



Consortium for Research in Deaf Education

2020 report for Scotland

Educational provision for deaf children in Scotland in 2019/20

Introduction

In 2020, the Consortium for Research into Deaf Education (CRIDE) carried out its tenth annual survey of educational staffing and service provision for deaf children.¹ This is the fourth survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. It covers the 2019/20 academic year.² This report sets out the results of the survey for Scotland 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 spring 2020. 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. We are very grateful to those who responded to the survey and/or provided clarification despite this.

The analysis in this report is based on responses from 27 services in Scotland, covering 29 out of 32 local authority areas, giving a response rate of 91% of local authorities.

Interpreting the results

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

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/>.

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 considering 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 Scotland

How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area they covered.³ 27 services responded to this question. Based on these responses, the number of deaf children in Scotland is 2,898.

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 3,647 (adjusted total) in 2019 when we received responses from 30 services covering 32 local authorities.

The average number of deaf children reported living in each service area was 107.

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. 14 services (54%) said there were known issues or gaps. These included:

- Services not able to separate out data on children and young people with temporary conductive hearing loss.
- Services only having data on children seen by the service/receiving support or on caseload.
- Services only having data for children referred by audiology, and this not including children with a unilateral or mild hearing loss.

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 of that service. Children with temporary deafness could also be included in this question.

Based on responses from 27 services, at least 2,674 deaf children with permanent or temporary deafness were on services' caseloads. The average number of children reported on a service caseload was 99 children.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 22 services responded to this question and reported that there are 353 children with temporary conductive deafness supported by services that they were able to tell us about.

³ 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; **All** deaf children, **regardless** of whether they receive support from the service; Children with temporary deafness **should not be included** in your response to this question. Local authorities are subject to a legal duty to collect this information. 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.

A number of 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 2,898 permanently deaf children reported by 27 services in Scotland and 2,321 with permanent deafness on services' caseloads, there are at least 577 deaf children who are not being supported by a service more than once a year. In other words, the figures suggest that 80% of permanently deaf children receive support from their local service. It does not automatically follow that 20% 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

The survey asked how many Teachers of the Deaf are working in different settings, specifically those in a peripatetic role, or working in resource provisions or special schools or colleges (including those 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 117.98 teachers working as Teachers of the Deaf in Scotland reported by 27 services. 66% of these posts (77.48 fte) are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (24%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (10%).

At the time the survey was completed, there were 0.8 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 118.78 fte Teacher of the Deaf posts, of which 1% are vacant.

It should be noted that these figures do not include Teachers of the Deaf working in auditory implant centres or elsewhere. In addition, there were a number of small inconsistencies in how fte figures were provided in some responses by services to the 2020 survey.

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 147.83 fte teachers working as Teachers of the Deaf in 2019 and there were 17 fte vacant Teacher of the Deaf posts.

There were some inconsistencies in how some services reported on numbers of Teachers of the Deaf and so these figures should be used with caution.

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 in a school for deaf children (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	51.58 (69%)	18.6 (60%)	0 (0%)	7.3 (62%)	77.48 (66%)
Teachers in training for the mandatory qualification within 3 years	17.10 (23%)	7.8 (25%)	0 (0%)	3.9 (33%)	28.8 (24%)
Qualified teachers without the mandatory qualification and not in training	6.3 (8%)	4.8 (15%)	0 (0%)	0.6 (5%)	11.7 (10%)
Total	74.98 (100%)	31.2 (100%)	0 (0%)	11.8 (100%)	117.98 (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. Five services (19%) had seen an increase, 12 (44%) services had seen no change while ten (37%) 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, two services (7%) reported difficulties, eight (30%) reported no difficulties, whilst 17 services (63%) stated that this question was not applicable to them. In terms of recruiting for supply cover, eight services (31%) reported difficulties, three (12%) reported no difficulties, whilst 15 services (58%) stated that this question was not applicable to them. Combining the figures, nine services (33%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered these themes:

- lack of qualified Teachers of the Deaf on the supply register
- no budget or provision to cover long term sick leave or maternity leave
- lack of applicants for posts
- lack of qualified Teachers of the Deaf
- lack of experienced applicants with appropriate BSL skills
- local authority policy of posting adverts on the myjobscotland website twice before advertising in specialist magazines or websites.

PART 3: Support provided

Where services are based

Table 2: Where services are based

	Number of services	Percentage
Based in the local authority	18	67%
Based in a school with a resource provision	3	11%
Based in a special school for deaf children	3	11%
Provided by another body or organisation	0	0%
Other	3	11%
Total	27	

Under 'Other', the following answers were provided:

- based in a host primary school
- based in a mainstream primary school
- based in a school for children and young people with additional and complex needs 0-18 years.

Number of resource provisions

Services were asked about the number of resource provisions in their area. There were seven resource provisions for primary-aged children in the 27 responding services. There were seven resource provisions for secondary-aged children. This gave a total of 14 resource provisions across Scotland reported by seven 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. Five services (19%) reported that there had been changes and 22 (81%) reported that there had been no changes.

Reported changes included:

- increased staffing
- additional Teachers of the Deaf posts
- restrictions due to Covid-19 meaning that support was greatly reduced, services have had to prioritise who is supported face-to-face
- local authority budgets to central services being cut.

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	25 (93%)	2 (7%)	19 (76%)
Opportunities to meet other parents of deaf children	20 (74%)	7 (26%)	10 (50%)
Opportunities to meet deaf adults/role models	17 (63%)	10 (37%)	8 (47%)
Supporting families with their deaf child's spoken language	24 (89%)	3 (11%)	17 (71%)
Supporting families with their deaf child's sign language	22 (81%)	5 (19%)	13 (59%)
Information and advice on child development	23 (85%)	4 (15%)	15 (68%)
General advice on social and emotional well-being of deaf children	25 (93%)	2 (7%)	18 (72%)
Specific programme, course or intervention on social or emotional development for deaf children	8 (30%)	19 (70%)	5 (63%)
Behavioural management advice	19 (70%)	8 (30%)	15 (79%)
Counselling or targeted support for the emotional wellbeing of parents/carers	9 (33%)	18 (67%)	7 (78%)
Support for deaf children transitioning into an early years setting/school	25 (93%)	2 (7%)	20 (80%)

Services were then asked if they provided any other support, interventions, programmes or training to families of deaf children aged 0-4 years old. 15 services (58%) said yes, and 11 (42%) said no. One service did not answer this question. When services answered yes, they were asked to provide more information. These included:

- Early Support Monitoring Protocol
- early years deaf support worker
- educational audiologist
- referrals to speech and language therapy
- pathway for early intervention developed with NHS SLT and paediatric audiology
- Baby Beats
- Sound Foundation for Babies and Toddlers

- Integrated Scales of Development
- Personal Understanding of Deafness
- McCormick Toy Test
- AVT
- family and baby group
- sign language programme
- signposting to the National Deaf Children’s Society.

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	6 (22%)	21 (78%)
Contacting families	3 (11%)	24 (89%)
Meeting the needs of families who speak English as an additional language	3 (11%)	24 (89%)
Meeting the needs of deaf families who use sign language	5 (19%)	22 (81%)
Resourcing/budget to meet the needs of all families who need support	6 (22%)	21 (78%)
Recruiting staff with relevant skills	8 (30%)	19 (70%)
Continuous Professional Development (CPD) opportunities to keep skills and knowledge up to date in this area	5 (19%)	22 (81%)
Family cultural preferences or factors	3 (11%)	24 (89%)
Geographical distance between user and service	10 (37%)	17 (63%)

Services were also asked about other perceived challenges or barriers. Key themes that emerged include:

- numbers of children on caseload
- difficulties providing age and stage appropriate deaf peers
- finding suitable times for meeting working parents of children aged 0-3
- a lack of public transport between areas for families
- covid-19 restrictions.

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	23 (85%)	3 (11%)	1 (4%)
Engagement with careers advisors in colleges about careers advice to deaf young people	9 (33%)	17 (63%)	1 (4%)
Provision of advice about accessibility of work placements being undertaken by deaf young people	20 (74%)	4 (15%)	3 (11%)
Information to deaf young people about the support available through the Access to Work scheme for deaf adults	17 (63%)	4 (15%)	6 (22%)
Information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	18 (67%)	5 (19%)	4 (15%)

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:

- careers or employability officer
- Skills Development Scotland resources
- transition visits to colleges
- multidisciplinary working with school careers advisors, school coordinator for Developing the Young Workforce, college and university ASN Coordinators
- careers events and apprenticeship days
- My World of Work programme
- Planit +
- transitions pack/leaflet
- Action on Hearing Loss Scotland – Moving On resource
- BDA resources (including Taste Your Future and Deaf Roots and Pride)
- BDA employment workshops/transition service
- Enquire – Getting Ready to Leave School booklet
- National Deaf Children’s Society website and resources (including A Template for Success and Personal Profiles)
- information on Independent Living Allowance
- SAAS Funding Guide
- referrals to Deaf Action, social workers for the deaf or National Deaf Children’s Society Family Officer

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.

This is the fourth year that a CRIDE Scotland Reference group has been in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context, whilst ensuring the data collected can still be compared with the rest of the UK. Current members include: the National Deaf Children's Society, Scottish Sensory Centre, University of Edinburgh, BATOD, Windsor Park School and Sensory Service, Hamilton School for the Deaf, Aberdeen School for the Deaf and the Co-ordinator at Highland Deaf Education Service.

The CRIDE survey alternates between a full and a shorter survey from year to year. In 2020, a short survey was issued. 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.scotland@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 in schools for deaf children
Aberdeen	160	119	<5	6.2	No resource provisions reported	0	1.8
Aberdeenshire	102	102	No answer	5.2	No resource provisions reported	0	No schools reported
Angus	95	107	12	1.2	1.8	0	No schools reported
Argyll & Bute	67	83	16	1	No resource provisions reported	0	No schools reported
Clackmannanshire	44	51	7	0.7	No resource provisions reported	0	0

Dumfries & Galloway	90	90	No answer	1.6	No resource provisions reported	0	No schools reported
Dundee	116	116	39	2	2.2	0	No schools reported
East Ayrshire, North Ayrshire, South Ayrshire	140	115	<5	9	0	0	No schools reported
East Dunbartonshire	103	34	0	2.3	No resource provisions reported	0	No schools reported
East Lothian	44	41	<5	1.4	No resource provisions reported	0	No schools reported
East Renfrewshire	71	141	63	2	No resource provisions reported	0	No schools reported
Edinburgh	311	150	No answer	3.6	No resource provisions reported	0	No schools reported
Eilean Siar	21	21	0	0.2	No resource provisions reported	0	No schools reported
Falkirk	126	128	6	2	No resource provisions reported	0	9.4
Fife	349	349	117	6.2	1.6	0	No schools reported
Highland	186	145	13	4.4	4.2	0	No schools reported
Inverclyde	57	91	34	0	5.6	0	No schools reported
Midlothian	58	58	0	1.8	No resource provisions reported	0	No schools reported

Moray	39	<5	<5	1.6	No resource provisions reported	0	No schools reported
North Lanarkshire	91	100	<5	1.8	6	0	No schools reported
Orkney	11	19	5	0.5	No resource provisions reported	0	No schools reported
Perth & Kinross	131	131	No answer	1.8	No resource provisions reported	0	No schools reported
Renfrewshire	303	303	0	5.8	No resource provisions reported	0	No schools reported
Scottish Borders	34	33	33	2	No resource provisions reported	0	No schools reported
South Lanarkshire	9	9	0	0	5	0	0
West Dunbartonshire	47	47	No answer	1	No resource provisions reported	0	No schools reported
West Lothian	93	90	0	3.38	No resource provisions reported	0	No schools reported

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:

Information and advice on hearing and hearing technology

- Multidisciplinary working
- Signposting to other organisations

Opportunities to meet other parents of deaf children

- Events for families
- Family groups
- Family sign language
- Local deaf children's society
- Parent to parent peer support
- Signposting to other organisations

Opportunities to meet deaf adults/role models

- Deaf role models
- Family groups
- Signposting to other organisations

Supporting families with their deaf child's spoken language

- AVT
- Baby sign alongside encouragement of developing spoken language as appropriate
- Derbyshire Language Scheme assessment
- Multidisciplinary working
- Referral to speech and language therapy
- Signposting to other organisations

Supporting families with their deaf child's sign language

- Deaf role model
- Deaf staff
- Dedicated staff role to support sign language users
- Family sign language
- Sign language classes
- Signposting to other organisations

Information and advice on child development

- Early Support Monitoring Protocol
- Speech and language development
- Signposting to other organisations

General advice on social and emotional wellbeing of deaf children

- Advice on family interactions
- Parents sharing experiences
- Signposting to other organisations
- Support for mainstream class

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

- Early Support Monitoring Protocol
- Emotional literacy box
- Healthy Minds
- Paths
- Resilient Kids

Behavioural management advice

- Inclusion service
- Multidisciplinary working

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

- Multidisciplinary working
- Signposting to other organisations

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

- Acoustic environment assessment
- Deaf awareness training
- Local authority transition programme
- Tailored transition programme
- Transition visits.