



Consortium for Research in Deaf Education

CRIDE report on 2018/19 survey on special schools for deaf children (UK)

Introduction

In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out a pilot survey of special schools for deaf children. This report sets out the results of the survey and is intended for heads of special schools and 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 21 special schools for deaf children across the UK.

This report should be read alongside the other CRIDE reports have been published for the 2018/19 academic year. CRIDE would like to take the opportunity to thank all schools for responding to the survey.

Interpreting the results

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

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

It should be noted that this was a pilot survey and that there were sometimes inconsistencies in how different questions were completed throughout the survey. In addition, not all schools responded to all questions in the survey. The results should therefore be used with caution.

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. In some cases, the total has been rounded up or down, as indicated by an asterisk. This is to avoid any risk of individual children being identified. In some cases, this means that totals in individual tables will not always generate the same sum total.

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PART 1: Deaf children in special schools

Special schools were asked to give figures for numbers of deaf children and young people up to the age of 19 years, 11 months attending their schools. The responses indicate that:

- 1,214 deaf children attend special schools across the UK
- on average, each special school has 58 deaf children enrolled. The smallest school had 8 children enrolled whilst the largest had 237 enrolled
- 436 deaf children (36%) are enrolled at a special school in their own/host local authority
- on average, each special school has deaf children from 16 different local authorities enrolled. Individual responses indicated that this ranged from 1 to 86 different local authorities.

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

Table 1: Number of children in special schools for deaf children, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	8	1%
Mild	14	1%
Moderate	70	6%
Severe	197	17%
Profound	897	76%
Total (excluding 'not known')	1,186	
Not known	26	
Total (including 'not known')	1,212	

Table 2: Number of children in special schools for deaf children, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	62	5%
Primary-aged	368	30%
Secondary-aged	568	47%
Post-16 up to the age of 19	216	18%
Total	1,214	

47 children (4%) were reported as having auditory neuropathy spectrum disorder (ANSO).

Schools reported that there were 580 deaf children who had an additional special educational or support need. However, when we asked for a breakdown by type of need, this generated a total of 888 deaf children. This suggests that the proportion of deaf children in special schools with additional needs lies somewhere between 48% and 73%.

Table 3: Number of deaf children in special schools for deaf children with an additional SEN, by type of SEN

	Number of deaf children with an additional special educational or support need	Percentage of deaf children with an additional need (where known)
Specific Learning Difficulty	14	2%
Moderate Learning Difficulty	89	10%
Severe Learning Difficulty	60	7%
Profound & Multiple Learning Difficulty	<5	0%
Behaviour, Emotional & Social Difficulties	132	15%
Speech, Language and Communications Needs	263	30%
Vision Impairment	75	8%
Physical Disability	76	9%
Autistic Spectrum Disorder	89	10%
Other Difficulty/Disability	15	2%
Total	69	8%
Not known	<5	
Total including those reported "not known"	888	

Schools identified that there were 30 children where deafness was not the primary special educational or support need.

Schools reported the following use of hearing devices:

- at least one cochlear implant – used by 608 deaf children (50%)
- a bone conduction hearing device – 16 (1%)
- radio aids – 294 (24%)
- an auditory brainstem implant – 5 (0%)
- hearing aids (uni- or bilateral) – 496 (41%)

Table 4: Number of severely or profoundly deaf children, by languages mainly used at school

Language	Total	Percentage of responses (where known)
Spoken English/Welsh	459	39%
British Sign Language/Irish Sign Language	447	38%
Spoken English together with signed support	213	18%
Other combination	45	4%
Total known	1,164	
Not known	<5	
Total including not known	1,165*	

In terms of languages used at home:

- 264 deaf children were known to have English or Welsh as an additional spoken language (22%)
- schools reported that, on average, eight different spoken languages (other than English or Welsh) were used at home by deaf children who attended the school. This ranged from 0 to 30.

- schools reported that, on average, one different sign language (other than British or Irish sign language) was used at home by deaf children who attended the school. This ranged from 0 to 4 different sign languages.

Schools reported that there were 26 deaf children (2%) who were known to be ‘newly arrived’, having arrived at the school from outside of the UK in the past year.

206 (17%) of deaf children in special schools were identified as having deaf parents/carers whilst 132 (11%) had deaf siblings.

Deaf young people post-16

Schools were asked how many deaf young people left school at the end of the 2017/18 academic year; they reported that 149 pupils had done so.

When we asked for a breakdown of their post-school destinations, schools provided figures on 135 deaf children, as follows:

Table 5: Post-school destinations

Destination	Total	Percentage of responses (where known)
Another special school or college for the deaf	21	16%
A special school not specifically for deaf children	<5	<4%
Resource provision in a mainstream school	<5	<4%
Mainstream school	<5	<4%
Further education (course at college)	68	50%
Higher education (university or higher education course)	7	5%
Training/apprenticeship	10	7%
Employment	5	4%
Not in education, employment or training	7	5%
Other	9	7%
Total	135	

We asked schools if they support deaf young people in further education or other post-school destinations:

- 15 said they had no involvement
- two said yes - free at the point of delivery, funded by their local authority
- one answered yes - when commissioned by post-16 providers
- three answered yes - when commissioned directly by another local authority who place young people in an establishment in the area
- one indicated that they were setting up a new process.

PART 2: Teachers of the Deaf and other specialist staff

The survey asked how many Teachers of the Deaf are working in special schools. Schools were asked to provide figures for Full Time Equivalent (fte) posts. In other words, 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. Schools were also asked to exclude any professionals who happen to be qualified as Teachers of the Deaf but who worked in a different role (e.g. as a head teacher) without any direct teaching responsibilities.

Schools identified a total of 270.77 posts for Teachers of the Deaf. However, this total did not match the sum total of Teachers of the Deaf generated when we asked about qualifications and vacant posts. This is likely to be due to figures, in some cases, being given as a mix of FTE and actual persons. We also found that schools didn't always provide figures for all staff; this means that the totals shown in this section may vary.

Table 6: Number of Teachers of the Deaf in employment overall

	Working mainly as a school-based Teacher of the Deaf (total and percentage)	Teacher of the Deaf working flexibly outside the special school	Working as a Teacher of the Deaf mainly in a college	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	157.9 (57%)	2 (100%)	6 (100%)	165.9 (58%)
Teachers in training for the mandatory qualification within 3 years	86.93 (31%)	0	0	86.93 (30%)
Qualified teachers without the mandatory qualification and not in training	34.24 (12%)	0	0	34.24 (12%)
Total	279.07 (100%)	2 (100%)	6 (100%)	287.07 (100%)

Schools identified a total of two vacant posts for Teachers of the Deaf working mainly in a school-based role.

In terms of other qualifications and characteristics, there were:

- 3 (1%) Teachers of the Deaf working in special schools who have an additional post-graduate specialist qualification in early years support
- 7.1 (2%) who hold an additional post-graduate as an educational audiologist
- 13 (5%) who hold an additional mandatory qualification in vision or multi-sensory impairment
- 39.4 (14%) who are deaf themselves.

Table 7: Level of British Sign Language held by Teachers of the Deaf in special schools for deaf children

Level	Number (FTE)	Percentage
No formal qualification	14.2	7%
1	37.85	18%
2	68.68	32%
3	70.15	33%
4	3.6	2%
6	20.55	10%
Total	215.03	

Table 8: Age profile of Teachers of the Deaf in special schools for deaf children

	Number of peripatetic teachers	Percentage of total
Aged 49 or under	189.56	72%
Aged between 50 and 59	64.38	24%
Aged between 60 and 64	7.88	3%
Aged 65 or over	2.85	1%
Total	264.67	

Schools were asked for figures for the pupil-teacher ratios. The below table provides a national average – it does this by calculating the total number of pupils in each category by the total number of Teachers (FTE) in the same category.

Table 9: Pupil-teacher ratios

	Number of pupils for each Teacher
Early Years Foundation Stage	5.6
Primary	5.6
Secondary	4.3
Post 16 (16 – 19)	7.0
Whole school	4.6

CRIDE asked if schools had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. Ten schools (48%) reported difficulties in recruiting for a permanent post whereas eight (38%) reported no difficulties, with three schools (14%) stating that this question was not applicable to them. 14 schools (67%) reported difficulties in recruiting for supply cover whereas four (19%) reported no difficulties, with three schools (14%) stating that this question was not applicable to them. Combining the figures, 15 schools (71%) reported difficulties in recruiting to **either** permanent or supply posts.

Other specialist staff

The survey responses suggest that there were 436.5 specialist support staff other than Teachers of the Deaf, supporting deaf children in special schools.

Table 10: Number of specialist support staff, by role (FTE)

Specialist staff	School budget share	Traded services	LA	NHS	Other	Total
Teaching assistants/Classroom support assistants etc.	201.3	0	47.9	0	0	249.2
Communication support workers/Communicators etc.	61.4	0	3.7	0	0	65.1
NRCPD registered BSL/English interpreters	7.4	0	0.2	0	0	7.6
Deaf instructors/Deaf role models/Sign language instructors etc.	20.3	0	0.7	0	0	21
MSI Intervenors	11.8	0	1	0	0	12.8
Audiologists (who do not hold a separate qualification as an educational audiologist)	7.2	0	0.2	0	0.2	7.6
Audiology Technicians	5.3	1	2	0	0	8.3
Speech and language therapists	17.7	0.2	4.8	10	1	33.7
Family support workers/Liaison officers	5.8	0	0	0	0.6	6.4
Social workers/Social workers for deaf children	1	0	0	0	0	1
Physiotherapists	1.6	0	0	0	0.4	2
Occupational therapists	1.8	0	0	0.2	0	2
Play/Art/Music therapists	1	3.2	0	0.3	0.6	5.1
Educational Psychologists	0	1	0	0	0	1
Specialist Subject Teachers (excluding Teachers of the Deaf)	3	0.3	0	0.1	0	3.4

A total of 10.3 other posts were identified. These included:

- careers adviser
- nurse
- emotional literacy support assistant
- counsellor
- French sign language tutor.

PART 3: General information about schools

Table 11: Language and communication policy of the school

	Number of schools	Percentage
Oral/Aural	2	11%
Sign Bilingual	7	37%
Total Communication	8	42%
Other	2	11%
Total	19	

One school ticked multiple options and so has been excluded from the above table and one school did not provide an answer to this question.

Table 12: Minimum level of British Sign Language qualification expected of teaching and support staff

	Number of schools	Percentage
Not applicable/No minimum	2	9%
Level 1	5	24%
Level 2	10	48%
Level 3	4	19%
Total	21	

In some cases, schools indicated an expectation that staff be “working towards” a particular level. For the purpose of analysing the results, this has been coded as the level below – i.e. “working towards level 3” was coded in the above table as level 2.

13 schools (62%) indicated that they were maintained by a local authority. Those that weren’t indicated they were:

- Local authority state-funded – 5 (24%)
- Trust – 1 (5%)
- Academy (stand-alone) – 1 (5%)
- Non state-funded i.e. independent and non-maintained Special School – 5 (24%)

Some schools ticked more than one option.

In terms of residential provision:

- 8 schools (38%) indicated that they offered residential provision.
- 5 schools provide residential provision for up to 4 nights, 2 provide up to 7 nights
- 5 schools provide residential provision for up to 39 weeks a year, 1 up to 38 and 2 to 52.
- 344 pupils attend residential provision
- 25 day pupils attend residential provision occasionally.

14 schools (67%) reported that the head teacher was a qualified Teacher of the Deaf.

Table 13: Sources of additional funding

	Number of schools	Percentage of schools
From income generated by selling of services to early year settings	0	0%
From income generated by selling of services to mainstream schools	6	29%
From income generated by selling of services to mainstream post-16 providers	2	10%
From income generated by selling of services to special schools or colleges	3	14%
From income generated by lettings	10	48%
From income generated by fundraising or charitable donations	19	90%
Other	4	19%

Schools were able to tick more than one option for this question. This means that the percentages do not add up to 100%. The responses for 'Other' included income generated from:

- hearing aid centre
- initial teacher training places
- selling services to universities
- selling services to local authorities
- selling services to external non-educational providers
- offering post-graduate/MA courses.

Schools were asked what percentage of pupils were eligible for Pupil Premium funding or equivalent. This averaged at 42% across all schools.

8 schools (43%) indicated that they had banded funding arrangements. A range of different approaches were described.

18 schools (90%) indicated that their deaf staff were able to access the Department for Work and Pensions Access to Work scheme to fund support in the workplace.

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.

This pilot survey was designed and created by members of CRIDE.

We received responses from the following schools:

- Blanche Nevile School
- Braidwood School
- Doncaster School for the Deaf
- Elmfield School
- Exeter Academy for Deaf Education
- Frank Barnes School
- Hamilton Lodge School School and College
- Heathlands Specialist SEN College
- Knightsfield School
- Longwill School
- Mary Hare
- Oak Lodge School
- Royal Cross Primary School
- RSD Derby
- St John's RC School
- Thomasson Memorial School
- Jordanstown School
- Aberdeen School for the Deaf
- Donaldsons School
- Hamilton School
- Windsor Park School

Two other special schools were invited to respond to the survey but declined on the basis that they did not regard themselves as being special schools for deaf children.

CRIDE would like to thank all schools 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.