2014 report for Scotland

CRIDE report on 2014 survey on educational provision for deaf children in Scotland

Introduction

In 2014, the Consortium for Research into Deaf Education (CRIDE) carried out its third survey in Scotland on educational staffing and service provision for deaf children in the 2013/14 financial year[1]. 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.

Following the second survey, CRIDE decided that future surveys would alternate between a shorter survey with a smaller number of core questions and the full survey. CRIDE also decided that in the years of a shorter survey, a small number of thematic questions on topical issues or concerns would be included. The 2014 survey is a shorter survey and includes thematic questions on the age profile of Teachers of the Deaf in light of concerns over capacity gaps in the future. It also includes thematic questions around sign language and lip-reading provision and post-school destinations and support for deaf young people.

Summary of key findings

- The survey recorded just over 3,000 deaf children in Scotland, a reported increase of 8% according to last year's survey.
- Further Education is the most common post-school destination for deaf young people (46%) followed by Higher Education (18%).
- There are over 200 teachers employed as Teachers of the Deaf in Scotland. Of these, around a third are not qualified Teachers of the Deaf.
- The number of qualified Teachers of the Deaf has declined by 1% in the past year, and by 16% since the first CRIDE survey in 2011.
- Over half of all Teachers of the Deaf are due to retire within the next 10 to 15 years.
- 10% of peripatetic Teachers of the Deaf hold at least a Level 3 qualification in British Sign Language.

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[1] Previous reports can be found on the BATOD website at www.batod.org.uk/index.php?id=/resources/survey or on the NDCS website at www.ndcs.org.uk/cride.

Responses were received from 28 services in Scotland, covering 30 local authority areas. This means that this CRIDE survey achieved a response rate of 94%. This is lower than last year's response rate of 100%.

Using the results

The CRIDE report can be used in the following ways:

- This data can be used by national and local and government to identify and act on emerging trends and challenges affecting deaf children and young people.
- 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 discussions.
- Researchers into deaf education who contribute to evidence-based practice will have access to relevant, useful information about the population being studied.
- Parents and carers of deaf children and deaf young people will find the report useful and informative in establishing what national provision for deaf children looks like.
- Strategic groups such as Child Hearing Service's Working Groups and See Hear Partnership Groups as well as regulatory bodies such as Education Scotland will have access to this information to help inform decision making and service planning.

CRIDE would like to take the opportunity to thank all services for taking the time to respond, despite the considerable time constraints many services are subject to.

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 who and how surveys are completed locally leading to variances. Survey results should be interpreted within this context.

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous CRIDE surveys. Again, these comparisons should be viewed within the context of slight changes to how some questions were phrased from year to year and also differences in response rates between surveys.

For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 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.

Contents

This report has seven parts and one annexe, as set out below:

Part 1: Number of deaf children in Scotland ('belonging' and 'supported')

How many deaf children are there known to 'belong'?

Services were asked to give details of deaf children "belonging" to the service. "Belonging" was defined as: all deaf children who live in the local authority. This includes deaf children who live within the local authority boundary but attend schools outside of the local authority. It excludes deaf children who live outside of the local authority but attend schools within the authority.

Based on responses from 28 services covering 30 local authorities, the total number of deaf children in Scotland is **3,057.** This is up from 2,842 in 2012/13 amounting to an 8% increase over the past year and 21% over the past three years (when 2,526 were reported as belonging in 2010/11). It is difficult to be certain about the extent to which this increase is due to changes in demography, increase in numbers of deaf children being diagnosed or improvements in reporting. The smallest number of children belonging was 6 and the largest was 421. The average was 109.

The actual figure of deaf children in Scotland is likely to be higher still than 3,057 given that 2 local authorities did not respond to the survey, and there may still be deaf children in local authorities that are currently unknown to education services.

Services were asked to give an overall figure of deaf children known to 'belong' to the service. 50% of services later gave a figure for the number of children being supported that was the same as the number belonging. CRIDE continues to be concerned that some services may only be providing figures for children belonging that they actively support – i.e. children who do not receive support are not being recorded as they are unknown to the service.

Deaf children receiving support from services

We asked about deaf children who are supported by the service. Examples of support given were direct teaching, visits to the family or school, liaison with the family, school and teachers, provision of hearing aid checks, etc. Based on responses from 28 services, our survey indicates that at least 2,773 deaf children receive support from their local service, amounting to an increase from last year of 5% where 2,629 deaf children were reported as receiving support, and 18% over three years (when 2,343 were reported as supported in 2010/11). The smallest number of children being supported by a service was 5 and the largest was 294. The average was 99.

It is interesting to note that the number of deaf children belonging has increased 8% in the past year whilst the number of deaf children being supported has increased by 5%.

Assuming the figures are broadly comparable, if there are 3,057 deaf children who live in Scotland, there are at least 284 deaf children who are not being supported by the service. In other words, the figures suggest that 91% of deaf children receive support from their local service. It does not automatically follow that 9% of deaf children are not receiving any support at all; many may be receiving support elsewhere from, for

example, special schools for deaf children or resource provisions not managed by the service.

How do CRIDE's 2014 figures compare to figures from other sources?

Set out below are known datasets in Scotland which include information about the number of deaf children and young people. Those comparing figures should be mindful of the differences in how data has been collected, the different definitions used and the different numbers of areas data has been collected from. CRIDE recommends that these figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

Estimates based on prevalence figures

NDCS estimates there could be as many as **3,850** deaf children in Scotland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from 2012 from the Office of National Statistics. The estimate includes deaf children with all levels of hearing loss, including unilateral, and who have a permanent loss.

Pupil Census

Pupils in Scotland, the Scottish Pupil Census, is the only source of routinely-published information on numbers of pupils with a hearing loss in Scotland. This data is published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has 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.

The latest Pupil Census data records **2,534**[2] hearing impaired pupils in Scotland across primary, secondary and special schools, a 3.8% increase since the previous year's survey which recorded **2,441**[3] deaf pupils in September 2013.

Over the past 3 years, the number of deaf pupils recorded by the survey has increased by around 12.4%, with the 2012 survey noting 2,253 deaf pupils in Scotland[4]. This is indicative of improvements in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009.

In addition:

- In 2010, a survey carried out by HM Inspectorate of Education (HMIe) in partnership with NDCS recorded **2,438** deaf children known to education authorities.

- The Scottish Sensory Centre (SSC), surveyed local authorities in 2012. The survey found a total of 1,596 children and young people with a hearing

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[2] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus 2014, Table 1.8
[3] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus 2013, Table 1.8
[4] http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus, 2012 , Table 1.8

impairment across mainstream, resource provision and specialist school settings. When combining Pupil Census data for missing local authorities it brings the survey's total to 2,106. However, it should be noted that 6 local authorities did not respond to this survey.

Table 1: Summary of currently available information on numbers of deaf children in Scotland

Source	Number of deaf children in Scotland
CRIDE 2014	3,057
CRIDE 2013	2,842
Scottish Pupil Census (2014)	2,534
Scottish Pupil Census (2013)	2,441
SSC (2012)	1,596
HMIe Survey (2010)	2,438

Part 2: Communication and language

Provision to support deaf children's development of British Sign Language

Services were asked what provision was available within their service to support deaf children's development of BSL.

Table 2: Provision to support development of BSL

Provision	Number of services	Percentage of services providing this provision
Access to deaf role models	13	46%
Direct one to one tuition	11	39%
Designated BSL lessons	10	36%
Home School communication Projects	6	21%
After school clubs	4	14%
Direct payment support workers	2	7%
Other	11	39%

When services cited 'Other' they were asked to specify, the answers included:
- Family sign language courses / groups (including the NDCS Family Sign Language Curriculum)
- Networking and social events for deaf children and young people (including remotely via video conferencing)
- Informal input to parents and carers.

A small number services said that when children used BSL, they were supported by other specialist services or provisions, such as out of borough provision. A small number of services highlighted that they provide support for deaf children using Sign Supported English and Total Communication.

Assessments used to measure children's progress in BSL

Table 3: Assessments used by services to measure children's progress in BSL

Assessment	Number of services	Percentage of services providing this provision
Herman et al's BSL Receptive Skills Test	10	36%
Herman et al's BSL Expressive Skills Test	4	14%
Signature BSL Level 1 Award in British Sign Language	4	14%
Signature BSL Level 2 Certificate in British Sign Language	3	11%
Scottish Qualifications Authority (SQA) BSL: an introduction, Access 3	2	7%
SQA BSL – Intermediate 1	1	4%
SQA BSL – Intermediate 2	1	4%
SQA BSL – Higher	1	4%
Signature BSL Level 3 NVQ Certificate in British Sign Language	0	0%
Signature BSL Level 6 NVQ Certificate in British Sign Language	0	0%
Not known	3	11%
Other	5	18%
No BSL assessments used by the service (for example, because carried out in special schools or elsewhere)	7	25%

When services cited 'Other' they were asked to specify; one service said that the service works to support students taking evening classes in BSL Level 1; other services reported that there were no deaf pupils requiring BSL support and assessments within their service at the time of responding to the survey.

Provision of lip-reading tuition

Services were asked if there was provision within their service for deaf children to receive tuition in lip-reading. Five services (18%) did provide tuition in lip-reading, five services (18%) said that they didn't, but that children are signposted to other local lip-reading provision, and 18 services (64%) said they did not provide tuition in lip-reading.

Given that most services did not provide tuition nor sign post to other services, there are ongoing concerns about the consistency of access to this vital skill for deaf children and young people. This issue is being explored by the Scottish Lip Reading Strategy Group which has been working to increase numbers of lip reading tutors and community-based opportunities to access tuition.

Part 3: Post-school destinations and support

Services were asked to provide a breakdown of the post-school destinations of deaf young people belonging in their area who left school at the end of the 2012/13 academic year.

Table 4: Post-school destinations of deaf young people belonging

Destination	Number of deaf young people	Percentage
Further Education (college)	58	46%
Higher Education (university or Higher Education course at college)	23	18%
Training/apprenticeship	4	3%
Employment	5	4%
Not in Education, Employment or Training	3	2%
Other	11	9%
Unknown	22	17%
Total	**126**	

We then asked services, of the deaf young people supported by their service who left school at the end of 2012/13 academic year, for how many was the service involved in establishing transitional plans. 22 of the 28 services provided an answer to this question. 15 services were involved in establishing transitional plans for any of the deaf young people supported by their service, totalling 90 deaf young people across all services. 7 services said they were not involved in establishing transitional plans, and 6 services did not provide an answer to this question.

Services were asked how they established the level of transitional planning support required by deaf young people.

Table 5: How services establish the level of transitional planning support required by deaf young people

	Number of services	Percentage of services
Locally developed criteria	14	52%
NDCS, Skills Development Scotland & Donaldson's School, Template for Success (2013)	3	11%
Scottish Government, Post-16 Policy and Practice framework (2012)	2	7%
Scottish Government, Supporting Children's Learning Code of Practice (2009)	0	0%
Other	6	22%
No formal criteria used	2	7%
Total	**27**	

When services answered 'other' they were asked to specify. Answers included:
- NatSIP Revised Eligibility Criteria (2012), SESIP/SERSEN Revised Eligibility Criteria (2009) or SERSEN Eligibility Criteria (2005)
- Based on the needs of the individual and the level of support provided by the service throughout the school years.
- The local authority policy of transition and Getting it Right for Every Child
- Service provides bi-annual transition events and encourage planning using the NDCS publication

We asked services to what extent their service supports deaf young people in further education or other post-school destinations.

Table 6: The extent of support for deaf young people in further education or other post-school destinations.

	Number of services	Percentage of services
No involvement	18	64%
Informal support to deaf learners in one or more post-16 providers	4	14%
Support to deaf learners provided when commissioned by post-16 providers	1	4%
Service level agreement to provide support to deaf learners with one or more post-16 providers	0	0%
Other	5	18%
Total	**28**	

When services answered 'other' they were asked to specify. Answers included:
- Deaf awareness provided
- Sign-posting to Action on Hearing Loss
- Support provided when necessary for school pupils attending college link courses.

Part 4: Teachers of the Deaf and other specialist support staff

Our survey asked how many Teachers of the Deaf there are who are employed by the local service, 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. We did not ask about Teachers of the Deaf in special schools, cochlear implant centres and other settings and therefore the figures below do not provide a complete picture of the total population of Teachers of the Deaf in Scotland.

Based on information from 27 services, in total, there are at least 204.7 (FTE) Teachers of the Deaf posts in employment in Scotland. Of these 68% are occupied by a fully qualified Teacher of the Deaf. In addition, at the time the survey was completed, there were 2.8 FTE vacant posts.

If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 207.5 FTE Teacher of the Deaf posts, of which 1% are vacant.

Table 7: Number of Teachers of the Deaf in employment overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of total
Teachers of the Deaf with the mandatory qualification	138.7	68%
Teachers in training for the mandatory qualification within 3 years	42.2	21%
Qualified teachers without the mandatory qualification and not in training	23.8	12%
Total (n=27)	**204.7**	

Table 8: Number of Teacher of the Deaf vacancies overall

		Number of Teacher of the Deaf posts (FTE)	Percentage of total
Vacancies	**Post frozen**	0.4	14%
	Currently advertised	1.4	50%
	Advertised but no suitable candidate	1	36%
Total (n=4)		**2.8**	

Given the variance with which surveys may be completed and submitted, anomalies have been discovered in the previous two CRIDE reports around numbers of Teachers of the Deaf. These anomalies have been fully corrected.[5] The year on year change in numbers of Teachers of the Deaf are summarised in the following table:

Table 9: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2012/13	2013/14		Change since last year	Change since first year
Teachers of the Deaf with the mandatory qualification in employment	165.3	140.6	138.7		-1%	-16%
Number of teachers working as Teachers of the Deaf in employment	218.1	208.5	204.7		-2%	-6%
Number of Teacher of the Deaf posts (including vacancies)	230.5	214.5	207.5		-3%	-10%

The downward trajectory identified in the 2013 CRIDE report remains in data collected this year. The numbers of teachers working as Teachers of the Deaf in Scotland have dropped by 2% in the past year, and a 6% decline over the past three years. As this report showed earlier, there has been no corresponding decrease in the number of deaf children being reported. It is possible that there has been an increase in numbers of Teachers of the Deaf working in other settings (such as special schools) which is not captured within this survey but it is CRIDE's view that this is unlikely. As such, these reductions are of concern and require further exploration and analysis to understand the implications for deaf children and young people.

It is concerning that numbers of Teachers of the Deaf with the mandatory qualification has dropped even more significantly, by 16% in the past three years. This raises concerns about how local authorities are meeting their legal duty under the Requirements for Teachers (Scotland) Regulations 2005. This outlines that teachers working wholly or mainly with deaf pupils must achieve a mandatory post graduate qualification. Again, further exploration and analysis is required to understand the impact on the quality of education services being delivered given this sharp decrease in qualified teachers.

Age profile of Teachers of the Deaf

The CRIDE 2014 included a question on the age profile of Teachers of the Deaf. This was in response to concerns that over the past few years the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession. If true, this could potentially lead to a 'capacity crunch' where there are insufficient numbers of Teachers of the Deaf to meet the needs of future deaf children.

Table 10: Age ranges of Teachers of the Deaf (in employment or in training)

	Number of teachers (FTE)	Percentage of total
Aged 49 or under	76.4	46%
Aged between 50 and 59	80.9	49%
Aged between 60 and 64	7.7	5%
Aged 65 or over	0	0%
Total	**165**	

The figures include Teachers of the Deaf in peripatetic (visiting) services, and resource provisions (both managed by the local authority and managed directly by schools). Not

all services were able to provide totals equalling their total number of qualified Teachers of the Deaf in employment or in training, there are around 15.9 FTE Teachers of the Deaf unaccounted for in these figures.

Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in each specialist peripatetic service as of January 2014. Peripatetic 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 not designated for deaf children.

Table 11: Number of peripatetic 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	84.8	25
Teachers in training for the mandatory qualification within 3 years	25.0	19
Qualified teachers without the mandatory qualification and not in training	7.6	5
Total (n=27)	117.4	

Table 12: Number of peripatetic Teacher of the Deaf vacancies

		Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Vacancies	Post frozen	0.4	1
	Currently advertised	0.4	1
	Advertised but no suitable candidate	0	0
Total (n=2)		0.8	

In terms of fully qualified peripatetic Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 0.5 at the smallest to 12 in the largest. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is 3.1 (FTE).

12 (44%) services employ 2 or fewer peripatetic Teachers of the Deaf, of which five services (19%) employed 1 or fewer peripatetic Teachers of the Deaf. Given the complex nature of deafness and the diverse needs of deaf children, it remains of concern that some services are attempting to meet the needs of all deaf children with relatively low numbers of peripatetic Teachers of the Deaf.

Sign language qualifications of peripatetic Teachers of the Deaf

CRIDE 2014 also asked about the sign language qualifications of peripatetic Teachers of the Deaf.

Table 13: Sign language qualifications of peripatetic Teachers of the Deaf (in employment or in training)

	Number of teachers (FTE)	Percentage of total	Number of services with staff in relevant category
No qualification	5.9	6%	6 (21%)
BSL Level 1	42.3	41%	19 (68%)
BSL Level 2	45.4	43%	21 (75%)
BSL Level 3 or above	10.8	10%	8 (29%)
Total	**104.4**		

Not all services were able to provide totals equalling their total number of qualified Teachers of the Deaf in employment or in training; there are around 5.4 FTE Teachers of the Deaf unaccounted for in these figures.

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children, both where resource provisions were managed centrally by the local authority and those which were managed directly by the school. Services were asked to allocate an 'average' full time equivalent for each role or setting if staff work flexibly across settings or have dual roles to avoid double counting. Again, we did not ask about other specialist staff in special schools, cochlear implant centres and other settings.

Table 14: Number of Teachers of the Deaf in resource provisions managed by the local authority or the school

	Number of teachers (FTE) in resource provision managed by the local authority	Number of services with staff in relevant category		Number of teachers (FTE) in resource provision managed by the school	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	40.2	7		13.7	5
Teachers in training for the mandatory qualification within 3 years	10.9	4		6.3	4
Qualified teachers without the mandatory qualification and not in training	2.2	3		14.0	2
Total (n=10)	**53.3**			**34.0**	

There is an overall reduction in numbers between the above table and the corresponding figures from last year (overall down from 93.2 to 87.3).

Table 15: Number of Teacher of the Deaf vacant posts in resource provisions managed by the local authority or the school

		Number of teachers (FTE) in resource provision managed by the local authority	Number of services with staff in relevant category		Number of teachers (FTE) in resource provision managed by the school	Number of services with staff in relevant category
Vacancies	**Post frozen**	0	0		0	0
	Currently advertised	0	0		1	1
	Advertised but no suitable candidate	1	1		0	0
Total (n=2)		**1**			**1**	

The following table seeks to explore whether there are any proportional differences in the status of teachers. The figures suggest that there is a higher incidence of unqualified teachers working as Teachers of the Deaf in resource provisions, where the teachers are managed by the school (as opposed to by the local authority).

Table 16: Proportional differences in level of qualification of "Teachers of the Deaf"

	Percentage of all peripatetic teachers	Percentage of all teachers in resource provision, employed by local authority	Percentage of all teachers in resource provision, employed by school
Teachers of the Deaf with the mandatory qualification	72%	74%	39%
Teachers in training for the mandatory qualification within 3 years	21%	20%	18%
Qualified teachers without the mandatory qualification and not in training	6%	4%	40%

Other specialist staff

Our survey suggests that there are at least 96.5 full time equivalent (FTE) specialist support staff, other than Teachers of the Deaf, supporting deaf children in Scotland in either a peripatetic role or working in resource provisions. This is slightly down from last year when 109.6 were reported. The most common role is teaching assistant followed by speech and language therapist.

Table 17: Number of specialist support staff overall, by role

	Number of staff (FTE)	Percentage of total
Teaching assistants / Classroom support assistants etc	59.9	62%
Communication support workers / Interpreters / Communicators etc	10.4	11%
Deaf instructors / Deaf role models / Sign language instructors etc	8.5	9%
Educational audiologists / Technicians etc	3.3	3%
Speech and language therapists	12.4	13%
Family support workers / Liaison officers	0	0%
Social workers / Social workers for deaf children	2	2%
Total	**96.5**	

The following table breaks down the reported number of other specialist staff according to whether they were employed in a peripatetic role or employed by the school directly to work in a resource provision.

Table 18: Number of specialist support staff, by role

	Peripatetic role				Resource provisions		
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of total		Number of staff (full time equivalent)	Number of services with staff in relevant category	Percentage of total
Teaching assistants / Classroom support assistants etc	6.7	5	22%		53.2	8	79.8%
Communication support workers / Interpreters / Communicators etc	5.8	4	19%		4.6	3	6.9%
Deaf instructors / Deaf role models / Sign language instructors etc	3.725	6	12%		4.8	3	7.2%
Educational audiologists / Technicians etc	3.21	5	11%		0.04	1	0.1%
Speech and language therapists	8.4	4	28%		4	1	6%
Family support workers / Liaison officers	0	0	0%		0	0	0%
Social workers / Social workers for deaf children	2	2	7%		0	0	0%
Total	29.835				66.64		

Services managing support staff based in schools to support named pupils

We also asked if services manage teaching assistants or other support staff based in schools to support named pupils. Of the 27 services that responded to this question, three (11%) said yes, six (22%) said they manage some, but not all, and the majority, 18 (67%) said they did not. Fewer services manage support staff based in schools to support named pupils this year compared with 24% that did in 2012/13.

Resource provisions providing outreach support to other schools

When asked if the resource provision provided outreach support to other schools, of the ten services with resource provisions, three (30%) replied yes, and seven (70%) replied no. 33% of services indicated that outreach support was provided in 2012/13, suggesting a slight decrease.

Where outreach support was provided, this amounted to 9.3 full time equivalent staffing time total across all of the services who responded, down from 11.0 in 2012/13.

Part 5: The impact of CRIDE reports

This is the third CRIDE survey in Scotland, so we wanted to find out if and how services have been using the reports, and what impact the CRIDE reports have.

We asked services if they had read reports of previous CRIDE surveys. Of the 27 services that answered, 63% had read previous reports, and 37% had not.

If services had read the reports, we asked them to tell us if they agreed or disagreed with a series of statements about the reports and then how they had used the reports:

Table 19: CRIDE report statements

	Strongly agree	Agree	Disagree	Strongly disagree
The reports are clear and easy to understand	2 (12%)	14 (82%)	1 (6%)	0 (0%)
The results provide information that is useful in informing discussions on **local provision** for deaf children	2 (13%)	11 (73%)	2 (13%)	0 (0%)
The results provide information that is useful in understanding **provision across Scotland** for deaf children	3 (18%)	13 (76%)	1 (6%)	0 (0%)

Table 20: How services have used previous CRIDE reports:

	Number of services
To draw on comparable demographic findings when preparing for internal and external audits of local provision	5 (18%)
To inform strategic planning relating to staffing and staff training	5 (18%)
For research purposes.	4 (14%)
Other	1 (4%)

When services answered 'Other', they were asked to specify. Answers included:
- To inform service development plans.

Finally we asked services if they had any further comments on the value of the CRIDE survey and reports. Answers included:
- The CRIDE reports should be sent as a matter of routine to all local authorities, their hearing impairment and psychological services.
- Information from CRIDE reports could be used to define minimum standards for educational services for deaf children and young people across Scotland.
- Whilst collecting data for the survey is complex, it is a worthwhile exercise and the reports highlight issues for policy planners, service providers and teachers.
- Small local authorities with low incidence of deafness could skew the results.

Part 6: Concluding thoughts

In this section we reflect on some of the findings from the 2013/14 survey as well as our observations on the survey itself.

1. The 1% decline in the number of qualified Teachers of the Deaf in the past year is of concern, particularly given that the number of deaf children being reported by CRIDE is increasing by 8%. This raises concerns about the quality of support that deaf children are receiving across Scotland. This data should also be understood within a context of changing policy and practice in education for deaf children. While situations greatly differ locally, some areas are seeing a greater shift towards inclusion of support for deaf children within mainstream schools and as such a subsequent redesign or restructure of existing support. Further investigation is required to understand the implications of these shifts and the impact on deaf children and young people's outcomes.

2. Within the next 10 to 15 years, 54% of Teachers of the Deaf are due to retire. There is a need to raise awareness of this issue to ensure sufficient steps being taken to maintain an adequate supply of new Teachers of the Deaf to replace them.

3. The lack of consistent data collection locally and nationally means there continues to be challenges understanding the accurate number of deaf children and young people in Scotland. To ensure service planning and delivery is evidence based these data sets should be strengthened.

4. Most Teachers of the Deaf have a sign language qualification. However, few have level 3 or above. Most services – just over 70% - do not employ Teachers of the Deaf with a level 3 qualification. This means there are relatively few Teachers of the Deaf who could directly teach in sign language to deaf children who are sign language users. Within the context of the current British Sign Language (Scotland) Bill, this issue is likely to be explored further in the future with regards to how local authorities plan to promote use of the language within the exercise of its functions.

5. The varied approach to supporting post school transitions by services is evident, with some being directly involved in developing transitional pathways and others not so. A small number of services are involved in delivering formal and informal support to deaf students in post-16 settings. NDCS is working to support local authorities in strengthening their practice in supporting post-school transitions[6]. This is being actioned through its Statement of Intent which addresses three strands to promote positive transitions:
    1. Promoting positive emotional health and wellbeing among deaf young people
    2. Improving transitional planning for deaf school leavers
    3. Strengthening multi-agency working among professionals to ensure transitions are smooth and supported.

6. It is pleasing and reassuring to see that most services see the CRIDE survey and reports as useful and valuable. It is clear that the decision to move to alternating shorter / full surveys has been welcomed.

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[6] See http://www.ndcs.org.uk/about_us/campaign_with_us/scotland/close_the_gap.html

Part 7: 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. At the time the 2014 survey was issued, representatives included: the British Association of Teachers of the Deaf (BATOD), City University London, the Ear Foundation, the Ewing Foundation, Frank Barnes School for Deaf Children, Kent County Council, London Borough of Barnet, the National Deaf Children's Society (NDCS), National Sensory Impairment Partnership (NatSIP), Mary Hare School, Sheffield City Council, and UCL.

The survey was designed and created by members of CRIDE. Following feedback from services, it was decided to move to a shorter survey in 2014, with short / full surveys alternating in future years.

The survey was disseminated to services in Scotland in March 2014 by NDCS on behalf of CRIDE. Services were asked to respond by 4 April 2014. Where there was no response by this time, 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, mostly on 23 May 2014.

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

Table 21: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline	19	19
Second deadline following chasers	2	21
Freedom of Information requests	7	28

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.

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.

Annex A: Information about individual specialist support services for deaf children

The table shown in Annex A sets out some individual data from services when originally provided in spring 2014. CRIDE's intention to publish this data was indicated when services were first asked to complete the survey. It is CRIDE's intention to expand the publication of individual service data in the future.

Please note that figures for Teachers of the Deaf include vacant posts.

Service	Number of deaf children belonging	Number of deaf children supported	Number of full time equivalent (fte) Teachers of the Deaf in the specialist peripatetic service	Number of full time equivalent (fte) Teachers of the Deaf in resource provisions managed centrally by the LA	Number of full time equivalent (fte) Teachers of the Deaf in resource provisions managed directly by the school
Aberdeen City	108	106	4.9	0	0.5
Aberdeenshire	105	103	6.5	n/a	n/a
Angus	104	104	1.6	0	2
Argyll & Bute	56	56	0.6	n/a	n/a
Clackmannanshire	54	48	1	n/a	n/a
Comhairle nan Eilean Siar (Western Isles)	17	17	1	n/a	n/a
Dumfries & Galloway	79	79	2.4	n/a	n/a
Dundee	85	83	4	4.6	0
East Dunbartonshire	-	-	-	-	-
East Lothian	48	43	1.4	n/a	n/a
East Renfrewshire	97	92	1.5	n/a	n/a
East, North and South Ayrshire	150	150	8	2	0
Edinburgh City	129	129	5.1	n/a	n/a
Falkirk	139	139	12	n/a	n/a
Fife	294	294	16.1	5.7	0
Glasgow City	421	273	4.4	16.2	22.6
Highland	171	142	5	5.2	0.2
Inverclyde	72	71	1.5	0	5.8
Midlothian	45	45	2	n/a	n/a
Moray	43	43	3.6	n/a	n/a
North Lanarkshire	171	171	6	16.6	0
Orkney Islands	8	5	0.8	n/a	n/a
Perth and Kinross	68	68	2	n/a	n/a
Renfrewshire	230	225	8.2	n/a	n/a
Scottish Borders	-	-	-	-	-
Shetland Islands	6	6	0	n/a	n/a
South Lanarkshire	88	94	8	4	3.9
Stirling	90	90	1.6	n/a	n/a
West Dunbartonshire	80	23	3	n/a	n/a
West Lothian	99	74	6	n/a	n/a

Notes:
- 'n/a' indicates that the service does not have resource provisions.