



Consortium for Research in Deaf Education

## 2018 report for England

### CRIDE report on 2017/18 survey on educational provision for deaf children in England

#### Introduction

In 2018, the Consortium for Research into Deaf Education (CRIDE) carried out its eighth annual survey on educational staffing and service provision for deaf children<sup>1</sup>. It covers the 2017/18 academic year<sup>2</sup>. This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The analysis in this report is based on responses from 130 services in England, covering 148 out of 152 authority areas giving a response rate of 97%.<sup>3</sup> Responses from a separate short survey to special schools for deaf children in England are also included in parts of this report. This survey received responses from 13 out of 17 schools.

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 at least 43,467 deaf children in England - a reported decrease of 5% over the past year. Taking into account missing responses, the actual figure is likely to be over 45,000.
- There are at least 1,271.72 Teacher of the Deaf posts, of which 3% were vacant. Of the 1,239.52 staff working as Teachers of the Deaf, 84% held the mandatory qualification.
- The number of qualified Teachers of the Deaf (working in a peripatetic role and/or in resource provisions or special schools or colleges not specifically for deaf children) in employment fell by 2% over the past year. It has fallen by 15% since the CRIDE survey started in 2011.
- There are 240 resource provisions across England. This is down from 2017 when CRIDE identified 251 resource provisions.

<sup>1</sup> 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.

<sup>2</sup> Reports from previous years can be found on the National Deaf Children's Society website at [www.ndcs.org.uk/CRIDE](http://www.ndcs.org.uk/CRIDE) or on the BATOD website at <https://www.batod.org.uk/information/cride-reports/>.

<sup>3</sup> Two services did not respond to the survey request until the analysis for this report had already been completed. Figures from these areas are, however, included in the Annex. A further two authorities were not contacted on the understanding that they do not have any deaf children in this area.

- 62% of services say they provide families of pre-school deaf children with radio aids/assistive listening devices to use at home, up from 46% in 2016.

## Interpreting the results

Services were asked to give figures for the position as of 31<sup>st</sup> January 2018.

The survey acknowledges that services and children do not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the survey. This report notes particular issues that emerged in some areas.

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. The response rates to individual questions sometimes vary. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that all percentages have been rounded up or down to the nearest whole number.

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## PART 1: Deaf children in England

### How many deaf children are there?

In 2018, services were asked to give details of deaf children living in the geographical area covered by them<sup>4</sup>.

31% of services later gave a figure for the number of children being supported by the service that was the same as the number living in the area. CRIDE continues to be concerned that some services do not have reliable information on the number of deaf children living in their area and/or may only be providing figures for children living in the area that they actively support – i.e. children who do not receive support are not being recorded as they are unknown to the service. This is supported by anecdotal conversations with services. Local authorities have a duty under the Children and Families Act 2014 to identify the number of children with special educational needs and disabilities (SEND) so it remains a concern that some services are apparently unable to provide reliable figures on the number of the deaf children overall in their area.

128 services responded to this question. Based on these responses, **the total number of deaf children in England is 43,467**. This is down from 45,631 in 2016/17 and amounts to a 5% decrease over the past year. It should be noted that the response rate to this question was lower this year than in 2017 (when 129 services responded). In addition, one service gave an unusually low figure. Based on responses to previous surveys, we estimate that there are around 1,700 children in the five areas that did not give a figure or give a reliable figure in the 2018 survey. This suggests that the actual number of deaf children living in England is over 45,000.

The smallest service<sup>5</sup> reported 86 deaf children living within their boundaries. The largest reported 1,526 deaf children. The average number of deaf children living in each service was 342.

The following table compares the total number of deaf children living in England with figures from previous years. As set out in the introduction, comparisons with earlier reports should be made with caution due to differences in the quality of the responses and response rates between the surveys.

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<sup>4</sup> Services were asked: How many children with a permanent deafness live in the geographical area covered by your service? The answer should include: all children who have unilateral or bilateral sensori-neural or 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. Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question).

Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia.

Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

<sup>5</sup> Excluding the service which gave an unusually low figure. This figure has also been excluded when calculating the average number of children living in each service.

Table 1: Number of deaf children reported, over successive years

	Number of children reported
CRIDE 2018	43,467
CRIDE 2017 (adjusted total) <sup>6</sup>	45,631
CRIDE 2016	41,261
CRIDE 2015 (adjusted total)	41,377
CRIDE 2014	40,614
CRIDE 2013 (adjusted total)	37,948
CRIDE 2012 (adjusted total)	37,414
CRIDE 2011 (adjusted total)	34,927

The table below looks in more detail at the number of deaf children in different regions of England, and how this has changed since 2016.

Table 2: Number of deaf children in England, by region

Region	Number of deaf children in 2016	Percentage of total	Number of deaf children in 2017 (adjusted totals)	Percentage of adjusted total	Number of deaf children in 2018	Percentage of total
East England	4,349	11%	4,430	10%	4,471	10%
East Midlands	3,287	8%	3,765	8%	3,536	8%
London	7,285	18%	7,358	16%	7,309	17%
North East	2,335	6%	2,342	5%	2,393	6%
North West	5,238	13%	5,945	13%	4,768	11%
South East	5,880	14%	6,700	15%	6,279	14%
South West	3,164	8%	3,823	8%	3,951	9%
West Midlands	5,549	13%	5,711	13%	5,397	12%
Yorkshire & Humber	4,174	10%	5,557	12%	5,363	12%
Total	41,261	100%	45,631	100%	43,467	100%

### Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseloads. Examples of support included direct teaching, visits to the family or school, liaison with the family, school and 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. Children with temporary deafness are also included in this question. In previous surveys, we have asked for figures for children who receive some form of support **more than once a year**. Due to an error, the CRIDE 2018 survey did not give a definition of caseload in the survey. As a result of this error, comparisons with previous years should be made with particular caution.

Based on responses from 130 services, survey responses indicated that at least 42,058 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 85 and the largest was 1,179. The average was 324 children. This appears to be an increase from 35,666 children on caseloads in 2017, when responses were received from 129 services. As above,

<sup>6</sup> In years when we carry out the full survey, an 'adjusted' total is calculated for the number of deaf children. This is because, in some areas, the sum of figures of numbers of deaf children sometimes vary within a response. In the reports for these surveys, we have taken the approach of using the highest figure given, either the overall total or the total generated through the sum of the broken-down figures.

this is likely to be because of the failure in the 2018 survey to give a definition. Many services may have given a figure for children who receive support once a year or less.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 113 services responded to this question and reported that there are 5,098 children with temporary conductive deafness supported by services that they were able to tell us about.

A number of services stated that in some children it can be difficult to determine whether their deafness is temporary or not. Other services were not always able to distinguish in their databases whether a child had temporary or permanent deafness or stated that they did not hold this data.

If there are 43,467 permanently deaf children living in England and 36,960 on services' caseloads with permanent deafness, there are at least 6,507 deaf children who are not being supported by the service more than once a year. In other words, the figures suggest that 85% of permanently deaf children receive support from their local service. It does not automatically follow that 15% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service, or elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

### How do CRIDE's 2018 figures compare to School Census figures?

Because of the differences in how data have been collected and definitions used, CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

School Census figures for 2018<sup>[1]</sup> indicate there are 21,746 children where deafness is the primary special educational need (SEN) and who have been placed at SEN support or have a statement of SEN/Education, Health and Care (EHC) plan. School Census figures also indicate that there are an additional 5,092 children where deafness is a secondary need. The School Census therefore records a total of 26,838 children where deafness is a primary or secondary need. The 26,838 deaf children identified by the School Census amount to 62% of the 43,467 deaf children identified by local authorities through CRIDE.

A percentage of pupils - 38% - are not captured by published Government data, when compared to those identified by local authorities, as the definitions underpinning different data sources differ and data is not available for pre-school pupils, or those in further education or training. In particular, we are not aware of any other published government data on numbers of deaf children in the early years or who are in further education. In addition, the School Census does not capture data on deaf children who have not been formally identified as having a special educational need.

*Table 3: Number of deaf children in England reported by CRIDE and by the School Census*

	<b>Number of deaf children reported by CRIDE (adjusted totals)</b>	<b>Number of deaf children reported by School Census</b>	<b>School Census total as percentage of CRIDE total</b>
2018	43,467	26,838	62%
2017	45,631	26,140	58%
2016	41,261	25,367	61%
2015	41,291	23,945	58%
2014	40,614	16,470	41%
2013	37,948	16,270	43%
2012	37,414	16,130	43%

<sup>[1]</sup> [www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018](http://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018). School Census figures apply to January 2018 when a number of statements of SEN were still in place in some areas. All statements should now have been replaced by Education, Health and Care plans.

It should be noted that before 2015, the School Census figure did not include children who were placed at what was then 'School Action' nor did we have figures for children where deafness was a secondary need.

There was a total 8,064 deaf children with a statement of SEN or an Education, Health and Care plan (of whom 5,870 are children where deafness is a primary need and 2,194 a secondary need). Comparing this figure with the number of children identified by the CRIDE survey, this would indicate that only around 19% of deaf children have a statement or EHC plan.

## **PART 2: Teachers of the Deaf and other specialist staff**

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions and/or working in a special school or college not specifically for deaf children or young people. Figures for numbers of Teachers of the Deaf in special schools for deaf children in England were collected in a separate survey.

Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf.

In total, there are at least 898.82 fte fully qualified Teachers of the Deaf in employment in England working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people. There are an additional 138.9 qualified Teachers of the Deaf working in special schools for deaf children, giving a total of 1037.72 qualified Teachers of the Deaf.

Overall, there are at least 1,239.57 teachers working as Teachers of the Deaf in England. 84% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (14%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (2%).

At the time the survey was completed, there were 32.2 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 1,271.77 Teacher of the Deaf posts, of which 3% are vacant.

The following table provides a breakdown by type of setting. It indicates that Teachers of the Deaf working in special schools for deaf children are more likely to be unqualified and not in training for the mandatory Teacher of the Deaf post. It is a statutory requirement that teachers of classes of deaf children hold the mandatory qualification as a Teacher of the Deaf or in training for the post with a view to gaining the qualification within three years.

Table 4: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (total and percentage)	Working mainly in a special school for deaf children (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	593.66 (92%)	269.66 (79%)	19.4 (71%)	16.1 (85%)	138.9 (66%)	1,037.72 (84%)
Teachers in training for the mandatory qualification within 3 years	47.1 (7%)	66.3 (20%)	6.4 (23%)	2 (11%)	55.4 (26%)	177.2 (14%)
Qualified teachers without the mandatory qualification and not in training	1.4 (1%)	3.6 (1%)	1.5 (5%)	0.75 (4%)	17.4 (8%)	24.65 (2%)
Total	642.16 (100%)	339.56 (100%)	27.3 (100%)	18.85 (100%)	211.7 (100%)	1,239.57 (100%)

The following table looks at changes in the number of qualified Teachers of the Deaf in employment and posts over successive years.

Please note that the rest of the tables in this section **do not** include Teachers of the Deaf working in special schools for deaf children as this data has only been collected by CRIDE on an ad hoc basis.

It should be noted that in 2017, CRIDE began to ask about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. This means that figures for 2017 and 2018 are not directly comparable with those from previous years. It is interesting to note, however, that the inclusion of these figures in both years did not generate an increase in the numbers of Teachers of the Deaf.



*Table 5: Changes in numbers of Teachers of the Deaf from year to year*

	2011	2012	2013	2014	2015	2016	2017	2018
Teachers of the Deaf with the mandatory qualification in employment	1,062.1	1,063.7	1,031.9	999.2	995.75	932.38	913.75	898.82
Teachers of the Deaf with the mandatory qualification in employment <b>or</b> in training	1,153.7	1,125.6	1,110.3	1,071.3	1,117.85	1,047.18	1,037.35	1,020.62
Number of teachers working as Teachers of the Deaf in employment	1,162.5	1,136.4	1,117.5	1,079.9	1,126.35	1,059.28	1,050.75	1,027.87
Number of vacant posts	34	44.5	40.8	45.8	45.6	60.9	44.65	30.8
Number of Teacher of the Deaf posts (including vacancies)	1,196.5	1,180.9	1,158.3	1,125.7	1,171.95	1,120.18	1,095.4	1,058.67

*Table 6: Percentage change in numbers of Teachers of the Deaf*

	Percentage change over past 7 years (between 2010/11 and 2017/18)	Percentage change over past year (between 2016/17 and 2017/18)
Teachers of the Deaf with the mandatory qualification in employment	-15%	-2%
Teachers of the Deaf with the mandatory qualification in employment <b>or</b> in training	-12%	-2%
Number of teachers working as Teachers of the Deaf in employment	-12%	-2%
Number of vacant posts	-9%	-31%
Number of Teacher of the Deaf posts (including vacancies)	-12%	-3%

As we will see later, closer analysis of the figures indicates that the drop in the number of qualified Teachers of the Deaf can be largely attributed to a decline in those working in resource provisions. However, there has also been a decline in those working in a peripatetic role.

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that 66 services (52%) had seen an increase, 2 (2%) services had seen no change while 55 (42%) services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. 28 services (22%) reported difficulties in recruiting for a permanent post whereas 42 (33%) reported no difficulties, with 56 services (44%) stating that this question was not applicable to them. 31 services (26%) reported difficulties in recruiting for supply cover whereas 21 (18%) reported no

difficulties, with 67 services (56%) stating that this question was not applicable to them. Combining the figures, 42 services (32%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered these themes:

- Lack of appropriately qualified candidates for both permanent and supply posts, as well as senior posts
- Lack of teachers in training for the mandatory qualification
- Having to recruit unqualified teachers and fund their training
- Available salary advertised not sufficient to attract fully qualified applicants. Specific issue related to those working across outer-London/inner-London area
- Unable to cover maternity leave or sickness

The following table provides a breakdown by region of the number of qualified Teachers of the Deaf in employment this year, last year and in 2010/11. It also shows percentage change since 2016/17 in brackets. Caution should be exercised in interpreting the results in this table given the differences in response rates from year to year.

*Table 7: Number of qualified Teachers of the Deaf by region*

Region	Number of Teachers of the Deaf with the mandatory qualification in 2010/11	Number of Teachers of the Deaf with the mandatory qualification in 2016/17	Number of Teachers of the Deaf with the mandatory qualification in 2017/18	Percentage change between 2010/11 and 2017/18	Percentage change between 2016/17 and 2017/18
East England	97.6	85.2	91.4	-6%	14%
East Midlands	87.6	66.7	61.8	-29%	-7%
London	165.4	162	159.31	-4%	-2%
North East	57.5	51.7	51.8	-10%	0%
North West	192.0	153.5	145.4	-24%	-5%
South East	142.2	116.98	120.06	-16%	3%
South West	95.6	79.95	70.45	-26%	-12%
West Midlands	98.2	94.4	84.9	-14%	-10%
Yorkshire & Humber	126.2	103.27	113.7	-10%	10%
Total	1062.1	913.75	898.82	-15%	-2%

The table below looks at combined figures for qualified Teachers of the Deaf and those in training for the mandatory qualification.

*Table 8: Number of qualified Teachers of the Deaf or teachers in training for the mandatory qualification by region*

Region	Number of qualified or trainee Teachers of the Deaf in 2010/11	Number of qualified or trainee Teachers of the Deaf in 2016/17	Number of qualified or trainee Teachers of the Deaf in 2017/18	Percentage change between 2010/11 and 2017/18	Percentage change between 2016/17 and 2017/18
East England	105.1	97.65	99.6	-5%	2%
East Midlands	95.4	73.1	68.8	-28%	-6%
London	183.7	191	189.21	3%	-1%
North East	62.6	61.7	56.6	-10%	-8%
North West	209.7	160.8	153.7	-27%	-4%
South East	153.5	140.38	144.66	-6%	3%
South West	98.6	86.65	76.15	-23%	-12%
West Midlands	107	108.1	105.4	-1%	-2%
Yorkshire & Humber	138.3	117.97	126.5	-9%	7%
Total	1153.7	1037.35	1020.62	-12%	-2%

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

The survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2018. In other words, how many 'visiting' Teachers of the Deaf were working in each service. Peripatetic Teachers of the Deaf normally visit deaf children in 'non-specialist' provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

*Table 9: Number of peripatetic Teachers of the Deaf in employment*

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	593.66	92%	130
Teachers in training for the mandatory qualification within 3 years	47.1	7%	43
Qualified teachers without the mandatory qualification and not in training	1.4	1%	3
Total	642.16		

The total of 642.16 peripatetic Teachers of the Deaf has decreased by 3.16 (or 0.5%) from 645.32 in 2016/17. 25 services reported vacancies in the peripatetic service as of January 2018, amounting to 23.4 posts.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0.6 to 14.3. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 5.

24 services employ two or fewer peripatetic Teachers of the Deaf, of which 3 services employed one or fewer (e.g. 0.5 fte) peripatetic Teachers of the Deaf.

### Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN Co-ordinator, for example).

*Table 10: Number of Teachers of the Deaf in resource provisions*

	<b>Number of teachers</b>	<b>Percentage</b>	<b>Number of services with staff in relevant category</b>
Teachers of the Deaf with the mandatory qualification	269.66	79%	81
Teachers in training for the mandatory qualification within 3 years	66.3	20%	42
Qualified teachers without the mandatory qualification and not in training	3.6	1%	5
<b>Total</b>	<b>339.56</b>		

The total of 339.56 Teachers of the Deaf in resource provisions has decreased by 25.17 (or 7%) from 364.73 in 2016/17.

There were 7.4 reported vacancies for Teachers of the Deaf in resource provisions as of January 2018.

6 services stated there was a resource provision in their area but could not, or did not, tell us how many Teachers of the Deaf were employed in resource provisions. This is despite the fact that local authorities have a strategic responsibility towards children with special educational needs and a duty to keep provision under review.

Comparing the number of resource provisions with the number of qualified Teachers of the Deaf or trainee Teachers of the Deaf, there is an average of 1.6 Teachers of the Deaf in each resource provision. This figure does not take into account the number of deaf children in resource provisions.

### Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people

CRIDE asked services if they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people. 12 services reported that they did, with 27.3 Teachers of the Deaf working in this way. This has increased by 11.7 from 15.6 in 2016/17.

The vast majority (71%) were Teachers of the Deaf with the mandatory qualification, 23% were in training, and 5% were qualified Teachers without the mandatory qualification and not in training.

## Teachers of the Deaf working flexibly across peripatetic services and other education settings

Services were asked if they had Teachers of the Deaf working flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people. 15 services reported that they did, with 18.85 Teachers of the Deaf working in this way. This is a decrease of 6.25 from 25.1 in 2016/17.

The vast majority (85%) were Teachers of the Deaf with the mandatory qualification, 11% were in training, and the remaining 4% were qualified teachers without the MQ and not in training.

## Teachers of the Deaf working in special schools for deaf children

The following table is based on responses from 13 out of 17 special schools for deaf children in England.

*Table 11: Number of Teachers of the Deaf in special schools for deaf children*

	<b>Number of teachers</b>	<b>Percentage</b>
Teachers of the Deaf with the mandatory qualification	138.9	66%
Teachers in training for the mandatory qualification within 3 years	55.4	26%
Qualified teachers without the mandatory qualification and not in training	17.4	8%
Total	211.7	100%

A one-off survey in 2016 by CRIDE found that there were at least 251.7 Teacher of the Deaf posts in special schools across the UK.

Making like for like comparisons is tricky given that the 2018 figures apply to England and the 2016 figures to the UK and given the slight difference in response rates between the two surveys. However, the CRIDE 2017 survey for Scotland reported that there were 18.8 Teachers of the Deaf working in special schools in Scotland for deaf children. Adding this to the 213.1 figure above gives a figure of 231.9. This suggests a decrease of around 19.8 Teachers of the Deaf in special schools for deaf children – an 8% decrease in two years.

## PART 3: Support provided

### Where services are based

Services were asked where they were based.

Table 12: Where services are based

	Number of services	Percentage
Based in the local authority	107	82%
Based in a school with a resource provision	8	6%
Based in a special school for deaf children	6	5%
Provided by another body or organisation	8	6%
Other	1	1%
Total	130	

One service indicated that the service was based in a special school for disabled children (i.e. not specifically for deaf children or young people).

### Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 133 resource provisions for primary-aged children. 89 services had at least one resource provision for primary-aged children in their area. There were 106 resource provisions for secondary-aged children. 81 services had at least one resource provision for secondary-aged children in their area. In addition, one response indicated that was a resource provision in their area which supports children of both primary and secondary age.

This gave a total of 240 resource provisions across England. This is down 4% from 2017 when CRIDE identified 251 resource provisions and 8% since 2016 when CRIDE identified 260 resource provisions

A number of respondents stated that the resource provisions in their area had been mothballed or were under review. A number of services stated there was less interest from parents in children being placed at resource provisions whilst two other services highlighted that they planned to open resource provisions in the next year.

### Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2016/17 and 2017/18 academic years. 25 services (19%) reported that there had been changes and 105 (81%) reported that there had been no changes.

Where services reported that there had been changes, some of these changes and their impact on services were negative:

- Vacant posts that hadn't been filled
- Fewer members of staff resulting in fewer support visits to children
- Temporary reductions in numbers of Teachers of the Deaf
- Reduced funding to the service
- Children with mild or unilateral hearing losses being provided with advice rather than visits

There were also some positive changes reported:

- Increased capacity
- Increased funding to cover need
- Support being extended to children with a severe to profound unilateral hearing loss
- Support being extended to young people up to the age of 25, including support to colleges and other providers.

### Funding arrangements

We asked how services were funded. Services were able to select as many answers as applied to their funding arrangements.

*Table 13: How services were funded*

	Number of services	Percentage of services
From the high needs block	120	92%
Top sliced from the schools block	18	14%
Top sliced from the early years block	7	5%
From income generated by selling of services to early year settings	4	3%
From income generated by selling of services to mainstream schools	11	8%
From income generated by selling of services to mainstream post-16 providers	18	14%
From income generated by selling of services to special schools or colleges	9	7%
Other	14	11%

The responses for 'other' included:

- Income from selling of services to other local authorities
- Income from providing training and consultations
- Contract with CCGs to deliver some aspects of audiology services
- Income from the Newborn Hearing Screening Programme.

It should be noted that we did not ask what proportion of total funding came from the different routes so the above table should be interpreted with caution. Furthermore, we did not ask if and when services were available to different providers – for example, in some areas, services to post-16 providers may only be available if purchased, whilst nearly all services to early settings (barring some ad hoc training) may be available at no cost.

Services were asked if they charge for the delivery of services for any children or young people with a statement of SEN or an Education, Health and Care plan in different education settings. Please note that at the time the survey was conducted (January 2018), statements of SEN were still in place in some areas. From April 2018, they should all have been replaced by Education, Health and Care plans.

*Table 14: Charging of services for children with a statement or an Education, Health and Care plan*

	<b>Number of services</b>	<b>Percentage of services</b>
Service does not charge for any of the settings below	75	58%
Early years setting	1	1%
Mainstream state-funded schools	4	3%
Mainstream independent schools	25	19%
Special school or college not specifically for deaf children	8	6%
Other post-16 providers	37	28%
Other	13	10%

Services were then asked if they charge for the delivery of services for any children or young people who do not have a statement of SEN or an Education, Health and Care plan in different education settings.

*Table 15: Charging of services for children without a statement or an Education, Health and Care plan*

	<b>Number of services</b>	<b>Percentage of services</b>
Service does not charge for any of the settings below	54	42%
Early years setting	1	1%
Mainstream state-funded schools	4	3%
Mainstream independent schools	53	41%
Special school or college not specifically for deaf children	5	4%
Other post-16 providers	52	40%
Other	12	9%

Generally, where services responded 'Other', they made reference to:

- Out of borough children and young people attending in-borough provision
- Charging for some training in schools
- Charging for sixth form pupils without an EHCP, or where the EHCP is not specifically for hearing loss
- Charging for children and young people of statutory age for whom the impact of their hearing loss has been assessed as minimal, who would not ordinarily remain on caseload
- Offering traded services to young people at university and out of the local authority.

Finally, services were asked whether funding for any resource provisions is delegated to the school through the place plus approach recommended by the Department for Education for how the top up is calculated. 128 services provided an answer to this question.

*Table 16: Funding of resource provisions*

	<b>Number of services</b>	<b>Percentage</b>
Not applicable	58	45%
The local authority uses a resource banding system	32	25%
Top up is based on an assessment of each pupil's individual needs	13	10%
Top up is based on the cost of provision	19	15%
Other	6	5%



## PART 4: Thematic questions: Early years support

Services were asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within the home. 81 services (62%) answered yes, and 49 services (38%) answered no. This is an increase from 2016 when CRIDE last asked this question. Then, CRIDE found that 60 or 46% of services made radio aids available for use within the home for pre-school deaf children. This suggests that the overall number of local authorities making radio aids available to families to use in the home with pre-school deaf children has increased by a third.

A closer examination of the results indicates that of the 128 services that gave a response in both 2016 and 2018:

- 29 services now make radio aids available when previously they didn't
- 7 services no longer make radio aids available when previously they did
- 52 services continue to make radio aids available
- 40 services continue to not make radio aids available.

Services were also asked if parents of deaf children aged 0-4 were provided with radio aids/assistive listening devices for use within early years settings. 109 services (84%) answered yes, and 21 services (16%) answered no.

Where services indicated that they were provided to children aged 0-4 in either of these categories, they were asked to indicate if there were any eligibility criteria, factors or conditions in place. These criteria may limit the number of deaf children that benefit from radio aids in each area. Responses to this included:

- Children being assessed on a case by case basis, using parent and setting feedback, audiology and assessment data
- The child must demonstrate listening skills that enable carers and Teachers of the Deaf to establish appropriate use of radio aids
- Parents and/or preschool setting signing a loan agreement accepting responsibility for the equipment
- Parental and early years setting engagement to learn how to use the systems effectively and discussion with audiologists (where appropriate)
- Child's developmental age and hearing aid age rather than chronological age
- The listening environment of the early years setting, and whether staff would care for equipment appropriately
- Parents putting FM systems on their home insurance
- Safety issues – if a child was putting hearing aid parts in their mouth, for example
- Child being an effective hearing aid user
- Child having a specific level of hearing loss. This differed across services, but was often needing to be at least a moderate hearing loss
- Child must be able to indicate that there is a problem with their device
- Service budget directly affects availability of equipment
- Child with a cochlear implant must be an established user and have stable mapping
- Children can only use radio aids at home if they are already using them in their early years setting
- Child must attend their audiology appointments
- Bilaterally aided children
- Acoustic environments encountered by the child and level of functioning in noise
- Children must access nursery/an early years setting
- Pupils are reception aged and above

- The need/benefit of a radio aid should be evidenced through a successful radio aid trial
- Child is walking
- Children with hearing aids are fitted as soon as needed and recommended by the educational audiologist.

## PART 5: Thematic questions: Access arrangements

We asked services how many deaf students in year 11 would be undertaking public examinations in summer 2018. 124 services were able to provide data, indicating 2,005 students.

Services were then asked for how many of these students had access arrangements (related to their hearing loss) been requested or arranged. 83 services were able to provide data for this question, indicating 553 students. 47 services stated that they did not know this information.

We asked services to provide more information about the access arrangements (related to a young person's hearing loss) that were requested or arranged:

*Table 17: Access arrangements*

	<b>Number of services where this access arrangement had been requested</b>	<b>Number of students for whom access arrangement had been requested</b>	<b>Number of students for whom any requested access arrangements were rejected or not put in place</b>	<b>Number of services that did not know this information</b>
Extra time	85	370	<5	39
Oral Language Modifier	19	23	<5	45
BSL interpreter	20	35	0	42
Live speaker	58	213	0	39
Reader	47	120	<5	42
Other	36	129	0	48

Whilst the table above is reassuring in that relatively few access arrangements are being rejected or not put into place, it should be noted that many services acknowledged that they did not always have this information. However, many of the comments indicated that they were unaware of any specific issues or concerns.

Services were asked to provide more information when they stated 'Other'. Other arrangements included:

- Rest breaks
- Use of smaller rooms/separate invigilation
- Scribes
- Use of a reading pen
- One-to-one instruction
- Prompters
- Modified papers
- Use of a computer
- Consideration of speech difficulties in oral and performance exams
- Use of headphones
- Subtitled and audio captioned DVD content for media exams
- Preferential seating in exam room
- Sign Supported English provision
- Modified language papers
- Read aloud

- Use of a laptop.

Where requests for access arrangements relating to a young person's hearing loss were rejected or not put in place, reasons were in the following categories:

- The school feeling that the need had not been demonstrated or there was not sufficient evidence for the requested access arrangement
- The assessment team reducing the access arrangement (e.g. less extra time than was requested)
- The young person not wanting what was suggested for them.

Services were then asked if they had any further comments about access arrangements for deaf students. Comments covered these themes:

- Services not routinely collecting data on the number of access arrangements made
- Services are responsible for recommending access arrangements, but it is the educational setting's responsibility to request them and put them in place
- For some exams, including music listening exams, GCSE French and German recorded voice sections, staff reported that they do not think the language of the examination papers is adequately modified by the examining boards
- Schools being told by exam boards that an oral language modifier can only be requested in extreme cases
- Individual schools having different interpretations of access arrangements even when advice has been given by the service
- The expensive cost of training staff to be oral language modifiers
- Particular examination boards not offering the option of modified papers
- Assessors for access arrangements do not have specialist knowledge of hearing loss
- Services are working to improve relationships with SENCOs so that they are better able to provide advice around access arrangements.

## PART 6: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. 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), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education service for deaf children in Kent and Norfolk, University of Edinburgh, University of Leeds and UCL.

The survey was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2018, a shorter survey with a number of thematic questions was issued.

The survey was disseminated to services in England in February 2018 by National Deaf Children’s Society staff on behalf of CRIDE. Services were asked to respond by 26 March 2018. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out in May 2018 to the remaining services who had not responded by then.

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

*Table 18: Response rate by services to the CRIDE survey*

	<b>Number of responses</b>	<b>Cumulative total</b>
First deadline – 26 March 2018	97	97
Second deadline following chasers	14	111
Returned later following a Freedom of Information request	19	130

In two cases, we did not receive a response to a Freedom of Information request until after analysis for this report had been completed. In addition, one other service provided additional information to clarify the number of deaf children living in their area again after analysis has been completed. These figures are not included in the main body of this report. However, their figures are shown in the Annex.

Services were able to respond by completing a Word document of the survey. Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children’s Society, with guidance and clearance 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](mailto:cride@ndcs.org.uk).

## Annex: Information by local authority

This table sets 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 31 January 2018.

Please note that where the number of deaf children for any category is fewer than 5, '<5' appears.

Footnotes indicate where a response or additional information from the service was received after analysis for the report has been completed.

Figures for Teachers of the Deaf include all Teachers of the Deaf reported by services, including any vacant posts.

Table 19: Data by local authority

	Number of permanent ly deaf children living in the geographic al area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working flexibly
<b>East of England</b>							
Bedford	291	257	45	3	1	0	0
Cambridgeshire	505	395	No answer	9.8	2	0	0
Central Bedfordshire	196	196	No answer	1.6	2.8	0	0
Essex	801	719	32	9.3	16.4	0	0
Hertfordshire	622	471	9	10	3.2	0	0
Luton	484	301	29	1.6	4	0	0
Norfolk	657	697	40	12.9	3	1	0
Peterborough	270 <sup>7</sup>	216	21	4.1	0	0	0
Southend	131	147	32	1	0	0	0
Suffolk	637	429	22	8.6	3.8	0	0
Thurrock	143	143	0	1.8	3	0	0
<b>East Midlands</b>							
Derby City	522	123	0	3	4.2	0	0
Derbyshire	467	750	283	7.6	3	0	0
Leicester City	361	366	10	7.2	0	0	0
Leicestershire and Rutland	584	414	39	6.8	2	0	0
Lincolnshire	342	342	0	7.4	0	0	2
Northamptonshire	647	509	No answer	10.9	2	0	0

<sup>7</sup> This figure was supplied following an additional request for clarification on the original figure provided. This updated data is not included in the main body of the report.

Nottingham	282	183	0	5	3.8	0	1
Nottinghamshire	331	331	No answer	7.7	0	0	0
<b>London</b>							
Barking and Dagenham	150	174	24	2	8	0	0
Barnet	302	218	<5	2.2	4.2	0	0
Bexley	210	213	<5	1	2.8	0	0
Brent	237	202	10	3.4	4	1	0
Bromley	228	214	17	3.3	5	0	0
Camden	180	220	11	2	0	0	0
Croydon	353	222	<5	5.6	4	0	0
Ealing	267	117	8	1.8	3	0	0
Greenwich	364	340	81	3.2	9.8	0	0
Hackney	314	317	9	4	1	0	0
Hammersmith and Fulham and Kensington and Chelsea	181	201	5	3.6	0	0	0
Haringey and Enfield	359	408	53	5.2	1.8	0	0
Harrow	277	290	No answer	3.3	1.9	1	0
Havering	178	178	0	2	3.6	0	0
Hillingdon	276	344	60	2.4	3.4	0	0
Hounslow	204	160	8	2.2	8.8	0	0
Islington	169	189	20	1.6	9.4	0	0
Lambeth	254	183	No answer	5	1	0	0
Lewisham	238	132	0	2.3	3.2	0	0
Merton	179	230	51	2.8	0	0	0
Newham	301	252	13	4.8	5	0	0
Redbridge	378	327	46	3.11	9.7	0	0
Richmond and Kingston	227	246	19	2.8	2	0	0.2
Southwark	250	226	0	3.3	1.4	0	0
Sutton	174	198	<5	1	2	0	0
Tower Hamlets	517	465	59	5.8	8.6	0	0.8
Waltham Forest <sup>8</sup>	No answer	176	0	3	No answer	0	0
Wandsworth	395	355	102	4.1	3.6	1	2.7
Westminster	147	93	<5	1.6	1.6	0	0.2
<b>North East</b>							
Darlington	90	93	<5	1.7	0	0	0
Durham	442	286	20	3.6	2.1	0	0
Gateshead	176	172	0	2.5	0.3	0	0

<sup>8</sup> We did not receive a response from Waltham Forest until after the analysis was completed. This data is not included in the main body of the report.

Middlesbrough, Redcar, Stockton, Hartlepool	615	615	<5	9	7.2	0	0
Newcastle Upon Tyne	319	223	39	2.9	6.6	0	0.1
North Tyneside	120	144	24	3.2	0	0	0
Northumberland	243	366	125	8.6	0	0	0
South Tyneside	159	175	16	4.4	0	0	1
Sunderland	229	154	12	3	2	0	0
<b>North West</b>							
Blackburn with Darwen	144	134	33	2.5	3	0	0
Blackpool	181	103	No answer	1.6	0	0.1	0
Bolton	289	185	9	3	0	12	0
Bury	206	168	51	4.7	1.5	0	0
Cheshire East	254	319	65	5.8	3.7	0	0
Cheshire West and Chester	254	259	5	5.2	0	0	0
Cumbria	No answer	184	10	5.4	0	0	0
Halton	114	131	17	3	0	0	0
Knowsley	100	89	21	2	0	0	0
Lancashire	No answer	991	224	16.2	0	0	0
Liverpool	305	280	14	5	3.6	0	0
Manchester	513	536	133	7.4	7.4	0	0
Oldham	338	473	135	6.1	2	0.4	0
Rochdale	226	171	33	5.4	1	0	0
Salford	240	323	83	6.1	0	0	0
Sefton	207	248	41	3.8	0	0	0
St Helens	132	129	18	2	0	0	0
Stockport	277	412	135	1.6	5	0	2.5
Tameside	149	196	47	5	0	0	1
Trafford	170	195	25	7.2	0	0	0
Warrington	129	161	32	1.6	0	0	0
Wigan	190	271	81	7	0	0	0
Wirral	350	371	21	4.8	1	0	0
<b>South East</b>							
Berkshire consortium - West Berkshire, Reading, Bracknell Forest, Wokingham, Windsor and Maidenhead and Slough	755	675	0	11.8	8	4	0
Brighton and Hove	223	246	23	3.9	1.4	0	0
Buckinghamshire	393	371	95	5.8	2.9	0	0
East Sussex	434	263	15	3.6	3.8	0	0
Hampshire	1114	1179	122	11	5.36	0	0
Isle of Wight	86	85	<5	2.3	0	0	0
Kent	545	561	0	12.8	8	3.8	0



Medway	225	240	0	2	3.5	0	0
Milton Keynes	262	275	13	2.5	2.6	0	0
Oxfordshire	455	644	157	12.9	1.9	0	1.55
Portsmouth	175	168	25	2	0	0	0.2
Southampton	176	260	84	2.2	2	0	0
Surrey	836	836	0	11	7	0	0
West Sussex	600	225	23	4.8	4.2	1	0
<b>South West</b>							
Bath & NE Somerset, Bristol, North Somerset and South Gloucester	873	517	238	10.9	5.4	0	0
Cornwall	222	259	37	11.8	0	0	0
Devon	792	775	79	6.6	0.6	0	1
Dorset, Bournemouth, and Poole	620	502	No answer	10.2	0	0	0
Gloucestershire	440	449	9	4.9	0	0	0
Plymouth	168	199	31	2	3	0	0
Somerset	321	312	20	8.15	0	0	0
Swindon	205	457	252	4.8	1.6	0	0
Torbay <sup>9</sup>	83	97	12	1.5	1.1	0	0
Wiltshire	310	258	30	5.6	0.7	0	1
<b>West Midlands</b>							
Birmingham	1526	658	No answer	15.6	14.1	1	0
Coventry	400	297	No answer	4.5	2.8	0	0
Dudley	240	298	133	3.2	5.2	0	0
Herefordshire	137	232	95	3.4	0	0	0
Sandwell	335	356	No answer	5.3	1.8	0	0
Solihull	177	242	61	3	0.4	0	0
Staffordshire	655	698	43	12	0	0	0
Stoke on Trent	313	326	0	4.1	1.8	0	0
Telford and Wrekin and Shropshire	471	602	131	8.5	0	1	0
Walsall	335	312	No answer	3	1.9	0	0
Warwickshire	264	329	61	5.4	0	0	0
Wolverhampton	200	208	59	4.3	2.6	0	0
Worcestershire	344	178	<5	4.4	0	0	0
<b>Yorkshire and the Humber</b>							
Barnsley	143	167	25	3	0	0	0
Bradford	801	792	152	7.2	10.6	0	0
Calderdale	320	223	No answer	4	0	0	0

<sup>9</sup> We did not receive a response from Torbay until after the analysis was completed. This data is not included in the main body of the report.

City of York	172	172	42	3	0	0	0
Doncaster	323	327	0	6.4	3.7	0	0
East Riding of Yorkshire	143	151	21	4	0	0	0
Hull	214	235	10	4	5	0	0
Kirklees	598	336	11	2	1.4	0	3.6
Leeds	956	961	5	14.1	3.6	0	0
North East Lincolnshire	89	123	50	1.8	0	0	0
North Lincolnshire	93	104	40	2	1	0	0
North Yorkshire	312	300	7	6.6	0	0	0
Rotherham	328	371	43	5.5	5.9	0	0
Sheffield	566	653	127	10.4	11.3	0	0
Wakefield	305	391	79	5.3	2.5	0	0