



Consortium for Research in Deaf Education

2017 UK-wide summary

CRIDE report on 2017 survey on educational provision for deaf children

Introduction

In 2017, the Consortium for Research into Deaf Education (CRIDE) carried out its seventh annual survey on educational staffing and service provision for deaf children¹, covering the 2016/17 academic year. Separate reports have already been published for England, Northern Ireland, Scotland and Wales which set out the results for each respective nation in detail.

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

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

Summary of key findings

- There are around 53,000 deaf children across the UK.
- 78% of school-aged deaf children attend mainstream schools. 6% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 23% of deaf children are recorded as having some form of additional or special need.
- Around 7% of deaf children have at least one cochlear implant whilst 4% of deaf children have a bone conduction device.
- 67% of severely or profoundly deaf children communicate using spoken English or Welsh only in school or other education settings. 7% use British or Irish Sign Language. 21% use sign language alongside English or Welsh.
- 13% of deaf children use an additional spoken language other than English or Welsh in the home.
- The most common post-school destination for deaf young people is further education, with 75% taking this option.
- There are at least 1,308 teachers employed as Teachers of the Deaf working in a peripatetic role, resource provisions and special schools/colleges not specifically for deaf children.
- 56% of Teachers of the Deaf sampled are due to retire in the next 10 to 15 years.
- There are at least 1,573 other specialist support staff working with deaf children across the UK.
- There are 294 resource provisions across the UK.

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensori-neural 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.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2017.

Caution should be used in interpreting the results and making comparisons from year to year and between different nations. In particular, it should be noted that:

- it is clear that 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. For example, when giving figures for the number of deaf children living in the area, services were first asked to give an overall figure and then provide a breakdown by level of deafness, age and educational setting. We found that in some cases the sum totals sometimes varied within the same survey response an individual service. In addition, the response rates to individual questions sometimes vary
- in 2016, after five years of conducting the survey and carrying out a substantial review, CRIDE made a number of significant changes to the questions in the main survey
- the Scotland survey is now taken forward by a separate reference group set up to steer the work of CRIDE in Scotland. There are a number of differences in approach from other CRIDE surveys and reports in terms of questions asked and how the analysis has been carried out². In particular, this means that year-to-year comparisons are, in some cases, problematic.

Please also 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. In some cases, this means that totals in individual tables will not always generate the same sum total.

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² One key difference is that a number of responses have been excluded from analysis of some questions, particularly in terms of characteristics of deaf children and Teachers of the Deaf. This is on the basis that the responses were deemed to be of insufficient quality. In analysis for England, Northern Ireland and Wales, all responses are included to ensure we have a full a picture as possible on deaf education, with clear caveats about how it should be interpreted.

PART 1: Deaf children in the UK

Services were asked to give details of deaf children living in the geographical area which they cover³.

According to the surveys, the adjusted total number of deaf children aged 0 to 19 across England, Northern Ireland, Scotland and Wales is exactly 53,000. This figure is an apparent increase from 48,075 in 2016. This can be partly explained by the absence of responses from a number of local authorities in 2016. It could indicate improvements in reporting at a local authority level and/or an increase in the number of deaf children.

Table 1: Number of deaf children living in the geographical area, by nation and region in 2017

Country	Region	Number of deaf children reported (2017)	Percentage as UK total (2017)
England		45,631	86%
	East England	4,430	8%
	East Midlands	3,765	7%
	London	7,358	14%
	North East	2,342	4%
	North West	5,945	11%
	South East	6,700	13%
	South West	3,823	7%
	West Midlands	5,711	11%
	Yorkshire and the Humber	5,557	10%
Northern Ireland		1,553	3%
Scotland		3,174	6%
Wales		2,642	5%
UK		53,000	100%

³ The definition for this question was given as: "For the purpose of this survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months. The answer should include: All children who have sensori-neural and permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. Children with temporary deafness should not be included in your response to this question. All deaf children, regardless of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information. Children who attend education provision outside of your area but who normally live in your area."

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

Country Region	2011	2012	2013	2014	2015	2016	2017
England	34,927	37,414	37,588	40,614	41,284	41,261	45,631
East England	2,572	3,291	3,916	3,598	3,840	4,349	4,430
East Midlands	2,334	2,436	2,374	3,737	3,394	3,287	3,765
London	5,271	5,642	6,110	6,247	6,518	7,285	7,358
North East	1,949	2,056	2,016	2,110	2,201	2,335	2,342
North West	5,037	5,346	4,656	5,900	5,780	5,238	5,945
South East	5,624	5,750	5,351	5,859	5,614	5,880	6,700
South West	3,348	3,318	3,318	3,158	3,578	3,164	3,823
West Midlands	4,290	4,751	5,027	4,883	5,294	5,549	5,711
Yorkshire and the Humber	4,502	4,824	4,820	5,122	5,065	4,174	5,557
Northern Ireland	1,239	1,249	1,481	1,574	1,332	1,497	1,553
Scotland	2,526	Data not collected	2,842	3,057	2,942	Data not collected	3,174
Wales	2,775	2,743	2,904	2,880	3,288	2,374	2,642
UK	41,467	41,406	44,815	48,125	48,846	48,075	53,000

Table 3: Minimum, maximum and average number of deaf children living in each service in 2017

	Minimum	Maximum	Average
England	76	1,560	341
Northern Ireland	188	491	311
Scotland	13	329	90
Wales	60	440	176

Table 4: Number and proportion of children living in the geographical area, by age in 2017

Comparisons between nations should be done with caution given the differences in school frameworks in each of the nations, particularly in Scotland.

	Pre-school	Primary-aged	Secondary-aged	Post-16 up to the age of 19	Total
England	6,513 (14%)	19,714 (44%)	15,027 (33%)	3,942 (9%)	45,196 (100%)
Northern Ireland	207 (13%)	703 (45%)	570 (37%)	73 (5%)	1,553 (100%)
Wales	265 (10%)	1,253 (48%)	964 (37%)	152 (6%)	2,634 (100%)
	Pre-school	Primary aged	Secondary-aged (S1 to S6)		Total
Scotland	275 (12%)	1,059 (46%)	952 (42%)		2,286 (100%)
UK	7,260 (14%)	22,729 (44%)	17,196** (33%)	4,484** (9%)	51,669 (100%)

** In the row giving the UK total, the Scottish category of Secondary-aged (S1 to S6) has been apportioned into the UK categories for Secondary-aged and Post-16, with two thirds going into the UK Secondary-aged category.⁴

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. However, the figures do seem to suggest that local authorities are under-reporting the number of pre-school deaf children and deaf young people post-16 in their responses to CRIDE.

Table 5: Proportion of children and young people by age

ONS (mid-2016 data)		CRIDE	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 3	21%	Pre-school	14%
Children aged 4 to 11	41%	Primary	44%
Children aged 12 to 16	23%	Secondary	33%
Young people aged 17 to 19	15%	Post-16 up to the age of 19	9%

⁴ This is a crude approximation that assumes an equal number of pupils of each age with those in S1 to S4 being roughly equivalent to those in secondary education in the rest of the UK.

⁵ www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland

The table below indicates, however, that services have improved over time in their reporting of the number of deaf young people over the age of 16.

Table 6: Changes in the number and proportion of children living in the UK, by age since 2011

	Pre-school	Primary- aged	Secondary- aged	Post-16 up to the age of 19	Total
UK (2011)	5,469 (14%)	17,191 (44%)	13,846 (35%)	2,665 (7%)	39,171 (100%)
UK (2013)	6,615 (15%)	19,561 (45%)	14,795 (34%)	2,201 (5%)	43,711 (100%)
UK (2015)	6,789 (14%)	21,293 (45%)	15,236 (32%)	3,852 (8%)	47,166 (100%)
UK (2017)	7,260 (14%)	22,729 (44%)	17,196 (33%)	4,484 (9%)	51,669 (100%)

Table 7: Number and proportion of children living in the UK, by level of deafness in 2017

	Unilateral	Mild	Moderate	Severe	Profound	Total
England	8,467 (20%)	11,123 (26%)	13,518 (32%)	3,952 (9%)	5,023 (12%)	42,083 (100%)
Northern Ireland	297 (19%)	477 (31%)	459 (30%)	128 (8%)	165 (11%)	1,526 (100%)
Scotland	409 (19%)	492 (23%)	652 (30%)	281 (13%)	330 (15%)	2,164 (100%)
Wales	488 (20%)	568 (23%)	852 (34%)	294 (12%)	228 (9%)	2,430 (100%)
UK	9,661 (20%)	12,660 (26%)	15,481 (32%)	4,655 (10%)	5,746 (12%)	48,203 (100%)

The below table indicates that there has been an increase in the number of children being identified by services as having a unilateral hearing loss over time. At the same time, there has been a decrease in the proportion of children being reported as having a mild hearing loss.

Table 8: Changes in the number and proportion of children living in the UK, by level of deafness since 2011

	Unilateral	Mild	Moderate	Severe	Profound	Total
UK (2011)	5,685 (15%)	11,524 (31%)	12,063 (32%)	3,956 (10%)	4,546 (12%)	37,774 (100%)
UK (2013)	7,038 (16%)	11,688 (28%)	13,523 (32%)	4,607 (11%)	5,365 (13%)	42,221 (100%)
UK (2015)	8,307 (19%)	12,192 (28%)	13,868 (31%)	4,439 (10%)	5,261 (12%)	44,067 (100%)
UK (2017)	9,661 (20%)	12,660 (26%)	15,481 (32%)	4,655 (10%)	5,746 (12%)	48,203 (100%)

Table 9: Number and proportion of deaf children by type of educational provision in 2017

	England	Northern Ireland	Scotland	Wales	UK
Supported at home – pre-school children	3,022 (7%)	135 (9%)	98 (4%)	142 (5%)	3,397 (7%)
Early years setting	2,618 (6%)	72 (5%)	161 (7%)	93 (4%)	2,944 (6%)
Supported at home – of school age and home educated	281 (1%)	<5 (0%)	<5 (0%)	8 (0%)	292 (1%)
Mainstream schools (including state-funded and independent schools)	26,674 (65%)	961 (62%)	1,745 (77%)	1,931 (81%)	31,311 (66%)
Resource provision in mainstream schools	2,209 (5%)	33 (2%)	107 (5%)	189 (7%)	2,538 (5%)
Special schools for deaf pupils	952 (2%)	33 (2%)	42 (2%)	11 ⁶ (0%)	1,038 (2%)
Other special schools, not specifically for deaf children	4,073 (10%)	318 (20%)	101 (4%)	239 (10%)	4,731 (10%)
All other post-16 provision (not including school sixth forms)	1,063 (3%)	0 (0%)	0 (0%)	16 (1%)	1,079 (2%)
Other (e.g. Pupil referral units, NEET)	129 (0%)	0 (0%)	0 (0%)	0 (0%)	129 (0%)
Total	41,021 (100%)	1,555* (100%)	2,255* (100%)	2,629 (100%)	47,459 (100%)

Again, comparisons between nations should be done with caution given the differences in school frameworks in each of the nations, particularly in Scotland.

⁶ There are no special schools for deaf children in Wales. The figure of 11 refers to children who have been reported as living in Wales but who travel to England to attend a special school for deaf children.

Table 10: Changes in the number and proportion of children, by type of educational provision, since 2011

	UK (2011)	UK (2013)	UK (2015)	UK (2017)
Supported at home – pre-school children	4,022 (11%)	5,568 (13%)	3,569 (8%)	3,397 (7%)
Early years setting	N/a	N/a	3,034 (6%)	2,944 (6%)
Supported at home – of school age and home educated	N/a	206 (0%)	310* (1%)	292 (1%)
Mainstream schools (including state-funded and independent schools)	24,329 (66%)	27,531 (63%)	30,380 (65%)	31,311 (66%)
Resource provision in mainstream schools	2,612 (7%)	2,914 (7%)	2,678 (6%)	2,538 (5%)
Special schools for deaf pupils	1,660 (5%)	1,092 (3%)	946 (2%)	1,038 (2%)
Other special schools, not specifically for deaf children	3,777 (10%)	4,166 (10%)	4,522* (10%)	4,731 (10%)
All other post-16 provision (not including school sixth forms)	N/a	1,663 (4%)	963 (2%)	1,079 (2%)
Other (e.g. Pupil referral units, NEET)	321 (1%)	239 (1%)	90* (0%)	129 (0%)
Total	36,721 (100%)	43,379 (100%)	46,495* (100%)	47,459 (100%)

Looking at trends over five years in education settings is challenging because of changes by CRIDE to the categories used. For example, the 2011 survey simply had an option of “Supported at home” with no option provided for early years settings or to distinguish between children of pre-school age or being home educated. Neither was an option provided for post-16 provision. In the 2013 survey, services were asked to place young people in 6th forms in the ‘post-16’ category whilst since 2015, CRIDE has asked that these be placed in the appropriate mainstream or special school category. The above table should therefore be used with caution.

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

Table 11: Number and proportion of school-aged deaf children by type of educational provision in 2017

	England	Northern Ireland	Scotland	Wales	UK
Supported at home – of school age and home educated	281 (1%)	<5 (0%)	<5 (0%)	8 (0%)	292 (1%)
Mainstream state-funded schools (including academies and free schools)	26,674 (78%)	961 (71%)	1,745 (87%)	1,931 (81%)	31,311 (78%)
Resource provision in mainstream schools	2,209 (6%)	33 (2%)	107 (5%)	189 (7%)	2,538 (6%)
Special schools for deaf pupils	952 (3%)	33 (2%)	42 (2%)	11 ⁷ (0%)	1,038 (3%)
Other special schools, not specifically for deaf children	4,073 (12%)	318 (24%)	101 (5%)	239 (10%)	4,731 (12%)
Total (excluding pre-school, post-16 and 'other')	34,189 (100%)	1,345* (100%)	1,995* (100%)	2,378 (100%)	39,910 (100%)

Table 12: Changes in the number and proportion of school-aged children, by type of educational provision, since 2015

	UK (2015)	UK (2017)
Supported at home – of school age and home educated	310 (1%)	292 (1%)
Mainstream provision (including academies)	30,380 (78%)	31,311 (78%)
Mainstream provision: resource provision	2,676 (7%)	2,538 (6%)
Special schools for deaf pupils	946 (3%)	1,038 (3%)
Other special schools, not specifically for deaf children	4,522 (12%)	4,731 (12%)
Total (excluding pre-school, post-16 and 'other')	36,616 (100%)	39,910 (100%)

Table 13: Number of deaf children with auditory neuropathy spectrum disorder (ANSD) in 2017

	Number of deaf children with ANSD	Proportion of deaf children with ANSD of all deaf children in each nation
England	685	2%
Northern Ireland	9	1%
Scotland	23	1%
Wales	37	1%
UK	754	1%

⁷ There are no special schools for deaf children in Wales. The figure of 11 refers to children who have been reported as living in Wales but who travel to England to attend a special school for deaf children.

The following table looks at the incidence of additional needs or special educational needs. Different terminology is used to describe children with additional needs in the nations and there are also some differences over which 'conditions' fall under the category of 'additional needs'. Any comparisons should therefore be made with care.

Table 14: Number of deaf children with additional needs in 2017

	Number of deaf children with additional needs	Proportion of deaf children with additional needs of all deaf children in each nation
England	10,113	22%
Northern Ireland	552	36%
Scotland	Data not collected	Data not collected
Wales	608	23%
England, Northern Ireland and Wales	11,273	23%

The proportion of deaf children with additional needs has risen from 2011 when it stood at 19% and 2013 and 2015 when it stood at 21%.

Table 15: Number of deaf children with cochlear implants in 2017

	Number of deaf children with cochlear implants	Proportion of deaf children with cochlear implants of all deaf children in each nation
England	3,350	7%
Northern Ireland	127	8%
Scotland	235	10%
Wales	155	6%
UK	3,867	7%

The proportion of deaf children with cochlear implants stood at 7% in 2011, 8% in 2013 and 7% in 2015.

Table 16: Number of deaf children with bone conduction devices in 2017

	Number of deaf children with bone conduction devices	Proportion of deaf children with bone conduction devices of all deaf children in each nation
England	1,861	4%
Northern Ireland	25	2%
Scotland	89	3%
Wales	68	3%
UK	2,043	4%

The proportion of deaf children with bone conduction devices in 2015 was 3%. The 2015 survey was the first time CRIDE asked about bone conduction devices and so comparison with previous years is not possible.

Services were asked to provide a breakdown of the total number of children who have a **severe or profound bilateral hearing loss**, living in the area, according to which languages are mainly used at school/other education setting. Previously, we have asked about children with any level of hearing loss. As we were keen to get a better sense of the use of sign language in children with severe or profound hearing loss, the question was narrowed in the 2017 survey.

Table 17: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting in 2017

	England	Northern Ireland	Scotland	Wales	UK
Spoken English or Welsh	6,035 (66%)	238 (82%)	585 (75%)	247 (64%)	7,105 (67%)
British/Irish Sign Language	701 (8%)	<5 (1%)	45 (6%)	25 (7%)	775* (7%)
Spoken English or Welsh together with signed support	1,898 (21%)	39 (13%)	150 (19%)	104 (27%)	2,191 (21%)
Other combination	459 (5%)	9 (3%)	5 (1%)	8 (2%)	481 (5%)
Total	9,093 (100%)	290* (100%)	785 (100%)	384 (100%)	10,550* (100%)

The results show that 28% of children with a severe or profound hearing loss use sign language in some form in education. The majority (21%) using it alongside spoken English and 7% use it as their main language. In 2015, we found that 10% of children with **any** level of hearing loss used sign language in education. It should be emphasised that these figures refer to the use of languages in education. It may not reflect languages used in the home.

Particular caution is needed when looking at the results for this question. This is because, when asked about level of hearing loss, services reported there were 10,401 children with a severe or profound hearing loss. This is less than the figure of 10,551 identified in the above question. This could suggest that some children included in the data here did not have a severe or profound hearing loss.

Table 18: Number of deaf children who use a language other than English or Welsh as an additional spoken language in 2017

	Number of deaf children who use a spoken language other than English or Welsh in the home	Proportion of deaf children who use a spoken language other than English or Welsh in the home
England	6,541	14%
Northern Ireland	50	3%
Scotland	120	5%
Wales	83	3%
UK	6,794	13%

The proportion of deaf children using a language other than English or Welsh at home was 12% in 2015.

The following table explores differences in post-school destinations between the nations. Because of the relatively low cohorts and the difficulties that some services report in collecting this data, any comparisons should be made with care.

Table 19: Proportion of young people who left school at the end of the 2016/17 academic year

	England	Northern Ireland	Scotland	Wales	UK
Further education (college)	730 (79%)	9 (30%)	34 (49%)	34 (65%)	807 (75%)
Higher education (university or higher education course at college)	100 (11%)	9 (30%)	23 (33%)	5 (10%)	137 (13%)
Training/apprenticeship	27 (3%)	6 (20%)	<5 (6%)	6 (12%)	43 (4%)
Employment	14 (2%)	<5 (7%)	5 (7%)	<5 (3%)	23 (2%)
Not in education, employment or training	22 (2%)	<5 (3%)	<5 (3%)	<5 (2%)	26 (2%)
Other	33 (4%)	<5 (10%)	<5 (1%)	<5 (10%)	41 (4%)
Total (excluding unknown and data not held)	926 (100%)	30 (100%)	69 (100%)	52 (100%)	1,077 (100%)

Number of deaf children on services' caseloads

Earlier, this report looked at the number of deaf children who were known to live in the geographical area covered by the services. CRIDE also asked about deaf children on services' caseloads.

By asking about children on caseload, CRIDE means children who receive some form of support more than once a year. This definition changed from the question asked in 2016, when we asked about children receiving support at least once a year. So we might expect a change in the data based on this wording change. Examples of support included direct teaching, visits to the family or school, liaison with the family, school, teachers, providing hearing aid checks, etc. Services were also able to include children supported by the service but who do not live in the same geographical area for that service.

Table 20: Number of deaf children on services' caseloads, by nation in 2017

Country	Number of deaf children on services' caseloads	... of whom have a temporary conductive hearing loss
England	35,666 (83%)	3,092 (63%)
Northern Ireland	1,205 (3%)	52 (1%)
Scotland	1,889 (4%)	142 (3%)
Wales	3,968 (9%)	1,642 (33%)
UK	42,728 (100%)	4,928 (100%)

It is interesting to note that services in Wales report a higher proportion of children with temporary hearing loss within their caseloads, relative to the overall number of children on caseload, than in other parts of the UK.

Table 21: Minimum, maximum and average number of deaf children on services' caseload in each service in 2017

	Minimum	Maximum	Average
England	12	898	276
Northern Ireland	49	509	241
Scotland	16	297	77
Wales	58	1,185	265

PART 2: Teachers of the Deaf and other specialist staff

There are at least 1,310.08 (FTE) teachers working as Teachers of the Deaf across the UK. This includes Teachers of the Deaf working in a peripatetic role, in a resource provision and in a special school/college not specifically for deaf children. It also includes Teachers of the Deaf working in a special school for deaf children in Scotland.

At the time the survey was completed, there were 56.55 (FTE) vacant posts. If the vacant posts are added to the total number of teachers working as Teachers of the Deaf in employment, this would indicate there are at least 1,366.63 Teacher of the Deaf posts, of which 4% are vacant.

The table below includes figures for Teachers of the Deaf working in a peripatetic role, in a resource provision and in a special school/college not specifically for deaf children. It also includes Teachers of the Deaf from England, Northern Ireland and Wales who work flexibly between these roles. It also includes Teachers of the Deaf working in a special school for deaf children in Scotland.

Figures for Scotland in this section should be used with caution, in particular when making comparisons from year to year, given that a number of responses from services have been excluded in some cases.

Table 22: Number of overall full time equivalent (FTE) Teachers of the Deaf in employment in 2017

	England	Northern Ireland	Scotland	Wales	Total
Teachers of the Deaf with the mandatory qualification	913.75 (87%)	29.3 (97%)	90.9 (72%)	57.63 (95%)	1,091.58 (86%)
Teachers in training for the mandatory qualification within 3 years (or 5 years in Scotland)	123.6 (12%)	0.8 (3%)	33.4 (26%)	2.7 (4%)	160.5 (13%)
Qualified teachers without the mandatory qualification and not in training	13.4 (1%)	0 (0%)	1.8 (1%)	0.4 (1%)	15.6 (1%)
Total	1,050.75 (100%)	30.1 (100%)	126.1 (100%)	60.73 (100%)	1,267.88 (100%)

There are also 18.8 Teachers of the Deaf in special schools in Scotland. Of these, 3.2 (17%) were in training; the remaining were qualified Teachers of the Deaf. This was the first time this question was explicitly asked in a CRIDE Scotland survey. However, we understand that Teachers of the Deaf in special schools have been included in responses in previous years.

CRIDE surveys in 2017 for services in England and Northern Ireland⁸ did not ask about numbers of Teachers of the Deaf in special schools for deaf children. However, a separate CRIDE survey in 2016 found that there were then 251.7 Teachers of the Deaf working in special schools across the UK.

⁸ There are no special schools for deaf children in Wales.

The following sections look in more detail at any differences between numbers and proportions of Teachers of the Deaf in different roles.

Table 23: Number of full time equivalent (FTE) peripatetic or visiting Teachers of the Deaf in employment in 2017

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	594.32 (92%)	25.3 (97%)	44.4 (67%)	30.6 (96%)	694.62 (90%)
Teachers in training for the mandatory qualification within 3 years	45.4 (7%)	0.8 (3%)	20.8 (32%)	1.2 (4%)	68.2 (9%)
Qualified teachers without the mandatory qualification and not in training	5.6 (1%)	0 (0%)	0.8 (1%)	0 (0%)	6.4 (1%)
Total	645.32 (100%)	26.1 (100%)	66 (100%)	31.8 (100%)	769.22 (100%)

The total number of teachers working as peripatetic Teachers of the Deaf has fallen by 5% from 809.9 in 2016. Excluding Scotland where a like-for-like comparison is not possible, the total has increased slightly by 0.4% over the same period.

Table 24: Number of full time equivalent (FTE) Teachers of the Deaf in employment in resource provisions in 2017

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	285.03 (78%)	4 (100%)	30.9 (75%)	26.03 (93%)	345.96 (79%)
Teachers in training for the mandatory qualification within 3 years	72.9 (20%)	0 (0%)	9.4 (22%)	1.5 (5%)	83.8 (19%)
Qualified teachers without the mandatory qualification and not in training	6.8 (2%)	0 (0%)	1 (2%)	0.4 (1%)	8.2 (2%)
Total	364.73 (100%)	4 (100%)	41.3 (100%)	27.93 (100%)	437.96 (100%)

The total number of teachers working as Teachers of the Deaf in resource provisions has fallen by 10% from 485.38 in 2016. Excluding Scotland where a like-for-like comparison is not possible, the total has remained virtually the same over the same period.

Table 25: Number of full time equivalent (FTE) Teachers of the Deaf in employment in 2017 working in a special school or college not specifically for deaf children or young people

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	12.6 (81%)	0 (0%)	0 (0%)	0 (0%)	12.6 (81%)
Teachers in training for the mandatory qualification within 3 years	2 (13%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)
Qualified teachers without the mandatory qualification and not in training	1 (6%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)
Total	15.6 (100%)	0 (0%)	0 (0%)	0 (0%)	15.6 (100%)

CRIDE has not previously asked about teachers working as Teachers of the Deaf in special schools or colleges not specifically for deaf children or young people, and so comparisons with previous years are not possible.

Table 26: Number of full time equivalent (FTE) Teachers of the Deaf in employment in 2017 working flexibly between the peripatetic service, resource provisions and/or a special school or college not specifically for deaf children and young people

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	21.8 (87%)	0 (0%)	Data not collected	1 (100%)	22.8 (87%)
Teachers in training for the mandatory qualification within 3 years	3.3 (13%)	0 (0%)	Data not collected	0 (0%)	3.3 (13%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0 (0%)	Data not collected	0 (0%)	0 (0%)
Total	25.1 (100%)	0 (0%)	Data not collected	1 (100%)	26.1 (100%)

The total number of teachers working flexibly as Teachers of the Deaf between a peripatetic role, in a resource provision or in a special school/college not specifically for deaf children or young people has fallen by 58% from 61.65 in 2016.

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

Figures for Scotland in this section differ from those used earlier. This is because the CRIDE Scotland report excludes a number of responses when presenting the figures for numbers of Teachers of the Deaf in some tables in their report.

Table 27: Changes in numbers of Teachers of the Deaf with the mandatory qualification in employment

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
England	1,062.1	1,063.7	1,031.9	999.2	995.75	932.38	913.75
Northern Ireland	34.9	29.6	30	28.6	30.6	32.6	29.3
Scotland	165.3	Data not collected	140.6	138.7	129.5	Data not collected	101.15
Wales	71.95	91.75	66.5	67.0	69.86	65.45	57.63
UK	1,333.95	1,185.05	1,269	1,233.5	1,225.71	1,030.43	1,101.83

Table 28: Percentage change in numbers of Teachers of the Deaf with the mandatory qualification in employment

	Percentage change over past 6 years (between 2010/11 and 2016/17)	Percentage change over past year (between 2015/16 and 2016/17)
England	-14%	-2%
Northern Ireland	-16%	-10%
Scotland	-39%	n/a
Wales	-20%	-12%
UK	-17%	-3% (excluding Scotland)

The decline in Scotland can be partly explained by the exclusion of responses from some services in 2017, and also because of the relatively high number of teachers in training to become Teachers of the Deaf in this nation (27% of all teachers working as Teachers of the Deaf fall into this category in Scotland, compared to a UK-wide average of 13%).

The table below looks at changes in the number of teachers working as Teachers of the Deaf. This includes those who are working in the role as a Teacher of the Deaf but who are not yet qualified. It excludes any vacant posts.

Table 29: Changes in number of teachers working as Teachers of the Deaf

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
England	1,162.5	1,136.4	1,117.5	1,079.9	1,126.35	1,059.28	1,050.75
Northern Ireland	37.3	34.2	35	32.6	34.4	33.4	30.1
Scotland	218.1	Data not collected	208.5	204.7	198	Data not collected	166.5
Wales	75.95	100.55	71.5	70.2	74.26	69.25	63.03
UK	1,493.85	1,271.15	1,432.5	1,387.4	1,433.01	1,161.93	1,310.38

Table 30: Percentage change in number of teachers working as Teachers of the Deaf

	Percentage change over past 6 years (between 2010/11 and 2016/17)	Percentage change over past year (between 2015/16 and 2016/17)
England	-10%	-1%
Northern Ireland	-19%	-10%
Scotland	-24%	n/a
Wales	-17%	-9%
UK	-12%	-2% (excluding Scotland)

The table below looks at changes in the number of Teacher of the Deaf posts. This includes those who are working in the role as a Teacher of the Deaf but who are not yet qualified **and** any vacant posts.

Table 31: Changes in number of Teacher of the Deaf posts

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
England	1,196.5	1,180	1,158.2	1,125.7	1,171.95	1,120.18	1,095.4
Northern Ireland	38.6	34.2	35	32.6	34.4	33.4	31.1
Scotland	230.5	Data not collected	214.5	207.5	204.89	Data not collected	173.5
Wales	75.95	100.55	74.5	70.8	75.06	70.25	66.93
UK	1,541.55	1,314.75	1,482.2	1,436.6	1,486.3	1,223.83	1,366.93

Table 32: Percentage change in number of Teachers of the Deaf posts

	Percentage change over past 6 years (between 2010/11 and 2016/17)	Percentage change over past year (between 2015/16 and 2016/17)
England	-8%	-2%
Northern Ireland	-19%	-7%
Scotland	-25%	n/a
Wales	-12%	-5%
UK	-11%	-2% (excluding Scotland)

The previous tables confirm that, whatever measure is used to look at the number of Teachers of the Deaf, there has been a sharp decline in each nation over the past seven years.

Table 33: Number of Teachers of the Deaf with an additional qualification in early years support

	Number of Teachers of the Deaf	Proportion of Teachers of the Deaf in each nation
England	107.8	10%
Northern Ireland	2.8	9%
Scotland	0	0%
Wales	3	5%
UK	113.6	9%

Most Teachers of the Deaf with an additional qualification in early years support appear to work as peripatetic Teachers of the Deaf.

Table 34: Number of Teachers of the Deaf with an additional qualification in education audiology

	Number of Teachers of the Deaf	Proportion of Teachers of the Deaf in each nation
England	76.2	7%
Northern Ireland	2	7%
Scotland	1.4	1%
Wales	2	3%
UK	81.6	6%

Again, most Teachers of the Deaf with an additional qualification in education audiology appear to work as peripatetic Teachers of the Deaf.

In the table below on the age profile of Teachers of the Deaf, figures for Teachers of the Deaf in England and Northern Ireland are for those working in a peripatetic role. Figures for Scotland include Teachers of the Deaf also working in resource provisions, special schools for deaf children and other special schools not specifically for deaf children.

Table 35: Age profile of Teachers of the Deaf

	England	Northern Ireland	Scotland	Wales	Total
Aged 49 or under	276.8 (43%)	11.6 (39%)	65.3 (52%)	Data not collected	353.7 (44%)
Aged between 50 and 59	307.55 (48%)	9.4 (32%)	52 (41%)	Data not collected	368.95 (46%)
Aged between 60 and 64	54.5 (8%)	7.2 (24%)	8.2 (6%)	Data not collected	69.9 (9%)
Aged 65 or over	3.8 (1%)	1.2 (4%)	0.2 (1%)	Data not collected	5.2 (1%)
Total	642.65 (100%)	29.4 (100%)	125.7 (100%)	Data not collected	797.75 (100%)

CRIDE last asked about the age profile of Teachers of the Deaf in 2014 where it was found that 51% of Teachers of the Deaf working in a peripatetic role or in resource provisions across the UK were over the age of 50 and hence due to retire in the next 10 to 15 years. This figure is not directly comparable with

those shown in the above table. However, it is interesting to note that the age profile of Teachers of the Deaf now appears to be older, with the table above suggesting that 56% of Teachers of the Deaf are due to retire in the next 10 to 15 years.

The next 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 are in their area, including those over 16, may appear to have heavier caseloads than services which have only given a figure for the number of deaf children they 'know' about.
- The theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms and for consistency across all parts of the UK, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision⁹ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁰. This will include some deaf children in some areas who are not being actively supported by the service. Responses were excluded where there were gaps in either the number of Teachers of the Deaf or numbers of deaf children living in the area.

Table 36: Ratio of deaf children per Teacher of the Deaf in 2017

	Number of deaf children for each peripatetic Teacher of the Deaf
England	60
Northern Ireland	54
Scotland	53
Wales	73

⁹ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years settings, in mainstream state funded schools, in mainstream independent schools, in 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.

¹⁰ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Table 37: Number of full time equivalent (FTE) specialist support staff overall, by role in 2016

	England	Northern Ireland	Scotland	Wales	UK
Teaching assistants/ Classroom support assistants etc	815.44 (59%)	5 (91%)	44 (43%)	69.6 (79%)	934.04 (57%)
Communication support workers/ Interpreters/ Communicators etc	333.78 (24%)	0 (0%)	22.3 (22%)	13.6 (16%)	369.68 (23%)
Registered BSL/English interpreters	8.76 (1%)	0 (0%)	4.2 (4%)	1 (1%)	13.96 (1%)
Deaf instructors/Deaf role models/Sign language instructors etc	93.51 (7%)	0 (0%)	4.4 (4%)	0 (0%)	97.91 (6%)
Technicians et al.	32.05 (2%)	0 (0%)	0 (0%)	3 (3%)	35.05 (2%)
Speech and language therapists	59.06 (2%)	0.5 (9%)	16.6 (16%)	0.5 (0%)	76.66 (5%)
Family support workers/Liaison officers	27.65 (2%)	0 (0%)	0 (0%)	0 (0%)	27.65 (2%)
Social workers/Social workers for deaf children	8.4 (1%)	0 (0%)	3 (3%)	0 (0%)	11.4 (1%)
Other	Not known	0 (0%)	7.3 (7%)	0 (0%)	7.3 (0%)
Total	1,378.65	5.5 (100%)	101.8 (100%)	87.7 (100%)	1,573.65 (100%)

It should be noted that we have only included figures for 'Other' where an FTE figure was given.

In all of the countries, teaching assistants are the most common type of other specialist staff but the proportion ranges from 41% of all other specialist support staff in Scotland to 91% in Northern Ireland.

The number of other specialist staff has fallen from 1,713.15 over the previous year. Excluding Scotland, where a like-for-like comparison is not possible, it has fallen by 8% from 1,605.05 to 1,471.85.

PART 3: Support provided

Table 38: Where services are based

	England	Northern Ireland	Scotland	Wales	UK
Based in the local authority	110 (83%)	5 (100%)	19 (66%)	13 (87%)	147 (81%)
Based in a school with a resource provision	5 (4%)	0 (0%)	3 (10%)	0 (0%)	8 (4%)
Based in a special school for deaf children	1 (1%)	0 (0%)	2 (7%)	0 (0%)	3 (2%)
Provided by another body or organisation	2 (2%)	0 (0%)	0 (0%)	0 (0%)	2 (1%)
Other	14 (11%)	0 (0%)	5 (17%)	2 (13%)	21 (12%)
Total	132 (100%)	5 (100%)	29 (100%)	15 (100%)	181 (100%)

Table 39: Number of resource provisions in 2017

	England	Northern Ireland	Scotland	Wales	UK
Within a primary school	142 (87%)	2 (1%)	7 (4%)	13 (8%)	164 (100%)
Within a secondary school	109 (84%)	1 (1%)	8 (6%)	12 (9%)	130 (100%)
Total	251 (85%)	3 (1%)	15 (5%)	25 (9%)	294 (100%)

The above table indicates that Wales has the most resource provisions relative to its population (5% of deaf children across the UK).

Table 40: Criteria/frameworks used to help determine the level of support for deaf children in 2017

	England	Northern Ireland	Scotland	Wales	UK
NatSIP criteria/framework	106 (80%)	1 (20%)	4 (14%)	15 (100%)	126 (70%)
Criteria mostly developed locally	15 (11%)	4 (80%)	22 (76%)	0 (0%)	41 (23%)
Other	11 (8%)	0 (0%)	3 (10%)	0 (0%)	14 (8%)
Total number of services	132 (99%)	5 (100%)	29 (100%)	15	181 (100%)

PART 4: Background and methodology

CRIDE comprises 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 survey was sent out, representatives included: the [British Association of Teachers of the Deaf \(BATOD\)](#), [City, University of London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#), the [National Sensory Impairment Partnership \(NatSIP\)](#), [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education services for deaf children in Kent, Norfolk and the Highlands, [University of Edinburgh](#), [University of Leeds](#) and [University College, London \(UCL\)](#).

The surveys were designed and created by members of CRIDE. In 2016, after five years of conducting the survey and a substantial review, a number of significant changes were made to the main survey questions.

The Scotland survey was developed by a separate CRIDE Scotland reference group who also carried out the analysis of the findings.

The main CRIDE survey alternates between a full and a shorter survey from year to year. In 2017, a full survey was issued.

Table 41: Response rate by nation to the main survey

Country	Number of responses	Percentage of all services in each nation
England	132	100%
Northern Ireland	5	100%
Scotland	30*	100%
Wales	15	100%
Total	182	100%

* Although 30 responses were received, responses to some questions from some services were excluded from the analysis where there were concerns over the reliability of the data.

Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children's Society, with guidance and approval from members of CRIDE.

CRIDE 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 cride@ndcs.org.uk or cride.scotland@ndcs.org.uk.