

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

Introduction

In 2015, the Consortium for Research into Deaf Education (CRIDE) carried out its fifth annual survey on educational staffing and service provision for deaf children¹. It covers the 2014/15 financial year². This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

Summary of key findings

- There are at least 41,291 deaf children in England; a reported increase of 2% over the past year.
- 78% of school-aged deaf children attend mainstream schools (where there is no specialist provision). 7% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 21% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be moderate learning difficulties.
- Around 8% of deaf children have at least one cochlear implant whilst 3% of deaf children have a bone conduction device.
- 86% of deaf children communicate using spoken English only in school or other education settings. 10% use sign language in some form, either on its own or alongside another language.
- 13% of deaf children use an additional spoken language other than English in the home.
- The most common post-school destination for deaf young people is further education, with 77% taking this option.
- Between 15% and 26% of deaf children identified by CRIDE have a statement of SEN or an Education, Health and Care plan.
- The School Census continues to under-record the number of deaf children, identifying only 58% of those identified by CRIDE.
- There are at least 1,126 teachers employed as Teachers of the Deaf in services or resource provisions, of which 995.75 (88%) are fully qualified Teachers of the Deaf.
- The number of qualified Teachers of the Deaf is around the same as last year. There remains a long-term decline of 6% over the past five years.
- There are at least 1,411 other specialist support staff working with deaf children in England, a 7% increase since last year.

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

² Previous reports can be found on the BATOD website at <http://www.batod.org.uk/index.php?id=/resources/survey> or on the NDCS website at www.ndcs.org.uk/data.

This report is based on responses from 131 services in England, covering 149 local authority areas. There are 152 local authorities in England so this means that this CRIDE survey achieved a response rate of 98%. Two local authorities were not contacted on the understanding that there are no or very few deaf children living in those areas. One local authority provided a late response meaning that we were not able to include the figures in our analysis. Their results are, however, included in the Annex where we provide some data by local authority.

Using the results

The CRIDE report can be used in the following ways:

- Heads of schools and services for deaf children can draw on comparable demographic findings when preparing for internal and external audits of local provision. Having access to annual data can assist in ensuring that deaf children are identified and provided for effectively.
- For managers, the data set can reliably inform strategic planning relating to staffing and staff training matters - trends can be identified that inform these discussions.
- Researchers into deaf education who contribute to evidence-based practice will have access to relevant, useful information about the population being studied.
- Parents of deaf children and deaf young people will find the report useful and informative in establishing what national provision for deaf children looks like.

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

Interpreting the results

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

Though we believe the quality of the data has improved, many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rate to individual questions sometimes vary. **Therefore, the results should continue to be used with caution.**

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous CRIDE surveys. Again, caution is needed in making comparisons due to slight changes to how some questions were phrased from year to year and also differences in response rates between surveys.

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

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PART 1: Overall number of deaf children in England (“belonging”)

Services were asked to give details of deaf children “belonging” to the service. “Belonging” was defined as: all deaf children who live in the local authority³.

How many deaf children are there?

When giving figures for numbers of deaf children belonging, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness, age and educational setting. We found that some services did not always provide this data consistently; some services gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Furthermore, 21% of services later gave a figure for the number of children being supported by the service that was the same as the number belonging in the area. CRIDE continues to be concerned that some services may only be providing figures for children belonging that they actively support – i.e. children who do not receive support are not being recorded as they are unknown to the service. This is supported by anecdotal conversations with services.

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward and figures need to be used with caution. For this report, we have taken the approach of using the highest figure given from either the overall total or the total generated through the sum of the broken-down figures. We do this because we want to ensure we’ve captured as many deaf children as possible. Where we have done this, we refer to this as the “adjusted total” throughout this report.

Based on responses from 131 services covering 149 local authorities, **the adjusted total number of deaf children in England is 41,291**. This is up from 40,614 in 2013/14. This amounts to a 2% increase over the past year. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy in reporting. Unadjusted figures are set out below.

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

	Total generated
Adjusted total	41,291
Total given when asked how many children overall	41,184
Total given when asked about number of children, broken down by age group	39,528
Total given when asked about number of children, broken down by level of deafness (including ‘Level of deafness not known’)	38,082
Total given when asked about number of children, broken down by educational setting	39,264

³ This includes deaf children who live within the local authority boundary but attend schools outside of the local authority. It excludes deaf children who live outside of the local authority but attend schools within the authority.

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

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

Table 2: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Preschool	5,836	15%
Primary (reception to year 6)	17,575	44%
Secondary (year 7 to 11)	13,084	33%
Children/young people in school sixth form colleges (years 12 to 13)	2,024	5%
Children/young people in education / who have completed year 11, but who are not in school sixth form colleges (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	1,110	3%
Total	39,629	

Looking at the number of reported 'post-16' deaf young people, 18 services (14% of services) do not report having any deaf young people in maintained sixth forms. In terms of other post-16 deaf young people in education (i.e. in FE, apprenticeships, etc.) 52 services (40% of services) do not report having any other deaf young people in this category in their area. Whilst the latter figure remains high, it is an improvement on last year when 71 services reported no children in other post-16 deaf education. CRIDE continues to believe that this reflects the difficulties that some services have in identifying these deaf young people rather than a complete absence of deaf young people in post-16 education in these areas.

By way of comparison, we looked at ONS statistics on population estimates by age⁴ to see if there were any differences in the proportion of children in different age groups. It should be noted that CRIDE did not ask the specific age of children but whether they were of "primary age", etc. so the data below should be taken as a rough approximation only. In addition, the incidence of deafness is known to vary by age, reflecting the fact that many deaf children acquire deafness. The figures below are therefore not directly comparable.

Table 3: Proportion of children by age

ONS		CRIDE	
Category	Percentage of all children	Category	Percentage of all deaf children
Children aged 0 to 3	21%	Preschool	15%
Children aged 4 to 11	40%	Primary (reception to year 6)	44%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	33%
Children aged 17 to 19	15%	Post 16	8%

⁴ www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcn%3A77-368259

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

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	7,165	20%
Mild	10,122	28%
Moderate	11,417	31%
Severe	3,612	10%
Profound	4,406	12%
Total (excluding 'not known')	36,722	
Not known	1,360	
Total (including 'not known')	38,082	

Table 5: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total (where known)
In local authority	Supported only at home – pre-school children	3,098	8%
	Early years setting – pre-school children	2,344	6%
	Supported at home – of school age and home educated	254	1%
	Mainstream state-funded schools (including academies and free schools)	24,200	62%
	Mainstream independent (non-state funded) schools (e.g. Eton)	430	1%
	Resource provision in mainstream schools	2,083	5%
	Special schools for deaf pupils	215	1%
	Other special schools, not specifically for deaf children	3,648	9%
	All other post-16 provision (not including school sixth form colleges)	781	2%
Out of local authority	Early years setting – pre-school children	116	0%
	Mainstream state-funded schools (including academies and free schools)	381	1%
	Mainstream independent (non state-funded) schools	131	0%
	Resource provision in mainstream schools	215	1%
	Special schools for deaf pupils	619	2%
	Other special school, not specifically for deaf children	232	1%
	All other post-16 provision (not including school sixth form colleges)	151	0%
Other	NEET (Not in education, employment or training) (post-16 only)	41	0%
	Other (e.g. Pupil referral units)	46	0%
Total (excluding 'not known')		38,985	
Not known		279	
Total (including 'not known')		39,264	

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

Type of educational provision (excluding 'other' and 'not known')	Number of deaf children	Percentage of total
In home local authority	37,053	95%
Out of home local authority	1,845	5%
Total (not including 'Not known and 'Other')	38,898	

Table 7: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post-16)
Supported only at home – pre-school children	3,098	8%	
Early years setting- pre-school children	2,460	6%	
Supported at home – of school age and home educated	254	1%	1%
Mainstream provision (including state-funded and independent schools)	25,142	64%	78%
Mainstream provision: resource provision	2,298	6%	7%
Special schools for deaf pupils	834	2%	3%
Other special schools, not specifically for deaf children	3,880	10%	12%
All other post-16 provision (not including school sixth forms)	932	2%	
Other (e.g. Pupil referral units, NEET)	87	0%	
Total	38,985		
Total (excluding pre-school children and other post-16 provision and 'other')	32,408		

The CRIDE 2015 results suggest that 78% of school-aged deaf children are in mainstream settings without specialist provision.

The smallest service reported 65 deaf children belonging in their boundaries. The largest reported 1,438 deaf children. The average number of deaf children belonging in each service was 317.

Table 8: Number of deaf children belonging, by region

Region	Number of deaf children reported	Percentage of total
East England	3,840	9%
East Midlands	3,394	8%
London	6,518	16%
North East	2,201	5%
North West	5,780	14%
South East	5,614	14%
South West	3,578	9%
West Midlands	5,294	13%
Yorkshire & Humber	5,065	12%
Total	41,284	100%

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

127 services gave a figure in response to a question on how many deaf children had ANSD in their area. Based on these responses, there are 614 deaf children in England with ANSD, 1% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Universal newborn hearing screening has been in place in England since 2006. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening in 2006, those 'well babies' who passed screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

Incidence of additional special educational needs (SEN)

117 services were able to tell us how many deaf children had an additional SEN. The figures show that the adjusted total number of deaf children with an additional SEN is 8,782. This is 21% of the adjusted total of deaf children, which is the same as in 2012/13, when CRIDE last asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN. Services were asked to breakdown this figure by type of SEN, using the classification set out in school census guidance⁵. Not all services were able to give a breakdown.

⁵ www.gov.uk/guidance/school-census#census-documents

Table 9: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children
Specific Learning Difficulty	322	4%	1%
Moderate Learning Difficulty	1,795	22%	4%
Severe Learning Difficulty	1,188	15%	3%
Profound & Multiple Learning Difficulty	682	8%	2%
Behaviour, Emotional & Social Difficulties	394	5%	1%
Speech, Language and Communications Needs	948	12%	2%
Vision Impairment	319	4%	1%
Multi-Sensory Impairment ⁶	462	6%	1%
Physical Disability	763	9%	2%
Autistic Spectrum Disorder	485	6%	1%
Other Difficulty/Disability	813	10%	2%
Total	8,171		
Not known	530		
Total including those reported "not known"	8,701		

The figures suggest that the most common additional SEN is moderate learning difficulty, followed by severe learning difficulty and speech, language and communication needs.

By way of comparison, figures from the Department for Education, via the School Census, indicate that, where deafness is the primary need, 26% (5,080) have a secondary need. The most common secondary need is speech, language and communication needs followed by moderate learning difficulty.

The Department for Education have also identified that there are a separate 4,595 children where deafness has been recorded as a secondary need. This gives a total of 23,945 deaf children overall, of which 40% are recorded as having an SEN other than deafness as a primary or secondary need. It should be noted that these government figures do not include deaf children who have not been formally identified as having a special educational need. The figures are therefore not directly comparable.

Separately, research⁷ from 1996 suggested that 40% of deaf children have another "clinical or developmental problem". However, this research uses a wide definition of additional "problems" (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in schools within the local authority area. Again, the figures are therefore not directly comparable.

⁶ We continue to use separate categories for deaf children with an additional need of vision impairment and multi-sensory impairment on the advice of those who work with children with multi-sensory impairments though we continue to be conscious of the confusion this potentially causes.

⁷ Fortnum, H. Davies, A. (1997) Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997,31,409-446

Deaf children with cochlear implants and bone conduction hearing devices

The table below indicate that 8% of all deaf children have at least one cochlear implant and 3% have a bone conduction device (adjusted totals).

Table 10: Number of deaf children belonging with cochlear implants, by age group

Age	Total with cochlear implants	Total deaf children within each age category	Percentage of total within each age category (where known)
Pre-school	512	5,836	9%
Primary aged	1,358	17,575	8%
Secondary aged	898	13,084	7%
Children/young people who have completed year 11	239	3,134	8%
Total (where known)	3,007	39,629	8%
Not known	87		
Total including not known	3,094		

Table 11: Number of deaf children belonging with bone conduction devices, by age group

Age	Total with device	Total deaf children within each age category	Percentage of total within each age category
Pre-school	315	5,836	5%
Primary aged	638	17,575	4%
Secondary aged	322	13,084	2%
Children/young people who have completed year 11	62	3,134	2%
Total (where known)	1,337	36,629	3%
Not known	82		
Total including not known	1,419		

Additional languages

Table 12: Number of deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	28,280	86%
British Sign Language	717	2%
Spoken English together with signed support	2,658	8%
Other combination	1,071	3%
Total known	32,726	
Not known	820	
Total including not known	33,546	

A number of services were unable to identify the language of all deaf children in their area. There are over 8,000 deaf children who are unaccounted for in the above figures, so these figures should be used with caution.

The results suggest that around 10% of deaf children use sign language as their main language or in some combination with another language.

For the first time, CRIDE also separately asked about the number of deaf children who have a language other than English as an additional spoken language at home. 112 services provided a response to this question, identifying a total of 5,360 children where this was the case. This amounts to 13% of the overall number of deaf children.

By way of comparison, figures from the Department for Education, via the School Census, indicate that 23% of children at SEN support or with a statement of SEN/Education, Health and Care plan where deafness is the primary need do not speak English as their main language. The figures are not directly comparable since the government figures do not include children where deafness is a secondary need and who have not been formally identified as having a special educational need.

Deaf young people post-16

For the first time, CRIDE asked a series of questions on deaf young people aged 16 or above. The numbers of young people reported on in the following tables appear low. For example, earlier in this report, we identified a total of 1,110 deaf young people aged under 19 who had completed year 11 but who were not in school sixth form. The figures should therefore be used with caution.

Table 13: Post-school destinations

Post-school destination	Number of young people	Percentage (where known)
Further education (college)	497	77%
Higher education (university or higher education course at college)	47	7%
Training/apprenticeship	35	5%
Employment	10	2%
Not in education, employment or training	14	2%
Other	46	7%
Total	649	
Unknown	55	
Data not held	86	
Total (including where unknown or data not held)	790	

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

CRIDE asked how many deaf young people who left school by the end of the 2013/14 academic year had a transition plan that was informed by a Teacher of the Deaf. Services reported that this applied to 372 deaf young people.

Table 14: How services establish the level of transitional planning support required by deaf young people

	Number	Percentage
No formal criteria used	46	36%
Locally developed criteria	59	46%
Other	24	19%
Total	129	

CRIDE asked to what extent deaf young people in further education or other post-school destinations were supported by the service. In most cases, it appears that no support is provided.

Table 15: Support provided by services to deaf young people in further education or other post-16 destinations

	Number	Percentage (where known)
No involvement	39	30%
Support to deaf learners provided where commissioned by post-16 providers	32	25%
Service level agreement to provide support to deaf learners with one or more post-16 providers	10	8%
Informal support to deaf learners in one or more post-16 providers	22	17%
Other	25	20%
Total	128	

How do CRIDE's 2015 figures compare to figures from other sources?

As set out below, caution needs to be used when comparing CRIDE's figures with other sources given the differences in how data has been collected, the different definitions used and the different numbers of areas data has been collected from. CRIDE recommends that these figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

Previous CRIDE reports

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, as well as some small changes and improvements to the questions asked across the years.

Table 16: Number of deaf children belonging, over successive years

	Number of children belonging reported
CRIDE 2015	41,291
CRIDE 2014	40,614
CRIDE 2013	37,948
CRIDE 2012	37,414
CRIDE 2011	34,927

School Census

School Census figures for 2014 indicate there are 19,350 children where deafness is the primary SEN and who have been placed at SEN support or have a statement of SEN/Education, Health and Care plan. On top of this, 5,080 have an additional secondary need.

School Census figures also indicate that there are an additional 4,595 children where deafness is a secondary need. The School Census therefore records a total of 23,945 children where deafness is a primary or secondary need.

These figures suggest that the School Census continues to significantly under-record the number of deaf children. The 23,945 deaf children identified by the School Census amounts to 58% of the 41,291 deaf children identified by CRIDE. Expressed in another way, the School Census is failing to capture around 42% of deaf children.

Of children where deafness is a primary need, 6,100 have a statement of SEN or an Education, Health and Care plan. Comparing this figure with the number of children identified by the CRIDE survey, this would indicate that only around 15% of deaf children have a statement or Education, Health and Care plan.

Figures published by the Department for Education do not allow us to establish how many children where deafness is a secondary need have a statement of SEN/Education, Health and Care plan. If we make the assumption that all of these additional children have a statement or plan, this would give a total of up 10,695 of deaf children. This amounts to 26% of the 41,291 deaf children identified by CRIDE.

Prevalence data

NDCS estimates that there are between 34,000 and 42,000 deaf children in England. This estimate has been calculated using known data on the prevalence of deafness and population estimates from mid 2010 from the Office of National Statistics. The estimates include deaf children with all types and levels of permanent hearing loss, including unilateral.

PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in a local authority. We also asked about deaf children who are supported⁸ by the service. This section sets out our analysis of these figures on children being supported. Similar issues around given totals differing from each other also occurred here and we have taken the same approach in calculating an adjusted total. Based on responses from 129 services, our survey indicates that at least 32,773 deaf children receive support from their local service (adjusted total). This is a decrease of 1% from last year when CRIDE reported that 33,139 deaf children were receiving support.

Table 17: Figures generated when calculating how many deaf children are being supported by the service

	Total generated
Adjusted total	32,773
Total given when asked how many children overall	32,481
Total given when asked about number of children, broken down by age	31,854
Total given when asked about number of children, broken down by level of deafness	30,894

The smallest number of children being supported by a service was reported at 10 and the largest was 772. The average was 251.

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

The tables below break down the results by age, level of deafness and region.

Table 18: Number of deaf children being supported by the service, by age group

Age group	Number of deaf children	Percentage of total (where known)
Pre-school children	5,248	17%
Primary aged children	13,981	45%
Secondary aged children	9,900	32%
Children/young people in school sixth forms (years 12 to 13)	1,787	6%
Children/young people in education who completed year 11 but not in a school sixth form college (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment, etc.)	496	2%
Total (where known)	31,412	
Not known	442	
Total (including where not known)	31,854	

⁸ Examples of support given were direct teaching, visits to the family or school, liaison with the family, school, teachers, provision of hearing aid checks, etc.

Table 19: Number of deaf children being supported by the service, by level of deafness

Level of deafness	Number of deaf children	Percentage of total (where known)
Unilateral	4,870	16%
Mild	7,756	26%
Moderate	10,296	35%
Severe	3,253	11%
Profound	3,512	12%
Total (where known)	29,687	
Not known	1,207	
Total (including where not known)	30,894	

Table 20: Number of deaf children supported by the service, by region

Region	Number of deaf children	Percentage of total
East England	3,059	9%
East Midlands	2,586	8%
London	5,032	15%
North East	1,772	5%
North West	4,547	14%
South East	4,505	14%
South West	2,776	8%
West Midlands	3,898	12%
Yorkshire & Humber	4,598	14%
Total	32,773	100%

Assuming the figures are broadly comparable, if there are 41,284 deaf children who live in England, of whom 32,773 (adjusted totals) are receiving support, there are at least 9,171 deaf children who are not being supported by the service. In other words, the figures suggest that 79% of deaf children receive support from their local service. It does not automatically follow that 21% of deaf children are not receiving any support at all; many may be receiving support elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

The following tables compare the percentage difference between each age group to see if any particular age groups appear less likely to receive support from the service.

Table 21: Comparison between number of deaf children belonging and supported by age

Age group	Number of deaf children belonging	Number of deaf children supported by the local service	Proportion of deaf children being supported as a percentage of deaf children belonging
Preschool	5,836	5,248	90%
Primary	17,575	13,981	80%
Secondary	13,084	9,900	76%
Young people in maintained sixth forms (years 12 to 13)	2,024	1,787	88%
Young people in education who have completed year 11 but not in school sixth form (e.g. they are in a General Further Education College, enrolled	1,110	496	45%
Total	39,629	31,412	79%

Overall, the proportion of children who receive support from the service has decreased from 82% to 79% since 2013/14. With the move to a 0 to 25 special educational needs framework following the passing of the Children and Families Act 2014, it is striking that deaf young people over the age of 16 who have completed year 11 but are not in school sixth form are still proportionally less likely to receive support than those in sixth forms and other age groups; only 52 services (40%) reported that they provided any support to post-16 deaf young people outside of sixth forms receiving support.

Table 22: Comparison between number of deaf children belonging and supported by level of deafness

Level of deafness	Number of deaf children belonging	Number of deaf children supported by the local service	Proportion of deaf children being supported as a percentage of deaf children belonging
Unilateral	7,165	4,870	68%
Mild	10,122	7,756	77%
Moderate	11,417	10,296	90%
Severe	3,612	3,253	90%
Profound	4,406	3,512	80%
Total	36,722	29,687	81%

The above table suggests that profoundly deaf children are less likely to receive support from their local service than moderately or severely deaf children. This raises some interesting questions about what is happening with profoundly deaf children. For example:

- It could be that a number of profoundly deaf children do not receive support from the service if/when they are placed in specialist provision.
- Alternatively, and assuming that profoundly deaf children are more likely than other children to have cochlear implants, it may also be that many of these deaf children are receiving Teacher of the Deaf support from an auditory implant centre rather than from their local service.
- It is also possible, for example, that fewer deaf children with cochlear implants may now be receiving support compared to children without, due to apparent changes in their individual needs.

There is no clear answer to this point though services will have made their own observations.

Table 23: Number of deaf children supported, by region

Region	Number of deaf children belonging	Number of deaf children supported by the local service	Proportion of deaf children being supported as a percentage of deaf children belonging
East England	3,840	3,059	80%
East Midlands	3,394	2,586	76%
London	6,518	5,032	77%
North East	2,201	1,772	81%
North West	5,780	4,547	79%
South East	5,614	4,505	80%
South West	3,578	2,776	78%
West Midlands	5,294	3,898	74%
Yorkshire & the Humber	5,065	4,598	90%
Total	41,284	32,773	79%

The previous table again suggests some regional differences between the proportion of deaf children being supported, ranging from 74% in some regions to 90% in one region. However, it is important to continue to bear in mind that these differences may be a reflection of how services have recorded the number of deaf children in their area – services with poor data on all deaf children, excluding those who do not receive support, may appear to be supporting more. It may also reflect differences in the availability of specialist provision in different regions.

Children with temporary conductive deafness

We asked services if they also separately supported children who have temporary conductive hearing loss. Of the 126 services that responded to this question, 78 (62%) did, and 48 services (38%) did not. We then asked those services that provide support, how many children they supported. Only 62 services gave a number. There are at least 2,395 children with temporary conductive deafness supported by services that services were able to tell us about.

PART 3: Teachers of the Deaf

Our survey asked how many Teachers of the Deaf there are who are employed by the local service, including those in a peripatetic role and those working in resource provisions. Figures are expressed as Full Time Equivalent (FTE) posts; a 0.5 Teacher of the Deaf FTE post could, for example, indicate that a person spent half of the standard “working week” as a Teacher of the Deaf.

In total, there are at least 995.75 fully qualified Teachers of the Deaf in employment in England.

There are at least 1,126.35 teachers working as Teachers of the Deaf in employment. 88% of these roles are occupied by a fully qualified Teacher of the Deaf. The remaining teachers are in training (11%) or are qualified teachers but with no immediate plans to begin training for the mandatory qualification (1%).

In addition, at the time the survey was completed, there were 45.6 FTE vacant posts. In 17% of these cases, these vacant posts were frozen.

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 1,171.95 Teacher of the Deaf posts, of which 4% are vacant.

Table 24: Number of Teachers of the Deaf in employment overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of total
Teachers of the Deaf with the mandatory qualification	995.75	88%
Teachers in training for the mandatory qualification within 3 years	122.2	11%
Qualified teachers without the mandatory qualification and not in training	8.4	1%
Total	1,126.35	

Table 25: Number of Teacher of the Deaf vacancies overall

		Number of Teacher of the Deaf posts (FTE)	Percentage of total
Vacancies	Post frozen	7.8	17%
	Currently advertised	25.1	55%
	Advertised but no suitable candidate	12.7	28%
Total		45.6	

Table 26: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2011/12	2012/13	2013/14	2014/15
Teachers of the Deaf with the mandatory qualification in employment	1,062.1	1,063.7	1,031.9	999.2	995.75
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
Number of Teacher of the Deaf posts (including vacancies)	1,196.5	1,180	1,158.2	1,125.7	1,171.95

Table 27: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 5 years (between 2010/11 and 2014/15)	Percentage change over past year (between 2013/14 and 2014/15)
Teachers of the Deaf with the mandatory qualification in employment	-6%	0%
Number of teachers working as Teachers of the Deaf in employment	-3%	+4%
Number of Teacher of the Deaf posts (including vacancies)	-2%	+4%

The above table illustrates that there has been effectively no change over the past year in numbers of qualified Teachers of the Deaf but an increase in the number of teachers in training to become a qualified Teacher of the Deaf and teachers who are unqualified but working as Teachers of the Deaf (both 4%).

There remains a long-term trend of decline over the past 5 years. For example, there has been a decline of 6% in the number of qualified Teachers of the Deaf.

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

Table 28: Number of services in which there has been a change in the number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)

	Number of services	Percentage
Increase	55	42%
No change	30	23%
Decrease	45	35%

The following sections look in more detail at the numbers of Teachers of the Deaf employed in a peripatetic role or in resource provisions.

Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2015. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not designated for deaf children.

Table 29: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	655.0	128
Teachers in training for the mandatory qualification within 3 years	45.3	32
Qualified teachers without the mandatory qualification and not in training	0.1	1
Total	700.4	

Table 30: Number of visiting Teacher of the Deaf vacancies

		Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Vacancies	Post frozen	4.4	5
	Currently advertised	17.5	16
	Advertised but no suitable candidate	5.9	45
Total		27.8	

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 0.8 at the smallest to 23 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service was just over 5 FTE (5.16).

24 (18%) of services employ 2 or fewer visiting Teachers of the Deaf, of which 5 services (4%) employed 1 or fewer visiting Teachers of the Deaf. Given the complex nature of deafness and the diverse needs of deaf children, it remains of concern that some services are attempting to meet the needs of all deaf children with relatively low numbers of visiting Teachers of the Deaf.

We asked if services had sought to recruit Teachers of the Deaf over the past 12 months. Of the 81 services that had sought to recruit to a permanent post, 42% (34) reported difficulties. Of the 56 services that had sought to secure supply cover, 43% (24) reported difficulties.

There has been a slight decrease in the number of qualified peripatetic Teachers of the Deaf in the past year, falling from 657.5 last year to 655.0 this year.

Looking at the number of teachers working as Teacher of the Deaf (i.e. including those in training or who are unqualified), there has been a year on year increase of 2% from 689.4 to 700.4. Closer analysis indicates this is largely due to an increase in the number of teachers in training to be Teachers of the Deaf – which has risen from 30.9 last year to 45.3 this year.

Peripatetic Teachers of the Deaf caseloads

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

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

In simple terms and for consistency across all parts of England, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children belonging 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. However, to exclude these children would obviously produce an incentive to improve the figures by cutting support. In addition, even where a service is simply monitoring a deaf child, this still requires time and resource from the visiting Teacher of the Deaf. Responses were excluded where there were gaps in either the number of Teachers of the Deaf or numbers of deaf children belonging.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 49 deaf children. The highest caseload found was 172 in one area. There are 25 services (20%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 8 services (6%) where there is, on average, 100 or more deaf children.

Table 31: Ratio of deaf children being supported by each visiting Teacher of the Deaf, by region

Region	Average ratio
East England	54:1
East Midlands	39:1
London	56:1
North East	49:1
North West	34:1
South East	57:1
South West	47:1
West Midlands	59:1
Yorkshire & Humber	58:1
England	50:1

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children and whether employed centrally by the local authority or directly by the school. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example).

Table 32: Number of Teachers of the Deaf in resource provisions employed by the local authority or the school

⁹ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years setting, in mainstream state funded schools, in mainstream independent schools, other special schools (i.e. those for disabled children more generally) or in post-16 provision. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

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

	Number of teachers (FTE) in resource provision	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	340.75	95
Teachers in training for the mandatory qualification within 3 years	76.9	41
Qualified teachers without the mandatory qualification and not in training	8.3	8
Total	425.95	

There has been a decrease in the number of Teachers of the Deaf working in resource provisions from last year. The number of qualified Teachers of the Deaf has reduced very slightly from 341.8 to 340.75 in the past year. Looking at the number of teachers working as Teacher of the Deaf (i.e. including those in training or who are unqualified), there has been an increase 390.6 to 425.95 (9% increase). Again, much of this increase seems to be down to an increase in the number of teachers in training, which has risen from 41.2 to 76.9.

Table 33: Number of Teacher of the Deaf vacant posts in resource provisions regardless of how funded

		Number of teachers (FTE) in resource provision	Number of services with staff in relevant category
Vacancies	Post frozen	3.4	3
	Currently advertised	7.6	8
	Advertised but no suitable candidate	6.8	7
Total		17.8	

The following table seeks to explore whether there are any proportional differences in the status of teachers. The figures suggest that there is a slightly higher incidence of unqualified teachers working as Teachers of the Deaf in resource provisions. This is consistent with findings from previous years. The Department for Education has indicated that it expects teachers of classes of deaf children with sensory impairments to be qualified Teachers of the Deaf.

Table 34: Proportional differences in level of qualification of Teachers of the Deaf in employment regardless of how funded

	Percentage of peripatetic teachers	Percentage of all teachers in resource provision regardless of how funded
Teachers of the Deaf with the mandatory qualification	94%	80%
Teachers in training for the mandatory qualification within 3 years	6%	18%
Qualified teachers without the mandatory qualification and not in training	0%	2%

Regional differences

This section concludes by comparing the number of Teachers of the Deaf in each region with the number of deaf children belonging in that area, and then looks at differences in numbers of Teachers of the Deaf in peripatetic services and resource provisions in each region.

Table 35: Regional differences in number of Teachers of the Deaf, compared to number of deaf children belonging

Region	Total number of peripatetic Teachers of the Deaf (FTE)	Total number of Teachers of the Deaf in resource provisions (FTE)	Overall total number of Teachers of the Deaf	Proportion of deaf children belonging by region
East England	57.1 (8%)	42.9 (10%)	100 (9%)	9%
East Midlands	63.5 (9%)	14.7 (4%)	78.2 (7%)	8%
London	86.6 (12%)	113.8 (27%)	214.2 (19%) (200.4 (18%))	19%
North East	40.55 (6%)	19.1 (5%)	59.65 (5%)	5%
North West	140.3 (20%)	55.2 (13%)	195.5 (17%)	17%
South East	92.4 (13%)	50.35 (12%)	142.75 (13%)	13%
South West	67 (9%)	24.7 (6%)	91.7 (8%)	8%
West Midlands	82.8 (12%)	40.1 (10%)	122.9 (11%)	11%
Yorkshire & Humber	70.05 (10%)	56.8 (14%)	126.85 (11%)	11%
England	700.3 (100%)	417.65 (100%)	1,117.95 (100%)	

Table 36: Regional differences in proportion of Teachers of the Deaf working in peripatetic role compared to those working in resource provisions

Region	Total number of peripatetic Teachers of the Deaf (FTE)	Total number of Teachers of the Deaf in resource provisions (FTE)	Overall total number of Teachers of the Deaf
East England	57.1 (57%)	42.9 (43%)	100 (100%)
East Midlands	63.5 (82%)	14.7 (18%)	78.2 (100%)
London	86.6 (43%)	113.8 (57%)	200.4 (100%)
North East	40.55 (66%)	19.1 (34%)	59.65 (100%)
North West	140.3 (71%)	55.2 (29%)	201.7 (100%)
South East	92.4 (65%)	50.35 (35%)	142.75 (100%)
South West	67 (73%)	24.7 (27%)	91.7 (100%)
West Midlands	82.8 (67%)	40.1 (33%)	122.9 (100%)
Yorkshire & Humber	70.05 (55%)	56.8 (45%)	126.85 (100%)
England	700.3 (63%)	417.65 (37%)	1,117.95 (100%)

PART 4: Other specialist staff

Our survey suggests that there are at least 1,411 specialist support staff, other than Teachers of the Deaf, supporting deaf children in England in either a peripatetic role or working in resource provisions. The most common role is teaching assistant followed by communication support worker.

Table 37: Number of specialist support staff overall, by role

	Number of staff (FTE)	Percentage of total
Teaching assistants/Classroom support assistants etc	780.47	55%
Communication support workers/Interpreters/Communicators etc	377.82	27%
Deaf instructors/Deaf role models/Sign language instructors etc	90.73	6%
Educational audiologists	42.5	3%
Technicians etc	27.22	2%
Speech and language therapists	38.25	3%
Family support workers/Liaison officers	17.83	1%
Social workers/Social workers for deaf children	13.07	1%
Other	23.61	2%
Total	1,411.50	

A range of roles, with different full time equivalents, were cited when asked about other specialist staff, including outreach workers, early years workers, specialist portage workers, interveners, transition support coordinators, specialist nursery nurses, and counsellors.

The number of specialist staff overall is up from 1,317.1 in 2013/14, amounting to a 7% increase.

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

Numbers of other specialist staff

The survey asked about numbers of other specialist support staff, by whether they were employed in a peripatetic role or employed by the school directly to work in a resource provision.

Table 38: Number of specialist support staff, by role

	Peripatetic role			Resource provisions		
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of total (where known)	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of total
Teaching assistants/ Classroom support assistants etc	168.73	63	39%	611.74	73	63%
Communication support workers/ Interpreters/ Communicators etc	109	25	25%	268.82	38	28%
Deaf instructors/Deaf role models/Sign language instructors etc	43.13	39	10%	47.6	35	5%
Educational audiologists	38.60	49	9%	3.9	7	0%
Technicians etc.	22.52	25	5%	4.7	7	0%
Speech and language therapists	9.65	16	2%	28.6	30	3%
Family support workers/Liaison officers	13.53	14	3%	4.3	5	0%
Social workers/Social workers for deaf children	12.67	6	3%	0.4	1	0%
Other	19.01	17	4%	4.6	1	0%
Total	436.84			974.66		

We also asked if services manage teaching assistants or other support staff based in schools to support named pupils. Of the 126 services that responded to this question, 23 (18%) said yes, 13 (10%) said they manage some, but not all, and the majority, 90 (69%) said they did not.

Resource provisions

When asked if the resource provision provided outreach support to other schools, 22 (22%) replied yes, and 77 (78%) replied no.

Where outreach support was provided, this amounted to 6.5 full time equivalent staffing time total across all of the services who responded. The actual figure may be higher; some services reported that provided outreach services “as required” without giving a rough figure.

PART 5: Eligibility frameworks and funding arrangements

Eligibility criteria/frameworks

The majority of services – over three quarters - continue to use the National Sensory Impairment Partnership (NatSIP) eligibility framework (formerly known as eligibility criteria) as a vehicle to help determine what support deaf children receive. The proportion of services using the NatSIP criteria is up from 71% in 2012/13 when CRIDE last asked about eligibility criteria/frameworks.

Table 39: Criteria/frameworks used to help determine the level of support for deaf children

	Number of services	Percentage of total
NatSIP criteria / eligibility framework	99	77%
Criteria developed locally	23	18%
Other	7	5%
Total	129	

Services were asked to specify what other criteria they used. In these cases, services tended to indicate that they were using NatSIP's criteria (or a variant of them) alongside locally developed criteria, following a full assessment of a child's needs, in consultation with parents and other professionals and using their own professional judgement.

The survey also sought general information about the type of service provided for different categories of deaf children and young people. It was recognised that this could only be a crude estimate of services offered and the amount of support provided to an individual child would be determined by a range of factors, including professional judgement, and not just the degree and type of deafness. Services were able to tick more than one option for each group of deaf children.

Table 40: Type of support provided by type of deafness

Type of need	Type of deafness or other characteristic	Number of services that provide no direct support	Number of services that provide annual, one-off or occasional visit	Number of services that provide allocated ToD and regular visits (i.e. more than once a year)
Primary and permanent need	Bilateral severe or profound sensorineural deafness	0	0	131
	Bilateral moderate sensorineural deafness	0	3	129
	Bilateral conductive deafness	7	34	98
	Bilateral mild or high frequency only sensorineural deafness	11	38	95
	Unilateral deafness (sensorineural or conductive)	19	87	42
Additional and permanent need	Bilateral severe or profound sensorineural deafness	0	5	127
	Bilateral moderate sensorineural deafness	0	12	122
	Bilateral conductive deafness	10	44	87
Other	With temporary conductive deafness as a primary or additional need	35	61	55
	In special schools other than schools for the deaf	10	24	110
	With auditory neuropathy	9	24	101
	With auditory processing difficulty/disorder	61	45	23

Table 41: Changes in eligibility criteria in the service between 2013/14 and 2014/15

	Number of services	Percentage of services
Changes resulting in some/all deaf children now receiving more support	15	12%
Changes resulting in some/all deaf children now receiving less support	18	14%
No changes	96	74%
Total	129	

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

- Decrease in staffing
- Issues with staff being on sick leave, maternity leave or generally absent
- Issues with needing to free up time for staff training
- Support to some children reduced following review of eligibility criteria
- Increase in number of pupils, including those with more complex needs

- Funding changes resulting in some children receiving support from generic school-based teaching assistants rather than specialist teaching assistants employed by the service
- Reducing the number of children with statements/Education, Health and Care plans, thus allowing the service to respond more flexibly to children without statutory assessments

Reasons given for increasing support included:

- More support for children with mild, unilateral or temporary hearing loss
- Stronger focus on support for deaf children in the early years
- Greater staffing capacity
- More flexible support provided without recourse to a statement/Education, Health and Care plan, meaning some children now receive more support
- New system of offering “blocks of support” to new referrals and to children, who previously would have only had one visit a year and where problems are highlighted by other professionals or parents.

Services were asked to report which quality standards they used to review service development. Services were able to tick more than one option.

Table 42: Use of quality standards or resources to reflect on the service provided or look at service development

	Number of services
BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009) ¹¹	104
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) ¹²	73
Newborn Hearing Screening Programme Quality Standards	96
NatSIP Quality Improvement Support Pack (2014)	72
Deafblind people: guidance for local authorities, Department of Health (2014)	31
Other	11

Services were asked to specify what other standards they used. The most common other standards referred to were:

- Ofsted judgements
- NDCS resource on specialist assessments
- NDCS Quality Standards for radio aids/FM systems
- Newborn hearing screening programme quality standards

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

¹¹ See: www.ndcs.org.uk/QSRPs

¹² See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

Table 43: Funding arrangements for peripatetic specialist support services for deaf children aged 5 to 16

Funding is...	Number of services	Percentage of all services who responded
Held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE)	111	85%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	7	5%
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	1	1%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from the LA (i.e. "traded services" for non-statemented children)	1	1%
Other	10	8%
Total	130	

Other responses included:

- Delegation to a group of special schools within the area
- Delegation to a consortium of local authorities
- Service contracted to a separate body or learning trust

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

Table 44: Budget changes

	Increase in budget	Decrease in budget	No change in budget	Don't know/can't separate budget for HI team
Staffing	17 (13%)	5 (4%)	100 (81%)	3 (2%)
Training	7 (5%)	3 (2%)	107 (83%)	12 (9%)
Equipment	10 (8%)	7 (5%)	100 (78%)	12 (9%)
Other	1 (1%)	0 (0%)	4 (3%)	1 (95%)

Resource provisions

CRIDE also sought information on the staffing and funding arrangements for resource provisions. 102 services (78%) indicated that they had resource provisions in either a primary or a secondary school in their area.

Table 45: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in primary schools with resource provisions

	Number of services	Percentage
Staff employed and managed by the school	56	60%
Staff employed and managed by the local authority	24	26%
Combination of above	9	10%
Other	5	5%
Total	94	

Table 46: Arrangements in place for the employment and management of staff (including Teachers of the Deaf and other specialist staff) working in secondary schools with resource provisions

	Number of services	Percentage
Staff employed and managed by the school	24	29%
Staff employed and managed by the local authority	43	51%
Combination of above	12	14%
Other	5	6%
Total	84	

Table 47: Funding of pupils who attend resource provisions

How are pupils who attend the resource provision funded?	Number of services	Percentage of those where applicable
Held centrally by the local authority	28	28%
Delegated to schools	46	46%
Both central and delegated	22	22%
Other	5	5%
Total	101	

The majority of resource provisions continue to be delegated to schools. This is broadly in line with findings from CRIDE surveys in previous years.

The Department for Education recommends that funding for resource provisions be delegated through the place plus approach. CRIDE asked whether this is the case and how top up funding was being calculated.

Table 48: Calculating top up funding for resource provisions

Top up funding approach	Number of services	Percentage of those where applicable
The local authority uses a resource branding system	30	38%
Top is based on an assessment of each pupil's individual needs	21	27%
Top up is based on the cost of the provision	21	27%
Other – please specify	6	8%
Total	78	
Not applicable	21	
Blank	32	

Other responses generally indicated that the service was unaware of the approach taken by their local authority.

The majority of services – 80% - have service level agreements with resource provisions where funding is delegated. The proportion doing so is up from 66% in 2013/14, when CRIDE last asked this question.

84 services out of 102 that have resource provisions (82%) reported that they have used the *NDCS Quality Standards: Resource provisions for deaf children and young people in mainstream schools*¹³ to reflect on the service provided within the resource provision or to look at service development whilst 43 (42%) services stated that they used the *NatSIP Quality Improvement Pack*. Other responses referred to support from the Ewing Foundation, surveys of parents and outcomes achieved by deaf children.

¹³ See: <http://www.ndcs.org.uk/document.rm?id=5765> This seems to have been moved

PART 6: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. Representatives include: the [British Association of Teachers of the Deaf \(BATOD\)](#), [City University London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society \(NDCS\)](#), the [National Sensory Impairment Partnership \(NatSIP\)](#), [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education service for deaf children in Kent, Norfolk and the Highlands, [University of Leeds](#) and [UCL](#).

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

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

The England survey was disseminated to services in England in February 2015 by NDCS on behalf of CRIDE. Services were asked to respond by 22nd April 2015. Where there was no response by this time, members of CRIDE contacted services by email and telephone. Following this, as a last resort, Freedom of Information requests were sent out in May 2015 to the remaining services who had not responded by then.

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

Table 49: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 22 nd April 2015	69	69
Second deadline following chasers	29	98
Returned late	11	109
Returned late following a Freedom of Information request	23	132

As mentioned earlier, one response was received too late for inclusion in the analysis for this report. However, they have been included in data shown in the Annex.

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

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

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

If you have any feedback or questions on the results, please contact professionals@ndcs.org.uk.

Annex A: Local authority data

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

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

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

Table 50: Data by local authority

Service	Number of deaf children belonging	Number of deaf children supported	Number of full time equivalent (FTE) Teachers of the Deaf in the specialist peripatetic service	Number of full time equivalent (FTE) Teachers of the Deaf in resource provisions
East England	3,840	3,059	57.1	43.5
Bedford	-	-	1	0
Cambridgeshire	539	426	11.4	2
Central Bedfordshire	164	161	1.3	2.8
Essex	662	509	8.8	20.6
Hertfordshire	542	542	8.1	2.5
Luton	403	160	N/a	5.7
Norfolk	599	233	13.8	3
Peterborough	251	251	4	1
Southend on Sea	103	87	0.8	N/a
Suffolk	475	475	5.6	3.2
Thurrock	102	102	2.3	2.7
East Midlands	3,394	2,586	63.5	14.7
Derby City	486	114	2.6	-
Derbyshire	720	720	7.6	4.1
Leicester City	304	304	11	1
Leicestershire and Rutland	719	406	8.6	1.4
Lincolnshire	294	279	8.3	2.2
Northamptonshire	394	341	12.6	3
Nottingham City	159	136	5.2	3
Nottinghamshire	318	286	7.6	N/a
London	6,756	5,181	90.4	136.3
Barking and Dagenham	107	71	6.6	11
Barnet	303	146	2.2	6
Bexley	218	210	1	3

Brent	325	196	3.4	3.5
Bromley	226	221	3.3	6.2
Camden	172	172	2	N/a
Croydon	287	159	4.6	5
Ealing	175	158	1.5	2
Greenwich	296	146	3.4	9.3
Hackney	264	168	3	N/a
Hammersmith and Fulham, Kensington and Chelsea	204	204	3.6	N/a
Haringey and Enfield	343	234	5	2.8
Harrow	260	260	3.3	2.4
Havering	181	181	2.5	4.6
Hillingdon	200	177	2	3.4
Hounslow	215	157	2.2	10.1
Islington	140	85	1	11.6
Kingston Upon Thames and Richmond	224	224	2.9	1
Lambeth	227	149	2.7	1.4
Lewisham	193	143	1.8	3
Merton	124	71	2.6	N/a
Newham	332	322	5	5.5
Redbridge	283	234	3.2	9.8
Southwark	238	149	3.8	0.5
Sutton	169	169	0	2
Tower Hamlets	416	281	6.5	7.7
Waltham Forest	204	191	3.4	-
Wandsworth	283	283	6.4	6.4
Westminster	117	10	1.5	0.8
North East	2,201	1,772	40.55	20.1
Darlington	111	111	1.7	N/a
Durham	362	270	3.9	2.2
Gateshead	156	136	2.55	1
Middlesbrough, Hartlepool, Redcar & Cleveland and Stockton	548	488	8.8	6
Newcastle Upon Tyne	292	175	2.8	7
North Tyneside	188	139	4	0.9
Northumberland	210	172	10.2	N/a
South Tyneside	151	151	3.6	0
Sunderland	178	128	3	3
North West	5,780	4,547	140.3	55.2
Blackburn with Darwen	136	114	2.5	3.2
Blackpool	129	111	2.4	1
Bolton	298	298	23	6
Bury	172	123	3.1	3.1
Cheshire East	316	316	6.1	5.7

Cheshire West & Chester	267	267	5.2	N/a
Cumbria	228	228	6.0	0.6
Halton	106	81	1.5	2
Knowsley	151	75	1.4	N/a
Lancashire	1,112	145	14.6	10
Liverpool	122	253	5.6	3.8
Manchester	492	480	9.1	9.2
Oldham	225	205	6	2.5
Rochdale	173	167	5.4	1.3
Salford	216	178	5.6	N/a
Sefton	176	154	4.3	N/a
St Helens	98	93	2	N/a
Stockport	288	288	8.8	N/a
Tameside	179	165	8.2	3
Trafford	173	173	7.1	N/a
Warrington	139	91	1.6	N/a
Wigan	218	207	7	N/a
Wirral	344	332	3.8	3.8
South East	5,614	4,505	92.5	50.35
Berkshire Consortium ¹⁴	742	555	10.7	12
Brighton & Hove	230	230	4.2	1.3
Buckinghamshire	322	278	6	-
East Sussex	253	229	4.1	4
Hampshire	808	751	10.8	4.85
Isle of Wight	72	51	2.3	N/a
Kent	575	470	11.9	10.5
Medway	198	197	2	3
Milton Keynes	238	215	3.6	3.8
Oxfordshire	527	379	13.8	2.5
Portsmouth	158	112	2.7	0.2
Southampton	163	144	1.7	2.6
Surrey	676	598	13.3	-
West Sussex	644	281	5.4	5.6
South West	3,574	2,776	67	24.7
Bristol, South Gloucestershire, Bath & NE Somerset, North Somerset	732	434	12.2	8.3
Cornwall	178	175	14.6	N/a
Devon	636	518	5.6	4.5
Dorset, Poole, Bournemouth	510	405	9.3	N/a
Gloucestershire	402	402	5.3	1.5
Plymouth	248	-	2	4
Somerset	332	321	8.9	2
Swindon	176	161	3.5	3.4
Torbay	65	60	1	1

¹⁴ Royal Borough of Windsor & Maidenhead, Bracknell Forest, Slough, Reading, Wokingham and West Berkshire

Wiltshire	295	295	4.6	-
West Midlands	5,294	3,898	82.8	40.1
Birmingham	1,408	692	12.7	22.2
Coventry	362	356	4.2	3
Dudley	284	278	3.0	4.6
Herefordshire	113	54	3.4	N/a
Sandwell	463	322	5.6	1.6
Solihull	214	194	4.6	1
Staffordshire	547	408	11.6	N/a
Stoke on Trent	269	249	4	1
Telford & Wrekin and Shropshire	410	270	11	N/a
Walsall	262	236	4.5	1.7
Warwickshire	240	227	6.4	N/a
Wolverhampton	276	196	4.3	5
Worcestershire	415	280	7.5	N/a
Yorkshire and the Humber	5,151	4,598	70.05	58.8
Barnsley	168	156	3	1
Bradford	776	772	7.3	13.2
Calderdale	228	132	4.6	0.6
Doncaster	304	287	5.2	2
East Riding of Yorkshire	168	166	3.8	N/a
Hull	222	158	3	8.7
Kirklees	517	259	-	7.2
Leeds	758	758	11.7	4.6
North East Lincolnshire	76	76	2	N/a
North Lincolnshire	131	124	2.2	0.8
North Yorkshire	289	288	7.6	N/a
Rotherham	323	322	4.2	5.1
Sheffield	727	727	7.4	12.6
Wakefield	254	256	4.8	3
York	124	109	3.25	N/a