



Consortium for Research in Deaf Education

2017 report for Scotland

CRIDE report on 2016/17 survey on educational provision for deaf children in Scotland

Introduction

In 2017, the Consortium for Research into Deaf Education (CRIDE) carried out its seventh annual survey on educational staffing and service provision for deaf children¹. This is the first survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. It covers the 2016/17 academic year². This report sets out the results of the survey for Scotland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

We circulated the survey to 32 Local Authorities. The data we received from six authorities was not sufficiently robust to be able to proceed with analysis. We have included data about the number of deaf children from all authorities. For this reason the final data in some tables is only for 26 Local Authorities, but the percentages are likely to be accurate for the whole of Scotland. This is a different approach than that taken in the other CRIDE reports. This means that any comparisons with the rest of the UK should be made with caution. CRIDE would like to take the opportunity to thank all the 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 3174 deaf children across all 32 Local Authorities in Scotland. 2304 deaf children were included within our analysis from across 26 Local Authorities.
- 87% of school-aged deaf children attend mainstream schools. 5% attend mainstream schools with resource provisions, 2% attend special schools for deaf children whilst 5% attend special schools not specifically for deaf children.
- Around 10% of children have at least one cochlear implant whilst 4% of deaf children have a bone conductive device.
- 5% of deaf children used English as an additional language in the home.

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

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

- 75% of severely or profoundly deaf children were recorded as communicating using spoken English only in school or other education settings. 25% of severely or profoundly deaf children use sign language in some form, either on its own (6%) or alongside spoken English (19%).
- Local Authorities did not hold information on or did not know the post school destination of 40% of 16+ school leavers.
- 166 Teachers of the Deaf were reported by Local Authorities across Scotland, compared to 218 in the initial 2010/11 survey. This represents a fall of 24% since the surveys began in 2011.
- 48% of 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 102 other specialist support staff working with deaf children in Scotland.
- There are 3 schools for the deaf in Scotland and 15 resource provisions for deaf children within mainstream schools.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2017.

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 sometimes vary; for these reasons our analysis only includes 26 Local Authorities that provided the sufficient quality of data.³ **Therefore, the results should continue to be used with caution, particularly with regards to comparisons with previous reports.** Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. There was no CRIDE Scotland survey in 2015/16 so as not to duplicate the Scottish Government-led survey of the Teacher of the Deaf workforce. In 2016, after five years of conducting the survey and carrying out a substantial review, CRIDE made a number of significant changes to the questions. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

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

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³ One of the respondent services covers three Local Authorities

PART 1: Deaf children in Scotland

How many deaf children are there?

In 2017, services were asked to give details of deaf children living in the geographical area which they covered⁴.

When giving figures for numbers of deaf children belonging to a Local Authority, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness, age and educational setting.

CRIDE continues to be concerned that some services may only be providing figures for children belonging that they actively support – i.e. children who do not receive support are not being recorded, as they are unknown to the service.

Based on responses from all 32 Local Authorities Scotland, **the total number of deaf children in Scotland is 3174**. This is up from 2942 in 2015, an increase of 7.8%.

The smallest number of deaf children living in the area reported by a service was 13; the largest number reported was 329.

The following table compares the total number of deaf children living in Scotland 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 1: Number of deaf children reported, over successive years

	Number of children reported
CRIDE 2017	3174
CRIDE 2016	No survey
CRIDE 2015	2942
CRIDE 2014	3057
CRIDE 2013	2842
CRIDE 2012	No survey
CRIDE 2011	2524

⁴ The definition for this question was given as: "How many deaf children live in the geographical area covered by your service? The answer should include: All children who have a 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. We use the term permanent conductive 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. All deaf children, regardless of whether they receive support from the service. Local authorities are subject to a legal duty to collect this information (in Q40 and 41, we ask about the number of children on your caseload). Children who attend education provision outside of your area but who normally live in your area.

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

The tables below provide breakdowns by age, level of deafness, and education setting for those 26 Local Authorities included in the analysis.

Table 2: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total (where known)
Preschool-aged	275	12%
Primary-aged	1059	46%
Secondary-aged	952	42%
Total (excluding 'not known')	2286	
Not known	18	
Total (including 'not known')	2304	

This total of 2304 is less than the total number in Scotland given on page 3 of 3174 as it only includes the 26 Local Authorities that are included within the analysis.

Table 3: 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 deafness	409	19%
Mild deafness	492	23%
Moderate deafness	652	30%
Severe deafness	281	13%
Profound deafness	330	15%
Total (excluding 'not known')	2164	
Not known	140	
Total (including 'not known')	2304	

Table 4: 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	98	4%
	Early years setting – pre-school children	161	7%
	Supported at home – of school age and home educated	<5	<1%
	Mainstream state-funded	1737	77%
	Mainstream independent (non-state-funded) schools	<5	<1%
	Resource provision in mainstream schools	102	5%
	Special schools for deaf pupils (whether state funded or non-maintained)	39	2%
	Other special schools, not specifically for deaf children (state funded or non-maintained)	98	4%
Outside the local authority	Early years setting – pre-school children	0	0%
	Mainstream state-funded schools	<5	<1%
	Mainstream independent (non-state-funded)	<5	<1%
	Resource provision in mainstream schools	5	<1%
	Special schools for deaf pupils (whether state funded or non-maintained)	<5	<1%
	Other special school, not specifically for deaf children (state funded or non-maintained)	<5	<1%

	NEET (Not in education, employment or in training) (post-16 only)	0	0%
Total (excluding 'not known')		2256	
Not known		48	
Total (including 'not known')		2304	

Table 5: Breakdown of types of educational provision, by whether in or out of home Local Authority region (where known)

Type of educational Provision	Number of deaf children	Percentage of total
In home Local Authority	2240	99%
Outside of home Local Authority	16	1%
Total (not including 'not known and other')	2256*	

* Local Authorities did not account for 47 children when answering this question.

Table 6: Breakdown of types of educational provision

Type of educational provision	Number of deaf children	Percentage of total	Percentage of total school-aged deaf children (where known)
Supported only at home – pre-school children [‡]	98	4%	N/A
Early years setting – pre-school children [‡]	161	7%	N/A
Supported at home – of school age and home educated [‡]	2	<1%	<1%
Mainstream state-funded schools	1740	76%	87%
Mainstream independent (non-state-funded) schools	5	<1%	<1%
Resource provision in mainstream schools	107	5%	5%
Special schools for deaf pupils (whether state funded or non-maintained)	42	2%	2%
Other special schools, not specifically for deaf children (whether state funded or non-maintained)	101	4%	5%
Not entered	48	2%	
Total	2304		1997

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

25 services reported a figure for how many deaf children had ANSD in their area. Based on these responses, there were 23 deaf children in Scotland with ANSD, 1% of all deaf children in the analysis.

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following both OAE and ABR test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the OAE screen used by some health boards for the 'well baby' population. Universal newborn hearing screening has been in place in Scotland since 2006. Figures from research and those provided through the newborn hearing screening programme in England indicate that around 1 in 10 congenitally deaf children have ANSD^[1]. 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 OAE screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

Incidence of Auditory Processing Disorder (APD)

15 Local Authorities reported no children with diagnosed APD while 2 reported they did not know the number of children with diagnosed APD. Five authorities reported they had 23 diagnosed children between them, two authorities did not know the APD status of deaf children in their authority.

Five authorities reported 14 children between them as having suspected APD within their authority, with a further four authorities not knowing the status of children with suspected APD in their authority. Auditory Processing Disorder is a poor listening and comprehension issue with a prevalence rate of 11% of all children in the primary years (Skarzynski et al., 2015). At this time there is no 'gold standard' for diagnosing APD and as such the best methods remain elusive. Data specifically addressing the efficacy of interventions for APD are lacking and many of the recommendations commonly made are based on theory or inferred from approaches validated in other populations e.g. specific language impairment and dyslexia.

Deaf children with cochlear implants and bone conduction hearing devices

235 children were reported as having at least one cochlear implant; this represents 10% of deaf children in this report. One authority reported having no children with cochlear implants.

Eight services reported a total of 89 children with bone conduction devices; this represents 3% of deaf children in this report. Five services reported no children with a bone conduction device.

Additional languages

Services reported that there were 120 children known to have English as an additional spoken language (5% of deaf children).

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. Previously, we have asked about children with any level of hearing loss. As we were keen to get a better sense of the use of sign language in children with severe or profound hearing loss, the question was narrowed in the 2017 survey.

^[1] 10% of children seen with severe-to-profound deafness may have a neural rather than a hair cell disorder - Kraus N, Ozdamar O, Stein L, Reed N. Absent auditory brain stem response: peripheral hearing loss or brain stem dysfunction. *Laryngoscope* 1984;94:400-6 and data from 3.5m NHSP England eSP records to Dec 2009 - presented by Graham Sutton at the British Society of Audiology Paediatric Audiology Interest Group Conference 2010

Table 7: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Number of services reporting children using this language	Total	Percentage of responses (where known)
Spoken English	18	585	75%
British Sign Language	8	45	6%
Spoken English with Signed Support	13	150	19%
Combination	2	5	1%
Total	N/A	785	

It should be noted that the decision about what language or mode the deaf child uses within school is not just made by parents, but is also likely to reflect the provision available in the Local Authority. Therefore Table 7 may not accurately reflect preferred language outside of education.

Deaf young people post-16

Services reported 122 deaf young people leaving school in the 2015/16 academic year. With Table 2 suggesting there are currently 952 secondary aged deaf children, this figure is lower than the number that we might expect to be leaving school. Services were also asked to provide a breakdown of the destinations of the deaf young people who had left school.

Table 8: Post-school destinations (post-16)

Destination	Number of young people	Percentage (where known)
Further education (college)	34	50%
Higher education (university or higher education at college)	23	33%
Training/apprenticeship	<5	6%
Employment	<5	7%
Not in education, employment, or training	<5	3%
Other	<5	1%
Unknown/data not held	49	
Data not entered	<5	
No leavers	0	
Total	122	

Post-school support

Five authorities record providing post-school support, mainly during college linkage courses. 45 of the 122 students (37%) are recorded as having left school with a transition plan. The Scottish Transitions Forum shows that the priority groups for a transition plan from a legislative viewpoint are child carers, children

with social work involvement, or those with a Co-ordinated Support Plan (Scottish Transitions Forum, 2017⁵).

Number of deaf children on services' caseloads

Earlier, this report looked at the number of deaf children who were known to live in the geographical area covered by the services. CRIDE also asked about deaf children on services' caseloads.

By asking about children on caseload, CRIDE means children who receive some form of support more than once a year. This definition changed from the question asked in previous survey, when we asked about children receiving support at least once a year so we might expect a change in the data based on this wording change. 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 24 responses representing 26 Local Authorities, survey responses indicate that at least 1889 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 16 and the largest was 297. The mean was 48 children and the median was 71 children.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. There were 142 children across Scotland with temporary conductive deafness supported by their service.

If there are 2304 permanently deaf children captured by this analysis and 1747 on services' caseloads with permanent deafness, there are at least 415 deaf children who are not being supported by the service more than once a year. In other words, the figures suggest that 82% of permanently deaf children receive support from their local service. It does not automatically follow that 18% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service or elsewhere, for example, from special schools for deaf children or resource provisions not managed by the service.

How do CRIDE's 2017 figures compare to School Census figures?

CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions. This is due to the different approaches taken in collating these data, as well as the definitions used and number of areas involved.

*Pupils in Scotland*⁶, the Scottish Pupil Census, is the only source of routinely-published information on numbers of pupils with a hearing loss in Scotland. These data are published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary.

The latest available data for deaf pupils in Scotland recorded 3097⁷ deaf children in primary, secondary and special schools as at December 2017.

⁵ Priority groups can be viewed here - <http://scottishtransitions.org.uk/blank/wp-content/uploads/2016/05/POGT3-Legislative-Flowchart-with-logo1.pdf>

⁶ Published annually in *Pupils in Scotland* by the Scottish Government

⁷ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspuppcensus> 2017, Table 1.8

This represents an increase of 4% from the previous year’s Pupil Census, when 2964 deaf pupils were recorded⁸. It also represents an increase of almost 208% since 2009’s official figures (1007 deaf children)⁹. This suggests improvement in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009. The Scottish Government does not collect data on pupils with ASN in independent schools.

The National Deaf Children’s Society estimates there could be as many as 3850 deaf children in Scotland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from 2012 from the Office of National Statistics. The estimates include deaf children with all levels of hearing loss, including unilateral, and those children who are permanently deaf.

Table 9: Summary of currently available information on numbers of deaf children in Scotland

Source	Number of deaf children in Scotland
CRIDE (2017)	3174*
Scottish Pupil Census (2017)	3097
Scottish Pupil Census (2016)	2964
CRIDE (2015)	2942
Scottish Pupil Census (2015)	2738
CRIDE (2014)	3057
Scottish Pupil Census (2014)	2534
CRIDE (2013)	2842
Scottish Pupil Census (2013)	2441
SSC (2012)	1596
HMIe Survey (2010)	2438
UNHS (2008/9)	2226 approx (who were diagnosed at birth)

* This is the figure for all 32 responses, not just those included in this analysis

⁸ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus> 2016, Table 1.8

⁹ <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/PubPupilCensus>

PART 2: Teachers of the Deaf and other specialist staff

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role and/or working in resource provisions. Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf. For the first time, CRIDE also specifically and separately asked about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. However, as services in Scotland did not identify any Teachers of the Deaf in this category, figures will still be directly comparable from previous years.

In total, there are at least 166.5 fte Teachers of the Deaf in employment in Scotland.

At the time the survey was completed, there were seven vacant posts. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 173 fte Teacher of the Deaf posts, of which 4% are vacant.

As set out earlier, our analysis focuses on responses from 24 services covering 26 Local Authorities. There are 126.1 teachers working as Teachers of the Deaf in Scotland as part of this analysis. 63% of these posts are occupied by a fully-qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (27%) with less than 1% not seeking training.

The table below provides a breakdown of educational settings in which Teachers of the Deaf are working. It should be noted that special schools, cochlear implant centres, charities or any other settings are not included.

Table 10: Number of Teachers of the Deaf in employment overall

Qualification	Working mainly as a peripatetic Teacher of the Deaf	Working mainly in a resource setting	Working mainly in a school for the deaf	Total
Masters	2.9 (4%) 4 services	0.6 (1%) 1 service	1 (5%) 1 service	4.5 (4%) 6 services
PG Dip	36.9 (56%) 21 services	23.9 (58%) 7 services	14.6 (78%) 3 services	75.4 (60%) 21 services
Competency route	0 (0%) 0 services	0 (0%) 0 services	0 (0%) 0 services	0 (0%) 0 services
PG Cert	4.6 (7%) 4 services	6.4 (16%) 2 services	0 (0%) 0 services	11 (9%) 6 services
In training	20.8 (32%) 13 services	9.4 (22%) 5 services	3.2 (17%) 2 services	33.4 (27%) 14 services
Not seeking training	0.8 (1%) 1 services	1 (2%) 1 services	0 (0%) 0 services	1.8(1%) 2 services
Total	66.0 (100%) 22 services	41.3 ¹⁰ (100%) 8 services	18.8 (100%) 4 services	126.1 (100%) 22 services

*Cells displayed as total number of Teachers of the Deaf (% within column), total number of Local Authorities reporting staff in this category

** No services reported a Teacher of the Deaf working within a special school not primarily for deaf children

¹⁰ There is a slight difference between totals and this category, as one LA reported 0.2 less ToDs in this category than listed in the overall total

It is noticeable that no teachers qualified through the former vocational competency route. In addition, 6 services reported having Teachers of the Deaf working who were only partially qualified, i.e. 11 teachers had the postgraduate Certificate rather than the Diploma.

There was a range from there being no peripatetic Teachers of the Deaf in three authorities to 11.2 fte in one authority. The mean number of Teachers of the Deaf across the 26 authorities reporting was 3.3 fte. Six local authorities reported less than one fte fully qualified Teacher of the Deaf, 12 Local Authorities reported less than two fte fully qualified Teachers of the Deaf.

At the time of the survey, there were seven vacancies (four for peripatetic Teachers of the Deaf and three for resource Teachers of the Deaf). Six Local Authorities (25%) reported having difficulty recruiting permanent posts, while eight (33%) reported having difficulty recruiting supply posts. 11 Local Authorities (46 %) recorded that difficulty recruiting permanent posts was not applicable for them, whereas eight (33%) reported that recruitment of supply posts was not applicable.

Reasons for difficulty recruiting include:

- No applicants for supply roles
- Difficulty advertising supply roles with Council
- Difficulty finding teachers who can sign

The Table below looks at changes in numbers of qualified Teachers of the Deaf over successive years.

Table 11: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2012/13	2013/14	2014/15	2016/17
Teachers of the Deaf with the mandatory qualification in employment	165.3	140.6	138.7	129.5	101.15*
Number of teachers working as Teachers of the Deaf in employment	218.1	208.5	204.7	198	166.5

*29 Local Authorities

Please note that CRIDE did not issue a survey in 2011/12 or 2015/16 and so the above table does not include information on numbers of Teachers of the Deaf for those years.

Services were also asked how many Teachers of the Deaf held an additional qualification. Overall there were 18.2 Teachers of the Deaf (14%) who had an additional specialist qualification (9.6 were peripatetic, 8.6 worked in a resource provision). Of these 1.4 (1%) were qualified as an educational audiologist. No Teachers of the Deaf reported having an additional qualification in early years support.

For comparison we have provided a breakdown demonstrating the number of Teachers of the Deaf in each region of Scotland holding the Mandatory Qualification. The Mandatory Qualification means holding the PG Diploma in deaf education or above. The regions are the largest regional unit used by the Scottish Government (2016)¹¹.

¹¹ <http://www.gov.scot/Publications/2016/02/5703/1>

Table 12: Regional breakdown of Teachers of the Deaf with Mandatory Qualification

Region	Number of teachers with mandatory qualification (% of total teachers in region)	Number of teachers in region
Eastern Scotland	44.2 (72%)	61.5 (49%)
South Western Scotland	18.7 (46%)	40.6 (32%)
Highlands, Islands, and NE Scotland	17.0 (71%)	24.0 (19%)
Total	79.9 (63%)	126.1

Table 13: number of Teachers of the Deaf in training within 5 years by 3 regions [Q 19 – 22]

Region	Number of teachers in training or intending to train within 5 years (% of total teachers in region)	Number of teachers in this region
Eastern Scotland	13.9 (23%)	61.5 (49%)
South Western Scotland	13.1 (32%)	40.6 (32%)
Highlands, Islands, and NE Scotland	6.4 (27%)	24.0 (19%)
Total	33.4 (26%)	126.1 (100%)

Age profile of Teachers of the Deaf

Services were asked about the age profile of Teachers of the Deaf. This was in response to continuing 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 48% of Teachers of the Deaf are over the age of 50 and hence likely to retire in the next 10 to 15 years.

Table 14: Age profile of Teachers of the Deaf

Age Category	Number of fte Teachers of the Deaf (%)
<39 years	32.5 (25.9%)
40-49 years	32.8 (26.1%)
50-59 years	52 (41.4%)
60-64 years	8.2 (6.5%)
65+ years	0.2 (0.16%)
Total	125.7 (100%)

The Scottish Government collects data on teachers using different decades (under 25, 25 to 34 etc). Comparison figures for the age profile of school based teachers can be found in Scottish Government (2017)¹².

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical caseloads of visiting Teachers 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 is a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

¹² <http://www.gov.scot/Publications/2017/12/3099/348575>

- 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 is a specialist unit or special school may have fewer visiting Teachers of the Deaf because it has been assessed 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 the UK, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision¹³ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹⁴. This will include some deaf children in some areas who are not being actively supported by the service. However, to exclude these children could produce a perverse incentive to improve the figures by reducing support. In addition, even where a service is simply monitoring a deaf child, this still requires time and effort from the visiting Teacher of the Deaf. Responses were excluded where there were gaps 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 53 deaf children. The highest caseload found was 167 in one area. Three Local Authorities had caseloads of over 100 for each full time peripatetic Teacher of the Deaf.

Table 15: Ratio of deaf children per Teacher of the Deaf by region

Region	Mean caseload per Teacher of the Deaf
Eastern Scotland	46
South Western Scotland	98
Highlands, Islands, and NE Scotland	28

Other specialist staff

The survey responses suggest that there are 101.8 fte other specialist staff attached to services. No family support workers or technicians were reported by Scottish Local Authorities.

¹³ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years settings, in mainstream state funded schools, in mainstream independent schools, other special schools (i.e. those for disabled children more generally) or in post-16 provision. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

¹⁴ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Table 16: Number of specialist support staff by role – whole of Scotland

Specialist Staff Type	Peripatetic	Resource based	Special School not specifically for deaf children	School for the Deaf	Other	Total N (%), LAs
Teaching assistant/ classroom support worker	8.2 (27.7) 6 LAs	10.3 (66.9) 4 LAs	8 (72.7) 1 LA	9 (69.2) 3 LAs	8.5 (26.6) 3 LAs	44 (43.2) 12 LAs
Communication support worker	7.5 (25.3) 4 LAs	1.3 (8.4) 1 LA	3 (27.3) 1 LA	0 (0) 0 LAs	10.5 (32.8) 4 LAs	22.3 (21.9) 9 LAs
SASLI/NRCPD registered BSL/English interpreter	2.1 (8.2) 2 LAs	2.1 (13.6) 3 LAs	0 (0) 0 LAs	0 (0) 0 LAs	0 (0) 0 LAs	4.2 (4.1) 3 LAs
Deaf instructors/ deaf role models/ sign language tutors etc.	2.4 (8.1) 6 LAs	1.4 (9.1) 4 LAs	0 (0) 0 LAs	0.6 (4.6) 2 LAs	0 (0) 0 LAs	4.4 (4.3) 7 LAs
Speech and language therapist	3.5 (11.8) 4 LAs	0.2 (1.3) 1 LA	0 (0) 0 LAs	0.9 (6.9) 3 LAs	12 (37.5) 1 LA	16.6 (16.3) 7 LAs
Social worker	2 (6.8) 1 LA	0 (0) 0 LAs	0 (0) 0 LAs	0 (0) 0 LAs	1 (3.1) 1 LA	3 (2.9) 2 LAs
Educational audiologist	2.6 (8.8) 5 LAs	0.1 (0.6) 1 LA	0 (0) 0 LAs	0.6 (4.6) 2 LAs	0 (0) 0 LAs	3.3 (3.2) 5 LAs
Other	1.3 (4.4) 3 LAs	0.8 (5.2) 1 LA	0 (0) 0 LAs	1.9 (14.6) 1 LA	0 (0) 0 LAs	4 (3.9) 3 LAs
Total	29.6 (100) 15 LAs	15.4 (100) 15 LAs	11 (100) 2 LAs	13 (100) 3 LAs	32 (100) 7 LAs	101.8 (100) 18 LAs

* This table shows the number of specialist staff, percentage of the total in that setting and then the total number of Local Authorities with that sort of specialist staff.

PART 3: Support provided

In this section, responses from all 30 services in Scotland (covering 32 Local Authorities) are included.

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. Seven services had a resource provision for primary aged children in their area, and eight services had a resource provision for secondary aged children, giving a total of fifteen resource provisions.

Where peripatetic services are based

This question asked whether peripatetic services were based within a school and providing outreach across the Local Authority or whether they were situated separately. One service did not respond to this question.

Table 17: where peripatetic Teacher of the Deaf services are based

Where Based (Peripatetic services)	Number of services	Percentage
Based in LA	19	66%
Based in school with resource provision	3	10%
Based in school for the deaf	2	7%
Provided by other body/organisation	0	0%
Other	5	17%
Total	29	

Eligibility criteria/frameworks

Services were asked what criteria/frameworks they used and how they determine the level of support. The majority of services in Scotland continue to use locally developed criteria. Four services reported that they use the National Sensory Impairment Partnership (NatSIP) eligibility framework (formerly known as eligibility criteria) as a vehicle to help determine what support deaf children receive.

Table 18: Criteria/frameworks used to help determine the level of support for deaf children

Criteria/frameworks used	Number of services	Percentage
Criteria developed locally	22	76%
NatSIP Eligibility Framework	4	14%
Other	3	10%
Total`	29	

Budget allocations

Nine services reported changes to their budget allocation, with the following reasons being provided:

- Restructuring and staff levels reduced
- Retirement
- Additional Support Needs services being supported by communication support workers
- ToD became Principal, 0.8FTE other ToD to support this change
- Support needs reviewed often, support revised based on findings

- Staffing levels unchanged but more children in need of support; support being stretched more thinly.

Table 19: Support allocation budget changes by service

Changes to support allocations	Number of services	Percentage
Yes	9	30%
No	20	67%
Did not respond	1	3%

Quality standards

Services were asked to report which quality standards they used to review service development. Services were able to tick more than one option. The most common quality standard to use was Education Scotland/NDCS: Count us in: Achieving success for deaf pupils, 2007. A majority of services also used the Education Scotland: 'How Good is our School?' framework and Scottish Sensory Centre: Scottish standards for deaf children (aged 0 – 3 years), 2011-2015.

Table 20: Use of quality standards to reflect on the service provided or to look at service development

Use of quality standards	Number of services	Percentage
Education Scotland: 'How Good Is Our School?' framework	22	73%
Education Scotland/NDCS: Count Us In: Achieving success for deaf pupils, 2007	20	67%
Scottish Sensory Centre: Scottish standards for deaf children (aged 0–3 years), 2011-2015	19	63%
NatSIP: Quality Standards for sensory support services in England (2016)	8	27%
NatSIP: Quality Improvement Support Pack (2016)	11	37%
Deafblind people: guidance for local authorities, Department of Health (2014)	0	0%
Other	5	17%

School-age hearing screening

Three services confirmed they had school-age hearing screening in place, but many services did not confirm either way. When newborn hearing screening was introduced in Scotland in 2006, most Health Boards stopped the school entry screen.

School-age hearing screening	Number of services reporting	Percentage (where known)
Yes	3	17%
No	15	83%
Unknown	2	
“Not applicable”	1	
Not entered	9	
Total	30	

PART 4: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. At the time the survey was sent out, representatives included: the [British Association of Teachers of the Deaf](#) (BATOD), [City, University of London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#), the [National Sensory Impairment Partnership](#) (NatSIP), the former head of [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education services 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 2017, a full survey was issued.

The survey in 2017 was the first with a CRIDE Scotland Reference group in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context, whilst ensuring the data collected can still be compared with the rest of the UK. Current members include: the [National Deaf Children's Society](#), [Scottish Sensory Centre](#), [University of Edinburgh](#), [BATOD](#), [Windsor Park School and Sensory Service](#), [Hamilton School for the Deaf](#), Aberdeen School for the Deaf and the Co-ordinator at [Highland Deaf Education Service](#).

Analysis of the results was largely completed by the National Deaf Children's Society and the Scottish Sensory Centre, with guidance 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.scotland@ndcs.org.uk.

Annex: Information by Local Authority

This table sets out some individual data from services. Services were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2017.

Please note that 'No answer' indicates that no response to the relevant question was received whereas 'n/a' indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions).

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training.

Table 16: Data from the **26 Local Authorities** included in all of the analysis

Service	Number of permanently deaf children living in the geographical area covered by your service	Number of children with permanent or temporary deafness on the caseload for your service	Number of children with temporary deafness on the caseload for your service	Number of Teachers of the Deaf in the specialist peripatetic service (FTE)	Number of Teachers of the Deaf in resource provisions (FTE)	Number of Teachers of the Deaf working in a school for deaf children (FTE)
Aberdeen City	115	94	<5	5.6	0	4.6
Angus	89	n/a	n/a	1.1	0.9	0
Argyll and Bute	67	71	8	1	0	0
Clackmannanshire	51	52	<5	1.1	0	0
Dundee City	87	32	16	3.2	4	0
East Dunbartonshire	58	58	0	2.5	0	0
East Lothian	63	0	0	1.4	0	0
East Renfrewshire	92	108	16	1.5	0	0
Edinburgh	127	126	0	4	0	0
Falkirk	140	158	35	1.6	0	9.6
Fife	282	297	15	7.2	2.8	0
Highland	195	101	n/a	4.4	4.8	0
Inverclyde	75	81	17	2.1	7	0
Midlothian	43	43	0	1.8	0	0
Moray	32	31	0	3.6	0	0
North Lanarkshire	79	66	0	1	9	0
North, South and East Ayrshire	198	175	11	10	6.6	0
Perth and Kinross	109	76	<5	2	0	0
Scottish Borders	44	40	0	2	0	0
Shetland Islands	13	0	0	0	0	0
South Lanarkshire	162	164	<5	5.3	6	4.6
Stirling Council	63	77	14	2	0	0

West Dunbartonshire	103	23	0	1.6	0	0
Western Isles	16	16	<5	0	0	0

Table 17: Data by local authority, all **32 Local Authorities in Scotland**

Service	Number of permanently deaf children living in the geographical area covered by your service	Number of Teachers of the Deaf in the specialist peripatetic service (FTE)
Aberdeen City	115	5.6
Aberdeenshire	102	5.7
Angus	89	1.1
Argyll and Bute	67	1
Clackmannanshire	51	1.1
Dumfries and Galloway	69	1
Dundee City	87	3.2
East Dunbartonshire	58	2.5
East Lothian	63	1.4
East Renfrewshire	92	1.5
Edinburgh	127	4
Falkirk	140	1.6
Fife	282	7.2
Glasgow	329	4.6
Highland	195	4.4
Inverclyde	75	2.1
Midlothian	43	1.8
Moray	32	3.6
North Lanarkshire	79	1
North, South and East Ayrshire	198	10
Orkney	15	1
Perth and Kinross	109	2
Renfrewshire	272	8
Scottish Borders	44	2
Shetland Islands	13	0
South Lanarkshire	162	5.3
Stirling Council	63	2
West Dunbartonshire	103	1.6
Western Isles	16	0
West Lothian	84	4.65