



Consortium for Research in Deaf Education

2019 report for England

CRIDE report on 2018/19 survey on educational provision for deaf children in England

Introduction

In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out its ninth annual survey on educational staffing and service provision for deaf children¹. It covers the 2018/19 academic year². This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The analysis in this report is based on responses from 132 services in England, covering 150 out of 152 authority areas giving a response rate of 99%. The remaining two local authorities were not contacted on the understanding that they do have any deaf children in their areas – this means that CRIDE has effectively achieved a response rate of 100%. Responses from a separate survey of 16 special schools for deaf children in England are also included in parts of this report.

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.

Summary of key findings

- There are at least 46,404 deaf children in England - a reported increase of 7% over the past year.
- 78% of school-aged deaf children attend mainstream schools (where there is no specialist provision). 6% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.
- 22% of deaf children are recorded as having an additional special educational need.
- 14% of deaf children use an additional spoken language other than English in the home.
- Of children who have a severe or profound hearing loss, 63% mainly communicate using spoken English only in school or other education settings as their main language, 22% mainly use spoken English together with signed support whilst 9% mainly use British Sign Language.

¹ Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question). Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia. Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

² Reports from previous years can be found on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE or on the BATOD website at www.batod.org.uk/information/cride-reports/.

- The most common post-school destination for deaf young people is further education, with 73% taking this option.
- 18% of deaf children identified by CRIDE have an Education, Health and Care plan.
- There are at least 1,306 Teacher of the Deaf posts, of which 3% were vacant. Of the 1,267 staff working as Teachers of the Deaf, 83% held the mandatory qualification.
- The number of qualified Teachers of the Deaf in employment working in a peripatetic role, in a resource provision and/or in a special school or college not specifically for deaf children has increased slightly by 1% over the past year. Over the long-term, it has fallen by 15% since the CRIDE survey started in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 62 deaf children. This has increased from 60 in 2017 and from 44 in 2013.
- 53% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are at least 1,299.4 other specialist support staff working with deaf children in England, a 6% decrease since last year. In relation to teaching assistants/classroom support assistants, there has been a 10% decline whilst there has been a 7% decline for communication support workers/communicators.
- There are 246 resource provisions across England. This is an increase from 2018 when CRIDE identified 240 resource provisions.
- 19% of services report that they collect data on Key Stage 4 outcomes for all deaf children whilst 43% do so for deaf children on their caseload.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2019.

The survey acknowledges that services and children do not always fit into the boxes or options provided. Services were able to leave comments or clarify where needed throughout the survey.

It is clear that 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 may sometimes vary and large anomalies sometimes appear. CRIDE makes every effort to investigate any inconsistencies that appear particularly strange. However, services do not always respond to such queries. **Therefore, the results should continue to be used with caution.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. 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.

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PART 1: Deaf children in England

How many deaf children are there?

In 2019, services were asked to give details of deaf children living in the geographical area covered by them³. Local authorities have a duty under the Children and Families Act 2014 to identify the number of children with special educational needs and disabilities (SEND).

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

Furthermore, 15% of services later gave a figure for the number of children being supported by the service that was the same as the number living in the area. Whilst this has fallen from 31% in 2018, CRIDE continues to be concerned that some services do not have reliable information on the number of deaf children living in their area and/or may only be providing figures for children living in the area that they actively support – i.e. children who do not receive support are not being recorded as they are unknown to the service. This is supported by anecdotal conversations with services.

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward and figures need to be used with caution. For this report, we have taken the approach of using the highest figure given from either the overall total or the total generated through the sum of the broken-down figures. We do this because we want to ensure we've captured as many deaf children as possible. Where we have done this, we refer to this as the "adjusted total" throughout this report.

131 services responded to this question. Based on these responses, **the adjusted total number of deaf children in England is 46,404**. This is up from 43,467 in 2017/18 and amounts to a 7% increase over the past year. It should be noted that the response rate to this question was higher this year than in 2018 (when 128 services responded).

Unadjusted figures are provided in the table that follows.

³ Services were asked: How many children with a permanent deafness live in the geographical area covered by your service? The answer should include: all children who have unilateral or bilateral sensori-neural or 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. Local authorities are subject to a legal duty to collect this information. Children who attend education provision outside of your area but who normally live in your area. Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people up to the age of 19 years, 11 months (unless specified in the question).

Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 10 years, such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia.

Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 10 years.

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

	Total generated
Adjusted total	46,404
Total given when asked how many children overall	46,319
Total given when asked about number of children, broken down by age group	46,163
Total given when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	45,241
Total given when asked about number of children, broken down by educational setting	45,514

The smallest service reported 85 deaf children living within their boundaries. The largest reported 1,759 deaf children. The average number of deaf children living in each service was 354.

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

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

	Number of children reported
CRIDE 2019 (adjusted total)	46,404
CRIDE 2018	43,467
CRIDE 2017 (adjusted total)	45,631
CRIDE 2016	41,261
CRIDE 2015 (adjusted total)	41,377
CRIDE 2014	40,614
CRIDE 2013 (adjusted total)	37,948
CRIDE 2012 (adjusted total)	37,414
CRIDE 2011 (adjusted total)	34,927

The following table looks in more detail at the number of deaf children in different regions of England, and how this has changed since 2017.

Table 3: Number of deaf children in England, by region

Region	Number of deaf children in 2017 (adjusted totals)	Percentage of adjusted total	Number of deaf children in 2018	Percentage of total	Number of deaf children in 2019 (adjusted totals)	Percentage of total
East England	4,430	10%	4,471	10%	4,666	10%
East Midlands	3,765	8%	3,536	8%	3,503	8%
London	7,358	16%	7,309	17%	7,554	16%
North East	2,342	5%	2,393	6%	2,457	5%
North West	5,945	13%	4,768	11%	6,219	13%
South East	6,700	15%	6,279	14%	6,490	14%
South West	3,823	8%	3,951	9%	4,303	9%
West Midlands	5,711	13%	5,397	12%	5,532	12%
Yorkshire & Humber	5,557	12%	5,363	12%	5,680	12%
Total	45,631	100%	43,467	100%	46,404	100%

This year, for the first time, we asked services if there were any known issues or gaps in the data they provided. 76 services (58%) stated that there were.

Issues included:

- only being able to provide data for children on the caseload, not all children living in the area
- some children with temporary deafness possibly being included in the figures requested on permanent deafness due to the way they are recorded on the services database, or the database not being able to filter data as the survey asks for it
- children only being referred to (and hence being known by) the education service by the audiology service if they have been issued with a hearing aid/other amplification
- figures for school leavers/post 16 young people being incomplete in some cases
- moving to new databases that might result in inconsistencies, data from previous years being subsequently found to have issues
- services not having access to data on children they no longer support or changes in the way a service supports children, resulting in data changing from last year to this year
- possibly incomplete information on children attending education settings outside of the local authority area.

What the survey tells us about the population of deaf children in England

The tables below provide breakdowns by age, level of deafness, education setting and region.

Table 4: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	6,603	14%
Primary-aged	19,502	42%
Secondary-aged	15,604	34%
Post-16 up to the age of 19	4,454	10%
Total	46,163	

Looking at the number of reported ‘post-16’ deaf young people, three services do not report having any deaf young people in this category whilst a number of other services reported only a very small number in this cohort. CRIDE continues to believe that this reflects the difficulties that some services have in identifying these deaf young people rather than a complete absence of deaf young people in post-16 education in these areas.

By way of comparison, we looked at ONS statistics on population estimates by age⁴ to see if there were any variations in the proportion of children in different age groups. It should be noted that CRIDE did not ask the specific age of children but whether they were of “primary age”, etc. so the data below should be taken as a rough approximation only. In addition, the incidence of deafness is known to vary by age, reflecting the fact that many deaf children acquire deafness. The figures below are therefore not directly comparable but they do seem to suggest that local authorities are under-reporting on the number of deaf young people post-16 in their responses to CRIDE.

Table 5: Proportion of children and young people by age

ONS (mid-2018 data)		CRIDE	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 3	20%	Preschool	14%
Children aged 4 to 11	42%	Primary (reception to year 6)	42%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	34%
Young people aged 17 to 19	14%	Post-16	10%

⁴www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland

Table 6: Number of children living in the area, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	9,532	22%
Mild	11,360	26%
Moderate	13,449	31%
Severe	3,627	8%
Profound	4,954	12%
Total (excluding 'not known')	42,922	
Not known	2,319	
Total (including 'not known')	45,241	

The proportion of children identified as having a unilateral hearing loss has risen from 20% to 22% since 2017.

Table 7: Number of children, living in the area, by educational setting

Type of educational provision		Number of deaf children	Percentage of total (where known)
In local authority	Supported only at home – pre-school children	2,992	7%
	Early years setting – pre-school children	2,833	6%
	Supported at home – of school age and home educated	294	1%
	Mainstream state-funded schools (including academies and free schools)	27,731	62%
	Mainstream independent (non-state-funded) schools (for example, Eton)	494	1%
	Resource provision in mainstream schools	2,110	5%
	Special schools for deaf pupils (whether state funded or non-maintained)	491	1%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	4,324	10%
	All other post-16 provision (not including school sixth form colleges)	1,179	3%
Out of local authority	Early years setting – pre-school children	54	0%
	Mainstream state-funded schools (including academies and free schools)	509	1%
	Mainstream independent (non-state-funded) schools	167	0%
	Resource provision in mainstream schools	217	0%
	Special schools for deaf pupils (whether state funded or non-maintained)	609	1%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	291	1%
	All other post-16 provision (not including school sixth form colleges)	262	1%
Other	NEET (Not in education, employment or in training) (post-16 only)	58	0%
	Other (e.g. Pupil referral units)	44	0%
Total (excluding 'not known')		44,659	
Not known		855	
Total (including 'not known')		45,514	

Table 8: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post-16)
Supported only at home – pre-school children	2,992	7%	
Early years setting - pre-school children	2,887	6%	
Supported at home - of school age and home educated	294	1%	1%
Mainstream provision (including state-funded and independent schools)	28,901	63%	78%
Mainstream provision: resource provision	2,327	5%	6%
Special schools for deaf pupils	1,100	2%	3%
Other special schools, not specifically for deaf children	4,615	10%	12%
All other post-16 provision (not including school sixth forms)	1,441	3%	
Other (e.g. Pupil referral units, NEET)	957	2%	
Total	45,514		
Total (excluding pre-school children and other post-16 provision and 'other')	37,237		

Table 9: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	42,448	95%
Out of home local authority	2,109	5%
Total (not including 'not known and 'other')	44,557	

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

115 services gave a figure in response to a question on how many deaf children in their area had ANSD. Based on these responses, there are 642 deaf children in England with ANSD, 1% of all deaf children (adjusted total). This is down slightly from 2017 when the figure stood at 2%.

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those 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 England since 2006. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting 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 in 2006, 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)

120 services were able to tell us how many deaf children had an additional SEN; they reported that the number of deaf children with an additional SEN is 10,234. This is 22% of the adjusted total of deaf children, which is the same as in 2017, when CRIDE last asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN using the classification set out in school census guidance⁵. Not all services were able to give a breakdown, and in some cases services provided figures that added up to a different figure from the total they provided originally.

Table 10: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children with an additional SEN	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Specific Learning Difficulty	452	5%	1%
Moderate Learning Difficulty	1,890	20%	4%
Severe Learning Difficulty	1,386	15%	3%
Profound & Multiple Learning Difficulty	825	9%	2%
Behaviour, Emotional & Social Difficulties	454	5%	1%
Speech, Language and Communications Needs	1,299	14%	3%
Vision Impairment	674	7%	1%
Physical Disability	702	7%	2%
Autistic Spectrum Disorder	757	8%	2%
Other Difficulty/Disability	953	10%	2%
Total	9,392		
Not known	721		
Total including those reported "not known"	10,113		

The figures suggest that the most common additional SEN is moderate learning difficulty, followed by severe learning difficulty and speech, language and communication needs, which is the same as the CRIDE 2017 findings.

By way of comparison, figures from the Department for Education (DfE), via the School Census⁶, indicate that, where deafness is the primary need, 25% (5,563) have a secondary need. The most common secondary need is speech, language and communication needs followed by moderate learning difficulty.

DfE has also identified that there are a separate 5,154 children where deafness has been recorded as a secondary need, as well as 97 children who have been recorded as deaf and with special educational needs but also awaiting a specialist assessment of their needs. This gives a DfE total of 27,547 deaf children overall, of which 39% are recorded by DfE as having an SEN other than deafness as a primary or secondary need. It should be noted that these government figures do not include deaf children who have not been formally identified as having a special educational need. The figures are therefore not directly comparable with those from CRIDE.

⁵ www.gov.uk/guidance/school-census#census-documents

⁶ Analysis by the National Deaf Children's Society of these figures can be found at: www.ndcs.org.uk/media/4719/note-on-data-on-special-educational-needs-and-deaf-children.docx

Separately, research⁷ from 1996 suggested that 40% of deaf children have another “clinical or developmental problem”. However, this research uses a wide definition of additional “problems” (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

Deaf children with cochlear implants and bone conduction hearing devices

Services reported that 3,530 children (8% of the adjusted total of deaf children) have at least one cochlear implant, up slightly from 7% when this question was asked in 2017.

Eligibility for a cochlear implant is generally restricted to those with a severe to profound hearing loss (and who do not receive adequate benefit from hearing aids). We saw earlier in table five that there are 8,581 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 41% of children with severe or profound hearing loss have at least one cochlear implant. If one were to make an assumption that most children with cochlear implants are those with a profound hearing loss, this percentage would rise to 71%.

Services also reported that 2,461 children (5% of the adjusted total of deaf children) have a bone conduction device. This is a slight increase from when the question was asked in 2017 and 4% of deaf children were reported to have a bone conduction device.

Additional languages

Services were asked to provide the number of deaf children living in the area that are known to have English as an additional spoken language at home. 115 services provided an answer to this question, reporting that there were 6,540 children known to have English as an additional spoken language (14% of the adjusted total of deaf children reported).

Services were then asked to provide a breakdown of the total number of children who have a **severe or profound bilateral hearing loss**, living in the area, according to which languages are mainly used at school/other education setting.

⁷ Fortnum, H. Davies, A. (1997) Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997,31,409-446

Table 11: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	4,917	63%
British Sign Language	671	9%
Spoken English together with signed support	1,731	22%
Other combination	480	6%
Total known	7,799	
Not known	226	
Total including not known	8,025	

The results show that 9% of children with a severe or profound hearing loss use British Sign Language in education whilst 22% use what can be described as Sign Supported English. In 2017, these figures were 8% and 21% respectively.

Particular caution is needed when looking at the results for this question. This is because the 123 services who responded to this question identified 8,025 children with a severe or profound hearing loss. This is less than the figure of 8,581 identified earlier in this report (see table five). It should also be stressed that the use of spoken/sign language in education may not always match the use of spoken/sign language within the home or the child's own preferences.

Deaf children who are new to the country

Services were also asked about the number of deaf children that were known to be 'newly arrived', having arrived to their service from outside of the UK in the past year. There were 223 deaf children known to be newly arrived reported by 58 services. This is less than 1% (0.5%) of the adjusted total of deaf children.

Deaf young people post-16

Services were asked how many deaf young people left school at the end of the 2017/18 academic year. 116 services responded to this question, reporting 1,828 deaf young people as having left school. We believe this figure to be significantly lower than the number we would expect to be leaving school. For example, we saw earlier that there are over 15,604 secondary-aged deaf children, suggesting there are around 3,000 in each year group.

Services also reported that 1,102 young people had a transition plan informed by a Teacher of the Deaf (60% of the deaf young people who had left school). We asked services if they track the post-school destinations of deaf young people. 70 services (54%) said they did, and 59 services (46%) said they didn't. Where services did track post-school destinations, they were then asked them to provide a breakdown of the destinations of the deaf young people who had left school.

Table 12: Post-school destinations

Post-school destination	Number of young people	Percentage (where known)
Further education (college)	673	73%
Higher education (university or higher education course at college)	121	13%
Training/apprenticeship	46	5%
Employment	14	2%
Not in education, employment or training	16	2%
Other	51	6%
Total	921	
Unknown	156	
Data not held	70	
Total (including where unknown or data not held)	1,147	

We asked services if they support deaf young people in further education or other post-school destinations. Services were able to select all options that described their support. 9% of services stated they had no involvement, which is a decrease from when we last asked this question in 2017 when 15% of services stated that they had no involvement.

Table 13: Support for deaf young people in post-school destinations

Support	Number of answers	Percentage of all answers
No involvement	18	9%
Yes – free at the point of delivery, funded by the local authority	49	25%
Yes – when commissioned by post-16 providers	63	32%
Yes – when commissioned directly by another local authority who place young people in an establishment in your area	30	15%
Other	34	18%
Total	194	

Where services answered ‘Other’, they were asked to provide details. Answers included:

- support being ad-hoc rather than clearly established
- post-16 settings commissioning transition support for young people with no Education, Health and Care plan
- support free at the point of transition, but post-16 settings needing to commission after the first half term or first term
- charges applying for post-16 settings that are not local authority maintained
- transition visits being free of charge to post-school destinations.

Number of deaf children on services’ caseloads

CRIDE also asked about deaf children on services’ caseloads. By caseload, we mean children who receive some form of support **more than once a year**. Examples of support included direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. Services were also able to include children supported by the service but who do not live in the same geographical area for that service. Children with temporary deafness are also included in this question.

Based on responses from 131 services, survey responses indicated that at least 40,217 deaf children with permanent or temporary deafness were on services' caseloads. Excluding one service which gave an unusually low response, the smallest number of children on a caseload was 39 and the largest was 1,155. The average was 309 children. This appears to be a decrease from 42,058 children on caseloads in 2018, when responses were received from 130 services. Due to an error, the CRIDE 2018 survey did not give a definition of caseload in the survey. As a result of this error, comparisons with previous years should be made with particular caution.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 86 services responded to this question and reported that there are 3,450 children with temporary conductive deafness receiving support. A number of services stated that they were not always able to distinguish in their databases whether a child had temporary or permanent deafness, or stated that they did not hold this data.

If there are 46,404 permanently deaf children living in England and 36,767 on services' caseloads with permanent deafness, there are at least 9,637 deaf children (21%) who are not being supported by the service more than once a year. It does not automatically follow that 21% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service, or elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

How do CRIDE's 2019 figures compare to School Census figures?

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

School Census figures for 2019⁸ indicate there are 22,344 children where deafness is the primary special educational need (SEN) and who have been placed at SEN support or have an Education, Health and Care (EHC) plan. School Census figures also indicate that there are an additional 5,634 children where deafness is a secondary need. The School Census therefore records a total of 27,978 children where deafness is a primary or secondary need. The 26,838 deaf children identified by the School Census amount to 58% of the 46,404 deaf children identified by local authorities through CRIDE.

42% of deaf pupils are not captured by published Government data, when compared to those identified by local authorities, as the definitions underpinning the data sources differ and data are not available for pre-school pupils, or those in further education or training. In particular, we are not aware of any other published government data on numbers of deaf children in the early years or who are in further education. In addition, the School Census does not capture data on deaf children who have not been formally identified as having a special educational need.

⁸ Analysis by the National Deaf Children's Society of these figures can be found at: www.ndcs.org.uk/media/4719/note-on-data-on-special-educational-needs-and-deaf-children.docx

Table 14: Number of deaf children in England reported by CRIDE and by the School Census

	Number of deaf children reported by CRIDE (adjusted totals)	Number of deaf children reported by School Census	School Census total as percentage of CRIDE total
2019	46,404	27,547	58%
2018	43,467	26,838	62%
2017	45,631	26,140	58%
2016	41,261	25,367	61%
2015	41,291	23,945	58%
2014	40,614	16,470	41%
2013	37,948	16,270	43%
2012	37,414	16,130	43%

It should be noted that before 2015, the School Census figure did not include children who were placed at what was then 'School Action' nor did we have figures for children where deafness was a secondary need. It should also be noted that EHC plans replaced statements of SEN between 2014 and 2018.

There was a total of 8,140 deaf children with an EHC plan (of whom 5,862 are children where deafness is a primary need and 2,278 a secondary need). Comparing this figure with the number of children identified by the CRIDE survey, this would indicate that only around 18% of deaf children have an EHC plan.

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, working in resource provisions and/or working in a special school or college not specifically for deaf children or young people. Figures for numbers of Teachers of the Deaf in special schools for deaf children in England were collected in a separate survey.

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. It should be noted that, whilst we asked for fte figures, we suspect that, in some cases, figures were given for the number of individual people.

In total, there are at least 903.41 fte fully qualified Teachers of the Deaf in employment in England working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people. There are an additional 146.7 qualified Teachers of the Deaf working in special schools for deaf children, giving a total of 1,050.11 qualified Teachers of the Deaf.

Overall, there are at least 1,267.84 teachers working as Teachers of the Deaf in England. 83% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (14%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (3%).

At the time the survey was completed, there were 34.8 vacant posts in peripatetic services, and 3.8 fte vacant posts in special schools for deaf children. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 1,306.44 Teacher of the Deaf posts, of which 3% are vacant.

The following table provides a breakdown by type of setting.

Table 15: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (total and percentage)	Working mainly in a special school for deaf children (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	593.16 (92%)	273.25 (83%)	19.8 (77%)	17.2 (83%)	146.7 (59%)	1,050.11 (83%)
Teachers in training for the mandatory qualification within 3 years	47.76 (7%)	50.6 (15%)	3 (12%)	3 (14%)	77.03 (31%)	181.39 (14%)
Qualified teachers without the mandatory qualification and not in training	1.9 (0%)	6.1 (2%)	3 (12%)	0.6 (3%)	24.54 (10%)	36.14 (3%)
Total	642.82 (100%)	329.95 (100%)	25.8 (100%)	20.8 (100%)	248.47 (100%)	1,267.84 (100%)

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

Please note that the rest of the tables in this section **do not** include Teachers of the Deaf working in special schools for deaf children as this data has not been collected consistently by CRIDE over the past decade.

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

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

Table 16: Changes in numbers of Teachers of the Deaf from year to year

	Teachers of the Deaf with the mandatory qualification in employment	Teachers of the Deaf with the mandatory qualification in employment or in training	Number of teachers working as Teachers of the Deaf in employment	Number of vacant posts	Number of Teacher of the Deaf posts (including vacancies)
2019	903.41	1,007.77	1,019.37	34.8	1,054.17
2018	898.82	1,020.62	1,027.87	30.8	1,058.67
2017	913.75	1,037.35	1,050.75	44.65	1,095.4
2016	932.38	1,047.18	1,059.28	60.9	1,120.18
2015	995.75	1,117.85	1,126.35	45.6	1,171.95
2014	999.2	1,071.3	1,079.9	45.8	1,125.7
2013	1,031.9	1,110.3	1,117.5	40.8	1,158.3
2012	1,063.7	1,125.6	1,136.4	44.5	1,180.9
2011	1,062.1	1,153.7	1,162.5	34	1,196.5

Table 17: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 8 years (between 2010/11 and 2018/19)	Percentage change over past year (between 2017/18 and 2018/19)
Teachers of the Deaf with the mandatory qualification in employment	-15%	+1%
Teachers of the Deaf with the mandatory qualification in employment or in training	-13%	-1%
Number of teachers working as Teachers of the Deaf in employment	-12%	-1%
Number of vacant posts	+2%	13%
Number of Teacher of the Deaf posts (including vacancies)	-12%	0%

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that 44 services (33%) had seen an increase, 36 (27%) services had seen no change while 52 (39%) services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. 35 services (27%) reported difficulties in recruiting for a permanent post whereas 39 (30%) reported no difficulties, with 57 services (44%) stating that this question was not applicable to them. 30 services (23%) reported difficulties in recruiting for supply cover whereas 26 (20%) reported no difficulties, with 72 services (56%) stating that this question was not applicable to them. Combining the figures, 41 services (31%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered the following themes:

- lack of appropriately qualified candidates for both permanent and supply posts or no applicants
- difficulties in recruiting to cover maternity leave or sickness, part time positions and senior posts
- lack of funding for supply cover
- having to recruit unqualified teachers and fund their training
- having to recruit specialist teaching assistants, as an alternative to Teachers of the Deaf.

The following table provides a breakdown by region of the number of qualified Teachers of the Deaf in employment this year, last year and in 2010/11. Caution should be exercised in interpreting the results in this table given the differences in response rates from year to year.

Table 18: Number of qualified Teachers of the Deaf by region

Region	Number of Teachers of the Deaf with the mandatory qualification in 2010/11	Number of Teachers of the Deaf with the mandatory qualification in 2017/18	Number of Teachers of the Deaf with the mandatory qualification in 2018/19	Percentage change between 2010/11 and 2018/19	Percentage change between 2017/18 and 2018/19
East England	97.6	91.4	91.44	-6%	0%
East Midlands	87.6	61.8	60.2	-31%	-2%
London	165.4	159.31	168.27	2%	5%
North East	57.5	51.8	52.65	-8%	1%
North West	192.0	145.4	147.6	-23%	1%
South East	142.2	120.06	107.25	-25%	-9%
South West	95.6	70.45	74.4	-22%	4%
West Midlands	98.2	84.9	87.5	-11%	3%
Yorkshire & Humber	126.2	113.7	114.1	-10%	0%
Total	1062.1	898.82	903.41	-15%	0%

The table below looks at combined figures for qualified Teachers of the Deaf and those in training for the mandatory qualification.

Table 19: Number of qualified Teachers of the Deaf or teachers in training for the mandatory qualification by region

Region	Number of qualified or trainee Teachers of the Deaf in 2010/11	Number of qualified or trainee Teachers of the Deaf in 2017/18	Number of qualified or trainee Teachers of the Deaf in 2018/19	Percentage change between 2010/11 and 2018/19	Percentage change between 2017/18 and 2018/19
East England	105.1	99.6	104.64	0%	5%
East Midlands	95.4	68.8	69.6	-27%	1%
London	183.7	189.21	190.27	4%	1%
North East	62.6	56.6	57.45	-8%	1%
North West	209.7	153.7	155.8	-26%	1%
South East	153.5	144.66	131.81	-14%	-8%
South West	98.6	76.15	76.1	-23%	0%
West Midlands	107	105.4	101	-6%	-4%
Yorkshire & Humber	138.3	126.5	121.1	-12%	-4%
Total	1153.7	1020.62	1,007.77	-13%	-1%

Additional qualifications held by Teachers of the Deaf

Table 20: Additional post-graduate specialist qualification in early years support

	Number of teachers	Percentage	Number of services with staff in relevant category
Working mainly as a peripatetic Teacher of the Deaf	100.55	94%	66
Working mainly in a resource provision	5.9	6%	4
Working mainly in a special school or college not specifically for deaf children or young people	0	0%	0
Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people	0.1	0%	1
Total	106.55		

This means that 10% of all Teachers of the Deaf in post have an additional qualification in early years support. The figure of 106.55 fte is a slight decrease from 107.8 in 2017.

Table 21: Additional specialist qualification as educational audiologists

	Number of teachers	Percentage	Number of services with staff in relevant category
Working mainly as a peripatetic Teacher of the Deaf	65.4	92%	62
Working mainly in a resource provision	5	7%	5
Working mainly in a special school or college not specifically for deaf children or young people	0	0%	0
Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people	1	1%	1
Total	71.4		

This means that 7% of all Teachers of the Deaf in post have additional specialist qualifications as educational audiologists. The figure of 71.4 fte is a decline from 76.2 in 2017.

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 2019. In other words, how many ‘visiting’ Teachers of the Deaf were working in each service. 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 specifically for deaf children.

Table 22: Number of peripatetic Teachers of the Deaf in employment

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	593.16	92%	131
Teachers in training for the mandatory qualification within 3 years	47.76	7%	42
Qualified teachers without the mandatory qualification and not in training	1.9	0%	4
Total	642.82		

The total of 642.82 fte peripatetic Teachers of the Deaf has increased slightly by 0.66 from 642.16 in 2018. 24 services reported vacancies in the peripatetic service as of January 2019, amounting to 26.8 posts.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0 to 13. 16 services employ two or fewer peripatetic Teachers of the Deaf, of which nine services employed one or fewer (e.g. 0.5 fte) fully qualified peripatetic Teachers of the Deaf. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is four.

Age profile of peripatetic Teachers of the Deaf

Services were asked about the age profile of Teachers of the Deaf. This was in response to ongoing concerns that 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.

The following table indicates that 53% of peripatetic Teachers of the Deaf are over the age of 50 and hence, likely to retire in the next 10 to 15 years.

Table 23: Age profile of peripatetic Teachers of the Deaf

	Number of peripatetic teachers	Percentage of total
Aged 49 or under	313.1	47%
Aged between 50 and 59	286.55	43%
Aged between 60 and 64	56.3	9%
Aged 65 or over	3.9	1%
Total	659.85	

CRIDE also asked about the age profile of Teachers of the Deaf in 2017 when we found that 57% of Teachers of the Deaf in peripatetic services were over the age of 50.

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical caseloads of each visiting Teacher of the Deaf by looking at the number of deaf children living in an area who are not already in specialist provision (regardless of whether they are receiving support or not). There are a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

- areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time
- areas in which there are specialist units or special schools may have fewer visiting Teachers of the Deaf because it has been assumed that deaf children with most need are already in specialist provision
- services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have heavier caseloads than services which have only given a figure for the number of deaf children they 'know' about
- the theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms, and for consistency across all parts of England, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision⁹ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁰. Responses were excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 62 deaf children. The highest caseload found (after anomalies were excluded) was 188 in one area. There are 28 services (21%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 16 services (12%) where there are, on average, 100 or more deaf children on the theoretical caseload.

The theoretical average caseload has increased slightly from 2017, when each peripatetic Teacher of the Deaf had a theoretical average caseload of 60 deaf children. In 2015, this figure was 49 whilst in 2013 it stood at 44.

⁹ This includes: Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools (including academies and free schools), Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

¹⁰ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Table 24: Ratio of deaf children being supported by each visiting Teacher of the Deaf, by region

Region	Average ratio
East England	63:1
East Midlands	57:1
London	67:1
North East	54:1
North West	49:1
South East	63:1
South West	64:1
West Midlands	71:1
Yorkshire & Humber	68:1
England	62:1

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children. Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN Co-ordinator, for example).

Table 25: Number of Teachers of the Deaf in resource provisions

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	273.25	83%	83
Teachers in training for the mandatory qualification within 3 years	50.6	15%	37
Qualified teachers without the mandatory qualification and not in training	6.1	2%	6
Total	329.95		

The total of 329.95 Teachers of the Deaf in resource provisions has decreased by 9.61 (or 3%) from 339.56 in 2018.

There were 8.0 fte reported vacancies for Teachers of the Deaf in resource provisions as of January 2019.

10 services stated there was a resource provision in their area but could not, or did not, tell us how many Teachers of the Deaf were employed in resource provisions. This is despite the fact that local authorities have a strategic responsibility towards children with special educational needs and a duty to keep provision under review.

Comparing the number of resource provisions with the number of qualified Teachers of the Deaf or trainee Teachers of the Deaf, there is an average of 1.3 Teachers of the Deaf in each resource provision. This figure does not take into account the number of deaf children in resource provisions.

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

CRIDE asked services if they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people. Ten services reported that they did, with 25.8 fte Teachers of the Deaf working in this way. This has decreased by 5% from 27.3 in 2018.

The majority (77%) were Teachers of the Deaf with the mandatory qualification, 12% were in training, and 12% were qualified Teachers without the mandatory qualification and not in training.

Teachers of the Deaf working flexibly across peripatetic services and other education settings

Services were asked if they had Teachers of the Deaf working flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people. 15 services reported that they did, with 20.8 fte Teachers of the Deaf working in this way. This is an increase of 10% from 18.85 in 2018.

The majority (83%) were Teachers of the Deaf holding the mandatory qualification, 14% were in training, and the remaining 3% were qualified teachers without the MQ and not in training.

Teachers of the Deaf working in special schools for deaf children

The following table is based on responses to a separate CRIDE survey from 16 special schools for deaf children in England.

Table 26: Number of Teachers of the Deaf in special schools for deaf children

	Number of teachers	Percentage
Teachers of the Deaf with the mandatory qualification	146.7	59%
Teachers in training for the mandatory qualification within 3 years	77.03	31%
Qualified teachers without the mandatory qualification and not in training	24.54	10%
Total	248.27	100%

This is an apparent increase from 2018 when CRIDE found that there were 211.7 Teachers of the Deaf overall. However, it should be noted that the 2018 figure is based on responses from 13 schools. We also believe that the figure for 2019 has been artificially inflated with some Teachers of the Deaf being reported as numbers of people, rather than as an fte figure.

Other specialist staff

The survey responses suggest that there were 1,299.4 specialist support staff other than Teachers of the Deaf, supporting deaf children in England, 21% of whom were working in the peripatetic service, and 73% of whom were working in resource provisions, with 4% working flexibly across peripatetic services and resource provisions.

Table 27: Number of specialist support staff, by role

	Peripatetic		Resource provisions		Working flexibly		Total
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/ Classroom support assistants etc	121.97 (17%)	60	601.51 (82%)	72	7.6 (1%)	6	731.08 (100%)
Communication support workers/ Communicators etc	37 (12%)	15	271.73 (87%)	43	2.25 (1%)	1	310.98 (100%)
NRCPD registered BSL/English interpreters	4 (42%)	4	5.6 (58%)	6	0 (0%)	0	9.6 (100%)
Deaf instructors/Deaf role models/Sign language instructors etc	22.01 (27%)	27	48.5 (59%)	29	11.8 (14%)	13	82.31 (100%)
Technicians et al.	25.1 (71%)	26	2.5 (7%)	3	7.6 (22%)	6	35.2 (100%)
Speech and language therapists	12.1 (35%)	19	16.1 (46%)	23	6.6 (19%)	9	34.8 (100%)
Family support workers/Liaison officers	11.9 (66%)	12	4.6 (26%)	4	1.4 (8%)	3	17.9 (100%)
Social workers/Social workers for deaf children	2 (33%)	2	0 (0%)	0	4 (67%)	2	6 (100%)
Physiotherapist /Occupational therapist	0 (0%)	0	1.4 (100%)	2	0 (0%)	0	1.4 (100%)
Other	38.78 (55%)	27	15.75 (22%)	10	15.6 (22%)	4	70.13 (100%)
Total	274.86 (21%)		967.69 (73%)		56.85 (4%)		1,299.4 (100%)

When services stated that there were other roles, they were asked to specify. These included:

- Specialist support worker
- Specialist modern foreign language tutor
- Administrative assistant
- Cued Speech family support practitioner
- Specialist nursery nurse
- Early years educator/practitioner
- MSI Intervenor
- Higher level teaching assistant
- Inclusion officer
- Specialist portage worker
- Bilingual specialist teaching assistant
- Social inclusion facilitator
- Behaviour and wellbeing officer.

Some services also referred to specialist staff who were provided by another service, for example, speech and language therapists being supplied by health services, or where services were provided externally on a casual basis or as needed.

There were also a total of 19.9 vacancies reported by services. 40% of these were teaching assistants, 33% of these were communication support workers, 13% of these were deaf instructors, 5% of these were speech and language therapists, 5% were social workers, and 4% were other support roles.

The following table looks at changes since 2011 in different types of other specialist staff. As categories used in this question have changed over the years, we have only included those options that have appeared in each year. It should be noted that the CRIDE 2018 survey did not ask about other specialist staff.

Table 28: Number of specialist support staff, by role and year

	Number of staff in 2010/11	Number of staff in 2011/12	Number of staff in 2012/13	Number of staff in 2013/14	Number of staff in 2014/15	Number of staff in 2015/16	Number of staff in 2016/17	Number of staff in 2018/19
Teaching assistants/ Classroom support assistants etc	720.9	738.3	843.3	747.8	780.47	837.08	815.44	731.08
Communication support workers/ Communicators etc	337.1	325.1	241.8	364.6	377.82	451.13	333.78	310.98
Deaf instructors/Deaf role models/Sign language instructors etc	86.1	82.1	97.7	93.4	90.73	96.59	93.51	82.31
Speech and language therapists	29.4	25.5	63.0	23.9	38.25	46.55	59.06	34.8
Family support workers/Liaison officers	10.8	21.2	13.2	12.2	17.83	27.75	27.65	17.9

Table 29: Percentage change in number of specialist support staff

	Percentage change between 2010/11 and 2018/19	Percentage change between 2016/17 and 2018/19
Teaching assistants/ Classroom support assistants etc	1%	-10%
Communication support workers/ Communicators etc	-8%	-7%
Deaf instructors/Deaf role models/Sign language instructors etc	-4%	-12%
Speech and language therapists	18%	-41%
Family support workers/Liaison officers	66%	-35%

PART 3: Support provided

Where services are based

Table 30: Where services are based

	Number of services	Percentage
Based in the local authority	112	85%
Based in a school with a resource provision	5	4%
Based in a special school for deaf children	1	1%
Provided by another body or organisation	6	5%
Other	8	6%
Total	132	

Four services indicated they were based in a special school for disabled children that was not specifically for deaf children or young people).

Heads of services

We asked if peripatetic Teachers of the Deaf in the service were managed by someone who is a qualified Teacher of the Deaf or in training for the mandatory qualification to become a qualified Teacher of the Deaf. 94 services (73%) stated that they were, and 37 (28%) of services stated that they were not. One service did not answer this question. Where services were not managed by a qualified Teacher of the Deaf or Teacher of the Deaf in training, we asked for the role of the person who was managing the service. Answers included:

- Manager for School and Support Services
- Head of Educational Psychology Service/Educational Psychologist
- Specialist Lead Practitioner
- SEN Case Manager
- SEND Manager
- QTVI or QTVI/QTMSI
- Sensory Impairment Service Lead/Manager
- Head of Early Years and Early Years Inclusion Services
- Manager of Specialist Teaching Services/Autism Advisory Teacher
- Headteacher with SEN qualification
- SEND Outreach Manager
- EHC Team Manager.

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 138 resource provisions for primary-aged children. 92 services had at least one resource provision for primary-aged children in their area. There were 107 resource provisions for secondary-aged children. 83 services had at least one resource provision for secondary-aged children in their area. In addition, one response indicated that there was a resource provision in their area which supports children of both primary and secondary age.

This gave a total of 246 resource provisions across England. This is an increase from 2018 when CRIDE identified 240 resource provisions.

Some services stated there was less interest from parents in children being placed at resource provisions. On the other hand, a number of services mentioned plans for opening new resource provisions in the coming year.

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf – this applied to 192 (78%) of the resource provisions. When services provided comments on this, they included mentions of the resource provisions being managed by SENCOs, Team Leaders, Teachers of the Deaf in training, Heads of Inclusion, Educational Audiologists, and Assistant Head of the Sensory Service.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2017/18 and 2018/19 academic years. 22 services (17%) reported that there had been changes whilst 108 (83%) reported that there had been no changes. Two services did not answer this question.

Some of these reported changes were negative:

- fewer Teachers of the Deaf due to vacant posts being held or frozen
- lower levels of staffing for part of the year
- permanent reduction in staff numbers resulting in caseload being reduced
- moving to visits on request for some children, with advice letters being sent to schools
- reduction in numbers of specialist support assistants
- long term absences caused by staff illness
- resource provisions closing
- NatSIP banding being shifted down one band to allow for a reduction in staffing.

There were also some positive changes reported:

- a review resulting in an increase in Teacher of the Deaf fte posts
- appointment of an additional full time teacher
- refining use of the NatSIP Eligibility Framework to include Early Years for the first time
- new funding to appoint a full time permanent Communication Support Worker
- additional access to administration assistant.

We then asked services if they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to children. 122 services (93% of services) said they did use it, and nine services (7%) said they did not. One service did not answer this question.

Of those that did use the NatSIP Eligibility Framework for Scoring Support Levels, we asked which support allocation matrix best describes what they have used. The resource includes two examples. One service said they did use the framework, but didn't provide detail on which allocation matrix they used.

Table 31: NatSIP support allocation matrices used by services

	Number of services	Percentage
Example 1	2	2%
Example 1 – but adjusted	29	24%
Example 2	31	26%
Example 2 – but adjusted	45	38%
N/a – we have used a different support allocation matrix or take a different approach	14	12%
Total	121	

Outcomes

Services were asked if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4. 24 services (19% of services) said they did, for all deaf children living in the local authority or authorities covered by their service. 55 services (43% of services) said they did, but only for children who receive support from the service. 50 services (39% of services) said they did not. Three services did not answer this question.

Services were then asked if this data was shared with the Children’s Hearing Services Working Group (CHSWG) in their area. Of the 79 services that stated they collected this data above, 78 answered this question. 23 services (29% of services) stated that they did share this data with the CHSWG in their area, 51 services (65% of services) said they did not, and 4 of the services (5%) said there was no CHSWG in their area.

Quality standards

Services were asked which quality standards or resources they have used to audit or improve practice.

Table 32: Quality standards and resources used by services

	Number of services	Percentage of services
NatSIP: Quality Standards for Sensory Support Services in England (2016)	117	89%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	93	70%
Newborn hearing screening programme quality standards	76	58%
NatSIP Quality Improvement Support Pack (2016)	74	56%
Department of Health: Deafblind People: Guidance for local authorities (2014)	21	16%
Other	24	18%

When services answered ‘other’, they were asked to specify. Answers included a mix of resources that were internal to the service and external resources:

Services’ internal resources:

- Ofsted inspection feedback
- Inclusion and Specialist Support Team Quality Standards (in house)
- Service user audit responses
- Stakeholder surveys
- Internal self-evaluation process
- Babcock eligibility – as published online

External resources:

- Quality Standards: Resource Provisions for Deaf Children and Young People in Mainstream Schools (NDCS and NatSIP)
- Quality Standards for the Use of Personal Radio Aids: Promoting easier listening for deaf children (NDCS and UK Children's FM Working Group)

- Special Educational Needs and Disabilities Code of Practice 2015
- Monitoring Protocol for Deaf Babies and Children (Early Support)
- Supporting Mental Health and Wellbeing in Schools
- NatSIP Outcomes Benchmarking exercise for 2017 data
- MCHAS guidelines
- PDNet standards
- Various Early Years Support Resources
- Transition Paperwork from NatSIP and NDCS

We then asked services if they have shared the findings of any such audits, or any work they had done in relation to the quality standards, with the Children’s Hearing Services Working Group (CHSWG) in their area over the past year. 56 services (46%) said they had done so, and 67 (54%) said they had not. Six services said there was no CHSWG in their area.

Funding arrangements

We asked how services were funded. Services were able to select as many answers as applied to their funding arrangements.

Table 33: How services were funded

	Number of services	Percentage of services
From the high needs block	120	91%
Top sliced from the schools block	21	16%
Top sliced from the early years block	9	7%
From income generated by selling of services to early year settings	1	1%
From income generated by selling of services to mainstream schools	6	5%
From income generated by selling of services to mainstream post-16 providers	24	18%
From income generated by selling of services to special schools or colleges	7	5%
Other	20	15%

The responses for ‘Other’ included income generated from:

- selling services to neighbouring local authorities.
- central training
- services to independent schools
- traded services to care homes for the elderly
- services to post-16 settings
- training for teaching or learning support assistants
- special resource provisions for HI who require Teacher of the Deaf support
- audiological services.

It should be noted that we did not ask what proportion of total funding came from the different routes so the above table should be interpreted with caution. Furthermore, we did not ask if and when services were available to different providers – for example, in some areas, services to post-16 providers may only be

available if purchased, whilst nearly all services to early settings (barring some ad hoc training) may be available at no cost.

Services were asked if they charge for the delivery of services for any children or young people with an Education, Health and Care plan in different education settings.

Table 34: Charging of services for children with an Education, Health and Care plan

	Number of services	Percentage of services
Service does not charge for any of the settings below	75	57%
Early years setting	1	1%
Mainstream state-funded schools	4	3%
Mainstream independent schools	25	19%
Special school or college not specifically for deaf children	3	2%
Other post-16 providers	40	30%
Other	14	11%

Where services responded 'Other', they made reference to:

- post-16 settings that are not local authority maintained
- some charges for training/HI technical officer
- independent schools where the placement is not identified through the Education, Health and Care plan
- a child that lives out of the area but attending a school within the local authority
- post-16 support after the initial term
- charges for communicators.

Services were then asked if they charge for the delivery of services for any children or young people who do not have an Education, Health and Care plan in different education settings.

Table 35: Charging of services for children without an Education, Health and Care plan

	Number of services	Percentage of services
Service does not charge for any of the settings below	45	34%
Early years setting	0	0%
Mainstream state-funded schools	2	2%
Mainstream independent schools	63	48%
Special school or college not specifically for deaf children	4	3%
Other post-16 providers	52	39%
Other	18	14%

Generally, where services responded 'Other', they made reference to:

- academies only
- independent schools – support beyond age five
- independent schools – support beyond transition
- college not specifically for deaf children
- if a school wants additional support it can be purchased
- a child from out of borough attending an out of borough school
- out of borough settings

- advice would be free but direct teaching would be commissioned by the school/setting
- bespoke training packages.

PART 4: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. At the time the survey was sent out, representatives included: the British Association of Teachers of the Deaf (BATOD), City, University of London, consultants with expertise in deafness, the Ear Foundation, the National Deaf Children’s Society, the National Sensory Impairment Partnership (NatSIP), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education service for deaf children in Kent and Norfolk, University of Edinburgh, University of Leeds and UCL.

The survey was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2019, a full survey was issued.

The survey was disseminated to services in England in January 2019 by National Deaf Children’s Society staff on behalf of CRIDE. Services were asked to respond by 26 April 2019. 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 May 2019 to the remaining services who had not responded by then.

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

Table 36: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 26 April 2019	91	91
Second deadline following chasers	27	118
Returned later following a Freedom of Information request	14	132

Services were able to respond by completing a Word document of the survey. Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children’s Society, with guidance and clearance from members of CRIDE.

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 from this survey will be used for research purposes, to influence government policy and to campaign to protect funding and services for deaf children.

If you have any feedback or questions on the results, please contact cride@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 and Teachers of the Deaf as of 31 January 2019.

Please note that where the number of deaf children for any category is fewer than 5, '<5' appears.

Figures for Teachers of the Deaf include all Teachers of the Deaf reported by services, including Teachers of the Deaf with the mandatory qualification (MQ) and Teachers of the Deaf in training for the MQ or intending to train within three years.

Table 37: Data by local authority

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working flexibly
East of England							
Bedford	129	202	72	1.5	0	0	0
Cambridgeshire	417	417	No answer	9.2	2	0	0
Central Bedfordshire	192	133	No answer	1.6	2.8	0	0
Essex	925	792	25	10.2	18.8	0	0
Hertfordshire	606	498	No answer	9.4	3.2	0	0
Luton	516	262	12	2	4	0	0.8
Norfolk	699	699	109	13	3	1	0
Peterborough	285	61	30	4.8	0	0	0
Southend	142	135	7	1	0	0	0
Suffolk	622	472	No answer	4.44	5	0	0.8
Thurrock	132	133	5	1.8	3.3	0	1
East Midlands							
Derby City	529	140	12	3	3.5	0	0
Derbyshire	441	674	233	7.6	2.6	0	0
Leicester City	325	255	9	5.5	0	0	0
Leicestershire and Rutland	597	370	23	7.5	1.3	0	0
Lincolnshire	305	260	No answer	8.5	0	0	0.7
Northamptonshire	714	552	No answer	11.7	2	0	0
Nottingham	230	181	0	5	3.8	0	0.2

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Nottinghamshire	362	330	No answer	6.7	0	0	0
London							
Barking and Dagenham	139	115	27	2	7	0	0
Barnet	313	142	0	2.2	4	0	0
Bexley	235	235	<5	1	2.9	0	0
Brent	266	163	14	4	3	1	0
Bromley	237	244	7	3.3	5.3	0	0.6
Camden	173	203	9	2	0	0	0
Croydon	379	253	5	5	4.6	0	0
Ealing	263	153	No answer	1.8	3	0	0
Greenwich	320	192	No answer	2.6	9.6	0	0
Hackney	295	218	No answer	4	1	0	0
Hammersmith and Fulham and Kensington and Chelsea	163	180	0	3.6	0	0	0
Haringey and Enfield	419	279	No answer	4.8	1.8	0	0
Harrow	283	12	No answer	3.3	1.76	0	0
Havering	172	176	<5	2	3.6	0	0
Hillingdon	325	204	38	2.8	2.4	0	0
Hounslow	234	189	6	1.8	7.2	0	0
Islington	166	211	27	1.6	8.4	0	0
Lambeth	244	184	38	3	0.4	0	0
Lewisham	253	127	0	3.3	3.2	0	0
Merton	148	139	27	2.1	0	0	0
Newham	325	325	17	4.4	4	0	0
Redbridge	339	328	<5	3.11	9.8	0	0
Richmond and Kingston	237	237	24	2.8	2	0	0
Southwark	284	284	<5	3.7	1	0	0
Sutton	201	188	7	1	1.2	0	0
Tower Hamlets	509	517	0	6.6	7.2	0	0
Waltham Forest	193	186	8	3	1.4	0	0
Wandsworth	271	379	102	4.3	4.2	1	0
Westminster	136	130	0	1.6	1	0	0

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North East							
Darlington	87	87	<5	1.7	0	0	0
Durham	448	300	No answer	3.3	2.3	0	0
Gateshead	178	164	No answer	1.8	0	0	1
Middlesbrough, Redcar, Stockton, Hartlepool	654	648	No answer	9.2	8.2	0	0
Newcastle Upon Tyne	290	206	33	2.9	5	0	0.1
North Tyneside	123	166	38	3.2	0	0	0
Northumberland	255	194	19	8.4	0	0	0
South Tyneside	161	181	<5	6	0	0	0
Sunderland	241	146	30	2.35	2	0	0
North West							
Blackburn with Darwen	156	145	No answer	2.5	3	0	0
Blackpool	90	39	No answer	1.6	0	1	0
Bolton	304	168	15	3	0	12	0
Bury	203	147	31	4.1	1.5	0	0
Cheshire East	242	243	64	6.2	3.7	0	0
Cheshire West and Chester	239	239	0	5.3	0	0	0
Cumbria	178	180	5	4.4	0	0	0
Halton	142	141	10	3	0	0	0
Knowsley	88	105	17	2	0	0	0
Lancashire	1155	1155	No answer	13	0	0	0
Liverpool	313	141	8	5	4.6	1	0
Manchester	591	537	83	8.8	6.6	0	0
Oldham	360	350	92	5.9	2	0	0
Rochdale	194	194	39	5.5	1	0	0
Salford	193	336	129	6.1	0	0	0
Sefton	212	265	48	3.8	0	0	0
St Helens	108	111	33	2	0	0	0
Stockport	274	270	No answer	1	0	0	8.6
Tameside	224	224	No answer	5.5	0.5	0	0
Trafford	195	413	218	7.2	0	0	0

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Warrington	159	191	42	1.6	0	0	0
Wigan	216	293	76	7	0	0	0
Wirral	373	195	<5	4.8	1	0	0
South East							
Berkshire consortium - West Berkshire, Reading, Bracknell Forest, Wokingham, Windsor and Maidenhead and Slough	761	653	0	12.1	7.8	2.4	0
Brighton and Hove	241	241	8	3.8	1.4	0	0
Buckinghamshire	381	381	No answer	5.8	3	0	0
East Sussex	457	476	19	4	3.8	0	0
Hampshire	1136	969	70	10.2	5.3	0	0
Isle of Wight	85	93	7	2.3	0	0	0
Kent	512	516	0	12.6	8.8	2.4	0
Medway	217	171	0	2	5	1	1
Milton Keynes	289	265	23	2.8	1.2	0	0.5
Oxfordshire	585	707	122	12.3	2.3	0	0.8
Portsmouth	167	205	38	1.9	0	0	0
Southampton	211	236	25	2.2	2	0	0
Surrey	710	778	52	1.32	0.69	0	0
West Sussex	716	276	34	5.3	3.8	0	0
South West							
Bath & NE Somerset, Bristol, North Somerset and South Gloucester	856	528	93	11.3	4.3	0	0
Cornwall	214	261	47	10.9	0	0	0
Devon	814	838	52	7.6	0.6	0	0
Dorset, Bournemouth, and Poole	847	501	5	8.8	0	0	0
Gloucestershire	450	399	17	4.9	0	0	0
Plymouth	174	174	25	2	3	0	0
Somerset	259	323	64	7.8	0	0	0
Swindon	306	250	77	4.1	1.6	0	0
Torbay	94	100	<5	1	1.1	0	0
Wiltshire	289	212	<5	5.6	1.5	0	0

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West Midlands							
Birmingham	1759	772	<5	13.2	11.2	0	1
Coventry	406	292	No answer	3.3	1.6	0	2.4
Dudley	284	397	No answer	4	4.6	0	0
Herefordshire	155	210	55	3.4	0	0	0
Sandwell	324	339	No answer	5.4	2	0	0
Solihull	174	264	75	3	0	0	0
Staffordshire	779	779	No answer	12	0	0	0
Stoke on Trent	326	235	0	4.1	1.8	0	0
Telford and Wrekin and Shropshire	485	615	130	8.3	0	0	0
Walsall	No answer	No answer	No answer	2.9	1.1	0	0
Warwickshire	269	329	58	5.7	0	0	0
Wolverhampton	217	193	26	3.4	2.2	0	0
Worcestershire	354	178	0	4.4	0	0	0
Yorkshire and the Humber							
Barnsley	166	191	25	3	0.6	0	0
Bradford	812	803	No answer	8.2	9.4	0	0
Calderdale	207	258	56	3.8	0	0	0
City of York	187	47	17	3	0	0	0
Doncaster	334	334	0	5.6	3.7	0	0
East Riding of Yorkshire	159	159	No answer	3.4	0	0	0
Hull	304	246	No answer	1.7	4.7	0	0.7
Kirklees	551	392	No answer	4.2	2.8	0	0
Leeds	1031	806	No answer	13.7	3.6	0	0
North East Lincolnshire	116	128	56	1.8	0	0	0
North Lincolnshire	89	59	0	2	1	0	0
North Yorkshire	514	281	14	5.6	0	0	0

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Rotherham	404	404	No answer	4.9	4.8	0	0
Sheffield	506	635	129	10.8	11	0	0
Wakefield	300	385	77	4.2	2.9	0	0