



Consortium for Research in Deaf Education

CRIDE report on 2015/16 survey on educational provision for deaf children in Wales

Introduction

In 2016, the Consortium for Research into Deaf Education (CRIDE) carried out its sixth annual survey on educational staffing and service provision for deaf children¹. It covers the 2015/16 academic year². This report sets out the results of the survey for Wales and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

Responses were received from 15 services in Wales, covering 22 authority areas. This means that this CRIDE survey achieved a response rate of 100%.

Using the report

The CRIDE report can be used in the following ways:

- 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 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 of deaf children and deaf young people will find the report useful and informative in establishing an overview of national provision for deaf children.

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

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 years 11 months 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.

² Reports from previous years 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.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2016.

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. The response rates to individual questions sometimes vary and, as seen in this report, mistakes in data provision can lead to large shifts in numbers from year to year. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. In 2016, after five years of conducting the survey and carrying out a substantial review, CRIDE made a number of significant changes to the questions. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that all percentages have been rounded up or down to the nearest whole number. Please also note that where the number of deaf children for any category is fewer than five, '<5' appears.

Contents

PART 1: Deaf children in Wales.....	3
PART 2: Teachers of the Deaf and other specialist staff	4
PART 3: Support provided	9
PART 4: Additional Learning Needs (ALN) reforms	11
PART 5: Background and methodology.....	12
Annex: Information by local authority	13

PART 1: Deaf children in Wales

Services were asked to give details of deaf children living in the geographical area they cover³.

How many deaf children are there?

Based on responses from all 15 services covering 22 local authorities, the total number of permanently deaf children in Wales is 2,374. This is an apparent reduction from 3,288 in 2014/15, amounting to a 38% decrease. There were noticeable decreases in two particular services. In one case, this was because figures for permanently deaf children had included those with a temporary hearing loss in previous years, but the service has since refined its data collection.. In other cases it is difficult to be certain about the extent to which this decrease is due to changes in demography or accuracy of reporting, although it is interesting to note that if CRIDE 'controls' for these two areas by removing them from last year's figures, the number of deaf children overall shows a slight increase.

The smallest service reported 52 deaf children belonging in their boundaries. The largest reported 349 deaf children. The average number of deaf children belonging in each service was 158.

The following table compares the total number of deaf children living in Wales each year of the survey. 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.

Table 1: Number of deaf children living in Wales, over successive years

	Number of children reported
CRIDE 2016	2,374
CRIDE 2015	3,288
CRIDE 2014	2,880
CRIDE 2013	2,904
CRIDE 2012	2,743
CRIDE 2011	2,755

How do CRIDE's 2016 figures compare to figures from other sources?

School Census

The 2016 CRIDE survey reports there are 2,374 deaf children in Wales. However the Welsh Government's School Census figures for 2016 indicate there are 2,215 pupils where 'hearing impairment' is the major SEN and the child has been placed on School Action/Action Plus or has a statement of special educational needs (SEN)⁴. This indicates a 1.5% increase from the 2015 School Census when the corresponding figure was 2,182⁵.

³ The definition for this question was given as: "For the purpose of this survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months. All children who have sensorineural and permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors. Children with temporary deafness should not be included in your response to this question. All deaf children, regardless of whether they receive support from the service. Children who attend education provision outside of your area but who normally live in your area." The question in the 2016 survey asked services how many deaf children live in the geographical area covered by their service. This was a change in wording which attempted to make the question clearer, but asked about the same group of children as the questions on children 'belonging' to services in previous surveys.

⁴ Data available at <http://wales.gov.uk/statistics-and-research/schools-census/?lang=en>. The School Census data is based on PLASC (Pupil Level Annual School Census) returns from schools across Wales. The data would not, therefore, include children who attend a specialist school outside of Wales or who are home educated. It covers children who are on School Action, School Action Plus, or who are in receipt of a Statement.

⁵ <https://stats.wales.gov.uk/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/pupils-by-major-need-year>

The Welsh Government also provides data on the numbers of children in maintained schools where hearing impairment is recorded as a secondary SEN⁶. In 2016, this figure was 630. As a result, the School Census recorded a total of 2,845 pupils with a hearing impairment in 2016. This includes an undetermined number of children in maintained nurseries⁷.

Finally, there are an additional 49 pupils recorded as having a multi-sensory impairment as a primary need.

Number of deaf children on services' caseloads

Earlier, CRIDE looked at the number of deaf children who were known to live in the geographical area covered by the services. CRIDE also asked about deaf children with permanent or temporary deafness on services' caseloads⁸.

The wording for this question regarding children supported by the service was changed in the 2016 survey. In previous years, it included only children with a permanent deafness, whereas this year, in response to feedback from services, the question on caseloads included children with temporary deafness too.

Based on responses from all 15 services, the survey responses indicates that at least 3,722 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 51 and the largest was 1,065. The average was 248 children.

Children with temporary conductive deafness

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss and they were able to identify 1,642. However, some services indicated that some children on their caseload were awaiting diagnosis and so there was uncertainty as to whether or not a hearing loss was temporary.

Services were also asked if they had noticed any change in the provision of hearing aids to children with temporary conductive hearing loss in the last year. Seven services (47%) said 'no', and eight services (53%) said 'yes'. When asked what impact such changes had on the service, many respondents stated that an increased number of children receiving hearing aids, rather than having surgery for grommets, were being referred to them.

PART 2: Teachers of the Deaf and other specialist staff

The survey asked how many Teachers of the Deaf 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

⁶ Although it should be noted that information on secondary needs is provided by schools on a voluntary basis. It should also be noted that data is not collected for other needs beyond a secondary need.

⁷ It is not possible to identify how many of these relate to nursery pupils but, based on figures given earlier, it is not unreasonable to assume it is relatively low.

⁸ The definition given for this question was "By children on 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. This included children supported by services but who do not live in the geographical area for that service."

spent half of the standard 'working week' as a Teacher of the Deaf. For this first time, CRIDE also specifically and separately asked about Teachers of the Deaf who worked flexibly between the peripatetic service and a resource provision (in previous years, respondents had been asked to allocate an 'average' fte allocation to those who worked flexibly). Whilst the phrasing and structure of the questions in the CRIDE survey has changed, CRIDE believes that the figures should still be comparable from previous years.

In total, there are at least 65 fully qualified Teachers of the Deaf in employment in Wales.

There are at least 69 (fte) teachers working as Teachers of the Deaf in Wales. 95% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining 5% occupied by teachers in training or intending to train within three years.

At the time the survey was completed, there was one (fte) vacant post. If the vacant post is added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 70 Teacher of the Deaf posts, of which 1% are vacant.

Table 2: 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	65.45	95%
Teachers in training for the mandatory qualification within 3 years	3.8	5%
Qualified teachers without the mandatory qualification and not in training	0	0%
Total	69.25	100%

The table below shows that there has been a 6% decline in the number of qualified Teachers of the Deaf between 2014/15 and 2015/16. There has been a 10% decline since 2010/11.

Table 3: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Teachers of the Deaf with the mandatory qualification in employment	71.95	91.75	66.5	67.0	69.86	65.45
Number of teachers working as Teachers of the Deaf in employment	75.95	100.55	71.5	70.2	74.26	69.25
Number of Teacher of the Deaf posts (including vacancies)	75.95	100.55	74.5	70.8	75.06	70.25

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year.

Table 4: Number of services in which there has been a change in the number of teachers working as Teachers of the Deaf (including those in training or those without the qualification and not in training)

	Number of services	Percentage
Increase	2	13%
No change	7	47%
Decrease	6	40%

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. Four services reported difficulties in recruiting for a permanent post, while two reported no difficulties. Six services reported difficulties in recruiting for supply cover and two reported no difficulties. If services had reported difficulties, they were asked to comment on what these difficulties were. Answers included issues recruiting to supply/temporary posts, a lack of qualified Teachers of the Deaf applying for posts, and a lack of qualified Teachers of the Deaf able to provide support through the medium of Welsh.

The following 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

The survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2016. 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 not specifically for deaf children.

Table 5: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts (fte)	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	35.45	93%	15
Teachers in training for the mandatory qualification within 3 years	2.8	7%	3
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	38.25		

Just one service reported any vacancies as of January 2016, amounting to 1(fte) post.

In terms of fully qualified visiting Teachers of the Deaf with the mandatory qualification, the numbers within each service ranged from 0.5 to 7 (fte). The average number of visiting Teachers of the Deaf (with the mandatory qualification) per service is 2.36 (fte).

CRIDE asked about Teachers of the Deaf working in peripatetic services with additional specialist qualifications in early years support, but none were recorded.

Nine services employ two or fewer visiting Teachers of the Deaf, of which three services employed one or fewer visiting Teachers of the Deaf.

Teachers of the Deaf in resource provisions

Services were asked how many resource provisions (in mainstream or special schools) there were in their area. Ten services had a resource provision for primary-aged children in their area, and ten services had a resource provision for secondary aged children, giving a total of 24 resource provisions overall across eleven areas.

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children, whether employed centrally by the local authority 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 6: Number of Teachers of the Deaf in resource provisions

	Number of teachers (fte) in resource provision	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	27	96%	9
Teachers in training for the mandatory qualification within 3 years	1	4%	1
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	28		

There were no reported vacancies for Teachers of the Deaf in resource provisions as of January 2016.

CRIDE asked about Teachers of the Deaf working in resource provisions with additional specialist qualifications in early years support. There was 1(fte) Teacher of the Deaf working in resource provisions reported to hold an additional specialist qualification in early years support.

Teachers of the Deaf working flexibly as a peripatetic Teacher of the Deaf and in a resource provision

There were three services with Teachers of the Deaf working flexibly as a peripatetic Teacher of the Deaf and in resource provisions, with a total of 3 (fte) Teachers of the Deaf working in this way in Wales. These all had the mandatory qualification.

Teachers of the Deaf providing support through the medium of Welsh

Services were asked how many Teachers of the Deaf were able to provide support through the medium of Welsh. Nine services reported that there were Teachers of the Deaf able to provide this. In total, 13,7 (fte) Teachers of the Deaf were able to do this, amounting to 20% of the total number of Teachers of the Deaf. Of the 13,7, 9,7 (fte) were fully qualified Teachers of the Deaf, amounting to 15% of the total number of qualified Teachers of the Deaf.

Table 7: Number of Teachers of the Deaf able to provide support through the medium of Welsh

	Number of teachers (fte) in resource provision	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	9.7	71%	8
Teachers in training for the mandatory qualification within 3 years	4	29%	4
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	13.7		

Other specialist staff

The survey responses suggest that there are 85.3 (fte) specialist support staff other than Teachers of the Deaf, supporting deaf children in Wales, 88% of whom are Teaching Assistants. Of all the specialist support staff, 19% were working in the peripatetic service, 80% were working in resource provisions and 1% were working flexibly across the peripatetic service and resource provisions.

Table 8: Other specialist staff overall

	Number	Percentage	Number of services with staff in relevant category
Teaching assistants/Classroom support assistants etc	75.3	88%	11
Communication support workers/Interpreters/Communicators etc	7.8	9%	3
Deaf instructors/Deaf role models/Sign language instructors etc	0	0%	0
Educational audiologists	0	0%	0
Technicians et al	2	2%	1
Speech and language therapists	0.2	0%	1
Family support workers/Liaison officers	0	0%	0
Social workers/Social workers for deaf children	0	0%	0
Total	85.3		

Some services stated that there were other specialist staff, but were unable to quantify the full time equivalent. A few services also stated that they have access to specialist services such as speech and language therapy but these are provided by other services on an 'as needed' basis.

PART 3: Support provided

Location of the service

Services were asked where the peripatetic service was based, i.e. whether in the local authority, a school with a resource provision, a special school or sub-contracted to another body or organisation. 14 services stated that they were based in the local authority.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between 2014/15 and 2015/16. 13 services reported that there had been no changes, and two reported that there had been. These changes included reducing the frequency of visits to children with temporary hearing loss due to increasing numbers of them being referred to the service.

All 15 services in Wales now use the National Sensory Impairment Partnership (NatSIP) Eligibility Framework (formerly known as eligibility criteria) as a vehicle to help determine what support deaf children receive. Some services indicated that they used NatSIP criteria alongside local expertise and criteria.

The NatSIP eligibility framework gives two examples of scoring allocation frameworks (i.e. a means by which it's decided how much support a child received based on how their needs are 'scored'), shown on pages 8 and 9 of the resource. Where services indicated either way, two services stated they used example one and ten services stated they used example two.

Quality standards

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

Table 9: Use of quality standards to reflect on the service provided or to look at service development

	Number of services
BATOD, the National Deaf Children's Society and RNID (now Action on Hearing Loss): Quality Standards: Specialist teaching and support services for deaf children and young people (2009)	12
Welsh Government: Good Practice for Children with Special Educational Needs (2003)	9
Department for Children, Schools and Families (now Department for Education): Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (2008)	6
Newborn Hearing Screening Programme Quality Standards	8
NatSIP Quality Improvement Support Pack (2014)	9
Deafblind People: Guidance for local authorities, Department of Health (2014)	2
Other standards	3

The other standards used were reported to be:

- Welsh Government: Quality Standards in Educational Services for Children and Young People with Sensory Impairment (2005)
- Regional board annual reports data analysis.

Funding arrangements

Most services (87%) reported that the peripatetic specialist support service for deaf children aged 5 to 16 was funded centrally by the local authority.

Table 10: Funding arrangements for peripatetic specialist support services for deaf children aged 5 to 16

	Number	Percentage
Held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE)	13	87%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	0	0%
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	0	0%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from the LA (i.e. "traded services" for non-statemented children)	2	13%
Other	0	0%
Total	15	

Services were asked if the service had undergone a service review or redesign between 2013/14 and 2016/17, or whether there were any plans to undertake one. Three services (20%) said this was not the case, and 12 services (80%) said that this was the case.

PART 4: Additional Learning Needs (ALN) reforms

For the 2016 survey, a section of the survey was about the ALN reforms.

CRIDE asked services what arrangements were in place between the education and the health service for provision of speech and language therapy support to deaf children. Comments from services covered:

- service level agreements being in place, including specifically between health and education services
- referrals to speech and language therapy services, and referrals to a specialist hearing impairment speech and language therapist for some children on caseload
- regular access to speech and language therapy support for some children on caseload
- regular liaison between health and education services, including standard referral procedures, information sharing, sharing of targets and developing integrated care pathways.

Some comments from services were about speech and language provision not being as available for some children on caseloads, including pre-school children and secondary-aged children.

Services were asked if they provided any support to deaf young people aged 19 to 25. One service said yes (7%), 13 said no (93%), and one service did not answer this question. CRIDE then asked whether, if services did not make such provision, there any plans to review this policy in light of proposed legislation on ALN. Some services said that this was under review or was due to be reviewed as required. Others said that they do not currently support this age group and, if they were to, it would have a significant effect on service capacity, training, staffing and funding. Some services said that they did cover transition, usually by providing information to FE staff/student services.

CRIDE asked services if any non-statutory Individual Development Plans (IDPs) had been issued to any deaf children in the area. Eleven services said no, three said they had, and one service was not sure.

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. At the time the survey was sent out, representatives included: the [British Association of Teachers of the Deaf](#) (BATOD), [City, University of London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#), the [National Sensory Impairment Partnership](#) (NatSIP), [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education services for deaf children in Kent, Norfolk and the Highlands, [University of Edinburgh](#), [University of Leeds](#) and [UCL](#).

The survey was designed and created by members of CRIDE. In 2016, after five years of conducting the survey, CRIDE made a number of significant changes to the survey questions following a substantial review.

The CRIDE survey alternates between a full and shorter survey from year to year. In 2016, a short survey was issued.

The survey was disseminated to services in Wales in February 2016 by the National Deaf Children's Society staff on behalf of CRIDE. Services were asked to respond by 25 April 2016. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out in June 2016 to the remaining services who had still not responded.

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

Table 12: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 25 April 2016	13	13
Second deadline following chasers	0	13
Returned following a Freedom of Information request	2	15

Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children's Society with guidance and clearance from members of CRIDE.

CRIDE would like to thank all services for taking the time to complete this survey and for their valuable comments and feedback, which will be used to inform the design of future surveys. The results 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: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures for the number of children (up to the age of 19 years 11 months) and Teachers of the Deaf as of 31 January 2016.

Please note that '-' indicates that no response to the relevant question was received whereas 'n/a' indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions). Please also note that where the number of deaf children for any category is fewer than five, '<5' appears.

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. The table below excludes other staff working in the role of Teacher of the Deaf who do not hold the qualification or are not in training.

Table 39: Data by local authority

	Number of permanently deaf children living in the geographical area covered by your service	Number of children with permanent or temporary deafness on the caseload for your service	Number of children with temporary deafness on the caseload for your service	Number of full time equivalent Teachers of the Deaf in the specialist peripatetic service	Number of full time equivalent Teachers of the Deaf in resource provisions	Number of full time equivalent Teachers of the Deaf working flexibly
Bridgend	185	115	70	2	1	0
Cardiff	293	680	387	5.5	5	1
Carmarthenshire	126	180	54	2	3	-
Ceredigion	72	72	9	0.8	-	1
Conwy	72	66	6	1.5	n/a	n/a
Flintshire Denbighshire & Wrexham	274	275	39	3	5	0
Greater Gwent (Blaenau Gwent, Caerphilly, Monmouthshire, Newport, Torfaen)	349	1,065	686	7	6	0
Gwynedd and Anglesey	172	213	37	2.7	n/a	n/a
Merthyr Tydfil	52	51	<5	0.5	-	1
Neath Port Talbot	110	194	84	2	3	0
Pembrokeshire	82	107	22	2	n/a	n/a
Powys	116	137	21	2.6	n/a	n/a
Rhondda Cynon Taff	228	118	-	3.6	1	0
Swansea	148	364	216	2	2	0
Vale of Glamorgan	95	85	10	1	2	0