
Total	9	

Table 41: Funding of pupils who attend resource provisions

Funding for resource provision is...	Number of services	Percentage of those where applicable
Held centrally by the local authority	2	20%
Delegated to schools	1	10%
Both central and delegated	3	30%
Other	4	40%
Total responses	10	

Of the 4 local authorities where funding for resource provisions was delegated, just 1 stated that a contract (e.g. a service level agreement) was in place to ensure that money delegated to the school to provide support for deaf children is used solely for that purpose.

Of the 11 services that have resource provisions, 7 (64%) reported that they have used the NDCS *Quality Standards: Resource provisions for deaf children and young people in mainstream schools*¹⁶ to reflect on the service provided within the resource provision or to look at service development whilst 3 (27%) services stated that they used the *NatSIP Quality Improvement Pack*. 7 (64%) stated that they used other standards or resources.

¹⁶ See: www.ndcs.org.uk/QSRPs

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), [City University London](#), the [Ear Foundation](#), 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](#), the specialist education service for deaf children in Kent, Norfolk and the Highlands, [University of Leeds](#) and [UCL](#).

The survey was designed and created by members of CRIDE. Feedback from services on previous surveys was used to inform changes to the 2015 survey.

The CRIDE survey now alternates between a full and shorter survey from year to year. In 2015, a full survey was issued.

The Scotland survey was disseminated to services in Scotland in February 2015 by NDCS on behalf of CRIDE. Services were asked to respond by 22nd April 2015. 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 in May 2015 to the remaining services who had not responded by then.

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

Table 42: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 22 April 2015	9	9
Second deadline following chasers	6	15
Returned late following a Freedom of Information requests	14	29

As mentioned earlier, one service provided additional information too late for inclusion in the analysis for this report. However, the additional information has been included in the Annex.

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.

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.

Annex A: Information by local authority

The tables shown below set out some individual data from services. Local authorities were asked to provide figures for the number of children and Teachers of the Deaf as of 31st January 2015.

Please note that ‘-’ indicates that no response to the relevant question was received whereas ‘n/a’ indicates that a response was not applicable. For example, a local authority may not have any Teachers of the Deaf in resource provisions as there are no resource provisions in the area.

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. We exclude other staff working in the role of Teacher of the Deaf but who do not hold the qualification or who are not in training.

Table 43: Data by local authority

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
Aberdeen City	144	117	5.7 ¹⁷	1
Aberdeenshire	104	104	6.1	N/a
Angus	100	99	2	2
Argyll and Bute	63	63	0.6	N/a
Clackmannanshire	42	42	1	N/a
Dumfries and Galloway	55	55	3	N/a
Dundee City	79	79	3.6	3.4
East Dunbartonshire	-	-	-	-
East Lothian	46	34	1.4	N/a
East Renfrewshire	99	90	1.5	N/a
Edinburgh	94	126	4	N/a
Falkirk	150	150	2.6	8.4
Fife	307	307	13.6	N/a
Glasgow	279	235	4	18.6
Highland	188	101	4.8	4.4
Inverclyde	66	27	1	7.1
Midlothian	44	44	2	N/a
Moray	36	36	3.6	N/a
North Lanarkshire	94	23	6	16.6
North, South and East Ayrshire	163	163	12	4.4
Orkney	14	14	0	N/a
Perth and Kinross	89	24	2	N/a
Renfrewshire	243	238	7.2	N/a
Scottish Borders	36	36	2	N/a
Shetland Islands	8	8	0	N/a
South Lanarkshire	98	84	4.3	10.5
Stirling Council	105	105	1.7	N/a
West Dunbartonshire	73	27	2.6	N/a
Western Isles	11	11	0.5	N/a
West Lothian	86	86	5	N/a

¹⁷ It was unclear from the response if all of these Teachers of the Deaf have the mandatory qualification or were in training.