Consortium for Research in Deaf Education

2019 UK-wide summary

CRIDE report on 2018/2019 survey on educational provision for deaf children

Introduction

In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out its ninth annual survey of specialist education services for deaf children on educational staffing and service provision for deaf children, covering the 2018/19 academic year. Separate reports have already been published for England, Northern Ireland, Scotland and Wales which set out the results for each respective nation in detail. A report has also been published for a separate survey of special schools of deaf children.

This report provides a high level summary of the results across the four countries we surveyed. All reports can be downloaded from www.ndcs.org.uk/CRIDE or www.batod.org.uk/information/cride-reports/.

CRIDE would like to take the opportunity to thank all services and special schools for responding to the survey.

Summary of key findings

- There are at least 53,954 deaf children across the UK.
- 78% of school-aged deaf children attend mainstream schools. 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 some form of additional or special need.
- 64% of severely or profoundly deaf children communicate using spoken English or Welsh only in school or other education settings. 9% use British or Irish Sign Language. 22% use sign language alongside spoken English or Welsh.
- 13% of deaf children use an additional spoken language other than English or Welsh in the home.
- The most common post-school destination for deaf young people is further education, with 70% taking this option.
- There are at least 1,529 teachers employed as Teachers of the Deaf working in a peripatetic role, resource provisions, special schools for deaf children and/or special schools/colleges not specifically for deaf children.
- 50% of Teachers of the Deaf are due to retire in the next 10 to 15 years.
- There are 295 resource provisions across the UK.
- 55% of services collect data on outcomes achieved by deaf young people at the end of Key Stage 4 (or S4 in Scotland).

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.

CRIDE alternates between a full and a shorter survey from year to year. The 2019 survey was a full survey. In some cases, comparisons can only be made with reference to the last full report in 2017.

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. This can result in there being different figures for the total across the questions. Anomalies can also sometimes appear in the responses. 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.

Please note that, unless stated, 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, we have shown '<5'. In some cases, the total has been rounded up or down, either in this report or in the source report for the country, 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 total.

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PART 1: Deaf children in the UK

Services were asked to give details of deaf children[1] living in the geographical area which they cover.

According to the surveys, the adjusted total number of deaf children aged 0 to 19 across England, Northern Ireland, Scotland and Wales is 53,954. This figure is an apparent increase from 51,142 in 2018.

Table 1: Number of deaf children living in the geographical area, by nation and region

Country **Region**	**Number of deaf children reported**	**Percentage as UK total**
England	46,404	86%
East England	4,666	9%
East Midlands	3,503	6%
London	7,554	14%
North East	2,457	5%
North West	6,219	12%
South East	6,490	12%
South West	4,303	8%
West Midlands	5,532	10%
Yorkshire and the Humber	5,680	11%
Northern Ireland	1,417	3%
Scotland	3,647	7%
Wales	2,486	5%
UK	53,954	100%

[1] For the purpose of this survey, the term children was used to include children and young people up to the age of 19 years, 11 months.
Services were asked to 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. In questions about children living in the area covered by the service, services were also asked to include children who attend education provision outside of their area but who normally live in their area.
Services were asked not to include children with temporary deafness, except when asked about children on caseload (see later).
We used 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 2: Number of deaf children living in the geographical area, by nation and region, over successive years

Nation / Region	(2011)	(2012)	(2013)	(2014)	(2015)	(2016)	(2017)	(2018)	(2019)
England	34,927	37,414	37,588	40,614	41,284	41,261	45,631	43,467	46,404
East England	2,572	3,291	3,916	3,598	3,840	4,349	4,430	4,471	4,666
East Midlands	2,334	2,436	2,374	3,737	3,394	3,287	3,765	3,536	3,503
London	5,271	5,642	6,110	6,247	6,518	7,285	7,358	7,309	7,554
North East	1,949	2,056	2,016	2,110	2,201	2,335	2,342	2,393	2,457
North West	5,037	5,346	4,656	5,900	5,780	5,238	5,945	4,768	6,219
South East	5,624	5,750	5,351	5,859	5,614	5,880	6,700	6,279	6,490
South West	3,348	3,318	3,318	3,158	3,578	3,164	3,823	3,951	4,303
West Midlands	4,290	4,751	5,027	4,883	5,294	5,549	5,711	5,397	5,532
Yorkshire and the Humber	4,502	4,824	4,820	5,122	5,065	4,174	5,557	5,363	5,680
Northern Ireland	1,239	1,249	1,481	1,574	1,332	1,497	1,553	1,687	1,417
Scotland	2,526	Data not collected	2,842	3,057	2,942	Data not collected	3,174	3,363	3,647
Wales	2,775	2,743	2,904	2,880	3,288	2,374	2,642	2,625	2,486
UK	41,467	41,406	44,815	48,125	48,846	48,075	53,000	51,142	53,954

The following table illustrates differences in the numbers of deaf children covered by each service, depending on geographical factors and whether the service covers more than one local authority. Please note that, as there is just one service in Northern Ireland, they do not appear in the following table.

Table 3: Minimum, maximum and average number of deaf children living in each service

	Minimum	Maximum	Average
England	85	1,759	354
Scotland	8	380	122
Wales	55	396	166

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

	Early years/ pre-school	Primary-aged	Secondary-aged	Post-16 up to the age of 19	Total
England	6,603 (14%)	19,502 (42%)	15,604 (34%)	4,454 (10%)	46,163 (100%)
Northern Ireland	229 (17%)	590 (43%)	555 (40%)	No response	1,374 (100%)
Wales	269 (11%)	1,103 (45%)	919 (38%)	135 (6%)	2,426 (100%)
Total	7,101 (14%)	21,195 (42%)	17,078 (34%)	4,589 (9%)	49,963 (100%)

Please note that the CRIDE 2019 survey for Scotland did not ask about the age of deaf children on this occasion.

Table 5: Changes in the number and proportion of children living in the UK, by age since 2011

	Pre-school	**Primary-aged**	**Secondary-aged**	**Post-16 up to the age of 19**	**Total**
2011	5,469 (14%)	17,191 (44%)	13,846 (35%)	2,665 (7%)	39,171 (100%)
2013	6,615 (15%)	19,561 (45%)	14,795 (34%)	2,201 (5%)	43,711 (100%)
2015	6,789 (14%)	21,293 (45%)	15,236 (32%)	3,852 (8%)	47,166 (100%)
2017	7,260 (14%)	22,729 (44%)	17,196 (33%)	4,484 (9%)	51,669 (100%)
2019 (excluding Scotland)	7,101 (14%)	21,195 (42%)	17,078 (34%)	4,589 (9%)	49,963 (100%)

Table 6: Number and proportion of children living in the UK, by level of deafness

	Unilateral	**Mild**	**Moderate**	**Severe**	**Profound**	**Total**
England	9,532 (22%)	11,360 (26%)	13,449 (31%)	3,627 (8%)	4,954 (12%)	42,922 (100%)
Northern Ireland	323 (24%)	329 (24%)	411 (30%)	138 (10%)	166 (12%)	1,367 (100%)
Scotland	587 (18%)	918 (28%)	991 (30%)	328 (10%)	452 (14%)	3,276 (100%)
Wales	430 (18%)	566 (24%)	833 (35%)	315 (13%)	261 (11%)	2,405 (100%)
UK	10,872 (22%)	13,173 (26%)	15,684 (31%)	4,408 (9%)	5,833 (12%)	49,970 (100%)

The following table indicates that there has been an increase in the number of children being identified by services as having a unilateral hearing loss over time.

Table 7: Changes in the number and proportion of children living in the UK, by level of deafness since 2011

	Unilateral	**Mild**	**Moderate**	**Severe**	**Profound**	**Total**
2011	5,685 (15%)	11,524 (31%)	12,063 (32%)	3,956 (10%)	4,546 (12%)	37,774 (100%)
2013	7,038 (16%)	11,688 (28%)	13,523 (32%)	4,607 (11%)	5,365 (13%)	42,221 (100%)
2015	8,307 (19%)	12,192 (28%)	13,868 (31%)	4,439 (10%)	5,261 (12%)	44,067 (100%)
2017	9,661 (20%)	12,660 (26%)	15,481 (32%)	4,655 (10%)	5,746 (12%)	48,203 (100%)
2019	10,872 (22%)	13,173 (26%)	15,684 (31%)	4,408 (9%)	5,833 (12%)	49,970 (100%)

Table 8: Number and proportion of deaf children by type of educational provision

	England	Northern Ireland	Scotland	Wales	UK
Supported only at home – pre-school children	2,992 (7%)	181 (13%)	153 (4%)	104 (4%)	3,430 (6%)
Early years setting - pre-school children	2,887 (6%)	48 (3%)	275 (8%)	90 (4%)	3,300 (6%)
Supported at home - of school age and home educated	170 (0%)	<5 (0%)	27 (1%)	15 (1%)	215* (0%)
Mainstream provision (including state-funded and independent schools)	29,025 (64%)	895 (65%)	2,575* (75%)	1,796 (72%)	34,290* (65%)
Mainstream provision: resource provision	2,327 (5%)	0 (0%)	150 (4%)	204 (8%)	2,717 (5%)
Special schools for deaf pupils	1,100 (2%)	No response	45* (1%)	10[2] (0%)	1,155* (2%)
Other special schools, not specifically for deaf children	4,615 (10%)	212 (15%)	185 (5%)	227 (9%)	5,239 (10%)
All other post-16 provision (not including school sixth forms)	1,441 (3%)	0 (0%)	0 (0%)	30 (1%)	1,471 (3%)
Other (e.g. Pupil referral units, NEET)	957 (2%)	n/a	<5 (0%)	<5 (0%)	961 (2%)
Total	45,514 (100%)	1,375* (100%)	3,410* (100%)	2,480* (100%)	52,776 (100%)

Table 9: Changes in the number and proportion of children, by type of educational provision, since 2011

	UK (2011)	UK (2013)	UK (2015)	UK (2017)	UK (2019)
Supported only at home – pre-school children	4,022 (11%)	5,568 (13%)	3,569 (8%)	3,397 (7%)	3,430 (6%)
Early years setting - pre-school children	N/a	N/a	3,034 (6%)	2,944 (6%)	3,300 (6%)
Supported at home - of school age and home educated	N/a	206 (0%)	310* (1%)	292 (1%)	215* (0%)
Mainstream provision (including state-funded and independent schools)	24,329 (66%)	27,531 (63%)	30,380 (65%)	31,311 (66%)	34,290* (65%)
Mainstream provision: resource provision	2,612 (7%)	2,914 (7%)	2,678 (6%)	2,538 (5%)	2,717 (5%)
Special schools for deaf pupils	1,660 (5%)	1,092 (3%)	946 (2%)	1,038 (2%)	1,155* (2%)
Other special schools, not specifically for deaf children	3,777 (10%)	4,166 (10%)	4,522* (10%)	4,731 (10%)	5,239 (10%)
All other post-16 provision (not including school sixth forms)	N/a	1,663 (4%)	963 (2%)	1,079 (2%)	1,471 (3%)
Other (e.g. Pupil referral units, NEET)	321 (1%)	239 (1%)	90* (0%)	129 (0%)	961 (2%)
Total	36,721 (100%)	43,379 (100%)	46,495* (100%)	47,459 (100%)	52,776 (100%)

[2] It should be noted that there are no special schools for deaf children in Wales. The figure of 10 refers to children who have been reported as living in Wales but who travel to England to attend a special school for deaf children

Looking at trends over nine years in education settings is challenging because of changes by CRIDE to the categories used. For example, the 2011 survey simply had an option of "Supported at home" with no option provided for children in early years settings or to distinguish between children of pre-school age or being home educated. Neither was an option provided for post-16 provision. In the 2013 survey, services were asked to place young people in 6th forms in the 'post-16' category whilst since 2015, CRIDE has asked that these be placed in the appropriate mainstream or special school category. The previous table should therefore be used with caution.

The following table looks at the proportion of **school-aged** deaf children in different educational settings.

Table 10: Number and proportion of school-aged deaf children by type of educational provision

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Supported at home – of school age and home educated	170 (0%)	<5 (0%)	27 (1%)	15 (1%)	215* (0%)
Mainstream state-funded schools (including academies and free schools)	29,025 (78%)	895 (78%)	2,575* (86%)	1,796 (80%)	34,290* (79%)
Resource provision in mainstream schools	2,327 (6%)	36 (3%)	150 (5%)	204 (9%)	2,717 (6%)
Special schools for deaf pupils	1,100 (3%)	No response	45* (1%)	10 (0%)	1,154 (3%)
Other special schools, not specifically for deaf children	4,615 (12%)	212 (19%)	185* (6%)	227 (10%)	5,239 (12%)
Total	37,237 (100%)	1,145* (100%)	2,980 (100%)	2,252 (100%)	43,614 (100%)

Table 11: Changes in the number and proportion of school-aged children, by type of educational provision, since 2015

	UK (2015)	**UK (2017)**	**UK (2019)**
Supported at home – of school age and home educated	310 (1%)	292 (1%)	215* (0%)
Mainstream state-funded schools (including academies and free schools)	30,380 (78%)	31,311 (78%)	34,290 (79%)
Resource provision in mainstream schools	2,676 (7%)	2,538 (6%)	2,717 (6%)
Special schools for deaf pupils	946 (3%)	1,038 (3%)	1,154 (3%)
Other special schools, not specifically for deaf children	4,522 (12%)	4,731 (12%)	5,239 (12%)
Total	36,616 (100%)	39,910 (100%)	43,614 (100%)

Table 12: Number of deaf children with auditory neuropathy spectrum disorder (ANSD)

	Number of deaf children with ANSD	**Percentage of deaf children with ANSD of all deaf children in each nation**
England	642	1%
Northern Ireland	19	1%
Scotland	50	1%
Wales	28	1%
UK	739	1%

The proportion of deaf children across the UK with ANSD also stood at 1% in 2017.

The following table looks at the incidence of additional special educational needs (SEN) as reported to us by services. Different terminology is used to describe children with additional SEN in the nations and there are also some differences over which 'conditions' fall under the category of additional SEN. Any comparisons should therefore be made with care.

Table 13: Number of deaf children with additional needs

	Number of deaf children with additional SEN	**Proportion of deaf children with additional SEN of all deaf children in each nation**
England	10,234	22%
Northern Ireland	360	26%
Scotland	787	22%
Wales	697	28%
UK	12,078	22%

The proportion of deaf children in the UK with additional SEN has fluctuated between 19% and 23% since 2011.

Table 14: Number of deaf children with at least one cochlear implant

	Number of deaf children with at least one cochlear implant	**Percentage of deaf children with at least one cochlear implant of all deaf children in each nation**
England	3,530	8%
Northern Ireland	158	11%
Scotland	338	9%
Wales	192	8%
UK	4,218	8%

The proportion of deaf children in the UK with cochlear implants has fluctuated between 7% and 8% since 2011.

Eligibility for a cochlear implant is generally restricted to those with a severe or profound hearing loss (and who do not receive adequate benefit from hearing aids). We saw earlier in table 7 that there are 10,291 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 72%.

Table 15: Number of deaf children with bone conduction devices

	Number of deaf children with bone conduction devices	**Proportion of deaf children with bone conduction devices of all deaf children in each nation**
England	2,461	5%
Northern Ireland	30	2%
Scotland	138	4%
Wales	65	3%
UK	2,694	5%

The proportion of deaf children in the UK with bone conduction devices has risen from 3% and 4% in 2015 and 2017 respectively.

Services were 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.

Table 16: Number of severely or profoundly deaf children, by languages mainly used at school/other educational setting

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Spoken English or Welsh	4,917 (63%)	242 (83%)	542 (61%)	293 (68%)	5,994 (64%)
British/Irish Sign Language	671 (9%)	7 (2%)	104 (12%)	25 (6%)	807 (9%)
Spoken English or Welsh together with signed support	1,731 (22%)	18 (6%)	222 (25%)	109 (25%)	2,080 (22%)
Other combination	480 (6%)	25 (9%)	24 (3%)	<5 (1%)	534* (6%)
Total	7,799 (100%)	304 (100%)	892 (100%)	432* (100%)	9,427* (100%)

The results show that, across the UK, 9% of children with a severe or profound hearing loss use British Sign Language in education whilst 22% use Signed Supported English or Welsh. These figures were 7% and 21% respectively in 2017.

It should be emphasised that these figures refer to the use of languages in education and may not reflect languages used in the home.

Table 17: Number of deaf children who use a language other than English or Welsh as an additional spoken language

	Number of deaf children who use a spoken language other than English or Welsh in the home	**Percentage of deaf children who use a spoken language other than English or Welsh in the home**
England	6,540	14%
Northern Ireland	58	4%
Scotland	269	7%
Wales	161	6%
UK	7,028	13%

The proportion of deaf children using a spoken language other than English or Welsh at home was 12% in 2015 and 13% in 2017.

For the first time, the 2019 survey asked for the number of deaf children known to be from 'newcomer' families, having arrived to the service from outside of the UK or Ireland in the past year. In this table, percentages have been rounded to one decimal point.

Table 18: Number of deaf children who are known to be from 'newcomer' families

	Number of newcomer deaf children	**Percentage of deaf children**
England	233	0.5%
Northern Ireland	17	1.2%
Scotland	6	0.2%
Wales	6	0.2%
UK	262	0.5%

The following table explores differences in post-school destinations between the nations. Because of the relatively low cohorts and the difficulties that some services report in collecting this data, any comparisons should be made with care.

Table 19: Proportion of young people who left school at the end of the academic year

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Further education (college)	673 (73%)	Not recorded	29 (43%)	19 (54%)	721 (70%)
Higher education (university or higher education course at college)	121 (13%)	Not recorded	21 (31%)	9 (26%)	151 (5%)
Training/apprenticeship	46 (5%)	Not recorded	<5 (<7%)	<5 (<14%)	52 (5%)
Employment	14 (2%)	Not recorded	6 (9%)	<5 (<14%)	25* (2%)
Not in education, employment or training	16 (2%)	Not recorded	6 (9%)	0 (0%)	22 (2%)
Other	51 (6%)	Not recorded	<5 (<7%)	<5 (<14%)	54 (5%)
Total (excluding unknown and data not held)	921 (100%)	Not recorded	67 (100%)	35 (100%)	1,023 (100%)

Number of 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. 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 of that service. They were also able to include children with a temporary hearing loss.

Table 20: Number of deaf children on services' caseloads, by nation

Country	**Number of deaf children on services' caseloads (% of UK total)**	**… of whom have a temporary conductive hearing loss (% of UK total)**
England	40,217 (85%)	3,450 (69%)
Northern Ireland	733 (2%)	55 (1%)
Scotland	3,280 (7%)	202 (4%)
Wales	3,265 (7%)	1,262 (25%)
UK	47,495 (100%)	4,969 (100%)

It is interesting to note that services in Wales report a higher proportion of children with temporary hearing loss within their caseloads, relative to the overall number of children on caseload, than in other parts of the UK.

Table 21: Minimum, maximum and average number of deaf children on services' caseload in each service

	Minimum	**Maximum**	**Average**
England	39	1,155	309
Scotland[3]	13[4]	324	113
Wales	47	1,265	233

As there is just one service in Northern Ireland, they do not appear in the table above.

[3] Please note, one service in Scotland gave a very low figure that we believe to be inaccurate, so that has been discounted as the service with the lowest number of children and young people on caseload, and from the average caseload figure.

[4] Please note, one service gave a very low figure that we believe to be inaccurate, so that has been discounted as the service with the lowest number of children and young people on caseload, and from the average caseload figure.

PART 2: Teachers of the Deaf and other specialist staff

There are at least 1,529.37 (fte) teachers working as Teachers of the Deaf across the UK. This includes Teachers of the Deaf working in a peripatetic role, in a resource provision, in a special school for deaf children and/or in a special school/college not specifically for deaf children.

At the time the survey was completed, there were 58.6 (fte) vacant posts. If the vacant posts are added to the total number of teachers working as Teachers of the Deaf in employment, this would indicate there are at least 1,587.97 Teacher of the Deaf posts, of which 4% are vacant.

It should be noted that the following tables do not include Teachers of the Deaf working in cochlear implant centres, charities or other settings.

Table 22: Number of Teacher of the Deaf posts (fte) by nation

Nation	**Number of Teachers of the Deaf in employment**	**Number of vacant posts**	**Total Teacher of the Deaf posts**
England	1,267.64	38.6	1,306.24
Northern Ireland	44.2	3	47.2
Scotland	151.53	17	168.53
Wales	66	0	66
UK	1,529.37	58.6	1,587.97

The following table provides a break-down of Teachers of the Deaf in employment by qualification status.

Table 23: Number of overall full time equivalent (fte) Teachers of the Deaf in employment

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	1,050.11 (83%)	32.2 (73%)	99.63 (66%)	57 (86%)	1,238.94 (81%)
Teachers in training for the mandatory qualification within 3 years (or 5 years in Scotland)	181.39 (14%)	3.8 (9%)	49.9 (33%)	9 (14%)	244.09 (16%)
Qualified teachers without the mandatory qualification and not in training	36.14 (3%)	8.2 (19%)	2 (1%)	0 (0%)	46.34 (3%)
Total	1,267.64 (100%)	44.2 (100%)	151.53 (100%)	66 (100%)	1,529.37 (100%)

The following sections look in more detail at any differences between numbers and proportions of Teachers of the Deaf in different roles or settings.

Table 24: Number of full time equivalent (fte) peripatetic or visiting Teachers of the Deaf in employment

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	593.16 (92%)	22.2 (97%)	62.63 (74%)	29.4 (81%)	707.39 (90%)
Teachers in training for the mandatory qualification within 3 years	47.76 (7%)	0.8 (3%)	21 (25%)	7 (19%)	76.56 (10%)
Qualified teachers without the mandatory qualification and not in training	1.9 (0%)	0 (0%)	0.6 (1%)	0 (0%)	2.5 (0%)
Total	642.82 (100%)	23 (100%)	84.23 (100%)	36.4 (100%)	786.45 (100%)

The total number of teachers working as peripatetic Teachers of the Deaf has fallen slightly (by less than 1%) from 789.04 in 2018.

Table 25: Number of full time equivalent (fte) Teachers of the Deaf in employment in resource provisions

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	273.25 (83%)	3 (100%)	27.7 (56%)	25.1 (93%)	329.05 (80%)
Teachers in training for the mandatory qualification within 3 years	50.6 (15%)	0 (0%)	20.8 (42%)	2 (7%)	73.4 (18%)
Qualified teachers without the mandatory qualification and not in training	6.1 (2%)	0 (0%)	1.4 (3%)	0 (0%)	7.5 (2%)
Total	329.95 (100%)	3 (100%)	49.9 (100%)	27.1 (100%)	409.95 (100%)

The total number of teachers working as Teachers of the Deaf in resource provisions has fallen by 6% from 437.98 in 2018.

Table 26: Number of full time equivalent (fte) Teachers of the Deaf in employment working in a special school or college for deaf children and young people

	England	**Northern Ireland**	**Scotland[5]**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	146.7 (59%)	7 (38%)	8.3 (51%)	n/a	162 (57%)
Teachers in training for the mandatory qualification within 3 years	77.03 (31%)	3 (16%)	8.1 (49%)	n/a	88.13 (31%)
Qualified teachers without the mandatory qualification and not in training	24.54 (10%)	8.2 (45%)	0 (0%)	n/a	32.74 (12%)
Total	248.27 (100%)	18.2 (100%)	16.4 (100%)	n/a	282.87 (100%)

The total number of teachers working as Teachers of the Deaf in special schools for deaf children has risen from 228 in 2018. However, this can be largely attributed to the 2018 survey missing responses from a number of special schools in England and Northern Ireland.

Table 27: Number of full time equivalent (fte) Teachers of the Deaf in employment working in a special school or college not specifically for deaf children or young people

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	19.8 (77%)	0 (0%)	1 (100%)	1 (100%)	21.8 (78%)
Teachers in training for the mandatory qualification within 3 years	3 (12%)	0 (0%)	0 (0%)	0 (0%)	3 (11%)
Qualified teachers without the mandatory qualification and not in training	3 (12%)	0 (0%)	0 (1%)	0 (0%)	3 (11%)
Total	25.8 (100%)	0 (0%)	1 (100%)	1 (100%)	27.8 (100%)

The total number of teachers working as Teachers of the Deaf in special schools not specifically for deaf children has fallen slightly from 28.8 in 2018.

[5] Please note that the figures for Scotland in this table are taken from the CRIDE Scotland survey whilst the other figures are taken from the separate UK-wide survey of special schools that was carried out by CRIDE.

Table 28: Number of full time equivalent (fte) Teachers of the Deaf in employment working flexibly between the peripatetic service, resource provisions and/or a special school or college not specifically for deaf children and young people

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teachers of the Deaf with the mandatory qualification	17.2 (83%)	0 (0%)	Not recorded	1.5 (100%)	18.7 (84%)
Teachers in training for the mandatory qualification within 3 years	3 (14%)	0 (0%)	Not recorded	0 (0%)	3 (13%)
Qualified teachers without the mandatory qualification and not in training	0.6 (3%)	0 (0%)	Not recorded	0 (0%)	0.6 (3%)
Total	20.8 (100%)	0 (0%)	Not recorded	1.5 (100%)	22.3 (100%)

Please note, this category was not included in the Scotland survey questions (in this year or last year), so there is no data from Scotland included in the UK total.

The total number of teachers working flexibly as Teachers of the Deaf between a peripatetic role, in a resource provision or in a special school/college not specifically for deaf children or young people has increased from 19.45 in 2018.

The following table looks at changes in numbers of Teachers of the Deaf over time. The first table looks at changes in the number of qualified Teachers of the Deaf. It excludes those working as a Teacher of the Deaf who are currently in training or do not intend to gain the qualification. Particular caution is needed in interpreting these figures because of variation in response rates from year to year.

In addition, the survey has not consistently asked about Teachers of the Deaf in special schools for deaf children over the years. Figures in 2018 and 2019 for England and 2019 for Northern Ireland include Teachers of the Deaf in special schools for deaf children. To allow a like-for-like comparison, the figures shown in brackets exclude Teachers of the Deaf in special schools for deaf children. From 2018, the CRIDE Scotland survey also asked about Teachers of the Deaf in special schools for deaf children. However, we have not provided bracketed figures as feedback suggests they were included in previous years also.

Table 29: Changes in numbers of Teachers of the Deaf (fte) with the mandatory qualification in employment

	England	Northern Ireland	Scotland	Wales	UK
2011	1,062.1	34.9	165.3	71.95	1,333.95
2012	1,063.7	29.6	Data not collected	91.75	1,185.05
2013	1,031.9	30	140.6	66.5	1,269
2014	999.2	28.6	138.7	67.0	1,233.5
2015	995.75	30.6	129.5	69.86	1,225.71
2016	932.38	32.6	Data not collected	65.45	1,030.43
2017	913.75	29.3	101.15	57.63	1,101.83
2018	1037.72 (898.82)	28.4	121.68	56.42	1,244.23 (1,105.32)
2019	1050.11 (903.41)	32.2 (25.2)	99.63	57	1,238.94 (1,085.24)

Across the UK, there has been a small decline (less than 1%) in numbers of qualified Teachers of the Deaf in the past year. Since 2011, excluding Teachers of the Deaf in special schools for deaf children so as to make a reasonable like-for-like comparison, there has been a 19% decline.

Additional qualifications held by Teachers of the Deaf

Table 30: Number of Teachers of the Deaf with an additional qualification in early years support

	Number of Teachers of the Deaf	Percentage of Teachers of the Deaf in post in each nation
England	106.55	10%
Northern Ireland	0	0%
Scotland	15.8	11%
Wales	0	0%
UK	122.35	8%

Most Teachers of the Deaf with an additional qualification in early years support appear to work as peripatetic Teachers of the Deaf.

Table 31: Number of Teachers of the Deaf with an additional qualification in education audiology

	Number of Teachers of the Deaf	Proportion of Teachers of the Deaf in each nation
England	71.4	7%
Northern Ireland	2	5%
Scotland	1.4	1%
Wales	0.6	1%
UK	75.4	5%

Again, most Teachers of the Deaf with an additional qualification in education audiology appear to work as peripatetic Teachers of the Deaf.

In the following table on the age profile of Teachers of the Deaf, figures for Teachers of the Deaf in England, Northern Ireland and Wales are for those working in a peripatetic role. Figures for Scotland

include Teachers of the Deaf also working in resource provisions, special schools for deaf children and other special schools not specifically for deaf children.

Table 32: Age profile of Teachers of the Deaf

	England	**Northern Ireland**	**Scotland**	**Wales**	**Total**
Aged 49 or under	313.1 (47%)	15 (65%)	80.65 (54%)	19.9 (55%)	428.65 (49%)
Aged between 50 and 59	286.55 (43%)	5.4 (23%)	53.7 (36%)	15 (41%)	360.65 (42%)
Aged between 60 and 64	56.3 (9%)	2.6 (11%)	12.58 (8%)	1.4 (4%)	72.88 (8%)
Aged 65 or over	3.9 (1%)	0 (0%)	1.6 (1%)	0 (0%)	5.5 (1%)
Total	659.85 (100%)	23 (100%)	148.53 (100%)	36.3 (100%)	867.68 (100%)

The 2017 survey found that 56% of Teachers of the Deaf were over the age of 50 and due to retire in the next 10 to 15 years, compared to 50% in the above table. However, it should be noted that we did not have figures for Wales in 2017 and caution is needed in making like-for-like comparisons.

The next 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 the UK, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision[6] by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification[7]. 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.

[6] 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.

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

Table 33: Ratio of deaf children per Teacher of the Deaf

	Number of deaf children for each peripatetic Teacher of the Deaf
England	62
Northern Ireland	58
Scotland	38
Wales	59

Table 34: Number of full time equivalent (fte) specialist support staff overall, by role

	England	**Northern Ireland**	**Scotland**	**Wales**	**UK**
Teaching assistants/ Classroom support assistants etc	731.08 (56%)	4 (100%)	51.48 (47%)	81.15 (81%)	867.71 (57%)
Communication support workers/ Communicators etc	310.98 (24%)	0 (0%)	21.99 (20%)	15.7 (16%)	348.67 (23%)
NRCPD/SASLI registered BSL/English interpreters	9.6 (1%)	0 (0%)	5.57 (5%)	0 (0%)	15.17 (1%)
Deaf instructors/Deaf role models/Sign language instructors etc	82.31 (6%)	0 (0%)	5.4 (5%)	1 (1%)	88.71 (6%)
Technicians et al.	35.2 (3%)	0 (0%)	0 (0%)	1.5 (1%)	36.7 (2%)
Speech and language therapists	34.8 (3%)	0 (0%)	6.7 (6%)	0.2 (0%)	41.7 (3%)
Family support workers/Liaison officers	17.9 (1%)	0 (0%)	2.0 (2%)	0 (0%)	19.9 (1%)
Social workers/Social workers for deaf children	6 (0%)	0 (0%)	4 (4%)	1 (1%)	11 (1%)
Physiotherapist/ Occupational therapist	1.4 (0%)	0 (0%)	n/a[8]	0 (0%)	1.4 (0%)
Other	70.13 (5%)	0 (0%)	13.05 (12%)	0 (0%)	83.18 (5%)
Total	1,299.4 (100%)	4 (100%)	110.19 (100%)	100.55 (100%)	1,514.14 (100%)

It should be noted that we have only included responses for 'Other' where an fte figure was given.

[8] The category of Physiotherapist/Occupational therapist was not included in the Scotland survey.

PART 3: Support provided

Table 35: Where specialist education services are based

	England	Scotland	Wales	Great Britain
Based in the local authority	112 (85%)	23 (77%)	15 (100%)	150 (85%)
Based in a school with a resource provision	5 (4%)	4 (13%)	0 (0%)	9 (5%)
Based in a special school for deaf children	1 (1%)	3 (10%)	0 (0%)	4 (2%)
Provided by another body or organisation	6 (5%)	0 (0%)	0 (0%)	6 (3%)
Other	8 (6%)	0 (0%)	0 (0%)	8 (5%)
Total	132 (100%)	30 (100%)	15 (100%)	177 (100%)

Table 36: Number of resource provisions

	England	Northern Ireland	Scotland	Wales	UK
Within a primary school	138.5[9]	2	11	12	163.5
Within a secondary school	107.5	1	11	12	131.5
Total	246	3	22	24	295

Table 37: Number of services using the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to deaf children

	England	Northern Ireland	Scotland	Wales	UK
Using the NatSIP framework	122 (93%)	1 (100%)	7 (23%)	15 (100%)	145 (82%)
Not using the NatSIP framework	9 (7%)	0 (0%)	23 (77%)	0 (0%)	32 (18%)
Total number of services	131 (100%)	1 (100%)	30 (100%)	15 (100%)	177 (100%)

[9] One school with a resource provision was a middle school, supporting both primary and secondary aged children. For the purpose of this table, this has been recorded as 0.5 in primary and secondary.

Table 38: NatSIP support allocation matrices used by services

	England	Northern Ireland	Scotland	Wales	UK
Example 1	2 (2%)	0 (0%)	2 (33%)	5 (33%)	9 (6%)
Example 1 – but adjusted	29 (24%)	0 (0%)	2 (33%)	1 (7%)	32 (22%)
Example 2	31 (26%)	1 (100%)	0 (0%)	7 (47%)	39 (27%)
Example 2 – but adjusted	45 (38%)	0 (0%)	0 (0%)	1 (7%)	46 (32%)
N/a – we have used a different support allocation matrix or take a different approach	14 (12%)	0 (0%)	2 (33%)	1 (7%)	17 (12%)
Total	121 (100%)	1 (100%)	6 (100%)	15 (100%)	143 (100%)

Outcomes

We asked if services collected data on educational outcomes achieved by deaf children at the end of Key Stage 4.

Table 39: Data collection on outcomes achieved by deaf children at the end of Key Stage 4 (or S4 in Scotland)

	England	Northern Ireland	Scotland	Wales	UK
Yes – all deaf children living in the local authority or authorities covered by your service	24 (19%)	0 (0%)	3 (10%)	4 (27%)	31 (18%)
Yes – but only for children who receive support from the service	55 (43%)	0 (0%)	6 (20%)	4 (27%)	65 (38%)
No	50 (39%)	1 (100%)	21 (70%)	7 (47%)	79 (45%)
Total	129 (100%)	1 (100%)	30 (100%)	15 (100%)	175 (100%)

Services were then asked if this data is shared with the Children's Hearing Services Working Groups (CHSWGs) in their area, where applicable.

Table 40: Services sharing outcomes data with CHSWGs

	England	Northern Ireland	Scotland	Wales	UK
Yes	23 (31%)	n/a	3 (33%)	1 (13%)	27 (30%)
No	51 (69%)	n/a	6 (67%)	7 (88%)	64 (70%)
Total	74 (100%)	n/a	9 (100%)	8 (100%)	91 (100%)

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 2019 surveys were 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 surveys for England, Northern Ireland and Wales were designed and created by members of CRIDE. The Scotland survey was modified and further developed by a separate CRIDE Scotland reference group.

The CRIDE survey alternates between a full and a shorter survey from year to year. In 2019, a full survey was issued.

In Northern Ireland, Scotland and Wales a 100% response rate to the survey was received. In England, a 100% response rate was effectively achieved, recognising that the survey is not sent to the City of London and Isles of Scilly local authorities where we understand the number of deaf children is very low.

A separate short survey was issued to special schools for deaf children. This received responses from 21 schools in England, Northern Ireland and Scotland. There are no special schools for deaf children in Wales.

Analysis of the results using Excel and drafting of this report was largely completed by the National Deaf Children's Society, with guidance and approval 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 or cride.scotland@ndcs.org.uk.