



Consortium for Research in Deaf Education

2017 report for Wales

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

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. It covers the 2016/17 academic year². This report sets out the results of the survey for Wales and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

Responses were received from 15 services in Wales, covering 22 authority areas giving a response rate of 100%. CRIDE would like to take the opportunity to thank all services for responding to the survey, despite the considerable time constraints to which many services are subject.

Summary of key findings

- There are at least 2,642 deaf children in Wales; a reported increase of 11% over the past year.
- 81% of school-aged deaf children attend mainstream schools. 8% attend mainstream schools with resource provisions, whilst 10% attend special schools not specifically for deaf children.
- 23% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be severe learning difficulties.
- Around 6% of deaf children have at least one cochlear implant, and 3% of deaf children have a bone conduction device.
- 3% of deaf children use an additional spoken language other than English or Welsh in the home.
- Figures on languages used by severely or profoundly deaf children in school or other education settings show that 68% communicate mainly using spoken English only, 7% mainly use spoken Welsh only while 34% mainly use sign language in some form, either on its own (7%) or alongside spoken English (24%) or spoken Welsh (3%).
- The most common post-school destination for deaf young people is further education, with 65% taking this option.

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 www.batod.org.uk or on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE.

- There are at least 66.93 Teacher of the Deaf posts, of which 6% were vacant. Of the 63.03 staff working as Teachers of the Deaf, 95% held the mandatory qualification.
- The number of qualified Teachers of the Deaf in employment fell by 12% over the past year. It has fallen by 20% since the CRIDE survey started in 2011. This can be partly, but not completely, explained by a rise in vacant posts.
- 19% of Teachers of the Deaf hold a Level 3 or higher qualification in British Sign Language.
- There are at least 87.7 other specialist support staff working with deaf children in Wales, a 3% decrease since last year.
- 14% of teaching assistants hold a Level 3 or higher qualification in British Sign Language. 43% of communication support workers, whose role is to help deaf children who communicate in sign language access the curriculum, hold a Level 3 or higher qualification.
- 87% of services are based in the local authority.
- There are 25 resource provisions across Wales.

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. This report notes particular issues that emerged in some areas.

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. **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. 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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PART 1: Deaf children in Wales

How many deaf children are there?

In 2017, services were asked to give details of deaf children living in the geographical area which their service covers³.

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

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

Based on responses from 15 services covering 22 local authorities, **the adjusted total number of deaf children in Wales is 2,642**. This is up from 2,374 in 2015/16 and amounts to an 11% increase. It is difficult to be certain about the extent to which this increase is due to changes in demography or accuracy in reporting.

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

	Total generated
Adjusted total	2,642
Total given when asked how many children overall	2,637
Total given when asked about number of children, broken down by age group	2,634
Total given when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	2,494
Total given when asked about number of children, broken down by educational setting	2,642

The smallest service reported 60 deaf children belonging in their boundaries. The largest reported 440 deaf children. The average number of deaf children belonging in each service was 176.

The following table compares the total number of deaf children living in Wales 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. For example, it

³ 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 Q44 and 45, 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."

became apparent in 2016 that one service had, until that year, been including children with temporary hearing loss in their figures for permanently deaf children, due to limitations in how data was collected locally.

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

	Number of children reported (adjusted totals)
CRIDE 2017	2,642
CRIDE 2016	2,374
CRIDE 2015	3,288
CRIDE 2014	2,880
CRIDE 2013	2,904
CRIDE 2012	2,743
CRIDE 2011	2,755

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

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

Table 3: Number of children living in the area, by age

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	265	10%
Primary-aged	1,253	48%
Secondary-aged	964	37%
Post-16 up to the age of 19	152	6%
Total	2,634	

Looking at the number of reported 'post-16' deaf young people, a number of services report only a very small number in this cohort. CRIDE continues to believe that this reflects the difficulties that some services have in identifying these deaf young people rather than an absence of deaf young people in post-16 education in these areas.

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

⁴<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland>

Table 4: Proportion of children and young people by age

ONS (mid-2016 data)		CRIDE	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 3	19%	Preschool	10%
Children aged 4 to 11	41%	Primary (reception to year 6)	48%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	37%
Young people aged 17 to 19	16%	Post-16	6%

Table 5: 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	488	20%
Mild	568	23%
Moderate	852	34%
Severe	294	12%
Profound	228	9%
Total (excluding 'not known')	2,430	
Not known	64	
Total (including 'not known')	2,494	

Table 6: 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	142	5%
	Early years setting – pre-school children	98	4%
	Supported at home – of school age and home educated	8	0%
	Mainstream state-funded schools	1,863	71%
	Mainstream independent (non-state-funded) schools (for example, Eton)	35	1%
	Resource provision in mainstream schools	163	6%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	232	9%
	All other post-16 provision (not including school sixth form colleges)	15	1%
Out of local authority	Early years setting – pre-school children	<5	0%
	Mainstream state-funded schools (including academies and free schools)	29	1%
	Mainstream independent (non-state-funded) schools	<5	0%
	Resource provision in mainstream schools	26	1%
	Special schools for deaf pupils (whether state funded or non-maintained)	11	0%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	7	0%
	All other post-16 provision (not including school sixth form colleges)	<5	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
Total (excluding 'not known')		2,630	
Not known		12	
Total (including 'not known')		2,642	

Table 7: Breakdown of types of educational provision, by whether in or out of home local authority (where known)

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	2,551	97%
Out of home local authority	79	3%
Total (not including 'not known and 'other')	2,630	

Table 8: Breakdown of types of educational provision

Type of educational provision (regardless of whether in or out of local authority)	Number of deaf children	Percentage of total	Percentage of total school-aged children (i.e. excluding pre-school children and young people post-16)
Supported only at home – pre-school children	142	5%	
Early years setting - pre-school children	93	4%	
Supported at home - of school age and home educated	8	0%	0%
Mainstream provision (including state-funded and independent schools)	1,931	73%	81%
Mainstream provision: resource provision	189	7%	7%
Special schools for deaf pupils	11	0%	0%
Other special schools, not specifically for deaf children	239	9%	10%
All other post-16 provision (not including school sixth forms)	16	1%	
Other (e.g. Pupil referral units, NEET)	0	0%	
Total	2,629		
Total (excluding pre-school children and other post-16 provision and 'other')	2,378		

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

All 15 services gave a figure in response to a question on how many deaf children had ANSD in their area. Based on these responses, there are 37 deaf children in Wales with ANSD, 1% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units (NICU) and is not diagnosed following the screen used in the 'well baby' population. Wales was the first country in the UK to introduce universal newborn hearing screening in 2003. Figures provided through the newborn hearing screening programme indicate that around 1 in 10 congenitally deaf children have ANSD. This suggests therefore some under-reporting by services. This is probably due to under-identification of ANSD in older deaf children – those who did not receive newborn screening because they were born before the roll-out of universal screening in 2003, those 'well babies' who passed screening and were identified later, and those with acquired/progressive deafness who have not been tested for ANSD.

Incidence of additional special educational needs (SEN)

14 services were able to tell us how many deaf children had an additional SEN; they reported that the number of deaf children with an additional SEN is 608. This is 23% of the adjusted total of deaf children, which is an increase from 21% in 2015, when CRIDE last asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN. Services were asked to breakdown this figure by type of SEN, using the classification set out in school census guidance. Not all services were able to give a breakdown.

Table 9: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children with an additional SEN	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Moderate Learning Difficulties	71	13%	3%
General Learning Difficulties	78	14%	3%
Severe Learning Difficulties	131	23%	5%
Profound & Multiple Learning Difficulties	48	8%	2%
Dyslexia	15	3%	1%
Dyscalculia	<5	0%	0%
Dyspraxia	<5	0%	0%
Attention Deficit Hyperactivity Disorder	10	2%	0%
Autistic Spectrum Disorders	30	5%	1%
Physical and medical difficulties	60	11%	2%
Visual Impairment	24	4%	1%
Speech, language and communication difficulties	57	10%	2%
Behaviour, emotional & social difficulties	39	7%	1%
Total	565		
Not known	7		
Total including those reported "not known"	572		

The figures suggest that the most common additional SEN is severe learning difficulties, followed by general learning difficulties and moderate learning difficulties.

Separately, research⁵ from 1996 suggested that 40% of deaf children have another "clinical or developmental problem". However, this research uses a wide definition of additional "problems" (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes where children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same in age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

⁵ Fortnum, H. Davies, A. (1997) Epidemiology of permanent childhood hearing impairment in Trent Region, 1985-1993 *British Journal of Audiology*, 1997, 31, 409-446

Deaf children with cochlear implants and bone conduction hearing devices

Services reported that 155 children (6% of the adjusted total of deaf children) have at least one cochlear implant, up slightly from 4% when this question was asked in 2015. Services also reported that 68 children (3% of the adjusted total of deaf children) have a bone conduction device. This is a slight increase from when the question was asked in 2015 when 1% of deaf children were reported to have a bone conduction device.

Additional languages

Services were asked to provide the number of deaf children living in the area that are known to have English or Welsh as an additional spoken language at home. 15 services provided an answer to this question, reporting that there were 83 children known to have English or Welsh as an additional spoken language (3% of the adjusted total of deaf children reported).

Services were then asked to provide a breakdown of the total number of children who have a **severe or profound bilateral hearing loss**, living in the area, according to which languages are mainly used at school/other education setting. 14 services provided some information for this question. 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.

Table 10: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	222	58%
Spoken Welsh	25	7%
British Sign Language	25	7%
Spoken English together with signed support	94	24%
Spoken Welsh together with signed support	10	3%
Other combination	8	2%
Total known	384	
Not known	2	
Total including not known	386	

The results show that 34% of children with a severe or profound hearing loss mainly use sign language in education, of which 7% mainly use British Sign Language. In 2015, we found that 8% of children with **any** level of hearing loss mainly used sign language in education.

Particular caution is needed when looking at the results for this question. This is because the 14 services who responded to this question identified 386 children with a severe or profound hearing loss. This is less than the figure of 522 children with a severe or profound hearing loss identified separately in this report (see table 5). This would suggest that the data here does not include some children with a severe or profound hearing loss as identified in table 6.

Deaf young people post-16

Services were asked how many deaf young people left school at the end of the 2015/16 academic year. The response rate to this question was lower. 13 services responded to this question, reporting 133 deaf young people as having left school. This figure is lower than the number that we might expect to be leaving school. For example, we saw earlier that there are 964 secondary-aged deaf children, suggesting there are around 192 in each year. It is of concern that there appears to be a number of young people about whom services are not aware whether they have left school or not.

We also asked how many of those deaf young people had a transition plan that was informed by a Teacher of the Deaf, and 13 services reported that 24 young people had a transition plan informed by a Teacher of the Deaf (18% of the deaf young people who had left school). Services were then asked to provide a breakdown of the destinations of the deaf young people who had left school.

Table 11: Post-school destinations

Post-school destination	Number of young people	Percentage (where known)
Further education (college)	34	65%
Higher education (university or higher education course at college)	5	10%
Training/apprenticeship	6	12%
Employment	<5	3%
Not in education, employment or training	<5	2%
Other	<5	10%
Total	52	
Unknown	6	
Data not held	<5	
Total (including where unknown or data not held)	61	

We asked services if they support deaf young people in further education or other post-school destinations. Services were able to select all options that described their support. 54% of services stated they had no involvement which is a slight improvement from the 2015 survey when 60% of services stated no involvement.

Table 12: Support for deaf young people in post-school destinations

Support	Number of answers	Percentage of all answers
No involvement	7	54%
Yes – free at the point of delivery, funded by the local authority	1	8%
Yes – when commissioned by post-16 providers	0	0%
Yes – when commissioned directly by another local authority who place young people in an establishment in your area	0	0%
Other	5	38%
Total	13	

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

- Providing information to FE settings for annual reviews
- Support provided during transition to new settings only.

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 2016, 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 responses from the 15 services, survey responses indicate that at least 3,968 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 58 and the largest was 1,185. The average was 265 children. This appears to be an increase from 3,722 children on caseloads in 2016. The change in wording of the question makes direct comparison to 2016 data difficult.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. 14 services responded to this question and reported that there are 1,642 children with temporary conductive deafness supported by services that they were able to tell us about. This is relatively high, compared to England where services identified 3,092 children with temporary conductive deafness on caseloads.

How do CRIDE's 2017 figures compare to figures from other sources?

School Census

The 2017 CRIDE survey reports there are 2,642 deaf children in Wales. However, the Welsh Government's School Census figures indicate there are 3,272 pupils with a hearing impairment (of which 156 have a multi-sensory impairment). It should be noted that Welsh government data no longer indicates whether hearing impairment is the major or secondary need. These figures suggest that services are under-reporting the number of deaf children in their area in their responses to CRIDE.

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 Wales did not identify any Teachers of the Deaf who fell into this category, figures will still be directly comparable from previous years.

In total, there are at least 57.63 fully qualified Teachers of the Deaf in employment in Wales.

There are at least 63.03⁶ teachers working as Teachers of the Deaf in Wales. 95% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (4%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (1%).

At the time the survey was completed, there were 3.9 vacant posts. There is an increase in the number of vacant posts from 1.0 in 2016. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 66.93 Teacher of the Deaf posts, of which 6% are vacant.

It should also be noted that these figures do not include Teachers of the Deaf in any other settings.

The following table provides a breakdown by type of setting.

⁶ It should be noted that when services were asked to give a breakdown of how many Teachers of the Deaf were employed by the setting they worked in, this generated a sum of 63.03. However, when services were asked in more detail about the number of Teachers of the Deaf employed by their level of qualification, a slightly lower figure of 60.73 was reported, giving a difference of 2.3 Teachers of the Deaf. We have used the higher figure in this report.

Table 13: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (Total and percent)	Working mainly in a resource provision (Total and percent)	Working mainly in a special school or college not specifically for deaf children or young people (Total and percent)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (Total and percent)	Teacher of the Deaf posts overall (Total and percent)
Teachers of the Deaf with the mandatory qualification	30.6 (96%)	26.03 (93%)	0 (0%)	1 (100%)	57.63 (95%)
Teachers in training for the mandatory qualification within 3 years	1.2 (4%)	1.5 (5%)	0 (0%)	0 (0%)	2.7 (4%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0.4 (1%)	0 (0%)	0 (0%)	0.4 (1%)
Total	31.8 (100%)	27.93 (100%)	0	1 (100%)	60.73

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

Table 14: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Teachers of the Deaf with the mandatory qualification in employment	71.95	91.75	66.5	67.0	69.86	65.45	57.63
Number of teachers working as Teachers of the Deaf in employment	75.95	100.55	71.5	70.2	74.26	69.25	63.03
Number of vacant posts	0	0	3	0.6	0.8	1	3.9
Number of Teacher of the Deaf posts (including vacancies)	75.95	100.55	74.5	70.8	75.06	70.25	66.93

Table 15: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 6 years (between 2010/11 and 2016/17)	Percentage change over past year (between 2015/16 and 2016/17)
Teachers of the Deaf with the mandatory qualification in employment	-20%	-12%
Number of teachers working as Teachers of the Deaf in employment	-17%	-9%
Number of vacant posts	-	209%
Number of Teacher of the Deaf posts (including vacancies)	-12%	-5%

It is concerning that there has been a sharp decline in the number of Teachers of the Deaf in both the short and long term. This decline can be partly, but not completely, explained by the rise in vacant posts at the time the survey was completed.

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that 8 (53%) services had seen no change while 7 (47%) services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months. 1 service (8%) reported difficulties in recruiting for a permanent post whereas 5 (38%) reported no difficulties, with 7 services (54%) stating that this question was not applicable to them. 6 services (40%) reported difficulties in recruiting for supply cover whereas 1 (7%) reported no difficulties, with 8 services (53%) stating that this question was not applicable to them. Comments from services covered these themes:

- Difficulties recruiting qualified Teachers of the Deaf to provide cover in resource provisions
- A lack of qualified applicants applying for part time positions
- Difficulties recruiting qualified Teachers of the Deaf to cover maternity or long term sick posts.

CRIDE also asked how many Teachers of the Deaf had an additional qualification in early years support. Overall, there were 3.0 Teachers of the Deaf with this qualification, amounting to 5% of the total of Teachers of the Deaf posts. Most Teachers of the Deaf with this qualification (67%) work in resource provisions.

Services were also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. Overall there were 2.0 Teachers of the Deaf with this qualification, amounting to 3% of the total of Teachers of the Deaf posts. The two Teachers of the Deaf with this qualification work in a peripatetic role.

This year services were asked how many Teachers of the Deaf were able to provide support through the medium of Welsh as required. Overall, there were 15.7 Teachers of the Deaf reported as able to provide support through the medium of Welsh as required, amounting to 25% of the total Teacher of the Deaf posts.

Services were also asked about the BSL qualifications of Teachers of the Deaf.

Table 16: BSL qualifications of Teachers of the Deaf

	Working mainly as a peripatetic Teacher of the Deaf	Working mainly in a resource provision	Working mainly in a special school or college not specifically for deaf children or young people	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people	Total (Percentage of all Teachers of the Deaf)
Level 1	12.6	6.7	0	0	19.3 (32%)
Level 2	16	13.3	0	0	29.3 (48%)
Level 3	5.8	4	0	1	10.8 (18%)
Level 4	0	1	0	0	1 (2%)
Total	34.4	25	0	1	60.4 (99%)

We saw earlier that there are 60.73 teachers working as Teachers of the Deaf. If, as the above table suggests, 60.4 teachers hold a sign language qualification, this indicates that 0.33 teachers (less than 1%) do not hold any sign language qualification. 19% hold a Level 3 qualification or higher; which is equivalent to a foreign language A Level.

Peripatetic Teachers of the Deaf caseloads

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

- Areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time.
- Areas in which there is a specialist unit 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 provision⁷ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification⁸. 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

⁷ 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.

⁸ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

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 73 deaf children. The highest caseload found was 126 in one area. There are 7 services (47%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 40 services (27%) where there are, on average, 100 or more deaf children on the theoretical caseload.

The theoretical average caseload has increased slightly from 2015 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 71 deaf children.

Other specialist staff

The survey responses suggest that there were 87.7 specialist support staff other than Teachers of the Deaf, supporting deaf children in Wales, 14% of whom were working in the peripatetic service, and 82% of whom were working in resource provisions, with 3% working flexibly across peripatetic services and resource provisions.

Table 17: Number of specialist support staff, by role

	Peripatetic		Resource provisions		Working flexibly		Total
	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/ Classroom support assistants etc	10 (79%)	6	58.6 (81%)	9	1 (34%)	1	69.6 (79%)
Communication support workers/ Communicators etc	1 (8%)	1	12.6 (17%)	4	0 (0%)	0	13.6 (16%)
NRCPD registered BSL/English interpreters	0 (0%)	0	1 (1%)	1	0 (0%)	0	1 (1%)
Deaf instructors/Deaf role models/Sign language instructors etc	0 (0%)	0	0 (0%)	0	0 (0%)	0	0 (0%)
Technicians et al.	1.5 (12%)	2	0 (0%)	0	1.5 (52%)	2	3 (3%)
Speech and language therapists	0.1 (1%)	1	0 (0%)	0	0.4 (14%)	2	0.5 (0%)
Family support workers/Liaison officers	0 (0%)	0	0 (0%)	0	0 (0%)	0	0 (0%)
Social workers/Social workers for deaf children	0 (0%)	0	0 (0%)	0	0 (0%)	0	0 (0%)
Total	12.6		72.2		2.9		87.7

It should be noted that the 'educational audiologist' was removed from the list of options to this question in this year's survey. This is because we now ask separately about whether Teachers of the Deaf hold an additional qualification as an educational audiologist. In any event, no services in Wales reported employing any educational audiologists in 2016.

The 2016 survey identified 85.3 other specialist staff. There has therefore been an increase of 2.4 fte posts since then to 87.7. This amounts to a 3% increase.

Services were also asked how many specialist support staff were able to provide support through the medium of Welsh if required. There were 8.4 specialist support staff in total, of which 71% were teaching

assistants / Classroom assistants, 24% were communication support workers etc, and 5% were speech and language therapists.

Services were then asked about the BSL qualifications of specialist support staff.

Table 18: BSL qualifications of specialist support staff

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Total
Teaching assistants/Classroom support assistants etc	20	26.5	6	1	0	2.5	56
Communication support workers/Communicators etc	0	6.6	5	0	0	0	11.6
NRCPD registered interpreters	0	0	0	0	0	1	1
Deaf instructors/Deaf role models/Sign language instructors etc	0	0	0	0	0	0	0
Technicians et al	1	0	0	0	0	0	1
Speech and language therapists	0	0	0	0	0	0	0
Family support workers/Liaison officers	0	0	0	0	0	0	0
Social workers/Social workers for deaf children	0	0	0	0	0	0	0
Other (please specify title and FTE):	0	0	0	0	0	0	0

Earlier, we saw that there are 87.7 other specialist staff. The above table tells us about the sign language qualifications of 69.6 staff. Assuming that the remaining 18.1 staff do not hold any sign language qualification, this indicates that:

- 80% of teaching assistants/classroom support assistants etc hold a sign language qualification, of which 14% hold a Level 3 or higher qualification.
- 85% of communication support workers/communicators etc hold a sign language qualification, of which 43% hold a Level 3 or higher qualification. Given that communication support workers' role is to help deaf children who communicate in sign language access the curriculum, it is concerning that over half of communication support workers do not hold a Level 3 qualification. A Level 3 qualification is regarded by many, including the National Deaf Children's Society, as the minimum qualification necessary.

PART 3: Support provided

Where services are based

Services were asked where they were based.

Table 19: Where services are based

	Number of services	Percentage
Based in the local authority	13	87%
Based in a school with a resource provision	0	0%
Based in a special school for deaf children	0	0%
Provided by another body or organisation	0	0%
Other	2	13%
Total	15	

Of the other responses, one indicated that the service was based both in the local authority and in a resource provision, while the other indicated that the service was delegated to schools at present.

Number of resource provisions

Services were asked about the number of resource provisions (whether in mainstream or special schools) in their area. There were 13 resource provisions for primary-aged children. Six services had at least one primary-aged resource provision in their area. There were 12 resource provisions for secondary-aged children. Five services had at least one secondary-aged resource provision in their area. This gave a total of 25 resource provisions across Wales.

Eligibility criteria/frameworks

Services were asked if there had been any changes to their support allocation between the 2015/16 and 2016/17 academic years. Five services (36%) reported that there had been changes and 9 (64%) reported that there had been no changes. One service did not answer this question.

Where services reported that there had been changes, these changes and their impact on services included:

- A lack of qualified staff, meaning support needs to be reallocated
- Permanent Teacher of the Deaf posts being changed to temporary posts
- Fully qualified Teachers of the Deaf retiring and being replaced by Teachers of the Deaf in training.

CRIDE also asked how services determine the level of support. All 15 services in Wales 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.

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.

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

	Number of services	Percentage of services
NatSIP: Quality Standards for Sensory Support Services in England (2016)	11	73%
NAFWC 34/2005 – Quality Standards in Education Services for Children and Young People with Sensory Impairment (Wales) (2005)	3	20%
Department for Children, Schools and Families (now Department for Education): Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (2008)	2	13%
Newborn Hearing Screening Programme Quality Standards	8	53%
NatSIP Quality Improvement Support Pack (2016)	8	53%
Department of Health: Deafblind People: Guidance for local authorities (2014)	0	0%
Other standards	3	20%

Other responses included:

- BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009). This has now been superseded by the NatSIP 2016 quality standards.
- Welsh Government: Good practice for children with special educational needs (2003)
- Criteria developed by the local authority
- ALN reform bill.

Funding of services

Services were asked how the peripatetic specialist support service for deaf children aged 5 to 16 was funded. 14 services answered this question, and one service did not answer this question.

Table 21: Funding of the peripatetic service

	Number of services	Percentage
Held centrally by the LA (including funding held by the LA to purchase hearing support services from other LAs, or external agencies e.g. SENSE)	13	93%
Delegated to a special or mainstream school with a resource provision that then provides outreach to other schools	0	0%
Delegated in full to individual schools in the LA who decide whether to purchase specialist support from the LA	0	0%
Delegated in part to individual schools in the LA who decide whether to purchase specialist support from the LA (i.e. “traded services” for children without a statement of SEN)	0	0%
Other	1	7%

The service that replied other indicated that funding had been delegated to schools but that the service was still retained centrally.

Individual Development Plans

Services were asked if non-statutory Individual Development Plans (IDPs) had been issued to any deaf children in the area. Under the Additional Learning Needs Bill, it is expected that IDPs will replace statements of special educational needs from September 2020. We understand that IDPs are being piloted in some areas. One service (7%) said they have been used with deaf children, 10 services (71%) said they had not been used, and 3 services (21%) said they were not sure if IDPs had been issued to deaf children in the area.

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 service for deaf children in Kent and Norfolk, [University of Edinburgh](#), [University of Leeds](#) and [UCL](#).

The survey was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2017, a full survey was issued.

The survey was disseminated to services in Wales in February 2017 by National Deaf Children's Society staff on behalf of CRIDE. Services were asked to respond by 28 April 2017. Where there was no response by this time, services were contacted by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out in June 2017 to the remaining services who had not responded.

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

Table 32: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 28 April 2017	12	12
Second deadline following chasers	2	14
Returned later following a Freedom of Information request	1	15

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

CRIDE would like to thank all services for taking the time to complete this survey and for their valuable comments and feedback, which will be used to inform the design of future surveys. The results from this survey will be used for research purposes, to influence government policy and to campaign to protect funding and services for deaf children.

If you have any feedback or questions on the results, please contact cride@ndcs.org.uk.

Annex: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 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). Please also note that where the number of deaf children for any category is fewer than 5, '<5' appears.

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. This table excludes other staff working in the role of Teacher of the Deaf but who do not hold the qualification or who are not in training.

Table 33: Data by local authority

	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	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children or young people	Teachers of the Deaf working flexibly
Blaenau Gwent, Caerphilly, Monmouth, Torfaen and Newport	440	1185	658	5	5.5	0	0
Bridgend	275	133	97	2	1	0	0
Cardiff	229	666	478	6.4	5.7	-	-
Carmarthenshire	128	189	61	2	3	0	0
Ceredigion	81	81	20	0.8		-	1
Conwy	64	60	0	1.5	0	0	0
Denbighshire, Flintshire, Wrexham	329	270	18	3	4.225	0	0
Gwynedd and Anglesey	177	185	21	1.7	0	0	0
Merthyr Tydfil	60	58	21	0.5	0.5	0	0
Neath Port Talbot	118	203	28	2	3	0	0
Pembrokeshire	82	125	26	1	0	0	0
Powys	113	134	21	2.6	0	0	0
Rhondda Cynon Taf	211	211	-	3.1	1	0	0
Swansea	218	387	170	2	1.5	0	0
Vale of Glamorgan	112	81	23	1	2	-	-