



Consortium for Research in Deaf Education

2020 report for England

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

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.¹ It covers the 2019/20 academic year.² 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.

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 half of the year. However, at the end of March, the coronavirus pandemic resulted in the closure of schools and significant 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. The analysis in this report is based on responses from 103 services in England, covering 117 out of 151³ local authority areas, giving a response rate of 77%.

Interpreting the results

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

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 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.

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

³ There are two local authorities - the City of London and the Isles of Scilly – whom we do not send a copy of the survey to, on the understanding that the numbers of deaf children in the area are very low.

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 light of differences in how services respond to the survey questions. This disclaimer applies even more so this year in light 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 England

How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area they covered.⁴ 103 services responded to this question. Based on these responses, the number of deaf children in England is 37,340.

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. However, for reference, this figure stood at 46,404 in 2019 when we received responses from 131 services.

The smallest service reported 71 deaf children living within their boundaries. The largest reported 1,557 deaf children. The average number of deaf children living in each service was 363.

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 covered by them. 55 services (54%) said there were known issues or gaps. These included:

- Data potentially including children with a temporary hearing loss/not being able to separate out data on children with permanent deafness and children with temporary hearing loss.
- Service only having data on children supported by the service.
- Services database not able to separate out data on children receiving support by frequency (e.g. whether they received support once a year or more than once a year).
- Service not receiving referrals when people move into the area.
- Services not receiving referrals for children with unilateral or mild hearing loss.
- Service only having data on children and young people up to the age of 16.
- Service not having data on children whose parents do not want their information kept on the database.
- Service not receiving information from adult audiology services who see young people post-18.
- Service only having data on children and young people who use hearing aids or other devices.

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.

⁴ Services were asked: How many children with **permanent deafness** live in the geographical area covered by your service? The answer should, as much as possible, 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 (in Q16, we ask about the number of children on your caseload), 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.

Based on responses from 103 services, at least 32,820 deaf children with permanent or temporary deafness were on services' caseloads. The largest number of children on a caseload was 1,042. The average was 319 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 once a year or less.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 90 services responded to this question and reported that there are 3,945 children with temporary conductive deafness supported by services that they were able to tell us about.

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

If there are 37,340 permanently deaf children reported by 103 services in England and 28,875 with permanent deafness on services' caseloads, there are at least 8,465 deaf children who are not being supported by a service more than once a year. In other words, the figures suggest that 77% of permanently deaf children receive support from their local service. It does not automatically follow that 23% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service or elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

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 816.35 teachers working as Teachers of the Deaf in England reported by 103 services. 90% of these posts (733.25 fte) are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (9%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (1%).

At the time the survey was completed, there were 42.55 fte vacant posts reported by 34 services. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 858.9 fte Teacher of the Deaf posts, of which 5% are vacant.

It should be noted that these figures do not include Teachers of the Deaf working in special schools for deaf children, auditory implant centres or elsewhere.

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 1,267.64 fte teachers working as Teachers of the Deaf in 2019 and there were 1,306.44 fte Teacher of the Deaf posts.

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	481.39 (93%)	217.66 (84%)	17.8 (90%)	16.4 (81%)	733.25 (90%)
Teachers in training for the mandatory qualification within 3 years	33.7 (7%)	37.5 (14%)	2 (10%)	3.2 (16%)	76.4 (9%)
Qualified teachers without the mandatory qualification and not in training	2.6 (1%)	3.5 (1%)	0 (0%)	0.6 (3%)	6.7 (1%)
Total	517.69 (100%)	258.66 (100%)	19.8 (100%)	20.2 (100%)	816.35 (100%)

CRIDE examined how many of the services that responded to this year's survey had seen a change in the number of Teachers of the Deaf in post in the past year. 27 services (27%) had seen an increase, 33 (33%) services had seen no change while 41 (41%) services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. In terms of recruiting for a permanent post, 31 services (30%) reported difficulties, 40 (39%) reported no difficulties, whilst 31 services (30%) stated that this question was not applicable to them. In terms of recruiting for supply cover, 22 services (23%) reported difficulties, 24 (25%) reported no difficulties, whilst 50 services (52%) stated that this question was not applicable to them. Combining the figures, 37 services (36%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered these themes:

- Lack of suitably qualified or experienced applicants.
- Lack of suitable agencies to supply qualified applicants.
- Unable to appoint trainee Teachers of the Deaf as other Teachers of the Deaf in the service already undergoing training/budget constraints.
- Difficulty recruiting to maternity cover posts.

- Having to appoint teachers without the mandatory qualification who then go on to undertake the training.
- Difficulty acquiring funding for Teacher of the Deaf training.
- Management not signing off recruitment forms.
- Recruitment freeze.

We also found:

- As a proportion, the percentage of Teachers who are in training has fallen from 14% in 2019 to 9% this year. It is difficult to be certain if this proportion would have held across those services that were not able to respond to this year's survey.
- In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0.8 to 13. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 5.
- 25 services employ two or fewer peripatetic qualified Teachers of the Deaf, of which seven services employed one or fewer (e.g. 0.5 fte) peripatetic qualified Teachers of the Deaf.
- Comparing the number of resource provisions with the number of qualified Teachers of the Deaf or trainee Teachers of the Deaf, there is an average of 1.3 fte Teachers of the Deaf in each resource provision. This figure does not take into account the number of deaf children in resource provisions.
- Five services stated there was a resource provision in their area but could not, or did not, tell us how many Teachers of the Deaf were employed in resource provisions.

PART 3: Support provided

Where services are based

Table 2: Where services are based

	Number of services	Percentage
Based in the local authority	90	87%
Based in a school with a resource provision	2	2%
Based in a special school for deaf children	6	6%
Provided by another body or organisation	5	5%
Other	0	0%
Total	103	

Number of resource provisions

Services were asked about the number of resource provisions in their area. There were 115 resource provisions for primary-aged children in the 103 responding services. 71 services had at least one resource provision for primary-aged children in their area.

There were 85 resource provisions for secondary-aged children. 63 services had at least one resource provision for secondary-aged children in their area. In addition, one response indicated that was a resource provision in their area which supports children of both primary and secondary age.

This gave a total of 201 resource provisions across England reported by the 103 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. 17 services (17%) reported that there had been changes and 85 (83%) reported that there had been no changes. One service stated that they were not sure.

Negative changes included:

- Resource provision closing.
- Teacher of the Deaf posts reduced.
- Budget for Teacher of the Deaf support in resource provisions being absorbed into the budget for the peripatetic service.
- Budget reduction for the service.
- Reduced staffing meaning having to review the support/number of visits temporarily.
- Senior posts being deleted.

There were also some positive changes reported:

- Additional non-teaching posts.
- Additional Teacher of the Deaf time.
- Budget increase for the service.

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

Support	Yes – provided or facilitated	No – not provided or facilitated	If yes, number that indicated it was part of the core offer
Information and advice on hearing and hearing technology	103 (100%)	0 (0%)	98 (98%)
Opportunities to meet other parents of deaf children	103 (100%)	0 (0%)	55 (54%)
Opportunities to meet deaf adults/role models	80 (79%)	21 (21%)	42 (53%)
Supporting families with their deaf child's spoken language	102 (99%)	1 (1%)	91 (91%)
Supporting families with their deaf child's sign language	101 (98%)	2 (2%)	65 (65%)
Information and advice on child development	102 (99%)	1 (1%)	86 (86%)
General advice on social and emotional well-being of deaf children	102 (99%)	1 (1%)	93 (93%)
Specific programme, course or intervention on social or emotional development for deaf children	53 (51%)	50 (49%)	24 (46%)
Behavioural management advice	90 (89%)	11 (11%)	82 (92%)
Counselling or targeted support for the emotional wellbeing of parents/carers	46 (46%)	54 (54%)	33 (70%)
Support for deaf children transitioning into an early years setting/school	103 (100%)	0 (0%)	89 (90%)

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

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

Challenges	Yes - number of services (percentage of services)	No - number of services (percentage of services)
Engaging with families	20 (19%)	83 (81%)
Contacting families	6 (6%)	97 (94%)
Meeting the needs of families who speak English as an additional language	32 (31%)	71 (69%)
Meeting the needs of deaf families who use sign language	9 (9%)	94 (91%)
Resourcing/budget to meet the needs of all families who need support	12 (12%)	91 (88%)
Recruiting staff with relevant skills	18 (17%)	85 (83%)
Continuous Professional Development (CPD) opportunities to keep skills and knowledge up to date in this area	13 (13%)	90 (87%)
Family cultural preferences or factors	26 (25%)	77 (75%)
Geographical distance between user and service	18 (17%)	85 (83%)
Other	36 (35%)	67 (65%)

Where services stated 'Other', they were asked to provide more information. Key themes that emerged include:

Emotional wellbeing

- A lack of counselling for hearing parents.
- Parents' and carers' mental health needs.
- Small numbers of adult role models available due to small local Deaf community.

Diversity of need

- Providing opportunities for families to meet other families due to geography.
- Low numbers of referrals in the 0-4 age group, and with differing needs, makes it hard to have groups for those children and families.
- Families arriving from other countries having no previous diagnosis or hearing aids, and having no communication.
- Large variations in interpreter costs, and accommodating family preferences.
- Capacity to support families with wide ranging needs, including poverty, safeguarding and having other children with disabilities.
- Engagement with families where children have very complex needs, due to the children's other health needs.
- Supporting Deaf parents on recent developments in technology and implications for children's language outcomes.

Engagement with families

- Convincing families that children need to wear hearing aids.
- Family distrust of professionals.
- Families preferring staff to visit them at home.

- Engagement with under-5s sessions.
- Getting families to attend events due to their work/time constraints.
- Difficulty for families who rely on public transport in attending events/groups.
- Non-attendance for appointments.
- Impact on attendance for services when parents return to work/engagement with families where parents work full time.
- Engaging families with a child who has a mild/moderate hearing loss.

Equipment

- Budget implications for issuing radio aids.
- The provision of radio aids.
- Rising costs of equipment.

Budget/capacity

- Ongoing increase in early years referrals.
- Funding constraints across educational provision.
- Frequent requests for information or data required for FOI requests.

Other issues

- Parking, street access.
- Finding venues for groups/sessions.
- Closing down of local Deaf organisations.

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

	Yes	No	Not sure
Engagement with careers advisors in schools about careers advice to deaf young people	71 (70%)	27 (26%)	4 (4%)
Engagement with careers advisors in colleges about careers advice to deaf young people	45 (44%)	51 (50%)	6 (6%)
Provision of advice about accessibility of work placements being undertaken by deaf young people	70 (68%)	30 (29%)	3 (3%)
Information to deaf young people about the support available through the Access to Work scheme to deaf adults	69 (67%)	28 (27%)	6 (6%)
Information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	74 (72%)	18 (17%)	11 (11%)

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:

Resources

- Resources developed by services, including transition pack, information leaflets and personal profiles.
- Locally developed Personal Understanding of Deafness programme including transition into employment.
- Preparing for Adulthood resources.
- National Deaf Children’s Society resources and website (including The Buzz website, Next Steps resource, Family magazine, My Futures programme, and support from NDCS Local Engagement team).
- Action on Hearing Loss booklets.
- Deaf Unity website.

Other support offered

- Deaf Role Models.
- Offer interview practice, travel training, and support with CV writing.
- Transition events and activities.

Staffing

- Training up members of staff in Level 3 Award in Careers Information and Advice.
- Transition coordinator employed by the service.

Multi-disciplinary/partnership working

- Teachers of the Deaf and communication support workers working alongside school-based careers advisors/college SEN departments, or involved in transition planning.
- Service is part of the relevant working groups and initiatives.

- Referring young people to local authority post-16 services, college support, careers advice service, or local Deaf Centre.
- Service level agreements with post-16 settings.
- Work closely with specialist careers advisor to create specific support packages for individuals.
- Joint visits from Teachers of the Deaf and Connexions/careers advisors.
- Local Deaf Association.

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 was disseminated to services in England in February 2020 by National Deaf Children's Society staff on behalf of CRIDE. The survey was kept open until June 2020.

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

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.

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

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
East of England							
Cambridgeshire	442	442	no answer	8.2	2	0	0
Central Bedfordshire	184	131	no answer	1.4	2.8	0	0
Essex	975	690	21	10.2	16.2	0	0
Hertfordshire	680	520	16	9.4	2.8	0	0
Norfolk	678	679	47	12	3	0	0
Peterborough	302	198	8	4.8	0	0	0
Southend	142	145	20	1	0	0	0
Suffolk	666	458	18	5.84	4.4	0	0
Thurrock	137	134	0	2.2	4.2	0	0
East Midlands							
Derbyshire	417	654	237	7.6	3	0	0
Northamptonshire	700	700	0	11.9	2	0	0

Nottinghamshire	397	557	160	6.2	0	0	0
London							
Barking and Dagenham	108	89	6	2	7	0	0
Barnet	328	179	0	1.4	4	0	0
Bexley	226	244	0	1	2.8	0	0
Bromley	276	256	7	3.9	5.3	0	0
Croydon	378	240	7	5.8	3.8	0	0
Ealing	273	169	no answer	2.3	2	0	0
Hackney	351	360	9	4	1	0	0
Hammersmith & Fulham	100	96	0	1.8	0	0	0
Haringey and Enfield	447	326	no answer	4.8	1.8	0	0
Harrow	292	292	74	3.3	1.86	0	0
Havering	178	182	<5	2	2.6	0	0
Hillingdon	352	272	26	2.4	3	0	0
Hounslow	242	214	11	1.8	7.8	0	0
Lambeth	240	168	17	3.1	1	0	0
Lewisham	272	121	0	3.3	2.6	0	0
Merton	157	121	24	2.1	0	0	0
Newham	340	291	0	3.4	2.6	0	0
Southwark	277	190	0	2.7	2	0	0
Sutton	194	15	0	1	1.2	0	0
Tower Hamlets	492	385	<5	5.6	5.6	0	1.2
Waltham Forest	118	158	40	1.6	1 ⁵	0	0
Wandsworth	274	365	74	4.1	3.8	1.1	2.2
Westminster and Kensington & Chelsea	178	194	10	4.2	1	0	0
North East							
Darlington	88	78	<5	1.7	0	0	0
Durham	469	308	no answer	3.8	2.4	0	0
Gateshead	193	157	0	2.7	0.1	0	0

⁵ This data was provided post-analysis by one resource provision in Waltham Forest separately to the survey response, and so has not been included in the analysis throughout this report.

Middlesbrough, Stockton, Hartlepool, Redcar and Cleveland	658	655	0	9.4	7.5	0	0
Newcastle upon Tyne	291	249	39	2	4.4	0	0
North Tyneside	117	149	32	3.2	0	0	0
Northumberland	264	192	5	8.4	0	0	0
Sunderland	267	127	39	3	2	0	0
North West							
Blackburn with Darwen	166	152	45	2.5	3	0	0
Bolton	345	189	<5	3	0	15	0
Cheshire East	301	296	51	6.6	4.5	0	0
Halton	101	124	23	3	0	0	0
Knowsley	71	89	18	2	0	0	0
Lancashire	1253	1009	no answer	9.6	0	0	0
Liverpool	300	130	0	5	5	0	0
Manchester	476	571	99	8.1	5.3	0	0
Oldham	366	382	100	6.1	2	0	0
Sefton	214	187	0	3.6	0	0	0
St Helens	160	123	22	2	0	0	0
Stockport	266	278	0	1	0	0	8.6
Tameside	215	215	73	2.6	1	0	0
Warrington	172	184	39	1.6	0	0	0
Wigan	207	279	72	6.4	0	0	0
Wirral	379	202	16	4.8	1.3	0	0
South East							
Berkshire Consortium (West Berkshire, Reading, Bracknell Forest, Wokingham, Windsor and Maidenhead and Slough)	725	633	no answer	13.4	8.8	1.4	0
Brighton and Hove	238	271	33	3.8	1.6	0	0
Buckinghamshire	416	416	98	5.2	2.6	0	0

East Sussex	477	493	16	4	3.8	0	0
Hampshire	585	1042	457	7.8	5	0	0
Isle of Wight	103	103	15	2.3	0	0	0
Kent	473	462	0	11.1	7.7	2	0
Oxfordshire	566	720	157	11.8	2.2	0	0.8
Portsmouth	132	236	104	1.9	0	0	0
Southampton	210	267	57	2.2	2	0	0
Surrey	664	759	95	16	8	0	2
West Sussex	678	282	38	5.3	3.9	0	0
South West							
Bath & NE Somerset, Bristol, North Somerset and South Gloucester	870	563	103	10.7	3.6	0	0
Cornwall	187	254	65	10.3	0	0	0
Devon	793	821	110	7.5	0.6	0	0
Dorset, Poole, Bournemouth	843	504	no answer	10.2	0	0	0
Gloucestershire	442	422	18	4.9	0	0	0
Plymouth	208	168	22	2	4	0	0
Somerset	289	308	31	7.75	0	0	0
Swindon	261	431	181	3.8	1.8	0	0
Wiltshire	290	221	<5	5.6	1.5	0	0
West Midlands							
Birmingham	1557	602	no answer	13.4	11.4	0.3	0
Coventry	415	264	no answer	2.3	0.8	0	3.8
Dudley	256	359	103	3	5	0	0
Herefordshire	162	211	41	3.4	0	0	0
Sandwell	239	270	72	5.6	2	0	0
Solihull	185	255	80	3	0	0	0
Staffordshire	779	506	no answer	11.8	0	0	0
Stoke-on-Trent	330	237	0	4.1	1	0	0
Warwickshire	325	356	68	5.7	0	0	0

Wolverhampton	208	203	38	2.9	1.8	0	0
Worcestershire	393	169	0	4.4	0	0	0
<i>Yorkshire and the Humber</i>							
Barnsley	157	177	20	2	0	0	1
City of York	170	18	<5	3.1	0	0	0
Doncaster	341	341	0	5.6	3.7	0	0
East Riding of Yorkshire	114	152	31	3.4	0	0	0
Hull	287	188	no answer	2.5	4.2	0	0
Leeds	1043	796	no answer	13.6	3.6	0	0
North East Lincolnshire	112	146	69	2	0	0	0
North Lincolnshire	100	92	0	1	1	0	0
North Yorkshire	466	289	8	4.6	0	0	0
Rotherham	229	259	101	5.3	5.7	0	0
Sheffield	587	646	135	10	13.2	0	0
Wakefield	283	348	57	4.4	3	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:

- AB (1)
- Baby Beats (1)
- Bespoke training for settings (1)
- Children's group (3)
- Deaf awareness training for settings (2)
- Early Support Monitoring Protocol (1)
- Educational Audiologist (1)
- Hear Now and Always (1)
- Hearing Like Me (1)
- Informed Choice (1)
- Multi-disciplinary support (2)
- My World Tool (1)
- NDCS resources (4)
- NDCS Roadshow (1)
- Parents session (3)
- Personal Understanding of Deafness (1)
- Signposting to other organisations (1)

Opportunities to meet other parents of deaf children:

- Children's groups (47)
- Events for children (1)
- Events for families (13)
- Facilitation of parent to parent support (3)
- Parent group/family support group (15)
- Parents evening/information session (7)
- Short breaks (1)
- Signing group (7)
- Signposting to other organisations (12)

Opportunities to meet deaf adults/role models:

- BSL tutor (5)
- Children's group (8)
- Deaf staff/Deaf support workers (23)
- Deaf volunteer/Deaf role model (6)
- Events for families (1)
- Families group/children's group (8)
- Music for Life (1)
- NDCS Roadshow (3)
- Panathlon Challenge (1)
- Parents evening/information session (2)
- Rights Respecting Schools (1)
- Signing group (2)
- Signposting to other organisations (4)
- Theatre for deaf and hearing children (2)

Supporting families with their deaf child's spoken language:

- AB rehab portal (1)
- AVT (2)
- Baby Beats (2)
- Bespoke interventions (2)
- BSL support (1)
- Chit Chat (2)
- Cochlear rehab materials (1)
- Communication group (1)
- Early Support Monitoring Protocol (9)
- Elklan (1)
- Family sign language (1)
- Hierarchy of Language Pyramid (1)
- I CAN resources (1)
- Informed Choice (1)
- Integrated Scales of Development (2)
- Language Steps (1)
- Multidisciplinary team support (9)
- NDCS resources (1)
- Speech and language therapist within team (2)

- Sign and communication tutor (1)
- Signposting to other organisations (1)
- Small Talk (1)
- Specialist assessment (3)
- STEPS (Nottingham) (1)
- Steps from hearing to talking (1)

Supporting families with their deaf child's sign language:

- BSL/BSL tuition (8)
- Early Support Monitoring Protocol (2)
- Early years communication group (1)
- Family sign language (8)
- Informed Choice (1)
- Makaton (1)
- NDCS resources (2)
- Signing resources (1)
- Signposting to other organisations (6)
- ToD staff with BSL qualifications (1)

Information and advice on child development:

- Advice and teaching to schools (1)
- Development Stages with Early Years (1)
- Early Support Monitoring Protocol/Success from the Start (26)
- EYFS milestones (1)
- Integrated Scales of Development (3)
- Listen Learn Talk (1)
- Locke and Beech (1)
- Multidisciplinary team support (9)
- Portage (1)
- Teacher of the Deaf with early years qualification (1)
- Tracking/target setting (2)

General advice on social and emotional wellbeing of deaf children:

- Deaf CAMHS (2)
- Deaf role model (1)
- Development of self-advocacy programme (1)
- Early Support Monitoring Protocol/Success from the Start (2)
- Healthy Minds (6)
- Local authority specific health and wellbeing curriculum (1)
- Multidisciplinary team working (1)
- PUD (1)
- Talking Mats (1)
- Training/deaf awareness for schools (2)

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

- Bespoke interventions (2)
- Development of self-advocacy programme (1)
- Early Support Monitoring Protocol (3)
- Events for children (1)
- Healthy Minds (20)
- How are you feeling? (1)
- Supporting Success for Children with Hearing Loss resources (1)
- Local curriculum/programme (2)
- My Understanding of Deafness (1)
- NDCS resources (2)
- Parent workshops/information sessions (1)
- Place2Be (1)
- Personal Understanding of Deafness (PUD) (2)
- Referrals to Deaf CAMHS (2)
- Sign Health (3)
- Signposting to other organisations (1)
- Smile Therapy (1)
- Socially Speaking programme (1)
- Specialist Counsellor for the Deaf (1)
- Think Right Feel Good (2)
- Who Am I? (1)
- Zones of Regulation (1)

Behavioural management advice:

- Early Support Monitoring Protocol (1)
- Multidisciplinary team support (9)

- Parenting a Deaf Child programme (1)
- Personalised/tailored support (1)
- Referrals to Deaf CAMHS (1)
- Referrals to other services (4)
- Signposting to Incredible Years (1)
- Signposting to other organisations (7)
- Signposting to Triple P (2)
- Signposting to Webster Stratton (1)
- Specialist staff employed by team (1)
- Would seek advice for significant interventions (1)

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

- Just What We Need sessions (1)
- Place2Be (1)
- NDCS Raising a Deaf Child (1)
- Referrals to specialist organisations/teams (7)
- Signposting to other organisations (9)
- Specialist staff employed by the team (2)
- Staff have had additional training (2)

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

- Groups for families (1)
- Local resources (2)
- Local transition schedule/programme and resources (4)
- Milestone meetings (1)
- Multidisciplinary team work (3)
- Person-centred planning meetings (1)
- Pupil Passports (1)
- Pupil voice sheets (1)
- Specialist staff within team (1)
- Support for settings (7)
- Transition advice/reports (1)
- Transition meetings with parents (1)
- Transition pathway/plan (2)
- Transition passports (1)

Other support, interventions, programmes or training:

- BELLS
- Early CALL
- NAMES assessment
- SpeechSounds2Talk
- Twinkle Time
- Blank's Levels of Questioning
- Hanen
- VIG
- Sound Foundation
- Pragmatics profile
- Black Sheep Narrative therapy
- Adaptation of Language steps
- Communication cookbook
- Family Service Plan
- Communication Counts
- Fridge Cards
- Developmental Journal for Children and Young People with Multiple Needs and MSI
- NAIP milestones
- TROG
- Specific targeted interventions (BSL/AVT)
- Local cochlear implant programme tracking tool/rehabilitation
- Signposting to the Elizabeth Foundation online training

- Specialist staff employed for individualised support to early years children
- Facilitating intervention from a Cued Speech family practitioner
- Deaf awareness workshops for families and early years staff
- Learning and inclusion plans for preschools and nurseries
- Portable soundfield systems for early years settings
- Radio aid technology as appropriate
- Free sensory room training for parents to attend outside of working hours
- Symbol communication
- Sharing information from NDCS and other organisations
- Attending audiology and ENT appointments with families