



Consortium for Research in Deaf Education

CRIDE report on 2012 survey on educational provision for deaf children in Northern Ireland

INTRODUCTION

In 2012, the Consortium for Research into Deaf Education (CRIDE) carried out its second annual survey on educational staffing and service provision for deaf children in the 2011/12 financial year¹. This report sets out the results of the survey for Northern Ireland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

SUMMARY OF KEY FINDINGS

- There are at least 1,249 deaf children in Northern Ireland; a reported increase from 1,238 in 2011. CRIDE estimates that the actual figure is over 1,400, taking into account services that did not provide data in response to this question.
- 72% of deaf children attend mainstream schools (of which 3% are in mainstream schools with specialist resource provisions for deaf children).
- 18% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be severe learning difficulty.
- Around 7% of deaf children have at least one cochlear implant.
- 97% of deaf children communicate using spoken English only.
- CRIDE figures suggest that around 41% of school aged deaf children in Northern Ireland have a statement of special educational needs.
- There are at least 34.2 Teachers of the Deaf in Northern Ireland.

Responses were received from 5 services in Northern Ireland, covering the 5 Education and Library Boards. This means that this CRIDE survey achieved a response rate of 100%. CRIDE would like to take the opportunity to thank all services for taking the time in responding, despite the considerable time constraints many services are subject to.

Using the results

The CRIDE survey has impact for all its users. This report is disseminated via the websites of NDCS and BATOD thus making the findings easily available to all users: professionals and researchers, deaf people and parents of deaf children. These users can take advantage of uniquely current data in different ways:

¹ Reports from 2011 can be found on the BATOD website at <http://www.batod.org.uk/index.php?id=/publications/survey> or on the NDCS website at www.ndcs.org.uk/cride.

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

Interpreting the results

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

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of the CRIDE 2011 survey. **Again, caution is needed in making comparisons due to slight improvements to how questions were phrased from year to year and also differences in response rates between the two surveys.**

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

Please note that where the number of deaf children for any category is fewer than 5, we have shown '<5'. This is to avoid any risk of individual children being identified.

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

Services were asked to give details of deaf children “belonging” to the service. “Belonging” was defined as: all deaf children who live in the Education and Library Board (ELB)² area.

How many deaf children are there?

Based on responses from 4 services covering 4 out of 5 ELBs, the total number of deaf children in Northern Ireland is **1,249**. This is up from 1,238 in 2010/11. Bearing in mind that 1 service did not respond to the question around numbers of deaf children, the actual figure is likely to be higher.

What the survey tells us about the population of deaf children in Northern Ireland

The tables below provide breakdowns by age and level of deafness.

Table 1: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Preschool	154	12%
Primary	614	49%
Secondary	419	34%
Young people in maintained sixth forms (years 12 to 13)	62	5%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	0	0%
Total (n=4)	1,249	

Looking at the number of reported post 16 deaf young people in education outside school (i.e. in FE, apprenticeships, etc. but not including young people over the age of 17 who have remained in school) all of the services report not having any deaf young people in this category living in their area. CRIDE believes that this reflects the fact that ELBs do not have statutory responsibility for this group of young people and therefore do not collect data on how many deaf young people fall into this category.

Table 2: Number of children belonging, by level of deafness (not including ‘not known’)

Level of deafness	Number of deaf children reported	Percentage of total
Unilateral ³	207	17%
Mild	445	36%
Moderate	332	27%
Severe	117	9%
Profound	144	12%
Not known	4	0.3%
Total (n=4)	1,249	

² This includes deaf children who live within the ELB boundary but attend schools outside of the ELB. It excludes deaf children who live outside of the ELB but attend schools within the ELB.

³ Unilateral refers to a hearing loss in just one ear.

Table 3: Number of children, belonging by educational setting

Type of educational provision		Number of deaf children	Percentage of total
In ELB	Supported at home – pre school children	145	12%
	Supported at home – of school age and home educated	0	0%
	Mainstream state funded schools (including academies and free schools)	732	59%
	Independent (non state funded) mainstream schools	< 5	<0.4%
	Resource provision in mainstream schools	23	2%
	Special schools for deaf pupils – maintained by local authority	9	1%
	Special schools for deaf pupils – non maintained	0	0%
	Other special schools, not specifically for deaf children	286	23%
All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	0	0%	
Out of ELB	Mainstream state funded schools (including academies and free schools)	26	2%
	Independent (non state funded) mainstream schools	0	0%
	Resource provision in mainstream schools	6	0.5%
	Special schools for deaf pupils - maintained by LA	7	1%
	Special schools for deaf pupils – non-maintained	0	0%
	Other special school, not specifically for deaf children	6	0.5%
	Other independent school	5	0.4%
All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	0	0%	
Other	NEET (Not in education, employment or training) (Post 16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
	Not known	0	0%
Total(n=4)		1,249	

Table 4: Breakdown of types of educational provision, by whether in or out of home ELB

Type of educational provision (excluding 'other' and 'not known')	Number of deaf children	Percentage of total
In home ELB	1,199	96%
Out of home ELB	50	4%
Total (n=20)	1,249	

Table 5: Breakdown of types of educational provision (regardless of whether in or out of home ELB)

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)
Supported at home – pre-school	145	12%	-
Mainstream provision (including academies and independent schools)	767	59%	69%
Mainstream provision: resource provision	29	2%	3%
Special schools for deaf pupils	16	1%	1%
Other special schools	292	23%	26%
All post 16 provision (e.g. FE, apprenticeships, etc. excluding those in mainstream stated funded sixth forms)	0	0%	0%
Other (e.g. Pupil referral units, NEET, home educated, not known)	0	0%	0%
Total (n=4)	1,249		
Total (excluding pre-school children)	1,104		

The CRIDE 2011 survey asked about educational provision in the context of deaf children receiving support, rather than all those who live in a particular area, so direct comparisons between the two surveys are not straightforward. In addition, the categories were changed to allow for more sophisticated analysis. The CRIDE 2012 results show that 72% of school aged deaf children appear to be in mainstream settings (of which 3% are in resource provisions). Over a

quarter of deaf children (26%) attend a special school for children with a disability other than deafness.

The smallest service reported 199 deaf children belonging in their boundaries. The largest reported 422 deaf children. The average number of deaf children belonging in each service was 312.

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

4 services gave a figure in response to a question on how many deaf children had ANSD in their area. It was not always clear whether other the service did not give a figure because it does not have any children with ANSD or because it does not know whether it does. However, based on these responses, there are 6 deaf children in Northern Ireland with this condition, 0.2% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed following test procedures undertaken on those children who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Universal newborn hearing screening has been in place in Northern Ireland since 2005. Figures provided through the newborn hearing screening programme in England indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some underreporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening, those 'well babies' who passed screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

Incidence of additional special educational needs (SEN)

3 services were able to tell us how many deaf children had an additional SEN. The figures show that the adjusted total number of deaf children with an additional SEN is 222. This is 18% of the adjusted total of deaf children in 2010/11. Given that two services did not provide figures, the actual proportion is likely to be higher.

Services were then asked to give a breakdown by type of additional special educational need, using the classification set out in the SEN Code of Practice.

Table 6: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Specific Learning Difficulty	<5	<3%	<0.4%
Moderate Learning Difficulty	49	22%	4%
Severe Learning Difficulty	103	46%	8%
Profound & Multiple Learning Difficulty	7	3%	0.6%
Behaviour, Emotional & Social Difficulties	<5	<3%	<0.4%
Speech, Language and Communications Needs	<5	<3%	<0.4%
Visual Impairment	8	4%	0.6%
Multi-Sensory Impairment	6	3%	0.5%
Physical Disability	25	11%	2%
Autistic Spectrum Disorder	9	4%	0.7%
Other Difficulty/Disability	7	3%	0.6%
Not known	0	0%	
Total (n=3)	222		

The figures suggest that the most common additional SEN in Northern Ireland is severe learning difficulty, followed by moderate learning difficulty and physical disability.

Research⁴ from 1996 suggested that 40% of deaf children have additional needs. However, this research uses a wide definition of additional needs (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty which calls for special educational provision to be made for them. The definition of learning difficulty includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in local schools. In addition, this research may also have been based on a small cohort of deaf children, excluding those with mild and unilateral deafness.

Deaf children with cochlear implants

5 services were able to provide information about how many deaf children had a cochlear implant⁵. Based on these responses, there are 89 deaf children across Northern Ireland with cochlear implants. This is 7% of the total of deaf children.

Table 7: Number of deaf children belonging with cochlear implants, by age group

Age	Total with cochlear implants	Total deaf children within each age category	Percentage of total within each age category
Pre-school	14	154	9%
Primary aged	41	614	7%
Secondary aged	31	419	7%
Post 16	<5	62	<5%
Not known	0	0	0%
Total (n=5)	89	1,249	7%

Proportionally, there has been a slight reported decrease in the number of deaf children with cochlear implants from 8% since 2010/11.

Additional languages

Table 8: Number of deaf children, by main language spoken in family, as reported by service

Language	Total	Percentage of responses (where known)
Spoken English	1,213	97%
British Sign Language	5	0.4%
Irish sign language	0	0%
Spoken English together with British Sign Language	7	1%
Spoken English together with Irish sign language	0	0%
Spoken English and other spoken language	13	1%
Other spoken language	11	1%
Total known (n=5)	1,249	

5 services provided information for at least some part this question. Of those that did respond, many were unable to identify the language of all deaf children in their area.

At the end of part 2, we compare how these figures for the number of deaf children compare with other sources.

⁴ Fortnum et al. (1996) *Health service implication of changes in aetiology and referral patterns of hearing impaired children in the Trent region.*

⁵ Though not all services gave a figure for each age group.

PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in an Education and Library Board (ELB). We also asked about deaf children who are supported⁶ by the service; this section sets out our analysis of these figures.

Based on responses from 4 services, our survey indicates that at least **975** deaf children receive support from their local service. This initially appears to be a decrease from last year where 1,277 deaf children were reported as receiving support, but it must be noted that last year 5 services reported on the number of children they supported, and only 4 services reported on these numbers this year.

The smallest number of children being supported by a service was 145 and the largest was 422. The average was 195.

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

The below tables breakdown the results by age, and type of educational provision.

Table 9: Number of deaf children being supported, by age group

Age group	Number of deaf children	Percentage of total (where known)
Preschool children	137	14%
Primary aged children	478	49%
Secondary aged children	311	32%
Young people in maintained sixth forms (years 12 to 13)	49	5%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	0	0%
Total (where known)	975	

Table 10: Number of deaf children being supported, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	124	13%
Mild	312	32%
Moderate	301	31%
Severe	106	11%
Profound	128	13%
Total (where known)	971	
Not known	4	
Total (including where not known) (n=4)	975	

The next table compares the percentage difference between each age group to see if any particular age groups appear less likely to receive support. Proportionally, preschool children appear more likely to receive support than other age groups.

⁶ Examples of support given were direct teaching, visits to the family or school, liaison with the family, school, teachers, provision of hearing aid checks, etc.

Table 11: Comparison between number of deaf children belonging and supported by age

Age group	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Preschool	154	137	89%
Primary	614	478	78%
Secondary	419	311	74%
Young people in maintained sixth forms (years 12 to 13)	62	49	79%
Young people in education who have completed year 11 but not in maintained sixth forms (e.g. in FE, apprenticeships, other)	0	0	-
Total	1,249	975	78%

Table 12: Comparison between number of deaf children belonging and supported by level of deafness

Level of deafness	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Unilateral	207	124	60%
Mild	445	312	70%
Moderate	332	301	91%
Severe	117	106	91%
Profound	144	128	89%
Total	1,245	971	78%

The above table suggests that children with a unilateral deafness are the least likely to receive support from their local service. Profoundly deaf children, proportionately, are slightly less likely than moderately or severely deaf children to receive support. Differences in the way questions were phrased mean we do not have comparable figures from last year.

How do CRIDE's 2012 figures compare to figures from other sources?

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

CRIDE 2011

As set out in the introduction, comparisons with the CRIDE 2011 report should be made with caution due to differences in the response rates between the two surveys. However, even accounting for a reduced response rate to the specific question on numbers of deaf children, there still appears to be more deaf children than in 2011; a reported increase from 1,238 in 2011 (100% response rate) to 1,249 (80% response rate) in 2012. CRIDE estimates a full response rate to the 2012 survey would have resulted in approximately 1,400 deaf children being identified. This would represent a considerable increase on the 2011 survey.

The school census

School Census figures for 2011/12 identify 915 deaf children within the education system. Of these 656 had a mild/moderate hearing loss and 259 had a severe or profound loss. This represents a small decrease from 2010/11 when the corresponding figure was 942 deaf children. The CRIDE survey has identified 1,095 deaf children of school-age in education, which suggests that the School Census is capturing around, at most, 84% of deaf children captured by CRIDE.

This is likely to be due to the School Census only recording whether a child is deaf when the deafness is the primary need and when they have been identified on the SEN spectrum.

Of the 915 deaf children recorded by the School Census in 2011/12, the census reports that 448 have a statement (this equates to roughly 49% of the deaf children identified by the School Census and 41% identified by CRIDE).

Other figures

The 2012 CRIDE survey population figure, taking into account the non-responses, is broadly in line with information received from other sources such as a response from the Northern Ireland Education Minister to an Assembly question (AQW 2968/11-15) asked on the 6th of November 2011. The Education Minister stated that his department were aware of 1,416 deaf children in Northern Ireland.

Prevalence data

Using prevalence data, NDCS estimates there are over 1,300 deaf children in Northern Ireland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from mid 2010 from the Office of National Statistics. The estimates include deaf children with all types and levels of permanent hearing loss, including unilateral.

PART 3: SPECIALIST STAFF

Teachers of the Deaf

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

In total, there are at least 34.2 Teachers of the Deaf in Northern Ireland. Of these 87% are fully qualified. In addition, at the time the survey was completed, there were no reported vacancies.

Table 13: Number of Teachers of the Deaf overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of Total
Teachers of the Deaf with the mandatory qualification	29.6	87%
Teachers in training for the mandatory qualification within 3 years	3.6	11%
Qualified teachers without the mandatory qualification and not in training	1.0	2%
Total (n=5)	34.2	

Comparing with figures from the CRIDE 2011 survey, there appears to have been a decrease in the number of Teacher of the Deaf posts from 37.3. As we received data from all 5 services for this question, it appears that this is an actual decrease in FTE posts. In percentage terms, this amounts to a 9% staffing decrease. It appears that this is due to a decline in the reported number of Teachers of the Deaf employed in resource provisions.

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

Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2012. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school for disabled (rather than deaf) children.

Table 14: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	23.8	5
Teachers in training for the mandatory qualification within 3 years	3.6	2
Qualified teachers without the mandatory qualification and not in training	0	0
Total (n=5)	27.4	

The CRIDE 2011 report indicated there were 27.2 visiting Teachers of the Deaf so it appears this figure is largely unchanged since then. In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 1.2 at the smallest to 7 in the largest. The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 4.8 (FTE).

We asked if services had sought to recruit Teachers of the Deaf over the past 12 months. No services indicated that they had experienced difficulties in recruiting for a permanent post but 2 services said they had experienced difficulties in securing supply cover.

Teachers of the Deaf in resource provisions

4 services reported that they worked with resource provisions in their area. The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children and whether they were employed centrally by the Education and Library Board (ELB) or directly by the school. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example).

Table 15: Number of Teachers of the Deaf in resource provisions employed by the ELB or the school

	Number of teachers (FTE) in resource provision employed by the ELB	Number of services with staff in relevant category		Number of teachers (FTE) in resource provision employed by the school	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	5.8	4		0	0
Teachers in training for the mandatory qualification within 3 years	0	0		0	0
Qualified teachers without the mandatory qualification and not in training	1	1		0	0
Total (n=4)	6.8			0	

It appears that the number of Teachers of the Deaf in resource provision has declined since the 2011 CRIDE survey from 10.1 FTE in 2010/11 to 6.8 FTE in 2011/12. In particular, the numbers of Teachers employed directly by a school (rather than the ELB) has dropped from 2.6 to zero.

Other specialist staff

Our survey suggests that there are at least 6.3 (FTE) specialist support staff, other than Teachers of the Deaf, supporting deaf children in Northern Ireland in either a peripatetic role or working in resource provisions. This number is entirely made up of teaching assistants, with 1 working in peripatetic services, and 5.3 working in resource provisions. No services reported employing, for example, communication support workers, speech and language therapists or family support workers.

In the 2011 survey, services reported that there were 24 other specialist support staff employed. Looking in detail at individual responses, CRIDE believes that the figure in the 2011 report was artificially and mistakenly high due to misreporting in 1 service.

PART 4: Eligibility criteria and funding arrangements

Eligibility criteria

The majority of services (4 services, or 80%) use criteria that are mostly locally developed as a vehicle to help determine what support deaf children receive, and only one service (20%) uses the “NatSIP” criteria⁷.

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

Table 16: Type of support provided by type of deafness

Type of need	Type of deafness	Number of services that provide no direct support	Number of services that provide annual, one-off or occasional visit	Number of services that provide allocated ToD and regular visits (i.e. more than once a year)	Number of services that gave no response
Primary and permanent need	Bilateral severe or profound sensorineural deafness	0	0	4	1
	Bilateral moderate sensorineural deafness	0	0	4	1
	Bilateral conductive deafness	0	1	3	1
	Bilateral mild or high frequency only sensorineural deafness	0	3	2	1
	Unilateral deafness (sensorineural or conductive)	0	4	0	1
Additional and permanent need	Bilateral severe or profound sensorineural deafness	0	0	4	1
	Bilateral moderate sensorineural deafness	0	1	3	1
	Bilateral conductive deafness	0	4	0	1
Other	With temporary conductive deafness as a primary or additional need	0	4	0	1
	In special schools other than schools for the deaf	0	2	2	1
	With auditory neuropathy	0	1	1	3
	With auditory processing difficulty/disorder	1	1	1	2
n=4					

We asked services if there had been any changes in eligibility criteria in the service between 2010/11 and 2011/12. 4 services reported that there had been no changes. One service did not answer this question.

⁷ Commonly known as the National Sensory Impairment Partnership criteria, this is more accurately described as the SESIP / SERSEN (2009) Revised Eligibility criteria which itself is based on the SERSEN Eligibility Criteria (2005). The criteria were originally developed by a group of services in the South East of England.

Use of quality standards for service provision

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

Table 17: Use of quality standards to reflect on the service provided or to look at service development

	Number of services
BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009) ⁸	4
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) ⁹	2
Other standards. n=4	0

Funding arrangements – peripatetic services

In terms of funding arrangements, all peripatetic specialist support services stated that they were funded centrally by the ELB, as in 2010/11. No services reported that any funding was being delegated to individual schools.

Staffing changes

In the context of concerns over spending reductions, the survey asked about budgeted staff levels over the past three years. We asked about staffing levels for Teachers of the Deaf and other specialist staff in 2010/11, 2011/12 and proposed staffing levels for 2012/13. The results were difficult to analyse as some services did not respond or provide consistent information for each year. This meant it was difficult to identify whether any changes were due to genuine staffing changes or just inconsistent reporting.

Whilst these partial responses indicate that staffing levels are broadly level, we know that from earlier in this report that there appears to have been a 9% staffing decrease in the reported number of Teachers of the Deaf from year to year.

Table 18: Teachers of the Deaf: staffing changes

	Between 2010/11 and 2011/12: number of services	Between 2011/12 and 2012/13: number of services	Between 2010/11 and 2012/13 (over two years): number of services
Increase in staffing	0	1	0
No change	3	2	3
Decrease in staffing	1	0	0
Total	4	3	3

Table 19: Other specialist staff: staffing changes

	Between 2010/11 and 2011/12: number of services	Between 2011/12 and 2012/13: number of services	Between 2010/11 and 2012/13 (over two years): number of services
Increase in staffing	1	0	0
No change	3	3	3
Decrease in staffing	0	0	0
Total	4	3	3

⁸ See: <http://www.ndcs.org.uk/document.rm?id=4350>

⁹ See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

Other changes

The survey also looked at any changes between 2010/11 and 2011/12 to non staffing budgets, in particular, any budgets for training and equipment. Some services did not respond to this question.

Table 20: Changes to non staffing budgets

	Number of services reporting change in budget for training	Number of services reporting change in budget for equipment	Number of services reporting change in budget for 'Other'
Increase in budget	0	1	0
Decrease in budget	1	0	0
No change in budget	0	1	0
Don't know / can't separate budget for HI team	2	2	1
Total	3	4	1

PART 5: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. Representatives include: the British Association of Teachers of the Deaf (BATOD), the Ewing Foundation, the National Deaf Children's Society (NDCS), National Sensory Impairment Partnership (NatSIP), Frank Barnes School for Deaf Children, Mary Hare School, London Borough of Barnet, UCL and the University of Bedfordshire.

The survey was designed and created by members of CRIDE. Feedback from services on the 2011 survey and lessons learnt from the analysis were used to inform improvements to the survey. The Northern Ireland survey was then disseminated to services in Northern Ireland on 9th March 2012 by NDCS staff on behalf of CRIDE. Services were asked to respond by the 6th April 2012. Where there was no response by this time, staff from NDCS and members of CRIDE contacted services by email and telephone. Following this, as a last resort, Freedom of Information requests were sent out to the remaining services who had not responded on the 27th April 2012.

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

Table 21: Response rate by services to CRIDE survey

	Number of responses	Cumulative total
First deadline – 6 th April 2012	3	3
Second deadline following chasers – 26 th April 2012	1	4
Final deadline – end June 2012	1	5

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

Analysis of the results using Excel and drafting of this report was largely completed by NDCS with guidance and clearance from members of CRIDE. NDCS has taken every step to ensure this report accurately reflects what services have told us. Any errors are the responsibility of NDCS alone.

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

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