



Consortium for Research in Deaf Education

CRIDE report on 2012 survey on educational provision for deaf children: UK-wide summary

INTRODUCTION

In 2012, the Consortium for Research into Deaf Education (CRIDE) conducted a survey of specialist educational services for deaf children on educational staffing and service provision for deaf children throughout England, Northern Ireland and Wales in the 2011/12 financial year. Separate reports have already been published for England, Wales and Northern Ireland which set out the results for each respective nation in detail. This report provides a high level summary of the results for the three countries as a whole. All reports, including the UK-wide summary for 2011, can be downloaded from: www.ndcs.org.uk/CRIDE or <http://www.batod.org.uk/index.php?id=/resources/survey>.

We did not conduct a survey in Scotland this year to avoid duplication with a research commissioned by the Scottish government and undertaken by the Scottish Sensory Centre at the University of Edinburgh¹.

This note also summarises the findings of a separate supplementary survey that was sent to special schools for deaf children, cochlear implant centres and specialist teaching organisations across the UK. The intention of this survey was to find out more about specialist support available to deaf children in these settings, which is not captured in the main survey of local authority services for deaf children. We were also interested to explore whether there were any differences in the population of deaf children within these settings. More information about how this separate survey was carried out and response rates is shown in the Background section at the end of this note.

As set out in each of the individual reports, there were variations in the overall response rate and to individual questions. The quality of the responses received sometimes varied and cochlear implant centres in particular had difficulties providing a more detailed break-down of figures about deaf children. As such, the results should be used with caution. However, to our knowledge, they are the best figures available and provide the most comprehensive overview of educational provision for deaf children and young people in the UK.

Please note that not all respondents gave complete figures in response to questions on the numbers of deaf children. Some services gave a "total" figure which differed from the sum of their component figures. In most cases, this was because the service could not provide a complete breakdown. Where this has happened and as appropriate, we have used the higher figure, or any figures given in the notes or elsewhere in the response to avoid underestimating the number of deaf children and to ensure that our figures are as accurate as possible. We refer to this as the "adjusted total". These differ from unadjusted totals which are set out in individual tables that follow.

¹ Available online at: <http://www.ssc.education.ed.ac.uk/library/publications/report12.pdf>

FINDINGS

Numbers of deaf children overall

According to our survey, the adjusted total number of deaf children² aged 0 to 19 across England, Northern Ireland and Wales is at least **41,406**. This is very likely to be an underestimate not least because not all services responded to the survey. However, it is not possible to sensibly extrapolate from those that did respond to give an accurate estimate because the number of deaf children in each area varies widely. This figure is a slight reduction from a total of 41,464 in 2011, which can be largely attributed to a reduced response to the Northern Ireland CRIDE survey and the omission of any data from Scotland. Were figures from the Scotland 2011 CRIDE survey (2,526 deaf children identified) to be included, the total UK figure would be 43,932.

Table 1: Number of deaf children belonging, by nation and region in 2012 and 2011 (identified by services) (adjusted figures)

Country (Region)	Number of deaf children reported (2012)	Percentage as UK total	Number of deaf children reported (2011)	Percentage as UK total
England	37,414	90%	34,927	84%
<i>East England</i>	3,291	8%	2,572	6%
<i>East Midlands</i>	2,436	6%	2,334	6%
<i>London</i>	5,642	14%	5,271	13%
<i>North East</i>	2,056	5%	1,949	5%
<i>North West</i>	5,346	13%	5,037	12%
<i>South East</i>	5,750	14%	5,624	14%
<i>South West</i>	3,318	8%	3,348	8%
<i>West Midlands</i>	4,751	11%	4,290	10%
<i>Yorkshire and the Humber</i>	4,824	12%	4,502	11%
Northern Ireland	1,249	3%	1,239	3%
Wales	2,743	7%	2,775	7%
Scotland	-	-	2,526	6%
England, Northern Ireland and Wales	41,406	100%	41,464	100%

Level of deafness

Table 2: Number of children belonging, by level of deafness (identified by services) (unadjusted figures)

Country	Unilateral	Mild	Moderate	Severe	Profound	Total
England	5,390 (16%)	9,701 (29%)	10,451 (31%)	3,639 (11%)	4,238 (13%)	33,419 (100%)
Northern Ireland	207 (15%)	445 (36%)	332 (27%)	117 (9%)	144 (12%)	1,245 (100%)
Wales	295 (11%)	940 (35%)	910 (34%)	277 (10%)	272 (10%)	2,694 (100%)
Total	5,892 (16%)	11,086 (30%)	11,693 (31%)	4,033 (11%)	4,654 (12%)	37,358

² Deaf children was defined as those with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD.

Please note, this previous table excludes numbers of children where services did not know the level of deafness.

The main CRIDE survey of services asked services to identify all deaf children living in their area. Therefore, the children identified by the separate survey of special schools and cochlear implant centres will not have identified any 'new' children not already captured by the main CRIDE survey. However, we were interested to explore differences in population characteristics.

Table 3: Number of children belonging, by level of deafness in special schools and cochlear implant centres (unadjusted figures)³

Provision	Unilateral	Mild	Moderate	Severe	Profound	Total
Special schools for deaf children / Specialist teaching organisation	*	*	89 (10%)	189 (21%)	627 (69%)	910 (100%)
Cochlear implant centres	0	0	0	20 (2%)	871 (98%)	891 (100%)

Age

Table 4: Number of children belonging, by age (identified by services) (unadjusted figures)

Country	Pre-school	Primary aged	Secondary aged	Post 16 in school	Post 16 not in school but in education (e.g. in Further Education, apprenticeships, etc.)	Total
England	5,236 (15%)	15,612 (43%)	12,275 (34%)	1,744 (5%)	1,028 (3%)	35,895 (100%)
Northern Ireland	154 (12%)	614 (49%)	419 (34%)	62 (5%)	0 (0%)	1,249 (100%)
Wales	274 (10%)	1,488 (55%)	849 (31%)	101 (4%)	11 (0.4%)	2,723 (100%)
All countries	5,664 (14%)	17,714 (44%)	13,543 (34%)	1,907 (5%)	1,039 (3%)	39,867

Across all of the countries surveyed in the main survey this year, CRIDE believes that it is clear that the number of deaf young people in Further Education is being under reported. This is backed up by individual responses to the survey where services have indicated they hold no information on young people in Further Education because their service does not provide support.

It is interesting to note that in the separate survey of special schools, there is a markedly higher proportion of deaf children in post 16 settings, as shown in the following table.

³ Please note that where the number of deaf children for any category is 5 or fewer, we have substituted the figure with an asterisk. This is to avoid any risk of individual children being identified.

Table 5: Number of children belonging, by age, in special schools and cochlear implant centres (unadjusted figures)

Provision	Pre-school	Primary aged	Secondary aged	Post 16	Total
Special schools for deaf children / Specialist teaching organisation	92 (10%)	177 (19%)	407 (44%)	252 (27%)	922 (100%)
Cochlear implant centres	160 (18%)	436 (49%)	249 (28%)	46 (5%)	891 (100%)

Auditory neuropathy

Many services appeared to have difficulties identifying how many deaf children had auditory neuropathy. The main survey indicates that there are 434 deaf children across the UK with auditory neuropathy identified by services. This is around 1% of the adjusted total of all deaf children in the UK.

The separate survey of special schools for deaf children and cochlear implant centres identified 13 and 50 deaf children respectively with auditory neuropathy. As a proportion, this was 1.4% of the adjusted total of all deaf children in special schools identified by the separate survey and 2.1% for cochlear implant centres.

Additional special educational needs

Table 6: Number of deaf children belonging with additional special educational needs (identified by services) (SEN)

Country	Number of deaf children with additional SEN needs	Proportion of deaf children with additional SEN of all deaf children (adjusted total)
England	7,897	21%
Northern Ireland	222	18%
Wales	392	14%
UK	8,511	21%

Services were asked to identify whether any deaf children had an additional special educational need (SEN) and then to breakdown this figure by type of SEN, using the classification set out in the SEN Code of Practice. 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). Some of these needs may have no impact on educational learning and thus, may not have been reported in the above figures.

Looking at the main survey results, the figures suggest a tendency in England to record more deaf children as having an additional need than in other parts of the UK. There is also a slight increase (from 19% to 21%) in the proportion of deaf children identified as having a SEN from 2011 to 2012, particularly in England. This is likely to be due to improved reporting.

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

Table 7: Number of deaf children belonging with additional needs in special schools and cochlear implant centres

Provision	Number of deaf children with additional needs	Proportion of deaf children with additional needs of all deaf children (adjusted total)
Special schools for deaf children / Specialist teaching organisation	556	59%
Cochlear implant centres	282	12%

Special schools reported that over half of deaf children have an additional special educational need. The higher prevalence may be due, in part, to an increased ability of special schools to identify other such needs or the additional needs being a factor in their placement.

Cochlear implants

Table 8: Number of deaf children belonging with cochlear implants, by age group (identified by services)

Country	Number of deaf children with cochlear implants	Proportion of deaf children with cochlear implants of all deaf children (adjusted total)
England	2,709	7%
Northern Ireland	89	7%
Wales	147	5%
UK	2,945	7%

Table 9: Number of deaf children belonging with cochlear implants, by age group, in special schools and cochlear implant centres

Provision	Number of deaf children with cochlear implants	Proportion of deaf children with cochlear implants of all deaf children (adjusted total)
Special schools for deaf children / Specialist teaching organisation	303	32%
Cochlear implant centres	2213	93%

Languages

Table 10: Number of deaf children belonging, by main language spoken in family (identified by services)

Country	Spoken language (English or Welsh)	Sign Language only (BSL)	Other sign language (including Irish Sign Language)	Spoken language (English, Welsh or other) with sign language (BSL or ISL)	Spoken language (English or Welsh) and other spoken Language	Other spoken language	Total (unadjusted total)
England	21,725 (78%)	456 (2%)	253 (1%)	1,446 (5%)	2,062 (7%)	2,048 (7%)	27,990 (100%)
Northern Ireland	1,213 (97%)	5 (0.4%)	0 (0%)	7 (1%)	13 (1%)	11 (1%)	1,249 (100%)
Wales	1,246 (90%)	16 (1%)	<5 (<5%)	41 (7%)	10 (10%)	69 (5%)	1,387 (100%)
All countries	24,184 (79%)	477 (2%)	258 (1%)	1,494 (5%)	2,085 (7%)	2,128 (7%)	30,626 (100%)

Many services were unable to provide information on the languages spoken by children in their area and the above table is based on information provided about 30,626 children. This leaves 10,780 deaf children for whom we have no information about languages spoken.

In the separate survey of special schools and cochlear implant centres, there appears to be a reported higher incidence of sign language being used, either on its own or in combination with a spoken language.

Table 11: Number of deaf children belonging, by main language spoken in family in special schools and cochlear implant centres

Provision	Spoken language	Sign Language only (BSL)	Other sign language	Spoken language with sign language	Spoken language and other spoken Language	Other spoken language	Total (unadjusted total)
Special schools for deaf children / Specialist teaching organisation	470 (5%)	122 (15%)	*	68 (9%)	56 (7%)	72 (9%)	790 (100%)
Cochlear implant centres	178 (42%)	13 (3%)	25 (6%)	141 (34%)	38 (9%)	25 (6%)	420 (100%)

Educational provision

Table 12: Number of deaf children being supported, by type of educational provision (unadjusted figures)

Country	England	Northern Ireland	Wales	All countries
Supported at home – pre-school	4,343 (13%)	145 (12%)	218 (8%)	4,706 (13%)
Mainstream provision (including academies and independent schools)	21,605 (64%)	767 (59%)	1,919 (72%)	24,291 (65%)
Mainstream provision: resource provision	2,359 (7%)	29 (2%)	245 (9%)	2,633 (7%)
Special schools for deaf pupils	808 (2%)	16 (1%)	25 (1%)	849 (2%)
Other special schools	3,255 (10%)	292 (23%)	176 (7%)	3,723 (10%)
All post 16 provision	882 (3%)	0 (0%)	18 (1%)	900 (2%)
Other (e.g. Pupil referral units, NEET, home educated, not known)	293 (1%)	0 (0%)	61 (2%)	354 (1%)
Total	33,545 (100%)	1,249 (100%)	2,662 (100%)	37,456

Teachers of the Deaf

Table 13: Number of full time equivalent (FTE) Teachers of the Deaf in employment in peripatetic services

Country	England	Northern Ireland	Wales	All countries
Teachers of the Deaf with the mandatory qualification	665.3 (97%)	23.8 (87%)	64.55 (91%)	753.65 (97%)
Teachers in training for the mandatory qualification within 3 years	18.1 (3%)	3.6 (13%)	6.0 (9%)	27.7 (3%)
Qualified teachers without the mandatory qualification and not in training	0.4 (0.06%)	0 (0%)	0 (0%)	0.4 (0.05%)
Total	683.8 (100%)	27.4 (100%)	70.55 (100%)	781.75 (100%)

Table 14: Number of full time equivalent (FTE) Teachers of the Deaf in employment in resource provisions

Country	England	Northern Ireland	Wales	All countries
Teachers of the Deaf with the mandatory qualification	398.4 (88%)	5.8 (85%)	27.2 (91%)	431.4 (88%)
Teachers in training for the mandatory qualification within 3 years	43.8 (10%)	0 (0%)	2.8 (9%)	46.6 (10%)
Qualified teachers without the mandatory qualification and not in training	10.4 (2%)	1 (15%)	0 (0%)	11.4 (2%)
Total	452.6 (100%)	6.8 (100%)	30.0 (100%)	489.4 (100%)

In addition to the above, across the UK, 44.5 vacancies were reported (all in England, with no vacancies being reported in Wales or Northern Ireland).

Table 15: Number of full time equivalent (FTE) Teachers of the Deaf in employment in special schools and cochlear implant centres

	Special schools / Specialist teaching organisation	Cochlear implant centres	Total
Teachers of the Deaf with the mandatory qualification	146.3 (73%)	34.68 (100%)	180.98
Teachers in training for the mandatory qualification within 3 years	28.6 (14%)	0	28.6
Qualified teachers without the mandatory qualification and not in training	25.6 (13%)	0	25.6
Total	200.5 (100%)	34.68 (100%)	235.18

In addition, special schools reported 13 vacancies.

Table 16: Number of overall full time equivalent (FTE) Teachers of the Deaf in employment by setting

	Peripatetic services (England / Wales / Northern Ireland)	Resource provisions (England / Wales / Northern Ireland)	Special schools / Specialist teaching organisation	Cochlear implant centres	Total
Teachers of the Deaf with the mandatory qualification	753.65 (97%)	431.4 (88%)	146.3 (73%)	34.68 (100%)	1366.03
Teachers in training for the mandatory qualification within 3 years	27.7 (3%)	46.6 (10%)	28.6 (14%)	0	102.9
Qualified teachers without the mandatory qualification and not in training	0.4 (0.05%)	11.4 (2%)	25.6 (13%)	0	37.4

Total	781.75 (100%)	489.4 (100%)	200.5 (100%)	34.68 (100%)	1506.33
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Combining the figures from the surveys, there are at least 1468.93 teachers working as Teachers of the Deaf in employment across the UK (excluding teachers without the mandatory qualification and not in training). Taking vacancies into account, there are at least **1526.43** Teacher of the Deaf posts across the UK.

Other specialist staff

Table 17: Number of full time equivalent (FTE) specialist support staff overall, by role (identified by services)

Country	England	Northern Ireland	Wales	All countries
Teaching assistants / Classroom support assistants etc	738.3 (58%)	6.3 (100%)	72 (88%)	816.6 (60%)
Communication support workers / Interpreters / Communicators etc	325.1 (26%)	0 (0%)	6.5 (8%)	331.6 (24%)
Deaf instructors / Deaf role models / Sign language instructors etc	82.1 (6%)	0 (0%)	0 (0%)	82.1 (6%)
Educational audiologists / Technicians etc	65.9 (5%)	0 (0%)	1.5 (2%)	67.4 (5%)
Speech and language therapists	25.5 (2%)	0 (0%)	1.5 (2%)	27 (2%)
Family support workers / Liaison officers	21.2 (2%)	0 (0%)	0 (0%)	21.2 (2%)
Social workers / Social workers for deaf children	9.6 (1%)	0 (0%)	0 (0%)	9.6 (0.7%)
Language instructors / Language support tutors	3.1 (0.2%)	0 (0%)	0 (0%)	3.1 (0.2%)
Total (excluding "Others")	1,270.8 (100%)	6.3 (100%)	81.5 (100%)	1,358.6

The above table shows some wide variations in the specialist staff, other than Teachers of the Deaf, employed by specialist educational services for deaf children. In all of the countries, teaching assistants are the most common type of other specialist staff but the proportion ranges from 58% of all other specialist staff in Scotland to 100% in Northern Ireland.

Table 18: Number of full time equivalent (FTE) specialist support staff overall, by role in special schools and cochlear implant centres

Country	Special schools / Specialist teaching organisation	Cochlear implant centres	Total
Teaching assistants / Classroom support assistants etc	187.4 (45%)	0	187.4
Communication support workers / Interpreters / Communicators etc	47.6 (12%)	0	47.6
Deaf instructors / Deaf role models / Sign language instructors etc	16.7 (4%)	0	16.7
Educational audiologists / Technicians etc	8.4 (2%)	1 (3%)	9.4
Speech and language therapists	12.2 (3%)	30.5 (92%)	42.7
Family support workers / Liaison officers	4.0 (1%)	1.6 (5%)	5.6
Social workers / Social workers for deaf children	1.0 (0.2%)	0	1
Language instructors / Language support tutors	2.0 (0.5%)	0	2
Residential care staff	132.8 (32%)	0	132.8
Total (excluding "Others")	412.08 (100%)	33.1 (100%)	445.8

Special schools and cochlear implant centres reported a range of other staff, including:

- Audiologists
- Councillors / Clinical psychologist
- Educational psychologist
- Surgeons

Combining the results from the two surveys, there are at least **1804.4** specialist staff, other than Teachers of the Deaf, across the UK.

BACKGROUND

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](#).

Table 19: Response rate to the main survey

Country	Number of services	Percentage of all services
England	127	98%
Northern Ireland	5	100%
Wales	21	100%
All countries	153	99%

Table 20: Response rate to separate survey of special schools for deaf children, cochlear implant centres and other institutions.

Setting	Number of settings contacted	Number of settings responded (percentage)
Special schools for deaf children	25	13 (52%)
Cochlear implant centres	20	12 (60%)
Other institutions	3	1 (33%)
Total	48	26 (54%)

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, special schools, cochlear implant centres and other organisations 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.