



Consortium for Research in Deaf Education

2022 report for Scotland

Educational provision for deaf children in Scotland in 2021/22

Introduction

In 2022, we carried out the eleventh annual survey of educational staffing and service provision for deaf children.¹ This is the sixth survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. 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.

The survey alternates from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2022 survey was the version with thematic questions, covering the 2021/22 academic year.²

The analysis in this report is based on responses from 30 services in Scotland, covering 32 local authority areas, giving a response rate of 100% of local authorities. This is higher than 2021, when the response rate represented 84% of local authorities.

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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/>.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2022.

In the survey, we acknowledge 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.

As we see later, it is clear that some services still experience difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rates to individual questions may sometimes vary and anomalies sometimes appear. We make every effort to investigate any inconsistencies that appear particularly strange. However, services do not always respond to such queries. **Therefore, the results should continue to be used with caution.** Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that percentages in this report have been rounded up or down to the nearest whole number. Please also note that where there is a reported cohort of less than five children in any of the tables in this report, we have replaced the figure with a '<5' and suppressed the actual figure to zero when calculating the totals in that table. This is indicated by an asterisk against the total.

Summary of key findings

Numbers of deaf children

- There are at least 3,313 deaf children in Scotland.
- 84% of school-aged deaf children attend mainstream schools. 6% attend mainstream schools with resource provisions, 2% attend special schools for deaf children whilst 9% attend special schools not specifically for deaf children and fewer than 1% are home educated.
- 13% of services report they provide support to deaf young people over the age of 18.

Teachers of the Deaf and other specialist staff

- There are at least 168 Teacher of the Deaf posts, of which 4% were vacant. Of the 161 fte working as Teachers of the Deaf, 62% held the mandatory qualification whilst 34% were in training, and 5% were qualified teachers without the mandatory qualification and no immediate plans to begin training for this.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 34 deaf children, up from 33 in 2021.
- There are at least 102 other specialist support staff posts, of which 6% are vacant.

Resource provisions

- There are a reported 16 resource provisions. Looking at the spread of resource provisions across Scotland, on average, there is one resource provision for every 207 deaf children. This has risen from one for every 201 deaf children in 2021.
- 22 services (73%) reported no resource provisions for either primary or secondary-aged children in their area.

Referrals

- 18% of referrals to services came from the newborn hearing screening programme in 2021. Of these, 33% were contacted by a Teacher of the Deaf within 2 working days.
- 19% of referrals to services came from outside the newborn hearing screening programme and before a child had started statutory education. Of these, 59% were contacted by a Teacher of the Deaf within 5 working days.
- 64% of referrals to services came from outside the newborn hearing screening programme and after a child had started statutory education. Of these, 52% were contacted by a Teacher of the Deaf within 5 working days.
- Regardless of how the referral was made, 48% of families were offered a visit (either face to face or virtual) within 10 working days of the referral.

Integrated reviews

- 30% of services contribute to the integrated reviews during childhood for all or nearly all deaf children, 23% for most deaf children, 10% for some deaf children, and 37% for none or very few children.

Family sign language

- 37% of services directly provide informal opportunities for families to learn or practise sign language.
- 17% of services directly provide courses or 'training' in sign language to families. 3% of services fund or commission courses delivered by an external provider to families to enable them to learn sign language.
- 80% of services do not provide, fund nor commission any courses in sign language to families.

Pupil Equity Fund

- 3% of services record whether a school-aged child is eligible for the Pupil Equity Fund for children supported by the peripatetic service only, 17% do this for children in resource provisions only, and 80% do not record this information.
- 7% of services said Teachers of the Deaf are involved in discussions on how the Pupil Equity Fund is used for eligible deaf school-aged children for all or most deaf children, 13% for some deaf children, and 80% for none or very few deaf children.

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 covered by their service³.

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

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward. 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.

30 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Scotland is 3,313**. This is an increase from 2,841 in 2021. However, it should be noted that the response rate was lower in 2021, when only 25 of 30 services responded.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	3,313
Total when asked how many children overall	3,309
Total when asked about number of children, broken down by educational setting	3,137 ⁴

The smallest number of children⁵ reported by a service was 11 deaf children living within their boundaries. The largest reported was 363 deaf children. The average number of deaf children living in each service was 110.

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

³ Services were asked to include all children with permanent deafness who live in the geographical area covered by their service, including all children up to the age of 19 years, 11 months who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors, regardless of whether they receive support from the service. Services were also asked to include children who attended education provision outside of their area but who normally lived in their area. Under the definition of permanent deafness used in the survey, 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 were to be included. Our definition also included 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. Otherwise, services were asked not to include children with temporary deafness, including 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.

⁴ The sum of totals provided by services was 2,629, as some services did not provide totals for this question or provided totals that were different to the sum of their figures. The sum of the broken-down figures for this question was 3,137.

⁵ Using the adjusted totals for each service.

Table 2: Number of deaf children reported, over successive years

	Number of children reported	Number of services that responded to the survey
CRIDE 2022 (adjusted total)	3,313	30
CRIDE 2021 (adjusted total)	2,841	25
CRIDE 2020	2,898	27
CRIDE 2019 (adjusted total)	3,647	30
CRIDE 2018	3,363	30
CRIDE 2017 (adjusted total)	3,174	24
CRIDE 2016	No survey issued by CRIDE	-
CRIDE 2015 (adjusted total)	2,942	29
CRIDE 2014	3,057	28
CRIDE 2013 (adjusted total)	2,842	28
CRIDE 2012	No survey issued by CRIDE	-
CRIDE 2011 (adjusted total)	2,526	26

Issues or gaps in the data

We asked services if there were any known issues or gaps in the data they provided for the number of children and young people. 16 services (53% of services) said there were known issues or gaps. These included:

- services only having figures for children who are receiving support from the service (37% of all services)
- services not holding figures for children who have left school (20% of all services)
- services not able to split out figures for children with permanent or temporary deafness (17% of all services)
- other issues (13% of all services). Comments included these themes:
 - service is not able to access data held by the NHS
 - service may not know about some children with unilateral/mild/conductive loss.

The extent of these issues and gaps is a reminder that the figures generated from the CRIDE survey need to be used with caution. The data in this report is only as good as the data held by and provided to us by local authorities, and the above section raises questions about how we can improve the data collected on deaf children. At the same time, we believe that data generated through the CRIDE reports remain one of the best sources of data available.

Table 3: Number of children, living in the area, 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	165	5%
	Early years setting – pre-school children	240	8%
	Supported at home – of school age and home educated	<5	0%
	Mainstream state-funded schools	2,256	72%
	Mainstream independent (non-state-funded) schools (for example, Fettes)	12	0%
	Resource provision in mainstream schools ⁶	153	5%
	Specialist schools for deaf pupils (whether state funded or non-state funded)	40	1%
	Other special schools, not specifically for deaf children (whether state funded or non-state funded)	245	8%
	All other post-16 provision	<5	0%
Out of local authority	Early years setting – pre-school children	0	0%
	Mainstream state-funded schools	6	0%
	Mainstream independent (non-state-funded) schools	<5	0%
	Resource provision in mainstream schools	<5	0%
	Specialist schools for deaf pupils (whether state funded or non-state funded)	7	0%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	<5	0%
	All other post-16 provision	0	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
Total of figures given (excluding 'not known')		3,124*	100%
Not known		0	
Total of figures given (including 'not known')		3,124*	

The following table presents the same information as above but without splitting figures for whether in or out of the local authority, whilst also showing summary percentages for just school-aged deaf children.

⁶ In the CRIDE survey, we use the term 'resource provision' to include all schools with any specialist resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 4: 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	165	5%	
Early years setting - pre-school children	240	8%	
Supported at home - of school age and home educated	<5	0%	0%
Mainstream provision (including state-funded and non-state funded)	2,274*	73%	84%
Mainstream provision: resource provision	153*	5%	6%
Special schools for deaf pupils	47	2%	2%
Other special schools, not specifically for deaf children	245*	8%	9%
All other post-16 provision	<5	0%	
Other (e.g. Pupil referral units, NEET)	0	0%	
Total of figures given	3,124*	100%	
Total (excluding pre-school children and other post-16 provision and 'other')	2,719*		

Comparison with figures from 2021 is difficult due to differences in ways that services have responded to questions in the surveys. For example, we suspect that in two cases children have been inaccurately added to the category of 'supported at home – of school age and home educated' when they were likely to have been in mainstream state-funded schools in 2021.

Table 5: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	3,111*	100%
Out of home local authority	13*	0%
Total (not including 'not known and 'other')	3,124*	

Number of deaf children on services' caseloads

By caseload, we mean children who receive some form of support **at least once a year**. Examples of support include direct teaching, visits to the family or school, liaison with the family, school, teachers, providing hearing aid checks, etc. We asked services to include children supported by the service but who do not live in the same geographical area as that service. Services could also include children with temporary deafness in their response to this question if they were on the service caseload.

Responses from 30 services indicated that at least 3,493 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 13 and the largest was 349. The average was 116 children.

The definition of 'caseload' within the CRIDE survey has changed over the years. When considering changes to the 2021 survey, and in consultation with services, we decided to use 'at least once a year' going forward (rather than more than once a year). The following table sets out caseload figures over the

years, alongside the definition used in that survey.

Please also note that in and from 2017, the survey question was changed to allow children with temporary deafness to be included in the response to this question; previously services were asked to include only children with permanent deafness.

Table 6: Number of deaf children on caseloads reported over successive years

Year	Number of children on caseload	Number of services
2022	3,493	30
2021	2,612	25
2020	2,674	27
2019	3,280	30
2018	3,328	30
2017	1,889	24
2016	No survey issued by CRIDE	-
2015	2,618 (adjusted total)	29
2014	2,773	28
2013	2,629 (adjusted total)	28
2012	No survey issued by CRIDE	-
2011	2,343 (adjusted total)	26

We asked services to split out how many children on their caseloads had a temporary conductive hearing loss. 18 services reported a total of 283 children⁷. Caution is needed here given that some services stated that they did not hold this data, or were not always able to distinguish in their databases whether a child had temporary or permanent deafness.

If there are 3,313 permanently deaf children living in Scotland and 3,210 on services' caseloads with permanent deafness, there are at least 103 deaf children (3%) who are not being supported by the service at least once a year. It does not automatically follow that 3% of permanently deaf children are not receiving any support at all; many may be receiving support less than once a year from a service, or elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

We asked services if they provide support to deaf young people over the age of 18. Four services (13%) said they did, and 26 services (87%) said they did not. There were fewer than 5 deaf young people over the age of 18 on the caseloads of services where they did provide this support. Where services commented on this, some indicated that the service would support if pupils were still in schools or state education post 18 years, but would not support in further education or higher education, or might only provide temporary support as a bridge to further education.

⁷ Additionally, seven services stated that there were no children with a temporary conductive hearing loss supported by their service, and five services did not provide a figure in answer this question.

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

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

The Scottish Pupil Census is the only source of routinely published information on numbers of pupils with a hearing loss in Scotland. These data are published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 have included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary, and children with more than one disability or learning issue.

The latest available data on deaf pupils in Scotland from the Scottish Pupil Census recorded 3,775 deaf children in primary, secondary and special schools as at 2021^{8 9}, compared to the figure of 3,313 reported by local authorities to CRIDE.

It should be noted that the CRIDE figures include children in the early years and young people over the age of 16, whilst these are not included in the Scottish Pupil Census figures. However, it is noteworthy that the Scottish Pupil Census figures still report a higher number of deaf children than CRIDE.

The Scottish Pupil Census 2021 figure represents an increase of 0.5% from the 2020 Pupil Census, when 3,758 deaf pupils were recorded¹⁰. It also represents an increase of 143% since 2010's official figures (1,555 deaf children)¹¹. This suggests improvement in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009. The Scottish Government does not collect data on pupils with additional support needs in independent schools.

⁸ <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2021 supplementary tables, table 1.8

⁹ 2022 data was not available at the time of writing this report.

¹⁰ <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2020 supplementary tables, table 1.8.

¹¹ <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2010 supplementary tables, table 1.8.

PART 2: Teachers of the Deaf and other specialist staff

In the 2022 survey, we used the terminology 'Teachers of the Deaf'. For completeness, we have used the same language when reporting on the findings from this survey. For the 2023 survey and going forward, we plan to use the terminology 'Teachers of Deaf Children and Young People (TODs)' instead.

We asked how many Teachers of the Deaf are working in different settings, including those working in a peripatetic role, resource provisions¹², a specialist school for deaf children and/or a special school or college not specifically for deaf children or young people.

We asked services to provide 'Full Time Equivalent' (fte) figures for staffing. For example, an 0.5 figure for a Teacher of the Deaf would indicate they spent half of the standard 'working week' as a Teacher of the Deaf. We found that:

- overall, there are at least 161.7 fte teachers working as Teachers of the Deaf in Scotland
- 62% of these posts (100 fte) are occupied by a fully qualified Teacher of the Deaf, with the remaining posts occupied by teachers in training for the qualification (34%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (5%)
- at the time the survey was completed, there were at least 7 fte vacant posts in total reported by eight services
- if the vacant posts are added to the total number of Teachers of the deaf in employment, this would indicate that there are at least 168.7 fte Teacher of the Deaf posts, of which 4% are vacant.

The following table provides a breakdown of Teachers of the Deaf in employment by qualification status and their role (i.e. whether they mainly work in a peripatetic role and/or a specialist setting).

¹² In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 7: Number of Teachers of the Deaf in employment overall by qualification status and role

	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 specialist school for deaf children (total and percentage)	Working mainly in a special school not specifically for deaf children (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a specialist school for deaf children and young people (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	49.2 (63%)	30.2 (63%)	9.9 (53%)	0 (0%)	10.7 (67%)	100 (62%)
Teachers in training for the mandatory qualification within 3 years	26.5 (34%)	12.6 (26%)	8.8 (47%)	1 (100%)	5.3 (33%)	54.2 (34%)
Qualified teachers without the mandatory qualification and not in training	2.1 (3%)	5.4 (11%)	0 (0%)	0 (0%)	0 (0%)	7.5 (5%)
Total of figures given	77.8 (100%)	48.2 (100%)	18.7 (100%)	1 (100%)	16 (100%)	161.7 (100%)

The following table summarises the above by just showing the numbers of Teachers of the Deaf in employment by their role only.

Table 8: Number of Teachers of the Deaf in employment overall by role

	Total Teachers of the Deaf in post	Percentage
Working mainly as a peripatetic Teacher of the Deaf	77.8	48%
Working mainly in a resource provision	48.2	30%
Working mainly in a specialist school for deaf children	18.7	12%
Working mainly in a special school or college not specifically for deaf children or young people	1	1%
Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a specialist school for deaf children and young people	16	10%
Total of figures given	161.7	100%

A separate survey to the cochlear implant programme in Scotland did not obtain a response, but we have been informed in the past that there were no Teachers of the Deaf in post.

Table 9: Regional breakdown of Teachers of the Deaf with mandatory qualification

Region ¹³	Number of Teachers of the Deaf with mandatory qualification (percentage of total)	Number of teachers working as Teachers of the Deaf in region (percentage of total)
Eastern Scotland	28.8 (29%)	47.6 (29%)
Highlands and Islands	10.7 (11%)	14.5 (9%)
North Eastern Scotland	8 (8%)	16.6 (10%)
South Western Scotland	52.5 (53%)	83 (51%)
Total	100 (100%)	161.7 (100%)

We examined how many services had seen a change in the number of Teachers of the Deaf between 2021 and 2022 and found that, for the 24 services that provided figures in both years, 25% of services had seen an increase, 42% of services had seen no change, while 33% of services had seen a decrease.¹⁴

We asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months:

- six services (20%) reported difficulties in recruiting for a permanent post
- 10 (33%) reported no difficulties
- 14 services (47%) stated that this question was not applicable to them.
- 12 services (41%) reported difficulties in recruiting for supply cover
- two (7%) reported no difficulties
- 15 services (52%) stated that this question was not applicable to them.

¹³ Based on Eurostat Nomenclature of Territorial Units for Statistics (NUTS) areas.

¹⁴ Data for one service was excluded from this calculation due to it being likely that their 2021 survey response did not include full data on Teachers of the Deaf.

Combining the figures, 13 services (43%) reported difficulties in recruiting to either permanent or supply posts. Comments from services covered the following themes:

- lack of qualified applicants
- having to recruit a teacher who agreed to undertake the qualification
- lack of budget for supply cover staff.

Changes in numbers of Teachers of the Deaf

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

It should be noted that in 2017 the CRIDE Scotland survey began to ask about Teachers of the Deaf who work mainly in a specialist school for deaf children and young people, and Teachers of the Deaf who mainly work in a special school or college not specifically for deaf children or young people. This means that figures for 2017 onwards may not be directly comparable with those from previous years.

As set out earlier, when making year on year comparisons, there are varying response rates to the surveys over the years, and anomalies can sometimes appear in the responses from year to year. CRIDE makes every effort to investigate any anomalies that appear particularly strange. However, services and schools do not always respond to such queries.

Table 10: Changes in numbers of Teachers of the Deaf from year to year

	Number of Teachers of the Deaf with the mandatory qualification in employment	Number of teachers working as Teachers of the Deaf in employment	Number of services
2022	100	161.7	30
2021	89.91	131.89	25
2020	77.48	117.98	27
2019	99.63	151.53	30
2018	121.68	154.88	30
2017	101.15	166.5	24
2016	No survey	No survey	No survey
2015	129.5	198	29
2014	138.7	204.7	28
2013	140.6	208.5	28
2012	No survey	No survey	No survey
2011	165.3	218.1	26

Table 11: Percentage changes in numbers of Teachers of the Deaf

	Percentage change between 2011 and 2022	Percentage change between 2021 and 2022
Number of Teachers of the Deaf with the mandatory qualification in employment	-40%	+11%
Number of teachers working as Teachers of the Deaf in employment	-26%	+23%

The increase between 2021 and 2022 should be seen in a context when the response rate has increased from 25 to 30 (out of 30 services).

Teachers of the Deaf in a peripatetic role

We asked how many Teachers of the Deaf were working in the specialist peripatetic or ‘visiting’ service. Peripatetic Teachers of the Deaf normally visit deaf children in ‘non-specialist’ provision for deaf children – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

Table 12: Number of peripatetic Teachers of the Deaf in employment

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	49.2	63%	24
Teachers in training for the mandatory qualification within 3 years	26.5	34%	19
Qualified teachers without the mandatory qualification and not in training	2.1	3%	3
Total of figures given	77.8	100%	

Four services reported vacancies in the peripatetic service as of January 2022, amounting to 3.6 fte posts.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0 to 7.4 fte. 19 services (63% of all services) employ two or fewer peripatetic Teachers of the Deaf, of which 13 services (43% of all services) employ one or fewer (e.g. 0.5 fte) fully qualified peripatetic Teachers of the Deaf. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 1.8 fte.

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical or notional 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 is 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 are specialist units or special schools may have fewer visiting Teachers of the Deaf because it has been assumed 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 heavier caseloads than services which have only given a figure for the number of deaf children they ‘know’ about
- the theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms, and for consistency across all parts of Scotland, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area who are in non-specialist

provision¹⁵ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁶. Responses have been excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area.

We found that:

- each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 34 deaf children
- the highest caseload found (after anomalies were excluded) was 205 in one area. In this area, the service had a vacant post at the time, which we understand has since been filled. The highest caseload after this area was 145.

The theoretical average caseload of 34:1 has changed slightly from 33:1 in 2021. However, the difference in response rates to the survey between these years should be noted.

The following table provides a breakdown of theoretical caseload figures by region. The annex provides figures for each local authority.

Table 13: Ratio of deaf children per Teacher of the Deaf by region

Region ¹⁷	Mean caseload per Teacher of the Deaf
Eastern Scotland	34:1
Highlands and Islands	35:1
North Eastern Scotland	19:1
South Western Scotland	38:1
Total	34:1

Teachers of the Deaf in resource provisions

We asked how many Teachers of the Deaf were employed in resource provisions for deaf children. Respondents were asked to exclude time spent on other school duties (such as time as an ASN teacher, for example).

Table 14: Number of Teachers of the Deaf in resource provisions

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	30.2	63%	6
Teachers in training for the mandatory qualification within 3 years	12.6	26%	4
Qualified teachers without the mandatory qualification and not in training	5.4	11%	4
Total	48.2	100%	

¹⁵ This includes: "Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools, Mainstream private (non-state-funded) schools, Other special schools, not specifically for deaf children), All other post-16 provision, NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children."

¹⁶ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

¹⁷ Based on Eurostat Nomenclature of Territorial Units for Statistics (NUTS) areas.

There were a total of 1.6 fte vacancies reported by two services.

Teachers of the Deaf working in specialist schools for deaf children

There are three specialist schools for deaf children that we are aware of¹⁸. The figures below are from the three services that reported Teachers of the Deaf figures.

Table 15: Number of Teachers of the Deaf in post in specialist schools for deaf children

	Number of teachers	Percentage
Teachers of the Deaf with the mandatory qualification	9.9	53%
Teachers of the Deaf in training for the mandatory qualification within 3 years	8.8	47%
Qualified teachers without the mandatory qualification and not in training	0	0%
Total	18.7	100%

There were 0.8 fte Teacher of the Deaf vacancies in specialist schools for deaf children reported by one service.

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

One service reported they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people, with 1 fte Teacher of the Deaf in training for the mandatory qualification or intending to train within 3 years working in this way.

Teachers of the Deaf working flexibly

Table 16: Number of Teachers of the Deaf working flexibly across peripatetic Teacher of the Deaf, in a resource provision and/or in a specialist school for deaf children and young people

	Number of teachers	Percentage
Teachers of the Deaf with the mandatory qualification	10.7	67%
Teachers of the Deaf in training for the mandatory qualification within 3 years	5.3	33%
Qualified teachers without the mandatory qualification and not in training	0	0%
Total	16	100%

There was also a 1 fte vacancy reported by one service.

¹⁸ Aberdeen School for the Deaf, Hamilton School for the Deaf (South Lanarkshire), and Windsor Park (Falkirk).

Other specialist staff

We found that there were at least 95.9 fte specialist support staff in post employed by services. There were 6.1 fte vacant posts reported. This means there are 102 specialist support staff posts, of which 6% are vacant posts.

Table 17: Number of specialist support staff, by role

	Number working in this role		Vacant posts		Total
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/Classroom support assistants/Learning support assistants etc	55.4 (97%)	14	1.5 (3%)	2	56.9 (100%)
Communication support workers etc	13.4 (79%)	8	3.6 (21%)	3	17 (100%)
NRCPD registered BSL/English interpreters	5 (100%)	1	0 (0%)	0	5 (100%)
Deaf instructors/Deaf role models/Sign language instructors etc	9.9 (91%)	6	1 (9%)	1	10.9 (100%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	4.8 (100%)	7	0 (0%)	0	4.8 (100%)
Technicians et al.	0 (0%)	0	0 (0%)	0	0 (0%)
Speech and language therapists	6.4 (100%)	4	0 (0%)	0	6.4 (100%)
Family support workers/Liaison officers	1 (100%)	1	0 (0%)	0	1 (100%)
Social workers/Social workers for deaf children	0 (0%)	0	0 (0%)	0	0 (0%)
Total of figures given	95.9 (94%)		6.1 (6%)		102 (100%)

Additionally, six services reported that there were 9.94 fte 'other' posts in the service, but it was not clear whether these were filled or vacant posts; they included:

- Access support assistant
- Early years education and childcare officer/Early years practitioners
- Early years deaf support worker
- Specialist BSL nursery nurses
- Clerical assistant.

PART 3: Post-16 support

We asked if peripatetic Teachers of the Deaf in services provided any of the support below in relation to careers advice and moving into employment.

Table 18: Support on careers advice and moving into employment

Category	Yes (number and percentage of services)	No (number and percentage of services)	Not sure (number and percentage of services)	Total
Engaging with careers advisors in schools on careers advice to deaf young people	25 (83%)	3 (10%)	2 (7%)	30 (100%)
Engaging with careers advisors in colleges on careers advice to deaf young people	12 (40%)	16 (53%)	2 (7%)	30 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	25 (83%)	2 (7%)	3 (10%)	30 (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	20 (67%)	7 (23%)	3 (10%)	30 (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	21 (70%)	6 (20%)	3 (10%)	30 (100%)

Comparing with figures from the 2021 report, there have been increases in the proportion of services:

- engaging with careers advisors in schools (76% to 83%)
- engaging with careers advisors in colleges (29% to 40%)
- providing advice on accessibility of work placements (60% to 83%)
- providing information on the Equality Act and reasonable adjustments (63% to 70%).

However, there has been a decrease in the proportion of services providing information on Access to Work (70% to 67%).

PART 4: Support provided

Table 19: Where services are based

	Number of services	Percentage
Based in the local authority	20	69%
Based in a school with a resource provision	3	10%
Based in a specialist school for deaf children	3	10%
Based in a special school not specifically for deaf children	3	10%
Provided by another body or organisation	0	0%
Other	0	0%
Total	29 ¹⁹	

Number of resource provisions

In the CRIDE survey, we use the term ‘resource provision’ to include all schools (mainstream or special) with a resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 20: Number of resource provisions

	Managed by the local authority	Managed by the schools	Total
Resource provisions for primary-aged children	4	3	7
Resource provisions for secondary-aged children	5	4	9
Total	9	7	16

We also found that:

- seven services (23% of all services) had at least one resource provision for primary-aged children in their area
- eight services (27%) had at least one resource provision for secondary-aged children in their area
- 22 services (73%) reported no resource provisions for either primary or secondary-aged children in their area.

The total of 16 resource provisions across Scotland is an increase from 2021 when the survey identified 14 resource provisions. However, the difference in response rates to the survey between these years should be noted.

We also looked at the number of resource provisions against the overall population of deaf children²⁰. This is intended to indicate the spread of resource provisions across Scotland, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 207 deaf children. This is up from 2021 when we found that there was one resource provision for every 201 deaf children.

¹⁹ One service did not answer this question.

²⁰ The overall total given by services is used here.

This is **not** a measure of the number of places available in or individual deaf children enrolled at each resource provision; figures for places or deaf children enrolled will vary from provision to provision. The annex provides figures on the spread of resource provisions against the local population of deaf children in each area.

PART 5: Support following the identification of deafness

We asked services how many referrals they received over the calendar year of 2021.

Table 21: Referrals

	Number and percentage of referrals	Number of services
For children identified as deaf through the newborn hearing screening programme	61 (18%)	17
For children identified as deaf outside of the newborn hearing programme and before they have started statutory education	64 (19%)	20
For children identified as deaf outside of the newborn hearing programme and after they have started statutory education	219 (64%)	25
Total of figures given	344 (100%)	

In terms of changes since 2021:

- The number of referrals for children identified as deaf through the newborn hearing screening programme has fallen from 120 in 2021 to 61 in 2022 – a fall of nearly 50%. The number of services responding to this question was 17 in both surveys.
- The 2021 survey asked for a total figure of children identified as deaf outside of newborn hearing screening whilst the 2022 survey split this out between those identified before and after they started statutory education. The 2022 combined figure for these groups is 283. The 2021 figure was 165, with 22 services responding to this question then. It is difficult to be sure if the increase from 165 to 283 reflects a difference in how services might have responded to the question or differences in the response rate, or if there has been a genuine increase in referrals.

We then went on to ask about how soon families were contacted and visited following the initial referral. These questions were drafted with reference to the [NatSIP Quality Standards for Sensory Support Services in England \(2016\)](#) – in particular, standards A1ii and A1iii.

We recognise there may be a range of reasons why initial contact or the first visit cannot take place within the timescales outlined by the quality standards (e.g. the family is not able to meet). However, we hope that these questions will help to build a national picture of how these quality standards are being met.

In response to these questions, we found that:

- of the referrals for children identified through the newborn hearing screening programme, 20 of the families were contacted by a Teacher of the Deaf within 2 working days. This amounts to 33% of the 61 children referred via this route
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and before they had started statutory education, 38 of the families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 59% of the 64 children referred outside of the newborn hearing screening programme and before they had started statutory education

- of the referrals for children identified as deaf outside of the newborn hearing screening programme and after they had started statutory education, 113 of the families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 52% of the 219 children referred outside of the newborn hearing screening programme and after they had started statutory education
- 165 families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral. This amounts to 48% of the 344 children referred either through or outside the newborn hearing screening programme.

Where a referral is made during the summer holidays, services were asked what arrangements are made in terms of the first Teacher of the Deaf visit to the family.

Table 22: Arrangements for referrals made during the summer holidays

	Number of services	Percentage of services
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays within ten working days	1	4%
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays but not necessarily within ten working days	1	4%
A Teacher of the Deaf visits as soon as possible after the school holidays	23	82%
Other	3	11%
Total	28²¹	100%

Where services stated 'other' they were asked to specify the arrangements. Comments included these themes:

- a 'co-ordinator' or hospital-link Teacher of the Deaf voluntary arrangement
- not allowed by the council, for safeguarding reasons.

²¹ Two services did not answer this question.

PART 6: Thematic questions: Integrated review

Pre-school reviews take place with a Health Visitor when a child is aged 13 months, 27 months and 4 years. We asked services if they contribute information to these reviews for a deaf child.

Table 23: Teacher of the Deaf contribution to integrated reviews for deaf children

	Number of services	Percentage
All or nearly all deaf children	9	30%
Most deaf children – more than half the time	7	23%
Some deaf children – fewer than half the time	3	10%
None or very few	11	37%
Total	30	100%

Comments about how services link with these pre-school reviews included:

- working closely with health visitors, sometimes doing joint visits together or attending child support meetings together, and sharing information
- working with other professionals including nurseries/early years, speech and language therapists, audiologists
- working closely with parents
- supporting parents and children in meetings
- sending notes or reports for a child's plan
- assisting with creating outcomes/targets for a child's plan
- through the Getting it right for every child (GIRFEC) planning system
- ad hoc arrangements, no formal links
- some services are not approached/invited to contribute to these reviews, or are not automatically involved in these reviews.

PART 7: Thematic questions: Family sign language

11 services (37%) said they directly provided informal opportunities (e.g. family groups or coffee mornings, or through deaf role models) for families to learn or practise sign language, whilst 19 services (63%) said they did not.

Five services (17%) said they directly provide²² courses or ‘training’ in sign language to families, whilst 25 services (83%) said they did not. Where services did directly provide these courses or training:

- one service (3% of all services) provided the National Deaf Children’s Society Family Sign Language curriculum – though the service did not respond to later queries around frequency of support and any eligibility criteria
- three services (10%) provided other courses supporting the use of sign language specifically in a family context
- three services (10%) provided courses that seek to improve knowledge of BSL but without necessarily leading to any of the below qualifications
- two services (7%) provided courses leading to a BSL Level 1 qualification
- two services (7%) provided courses leading to a BSL Level 2 qualification.

Services reported that in all of the above cases, courses were provided at no cost to families. No services stated that they provided courses leading to a BSL Level 3 or higher qualification.

In addition, two services (7%) selected ‘other’, the comments about other provision included:

- BSL club for children
- in-house sign language tutor who visits families in their home and offers a tailor-made programme, making use of videos and virtual classrooms, and free access times when a tutor can be contacted about signing.

One service (3%) said they funded or commissioned courses to families to enable them to learn sign language on a course delivered by an external provider, whilst 29 services (97%) said they did not. This service provided ‘other courses supporting the use of sign language specifically in a family context’, and this was commissioned and funded by the service at no cost to families.

Where services provide, fund or commission courses in sign language to families in their area, we asked how frequently those opportunities are available to families.

²² In the survey, ‘directly provide’ was described as something that the service directly employs someone to provide.

Table 24: Frequency of courses provided, funded or commissioned

	On demand or at least weekly (number of services, and percentage of all services)	At least monthly (number of services, and percentage of all services)	At least termly (number of services, and percentage of all services)	At least once a year (number of services, and percentage of all services)
Other courses supporting the use of sign language specifically in a family context	3 (10%)	0 (0%)	0 (0%)	0 (0%)
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	2 (7%)	0 (0%)	0 (0%)	1 (3%)
A course that leads to a BSL level 1 qualification	1 (3%)	0 (0%)	0 (0%)	1 (3%)
A course that leads to a BSL level 2 qualification	1 (3%)	0 (0%)	0 (0%)	1 (3%)

Where services provide, fund or commission courses in sign language for families, they were asked whether criteria were in place to determine if families are eligible to access courses:

Table 25: Eligibility criteria for courses provided, funded or commissioned

	No – there is no criteria, any family can access if they would like to (number of services, and percentage of all services)	Yes, we apply criteria before families can access (number of services, and percentage of all services)
Other courses supporting the use of sign language specifically in a family context	3 (10%)	1 (3%)
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	2 (7%)	1 (3%)
A course that leads to a BSL level 1 qualification	1 (3%)	1 (3%)
A course that leads to a BSL level 2 qualification	1 (3%)	1 (3%)

Comments about criteria used included:

- priority is based on need and level of hearing loss
- families with children that are newly diagnosed, with severe/profound deafness or in new placements prioritised. Others offered online resources.

24 services (80% of services) neither provide, fund nor commission any courses in sign language to families.

PART 8: Pupil Equity Fund

We asked services if they record whether a school-aged child is eligible for the Pupil Equity Fund.

Table 26: Pupil Equity Fund

	Number of services	Percentage of services
Yes (peripatetic and resource provision)	0	0%
Yes (peripatetic only)	1	3%
Yes (resource provision only)	5	17%
No	24	80%
Total	30	100%

These six services reported a total of 76 deaf children known to be eligible for the Pupil Equity Fund in their areas. This represents 10% of deaf children and young people living in the areas covered by those six services (adjusted totals).

We also asked if Teachers of the Deaf are involved in any discussions in how the Pupil Equity Fund is used for eligible deaf school-aged children.

Table 27: Services where Teachers of the Deaf are involved in discussions in how the Pupil Equity Fund is used for eligible deaf school-aged children.

	Number of services	Percentage
All or nearly all eligible deaf children	2	7%
Most eligible deaf children – more than half the time	0	0%
Some eligible deaf children – fewer than half the time	4	13%
None or very few	24	80%
Total	30	100%

PART 9: 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: BATOD, Frank Barnes School for Deaf Children, Mary Hare, National Deaf Children's Society, National Sensory Impairment Partnership (NatSIP), UCL, University of Edinburgh, consultants with expertise in deafness, and specialist education services for deaf children in Cambridgeshire, Camden, Kent, and Leeds.

This is the sixth 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: National Deaf Children's Society, Scottish Sensory Centre, University of Edinburgh, BATOD, Aberdeenshire Sensory Service, Ayrshire Hearing Impairment Service and Highland Deaf Education Service.

The survey alternates from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2022 survey was the version with thematic questions.

Services were able to respond by completing an online 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 and the CRIDE Scotland reference group.

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 cride.scotland@ndcs.org.uk.

Annex: Information by local authority

The table that follows sets out some individual data from services. Local authorities were asked to provide figures as of 31 January 2022.

Figures for Teachers of the Deaf include 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.

As set out earlier, theoretical caseloads for peripatetic Teachers of the Deaf are calculated by dividing the number of permanently deaf children living in any given area and in non-specialist provision by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification. Responses have been excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area. Please see page 15 for more information. In some cases, where there was an obvious error or anomaly, we have not calculated a ratio.

Figures for the average population of deaf children covered by each resource provision are intended to show the spread of resource provisions across each area. It is calculated by dividing the number of children living in the area covered by a service and number of resource provisions in a service area. Where there is no resource provision in the area, this is indicated by a ratio of the population in the area to 0. Care should be used in interpreting these figures. In some cases, the ratio may be influenced by the presence of special schools in the area or other resource provisions in neighbouring areas. It should be noted that this is **not** a measure of the number of places available in or individual deaf children enrolled at each resource provision; figures for places or deaf children enrolled will vary from provision to provision.

Table 28: 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 specialist school for deaf children	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 in peripatetic services, resource provisions and/or in specialist schools for deaf children and young people	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Aberdeen City	123	123	0	6.4	No resource provisions reported	6.2	0	0	15:1	123:0
Aberdeenshire	94	94	0	4	No resource provisions reported	None reported	None reported	None reported	24:1	94:0
Angus	110	111	31	2	No resource provisions reported	None reported	None reported	None reported	56:1	110:0
Argyll & Bute	61	74	13	1	No resource provisions reported	0	0	0	60:1	61:0
Clackmannans hire	42	36	<5	0.2	No resource provisions reported	None reported	None reported	None reported	205:1 ⁱ	42:0
Dumfries and Galloway	87	78	None reported	1.1	No resource provisions reported	None reported	None reported	None reported	77:1	87:0
Dundee City	110	111	14	0 ⁱⁱ	0 ⁱⁱⁱ	0	0	6.4	16:1	55:1

	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 specialist school for deaf children	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 in peripatetic services, resource provisions and/or in specialist schools for deaf children and young people	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
East Ayrshire, North Ayrshire, South Ayrshire	151	147	0	8.4	4	None reported	None reported	None reported	17:1	76:1
East Dunbartonshire	101	101	14	2.3	No resource provisions reported	0	0	0	43:1	101:0
East Lothian	57	57	0	1.4	No resource provisions reported	0	0	None reported	38:1	57:0
East Renfrewshire	80	144	57	2	No resource provisions reported	0	0	0	40:1	80:0
Edinburgh City	202	202	None reported	4.8	No resource provisions reported	None reported	None reported	None reported	42:1	202:0
Eilean Siar (Western Isles)	29	29	None reported	0.2	No resource provisions reported	None reported	None reported	None reported	145:1	29:0
Falkirk	132	136	8	2	No resource provisions reported	7.4	0	0	56:1	132:0

	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 specialist school for deaf children	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 in peripatetic services, resource provisions and/or in specialist schools for deaf children and young people	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Fife	283	283	6	2	1	None reported	None reported	8.6	25:1	142:1
Glasgow City	363	349	None reported	4.1	14.6	None reported	1	None reported	77:1	182:1
Highland	176	220	37	5.2	4.8	0	0	0.2	Not calculated	88:1
Inverclyde	60	103	40	1.9	8	0	0	0	24:1	30:1
Midlothian	71	70	0	1.8	No resource provisions reported	0	0	0	37:1	71:0
Moray	40	39	<5	1.6	No resource provisions reported	0	0	0	24:1	40:0
North Lanarkshire ^{iv}	85	87	0	1.6	6.8	0	0	0	Not calculated	43:1
Orkney	11	14	<5	1	No resource provisions reported	0	0	0	11:1	11:0
Perth & Kinross	129	129	None reported	2	No resource provisions reported	0	0	0	65:1	129:0

	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 specialist school for deaf children	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 in peripatetic services, resource provisions and/or in specialist schools for deaf children and young people	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Renfrewshire	233	233	14	5.2	No resource provisions reported	0	0	0	44:1	233:0
Scottish Borders	39	43	<5	1.4	No resource provisions reported	0	0	0	28:1	39:0
Shetland	11	13	<5	0.5	No resource provisions reported	None reported	None reported	None reported	22:1	11:0
South Lanarkshire	186	207	16	4.4	3.6	5.1	0	0.8	31:1	93:1
Stirling	80	97	17	1.6	No resource provisions reported	0	0	0	50:1	80:0
West Dunbartonshire	60	60	<5	2	No resource provisions reported	0	0	0	28:1	60:0
West Lothian	103	103	0	3.6	No resource provisions reported	None reported	None reported	None reported	29:1	103:0

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- ⁱ This ratio was influenced by a large proportion of the Teacher of the Deaf posts being a vacancy for a time. The vacancy has since been filled, which will have an effect on the ratio.
- ⁱⁱ This service did not report any Teachers of the Deaf working in the peripatetic service, but they did report Teachers of the Deaf working flexibly across the peripatetic service and resource provisions.
- ⁱⁱⁱ This service did not report any Teachers of the Deaf in resource provisions, but they did report Teachers of the Deaf working flexibly across the peripatetic service and resource provisions.
- ^{iv} Information in the response from this service indicates that the service is for secondary-aged children and young people.