



Consortium for Research in Deaf Education

## 2020 report for Wales

### CRIDE report on 2019/20 survey on educational provision for deaf children in Wales

#### Introduction

In 2020, the Consortium for Research into Deaf Education (CRIDE) carried out its tenth annual survey on educational staffing and service provision for deaf children.<sup>1</sup> It covers the 2019/20 academic year.<sup>2</sup> This report sets out the results of the survey for Wales and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

CRIDE alternates from year to year between a full survey and a short survey, with the short survey including a number of thematic questions. The 2020 survey was a short survey. This means that some of the more detailed data available in the 2019 report is not available in this report.

The survey was issued in February 2020. In normal times, the survey would run over the first six months of the year. However, at the end of March, the coronavirus pandemic resulted in the closure of schools and considerable disruption to the operation of specialist education services for deaf children. In light of this and to allow services to focus on providing support to deaf children in these extraordinary times, CRIDE made the decision not to chase responses in the usual way. We are very grateful to those who responded to the survey and/or provided clarification despite this.

As a result, the response rate to this survey is lower than it has been in previous years and this year's survey is missing responses from some services that cover multiple local authorities. The analysis in this report is based on responses from 11 services in Wales, covering 12 out of 22 authority areas giving a response rate of 55%.

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<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 or 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/>.

## Interpreting the results

Services were asked to give figures for the position as of 31<sup>st</sup> January 2020.

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.

In each CRIDE report we emphasise that results should be used with caution in the light of differences in how services respond to the survey questions. This disclaimer applies even more so this year because of the lower response rate and the circumstances in which services were operating when the survey was completed.

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

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## PART 1: Deaf children in Wales

### How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area they covered.<sup>3</sup> 11 services responded to this question. Based on these responses, the number of deaf children in Wales is 1,384.

Given the lower response rate, it is not possible to accurately establish if there has been a change in the overall number compared to previous years. For reference, this figure stood at 2,486 in 2019 when we received responses from all services in Wales.

The smallest service reported 54 deaf children living within their boundaries. The largest response this year reported 260 deaf children. The average number of deaf children living in each service was 126. For reference, these figures stood at 55, 396 and 166 respectively in 2019.

Services were asked if there were any known issues or gaps in the data they provided for the number of children and young people living in the area they covered. Four services (36%) said there were known issues or gaps. These included:

- Database not allowing services to separate out children with a permanent or temporary hearing loss when responding to questions about children with a permanent hearing loss.
- No access to information about post-16 young people.
- Services only having details on pupils currently receiving support from the team.
- Known gaps in information provided by audiology regarding permanence of hearing loss.
- Services only having data on children who attend audiology clinics and are hearing aid wearers.

### Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseloads who received some form of support **more than once a year**. 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 could also be included in this question.

Survey responses from 11 services indicated that at least 1,639 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 39 and the largest was 303. The average was 149 children.

Whilst the survey asked for numbers receiving support **more** than once a year, it should be noted that some responses indicated that some services may have given a figure for children who receive support

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<sup>3</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.

once a year or less.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 11 services responded to this question and reported that there were 359 children with temporary conductive deafness supported by services that they were able to tell us about.

If there are 1,384 permanently deaf children reported by the responding services in Wales and 1,280 with permanent deafness on services' caseloads, there are at least 104 deaf children who are not being supported by a service more than once a year. In other words, the figures suggest that 92% of permanently deaf children receive support from their local service. It does not automatically follow that 8% 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 outside of Wales or resource provisions not managed by the service.

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

The survey asked how many Teachers of the Deaf are working in different settings, specifically 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 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.

Overall, there are at least 32.3 teachers working as Teachers of the Deaf in Wales reported in the 11 responses received. 85% of these posts (27.5 fte) are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (12%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (3%).

At the time the survey was completed, there were 0.5 fte vacant posts reported by one service. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 32.8 fte Teacher of the Deaf posts, of which 2% are vacant in the 11 services that responded.

It should be noted that these figures do not include Teachers of the Deaf working in other settings such as auditory implant centres. We have been informed that there are 1.6 Teachers of the Deaf working in these settings in Wales. In addition, the figures do not include any Teachers of the Deaf working in special schools for deaf children given that there are no such schools in Wales.

Again, given the lower response rate, it is not possible to accurately establish if there has been a change in the overall number of Teachers of the Deaf compared to previous years. However, for reference, there were at least 66 fte teachers working as Teachers of the Deaf in 2019.

Table 1: 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)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	15 (84%)	10.5 (84%)	1 (100%)	1 (100%)	27.5 (85%)
Teachers in training for the mandatory qualification within 3 years	2.8 (16%)	1 (8%)	0 (0%)	0 (0%)	3.8 (12%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	1 (8%)	0 (0%)	0 (0%)	1 (3%)
Total	17.8 (100%)	12.5 (100%)	1 (100%)	1 (100%)	32.3 (100%)

CRIDE examined how many of the services which responded to this year's survey had seen a change in the number of Teachers of the Deaf in the past year and found that out of the 11 responding services, one service (9%) had seen an increase, nine services (82%) had seen no change whilst one service (9%) 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. No services reported any difficulties in recruiting for a permanent post. In terms of recruiting for supply cover, seven services (64%) reported difficulties, one (9%) reported no difficulties, whilst three services (27%) stated that this question was not applicable to them.

Comments from services covered these themes:

- Lack of suitably qualified Teachers of the Deaf.
- Having to buy in time from neighbouring authorities where they have capacity.
- One service indicated they were working towards merging together, to develop a more resilient regional service.

## **PART 3: Support provided**

### **Where services are based**

Services were asked where they were based. All 11 services were based in a local authority.

### **Number of resource provisions**

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were seven resource provisions for primary-aged children in the responding services. Six services had at least one resource provision for primary-aged children in their area.

There were seven resource provisions for secondary-aged children. Six services had at least one resource provision for secondary-aged children in their area.

This gave a total of 14 resource provisions across Wales reported by the 11 services.

### **Eligibility criteria/frameworks**

Services were asked if there had been any changes to their support allocation between the 2018/19 and 2019/20 academic years. Two services (18%) reported that there had been changes and nine (82%) reported that there had been no changes.

Where services reported that there had been changes, comments included:

- Difficulties recruiting fully trained staff and cover after a Teacher of the Deaf had retired.
- A primary and secondary resource provision closing in one service, with pupils being provided with peripatetic support in their mainstream schools.

## PART 4: Thematic questions: Early interventions for parents of deaf children

Services were asked whether their service provided or facilitated different types of support to families of deaf children aged 0-4 years old.

The table below sets out whether services are using specific interventions or programmes for different areas of support, and/or if such support is part of their core offer of support to families. The specific support, interventions, programmes or training offered are summarised separately in Annex B.

*Table 3: Support provided or facilitated for families of deaf children aged 0-4*

<b>Support</b>	<b>Yes – provided or facilitated</b>	<b>No – not provided or facilitated</b>	<b>If yes, number that indicated it was part of the core offer</b>
Information and advice on hearing and hearing technology	11 (100%)	0 (0%)	9 (90%)
Opportunities to meet other parents of deaf children	10 (91%)	1 (9%)	3 (33%)
Opportunities to meet deaf adults/role models	9 (82%)	2 (18%)	3 (38%)
Supporting families with their deaf child's spoken language	10 (91%)	1 (9%)	7 (88%)
Supporting families with their deaf child's sign language	11 (100%)	0 (0%)	10 (91%)
Information and advice on child development	9 (82%)	2 (18%)	7 (88%)
General advice on social and emotional well-being of deaf children	11 (100%)	0 (0%)	8 (89%)
Specific programme, course or intervention on social or emotional development for deaf children	5 (45%)	6 (55%)	3 (60%)
Behavioural management advice	9 (82%)	2 (18%)	8 (100%)
Counselling or targeted support for the emotional wellbeing of parents/carers	3 (27%)	8 (73%)	2 (100%)
Support for deaf children transitioning into an early years setting/school	11 (100%)	0 (0%)	8 (80%)

The table below summarises the range of different challenges when supporting families of deaf children 0-4 years old which services told us about.

*Table 4: Challenges when supporting deaf children 0-4 years old*

<b>Challenges</b>	<b>Yes - number of services (percentage of services)</b>	<b>No - number of services (percentage of services)</b>
Engaging with families	1 (9%)	10 (91%)
Contacting families	1 (9%)	10 (91%)
Meeting the needs of families who speak Welsh	1 (9%)	10 (91%)
Meeting the needs of families who speak English or Welsh as an additional language	1 (9%)	10 (91%)
Meeting the needs of deaf families who use sign language	2 (18%)	9 (82%)
Resourcing/budget to meet the needs of all families who need support	4 (36%)	7 (64%)
Recruiting staff with relevant skills	2 (18%)	9 (82%)
Continuous Professional Development (CPD) opportunities to keep skills and knowledge up to date in this area	5 (45%)	6 (55%)
Family cultural preferences or factors	1 (9%)	10 (91%)
Geographical distance between user and service	2 (18%)	9 (82%)
Other	1 (9%)	10 (91%)

Where the 'other' option was selected, the service noted the issue of geographical distance between families and other families.

## PART 5: Thematic questions: Careers advice to deaf young people

We asked a number of questions about peripatetic support to deaf young people with respect to careers advice and employment support.

*Table 5: Provision of information and support to deaf young people*

	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Engagement with careers advisors in schools about careers advice to deaf young people	9 (90%)	1 (10%)	0 (0%)
Engagement with careers advisors in colleges about careers advice to deaf young people	3 (27%)	8 (73%)	0 (0%)
Provision of advice about accessibility of work placements being undertaken by deaf young people	5 (45%)	4 (36%)	2 (18%)
Information to deaf young people about the support available through the Access to Work scheme to deaf adults	6 (55%)	4 (36%)	1 (9%)
Information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	7 (64%)	3 (27%)	1 (9%)

We also asked what resources, if any, are used in services with respect to careers advice for deaf children and/or support in moving into employment. Replies to this included:

- Next Steps: Supporting Successful Transitions post-16 (National Deaf Children’s Society).
- Supporting Achievement of Deaf Young People in Further Education (National Deaf Children’s Society).
- National Deaf Children’s Society Roadshow visits.
- Hearing Loss What Works guides to employment and transition.
- Access to Work information.
- Transition reviews.
- Link with Social Worker for the Deaf.
- Working with Careers Wales or local careers advisors.
- Working with other agencies as regards Deaf Blind guidance.
- In resource provisions, Teacher of the Deaf attends meetings and visits with the pupils for careers/college/university/employment placements.
- Pupils in mainstream get Teacher of the Deaf support for university access arrangements.
- Attending meetings with families.

## **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), consultants, 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 Cambridgeshire, Camden and Kent, 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 2020, a shorter survey with a number of thematic questions was issued.

The survey is distributed to services UK-wide and was disseminated to services in Wales in February 2020 by National Deaf Children's Society staff on behalf of CRIDE.

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 A: 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 2020.

Figures for Teachers of the Deaf include all Teachers of the Deaf in post reported by services, including Teachers of the Deaf with the mandatory qualification (MQ) and Teachers of the Deaf in training for the MQ or intending to train within three years.

*Table 6: Data by local authority*

	Number of permanently deaf children living in the geographical 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
Bridgend	211	267	56	1	1	0	1
Carmarthenshire	159	171	37	2.2	3	0	0
Ceredigion	57	77	19	0.8	1	0	0
Conwy	65	80	15	1	0	0	0
Gwynedd and Anglesey	161	92	11	2.6	0	0	0
Merthyr Tydfil	54	39	9	1	0	0	0
Neath Port Talbot	110	203	93	2	2	0	0
Pembrokeshire	64	83	19	1	0	0	0
Rhondda Cynon Taf	143	189	12	3.2	1	1	0
Swansea City	260	303	43	2	1.5	0	0
Vale of Glamorgan	100	135	45	1	2	0	0

## **Annex B: Early intervention support, programmes or training offered by services to parents with deaf children aged 0 to 4**

The specific support, interventions, programmes or training offered are listed below (with the number of services that mentioned this in brackets):

### **Information and advice on hearing and hearing technology:**

- Events for families (1)
- Individual support (3)
- Multidisciplinary working (2)
- NDCS resources (3)
- NDCS Roadshow (1)
- Signposting to other organisations (1)
- Training for settings (1)

### **Opportunities to meet other parents of deaf children:**

- Bespoke support (1)
- Children's group (4)
- Events for families (2)
- Local Deaf Children's Society (1)
- Multidisciplinary working (1)
- NDCS events (3)
- NDCS Feeling Good (1)
- NDCS Messy Play (1)
- NDCS resources (1)
- NDCS Roadshow (2)
- Parents coffee morning (2)
- Training (1)

### **Opportunities to meet deaf adults/role models:**

- Bespoke support (6)
- Children's group (2)
- Deaf staff in the service (1)
- NDCS events (2)
- NDCS Roadshow (2)
- Signposting to other organisations (4)
- Training (1)
- Working with Deaf Role Models (2)

### **Supporting families with their deaf child's spoken language:**

- Baby Beats (1)
- Early Support Monitoring Protocol (2)
- Interpreters (1)
- Multidisciplinary working (3)
- Signposting to other organisations (1)
- Support for children available in Welsh (1)
- WellComm (2)

### **Supporting families with their deaf child's sign language:**

- Bespoke training (1)
- Early Support Monitoring Protocol (1)
- Multidisciplinary working (1)
- NDCS Family Sign Language (2)
- NDCS resources (1)
- Resources shared (3)
- Signposting to other organisations (6)

### **Information and advice on child development:**

- Early Support Monitoring Protocol (3)
- Multidisciplinary working (1)
- Signposting to other organisations (1)

### **General advice on social and emotional wellbeing of deaf children:**

- Early Support Monitoring Protocol (3)
- Multidisciplinary working (2)
- NDCS resources (1)

### **Specific programme, course or intervention on social or emotional development for deaf children:**

- Baby Beats (1)
- Early Support Monitoring Protocol (1)
- Multidisciplinary working (2)
- NDCS Healthy Minds (2)
- NDCS resources (1)
- Signposting to other organisations (1)

### **Behavioural management advice:**

- Early Support Monitoring Protocol (1)
- Multidisciplinary working (2)
- NDCS resources (1)
- Referral to specialist professionals (1)
- Signposting to other organisations (1)

### **Counselling or targeted support for the emotional wellbeing of parents/carers:**

- Early Support Monitoring Protocol (1)
- Multidisciplinary working (1)
- Signposting to other organisations (1)

### **Support for deaf children transitioning into an early years setting/school:**

- Multidisciplinary working (1)
- Training for settings (3)
- Transition planning/visits (3)

### **Other support, interventions, programmes or training:**

- Chit Chat (Cochlear & Ear Foundation)
- Early Support materials (& Developmental Journal for Deaf Babies & Children (Wales))
- Family Networking Days/events
- Home Radio Aid Support
- NDCS Family Officer
- Listen, Learn & Talk (Cochlear)
- Makaton Signing books
- McArthur Developmental Scales
- Multi-agency plan and targets for pupils aged 0 to 4
- Sensory playgroup
- Signalong resources and our own sign books/sheets
- Speech and language WellComm pack to support language/communication skills