



Issues and challenges facing services and Teachers of the Deaf

What the latest data is
telling us

Using data



“

If you torture the data
long enough, it will
confess to anything.

”

RONALD COASE

3 big questions...

- 1) What more can we do to raise the achievement of deaf children and young people?
- 2) How can we address or mitigate some of the wider challenges facing deaf education?
- 3) What more can we do to raise the quality of the workforce?

Big question #1

What more can we do to raise the achievement of deaf children and young people?

Attainment data – caveats

School Census:

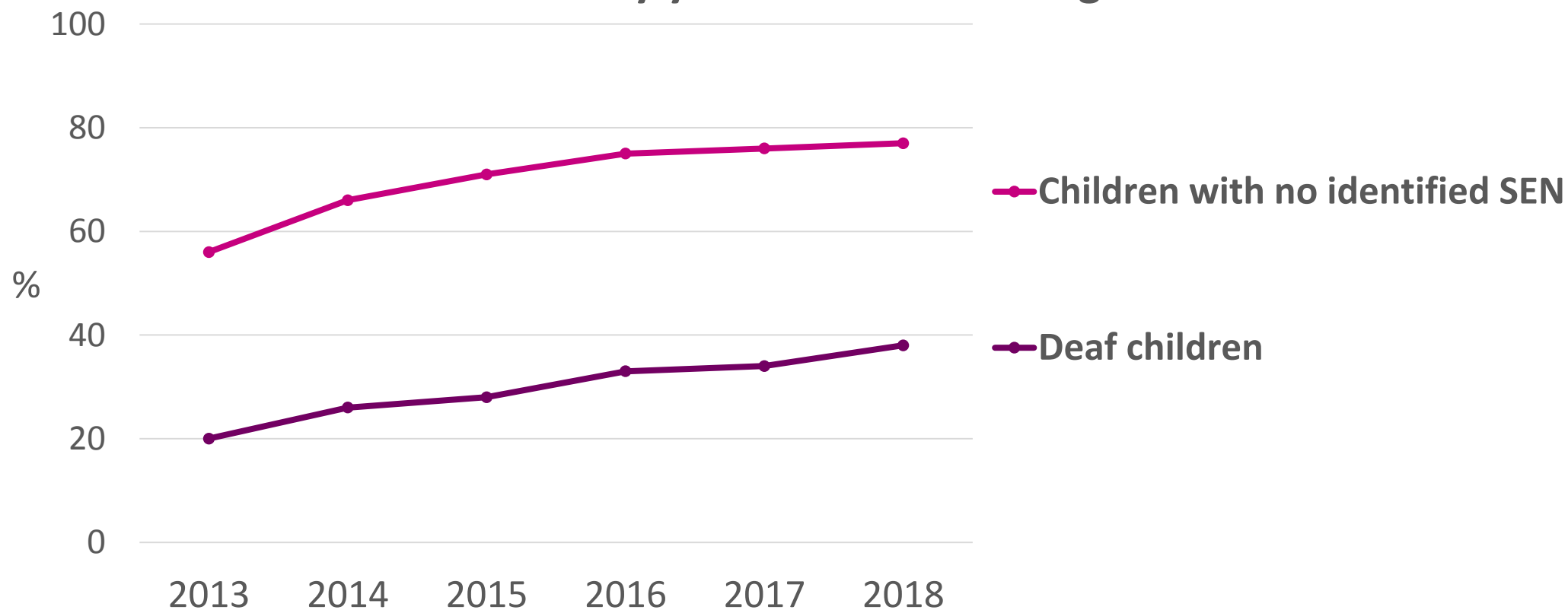
- Formally recorded as having a special educational need
- Hearing impairment is the primary need
- England-only



Department
for Education

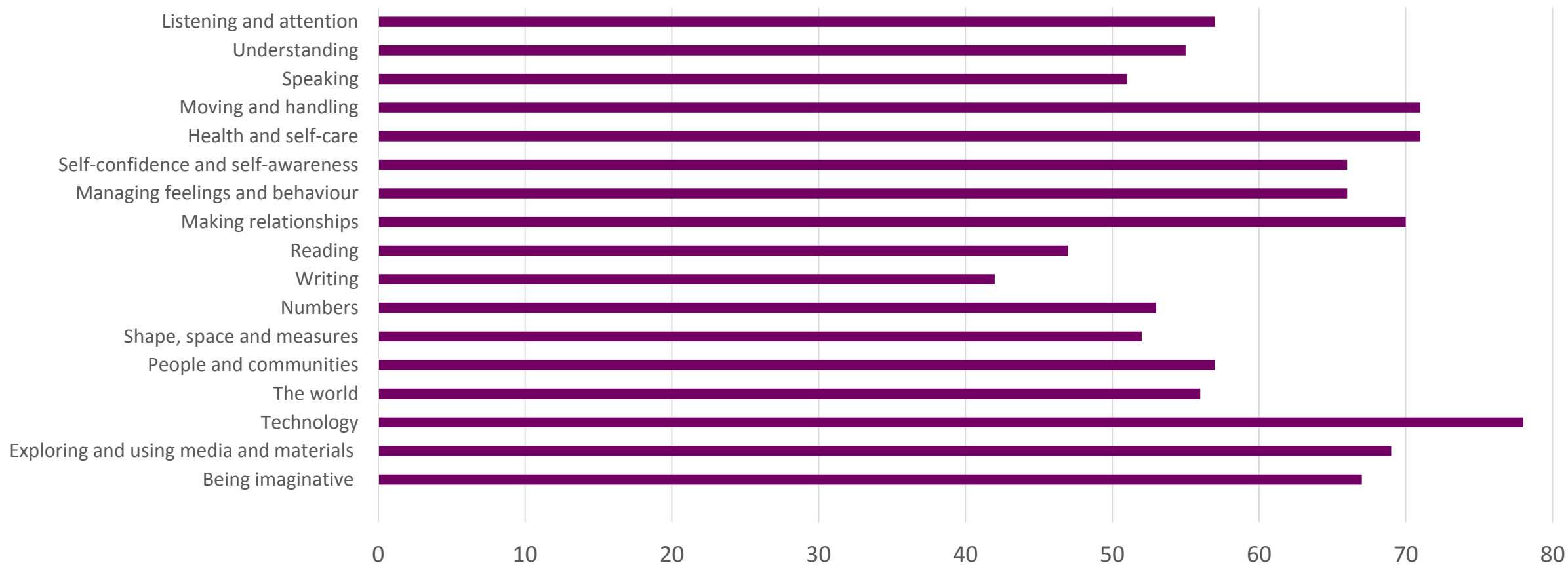
Attainment data – early years

Proportion of children achieving a 'good level of development' in the early years foundation stage

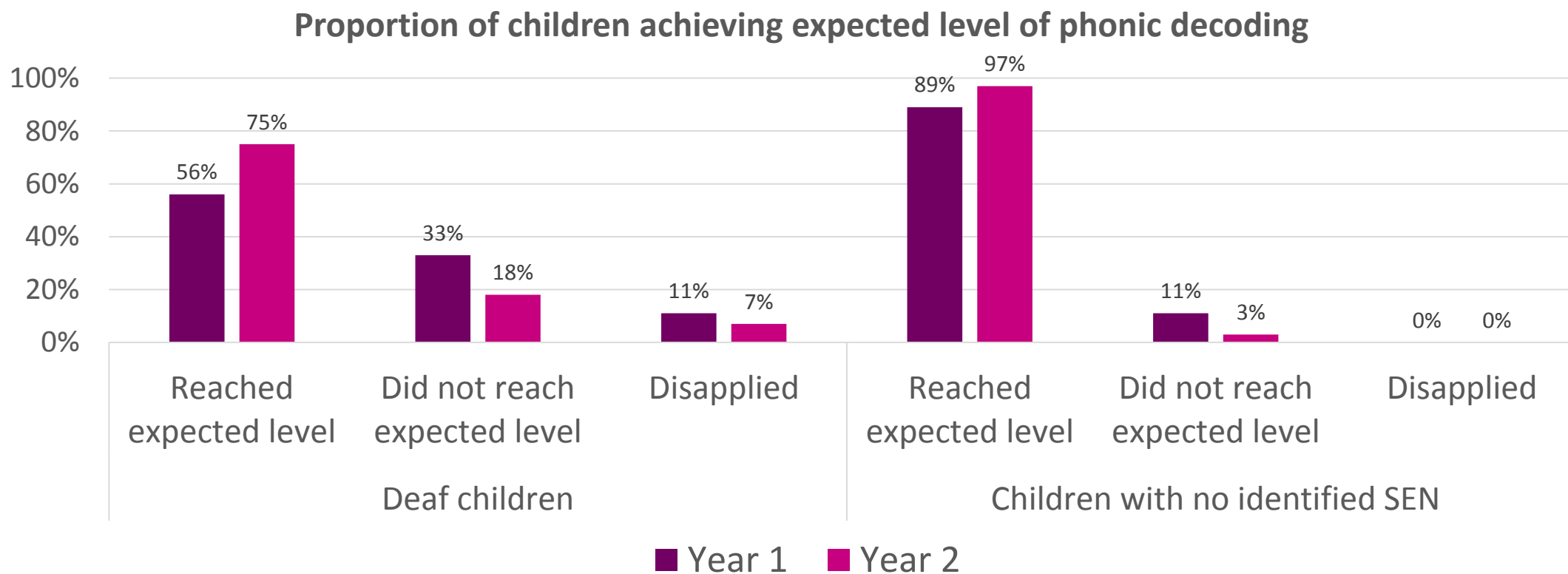


Attainment data – early years

Proportion of deaf children reaching at least the expected standard in the early learning goals

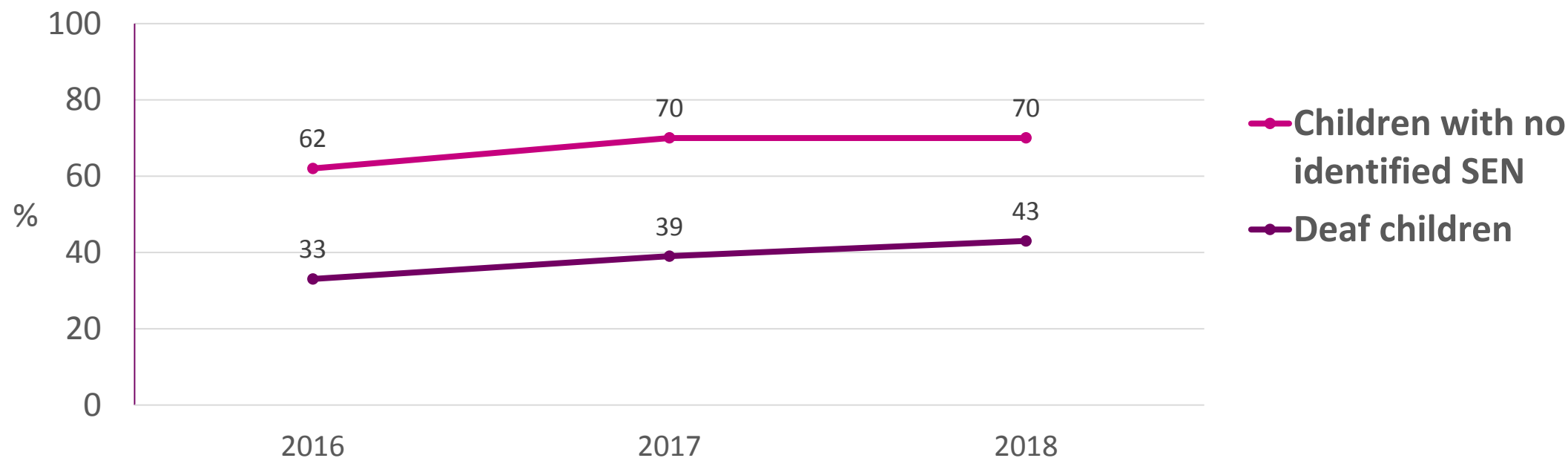


Attainment data – phonics

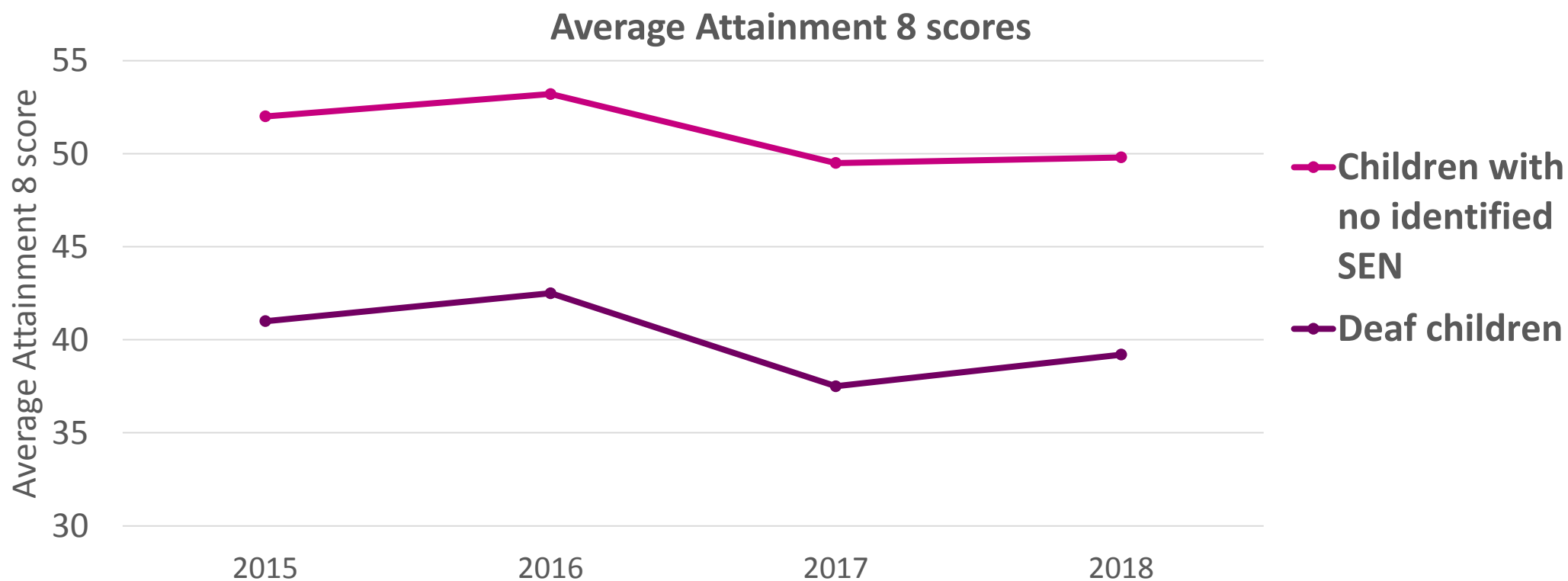


Attainment data – Key Stage 2

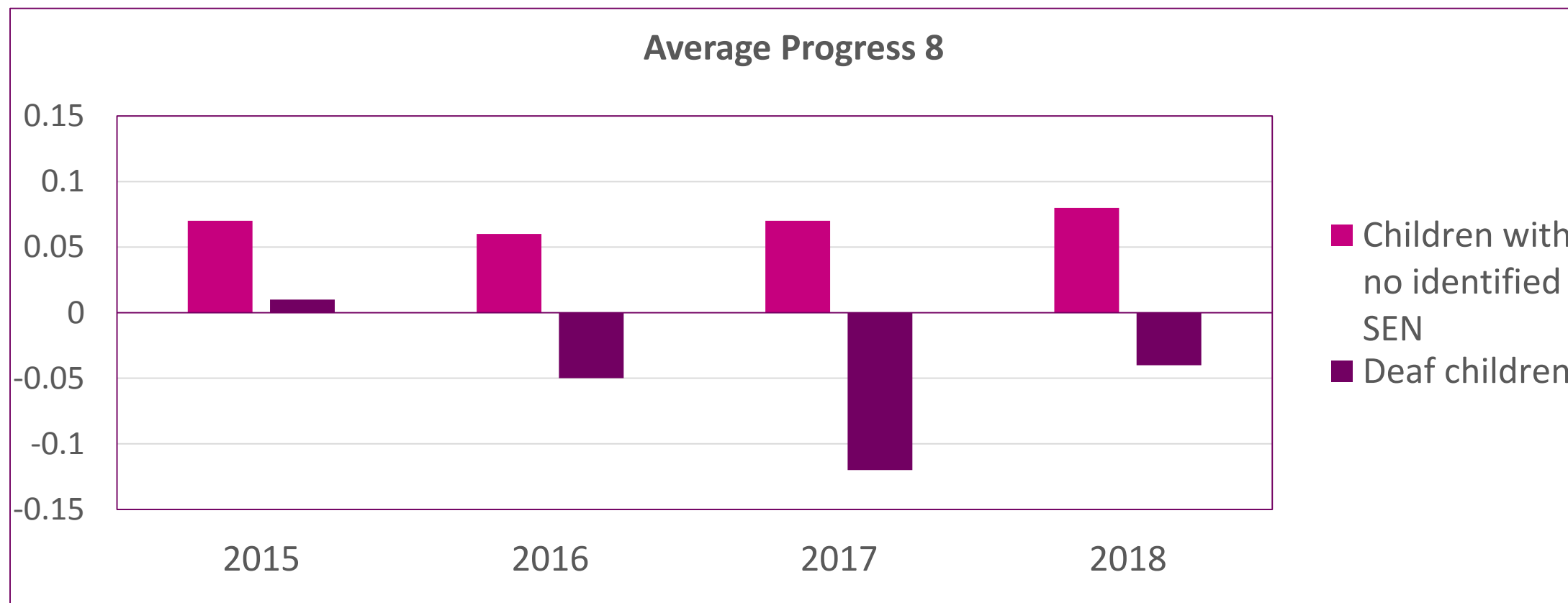
Achieving expected standard at reading, writing and mathematics



Attainment data – Key Stage 4

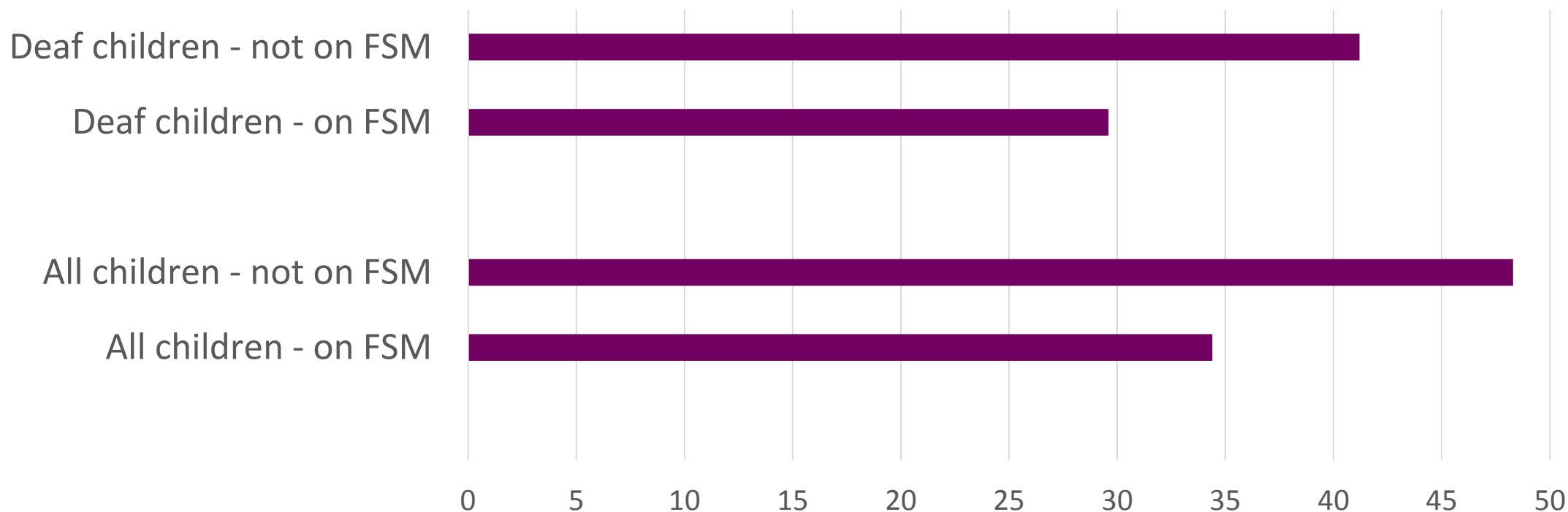


Attainment data – Key Stage 4



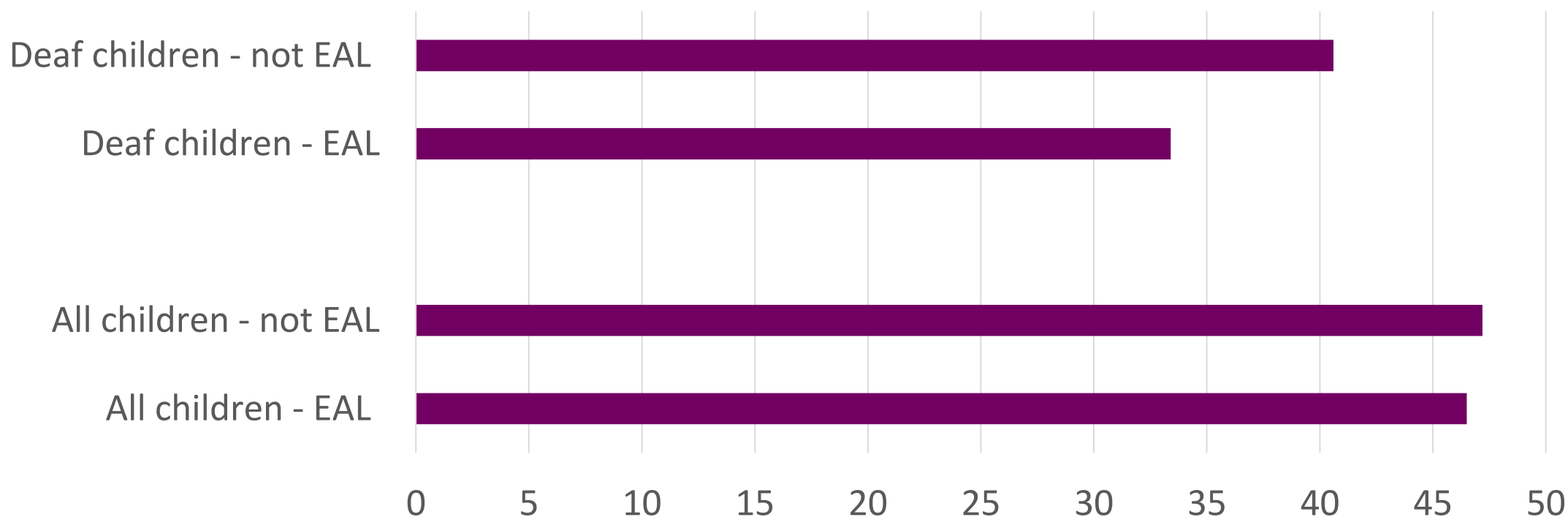
Attainment data – Key Stage 4

Average Attainment 8 scores – eligibility for free school meals



Attainment data – Key Stage 4

Average Attainment 8 scores – children who speak English as an additional language





**Supporting the achievement of
deaf children who use English as
an additional language (EAL)**

For education
professionals

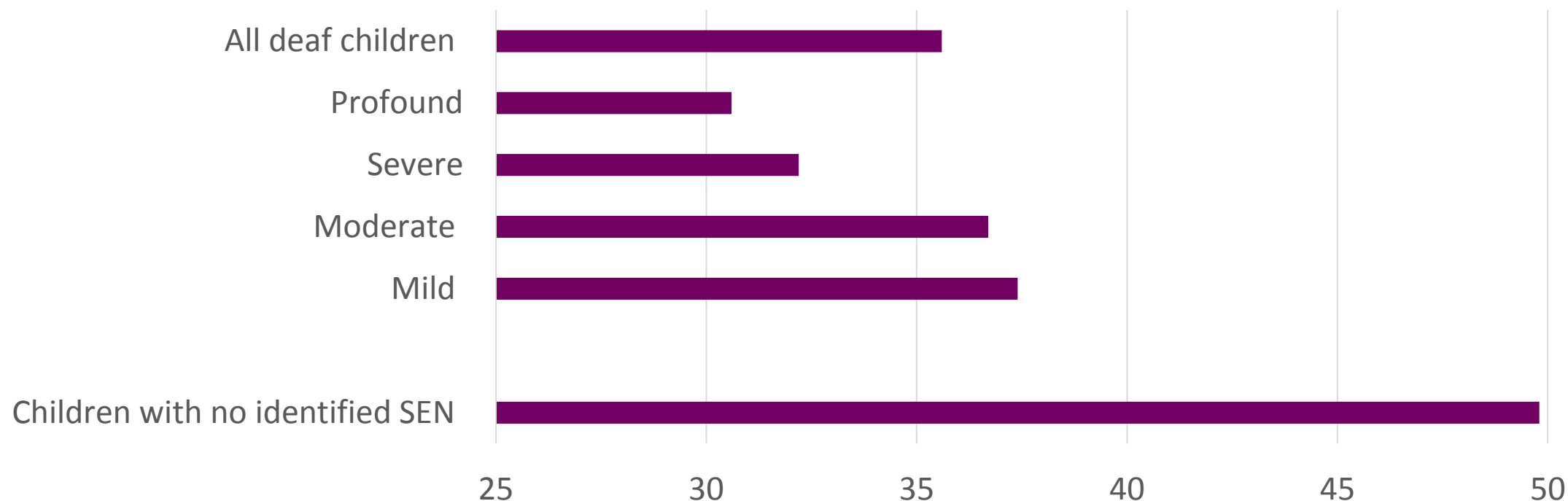


New resources

www.ndcs.org.uk/eal

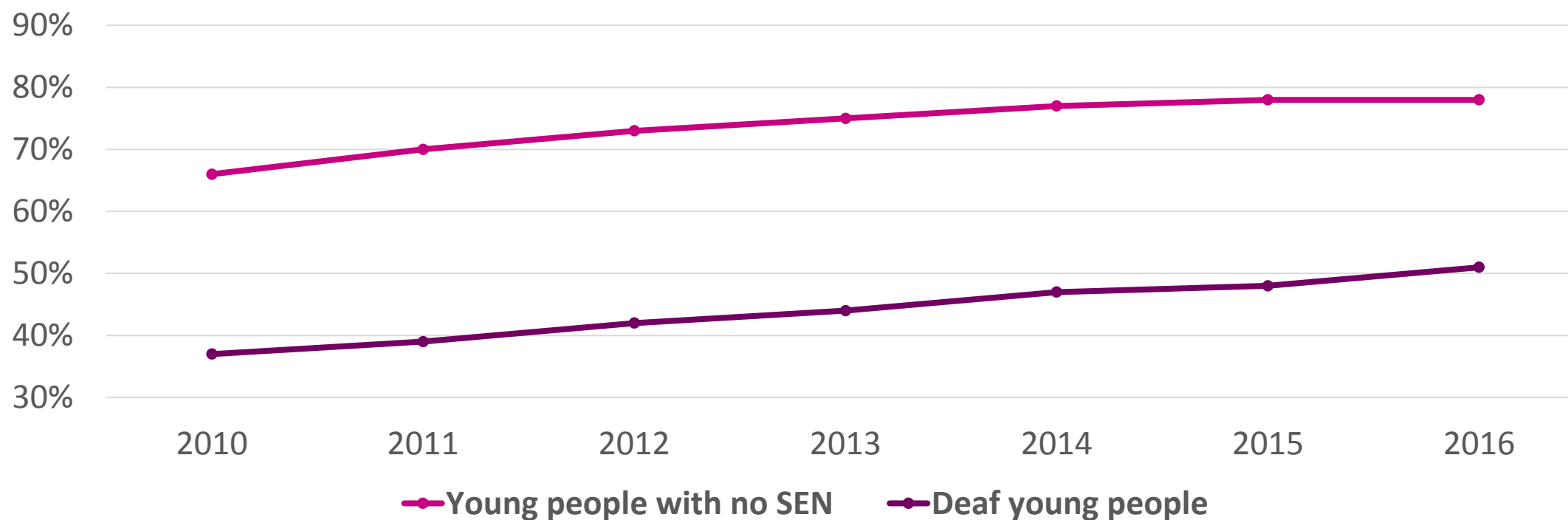
Attainment data – Key Stage 4

Average Attainment 8 scores – level of hearing loss (NatSIP)

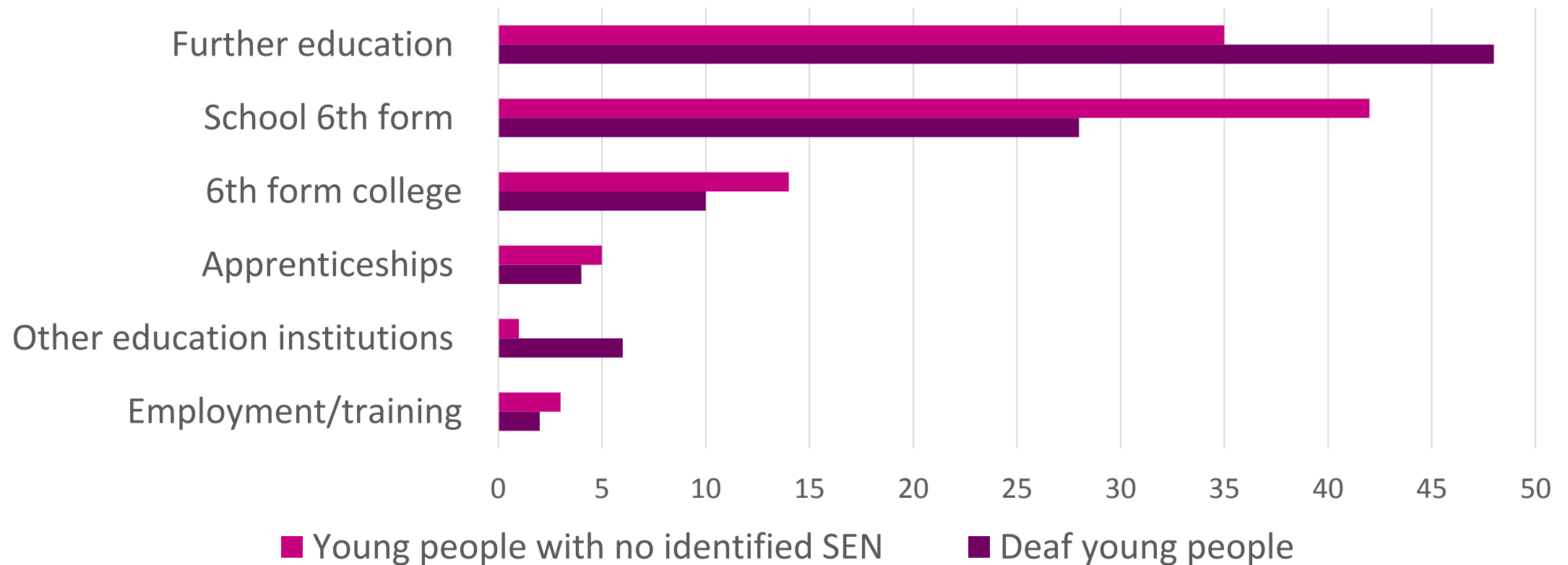


Attainment data – post-16

Achievement age 19 of Level 2 qualifications (including English and Maths)



Post-16 destinations



Questions and theories

- How can we sustain and accelerate the progress we've seen in recent years?
- Do we know who are our underachievers are?

Questions and theories

- Why do deaf children appear to fall behind in secondary education? Is this an issue with Progress 8 data or is symptomatic of something else?
- What more can we do to support deaf young people who don't achieve a grade 4 in English and Maths at age 16?

Big question #2

How can we address some of the wider challenges facing deaf education?

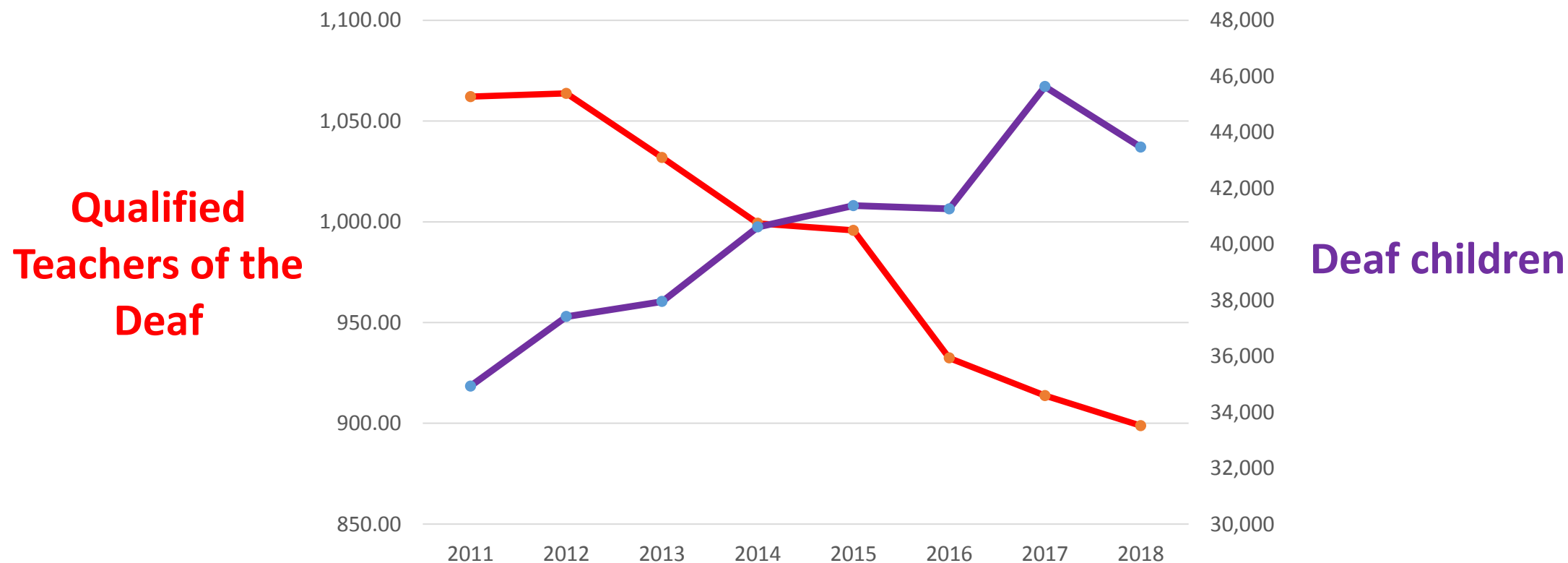


Consortium for Research in Deaf Education

Caveats:

- Based on local authority returns
- **All** deaf children vs deaf children on caseload?
- Resource provisions?
- Post-16?

CRIDE: Numbers of deaf children and Teachers of the Deaf (England)



CRIDE: Characteristics of deaf children (UK)

23% have an
additional or
special
need*

(*not including Scotland)

7% have
at least
one
cochlear
implant

4% have bone
conduction
devices

7% of
severely /
profoundly
deaf use
BSL

19% have a statement or
EHC plan*

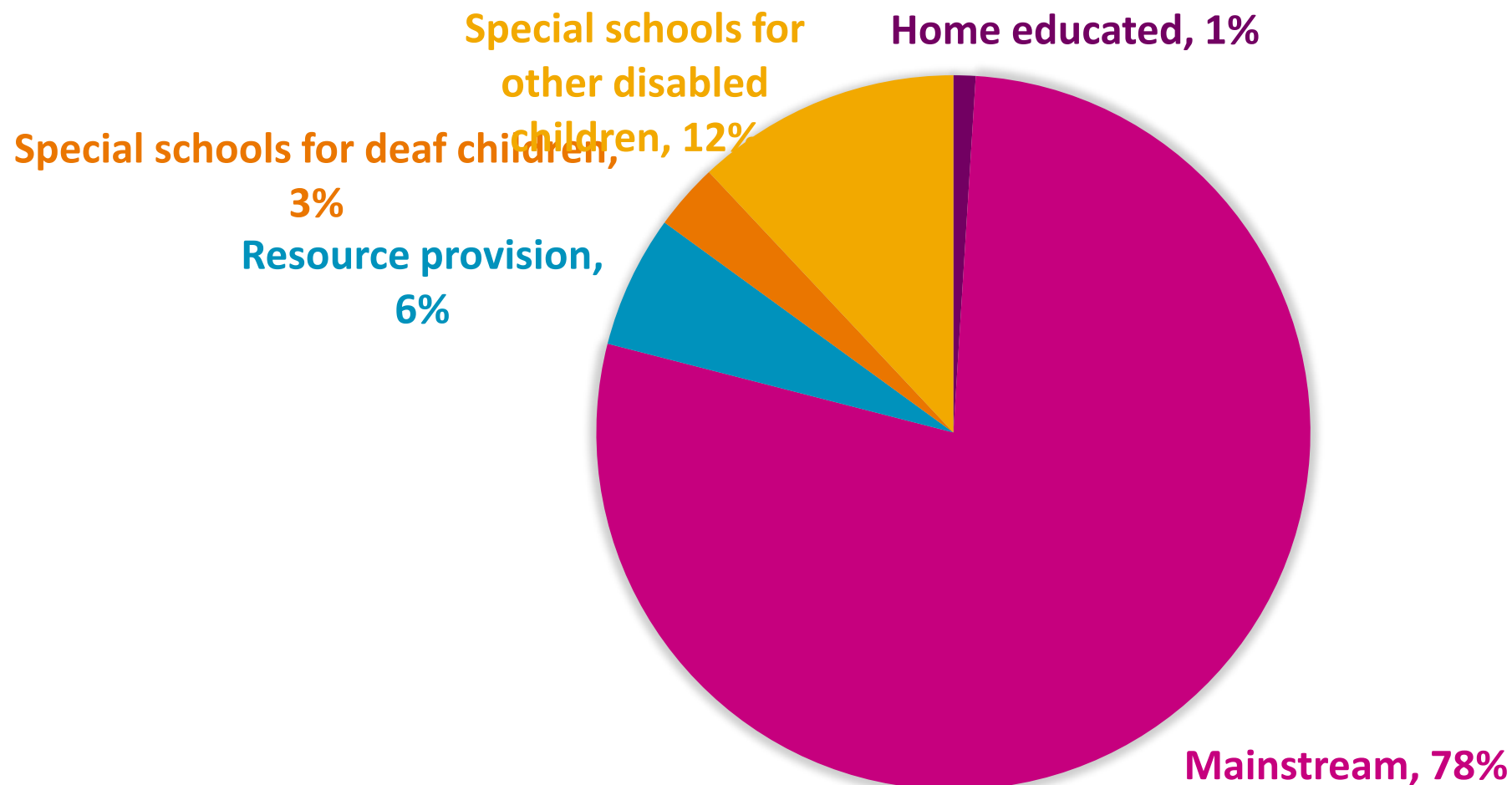
(*England, 2018)

13% use
English or
Welsh as an
additional
spoken
language

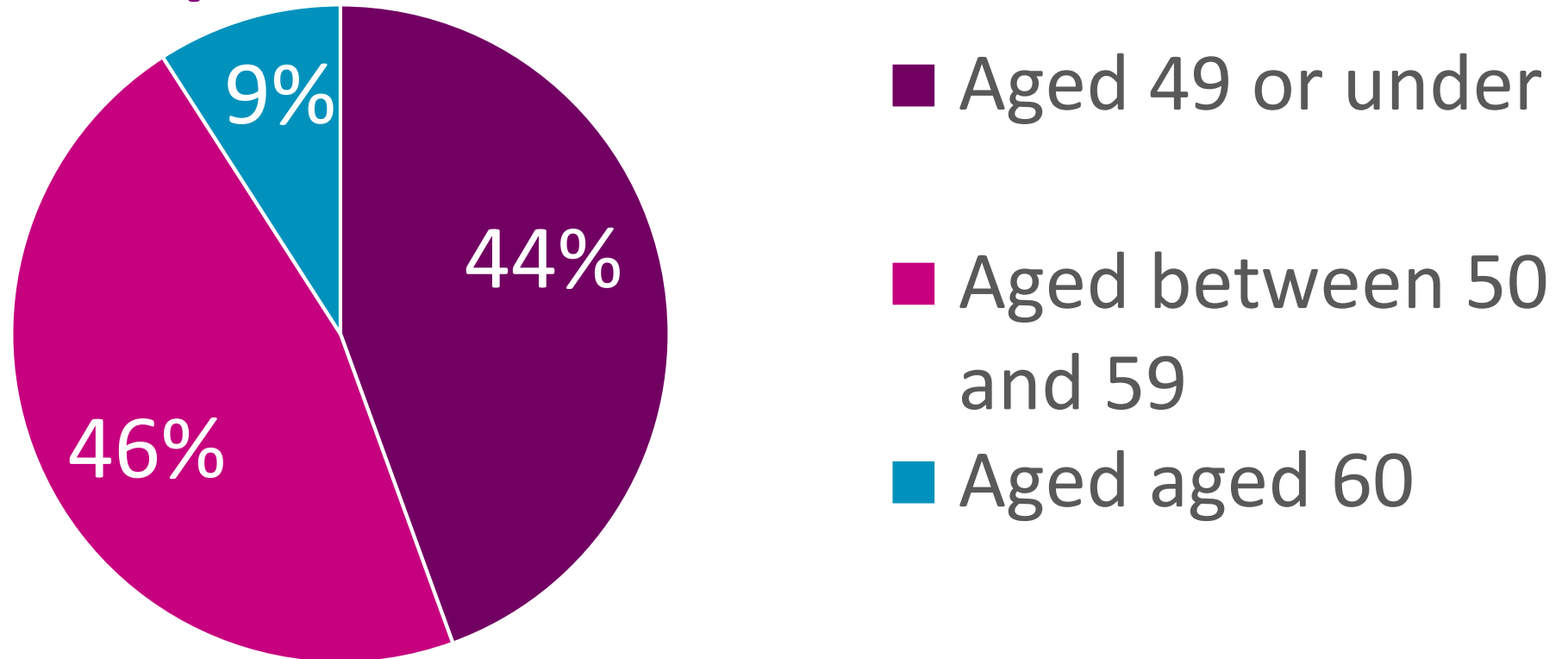
1% have
auditory
neuropathy
spectrum
disorder

21% use
Sign-
Supported
English or
Welsh

CRIDE: School-aged children (2017)



CRIDE: Age profile of Teachers of the Deaf (2017)



CRIDE: Resource provisions

	UK (2011)	UK (2013)	UK (2015)	UK (2017)
Proportion of deaf children in resource provisions in mainstream schools	7%	7%	6%	5%

	2014	2015	2016	2017	2018
Number of Teachers of the Deaf in resource provisions (England)	390.6	425.95	364.48	364.73	339.56

	2016	2017	2018
Number of resource provisions (England)	260	251	240

Teacher of the Deaf survey (2019)

- 85% say workload has increased
- 87% say they have to work additional hours
- 96% feel stressed
- 58% feel less support available to deaf children
- 43% think deaf children less likely to make good progress

Funding

Our FOI requests to local authorities:

- 37% local authorities planned to cut funding for specialist education services for deaf children in April 2018
- Total of £4m cuts in these areas

CRIDE:

- 19% services reporting changes to support allocations

Wider funding pressures

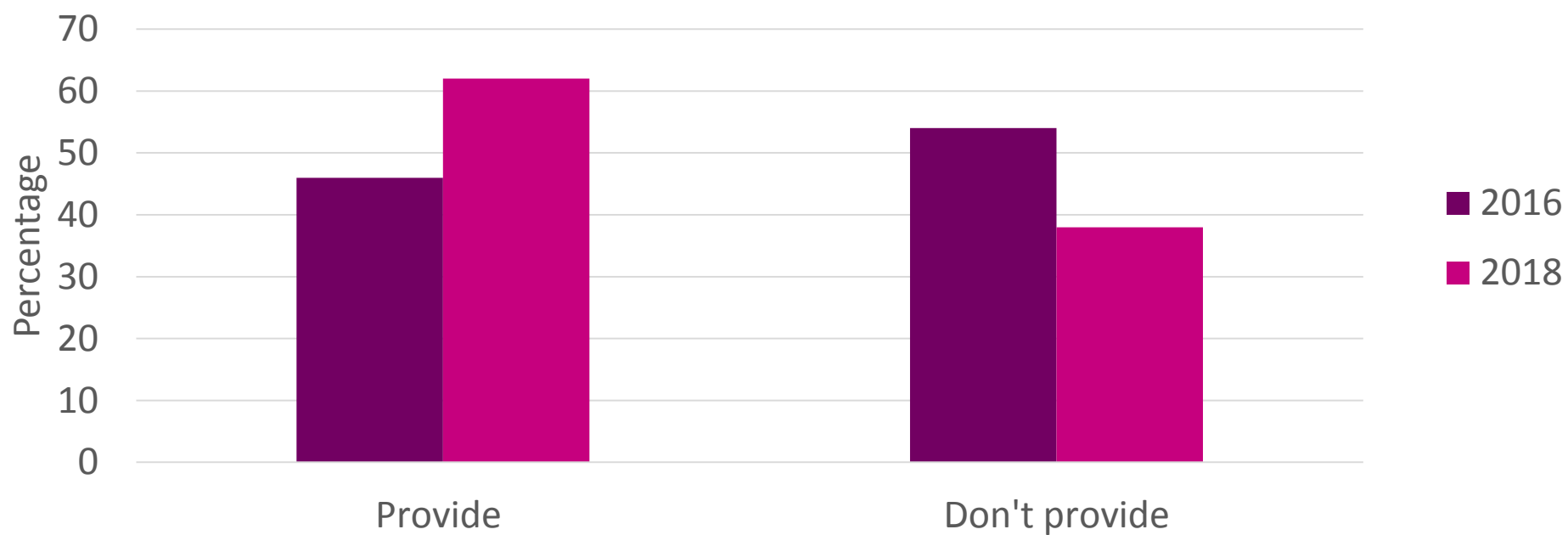
- More children with Education, Health and Care plans
- New local authority duties through the Children and Families Act 2014
- Trend to children being placed in special schools
- Ring-fencing of schools budget

Teacher of the Deaf survey (2019)

- 69% say there isn't sufficient funding in their area to ensure all deaf children receive support they need

Radio aids in the early years

Local authority provision of radio aids for families to use in the home in the early years



Questions and theories

- How can we respond to these growing pressures, keeping our heads above the water?
- What more can we do to champion the role of specialist education services for deaf children in our everyday work?

Questions and theories

- How can we attract more Teachers of the Deaf into the profession and showcase the profession?
- Are there barriers (including for deaf people) to those wanting to enter the profession that we need to address?

Questions and theories

- What's going on in resource provisions?
- Is it just about parental choice? Do parents know about the range of provision in their area? Are they able to make positive informed choices?
- How can we maintain the quality of resource provisions?

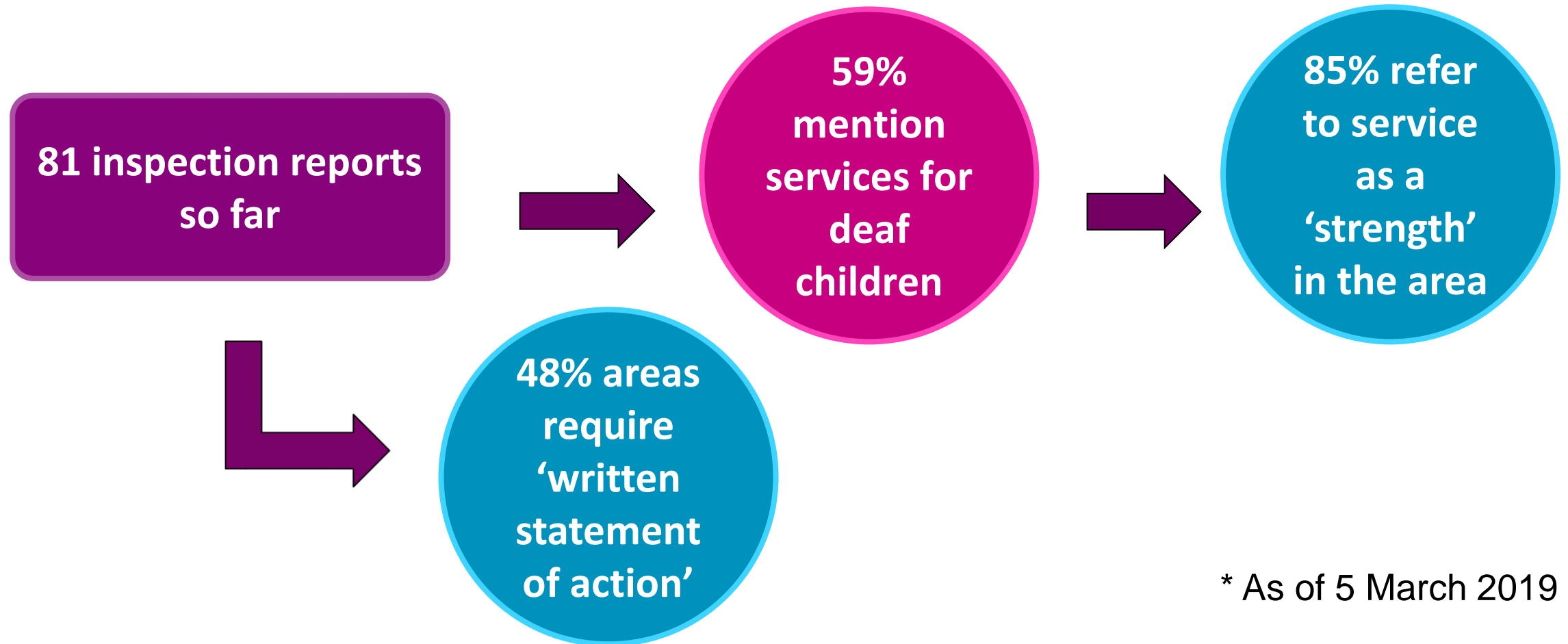
What we're doing

- Stolen Futures campaign
- Teacher of the Deaf bursary proposal?
- Teacher of the Deaf apprenticeship pathway?

Big Question #3

What more can we do to raise the quality of the workforce?

Ofsted/CQC local area inspections



* As of 5 March 2019

Feedback from Ofsted

- Oxfordshire: *“The specialist services such as for hearing impairment... are highly regarded by parents and professionals. Typically, children and young people using these services have their needs met very effectively... Parents who met with or contacted inspectors reported positively on the achievement and wider outcomes, such as growth in confidence and self-reliance, of children and young people with hearing impairment.”*

Feedback from Ofsted

- Gateshead: *“Children who have hearing impairments and those who have visual impairments are effectively supported by specialist teams who provide very early identification and continuing support and assessment from birth to adulthood.”*

Feedback from Ofsted

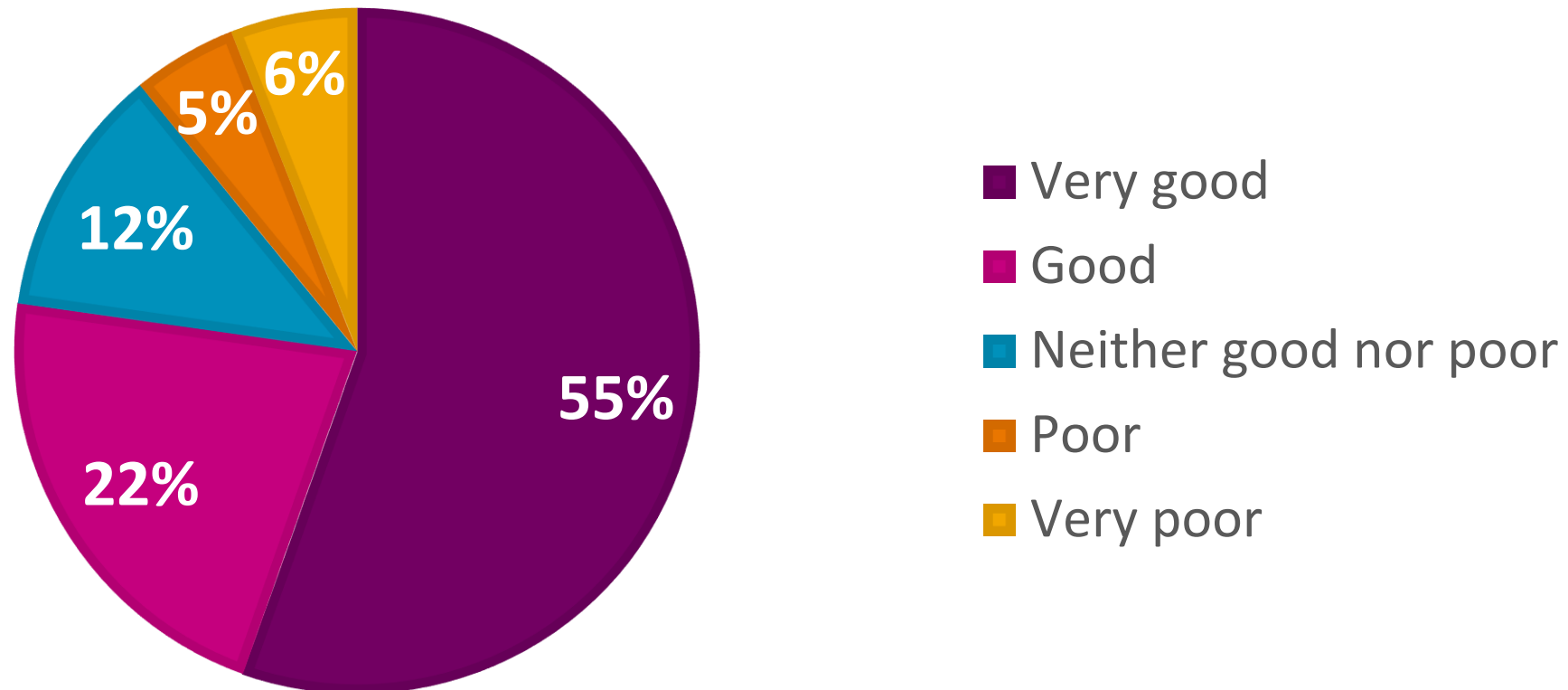
- Windsor & Maidenhead: *“Provision for children and young people who have a hearing or visual impairment is strong. For example, children who have a hearing impairment have greater access to a teacher of the deaf than is typical nationally. The quality of provision is reflected in the views of children and young people who are visually or hearing impaired and their parents. The vast majority reported positively about their involvement in designing their provision, and how this helps to secure strong outcomes.”*

Feedback from Ofsted

- Southampton: *“Provision for those who have hearing or visual impairments has been negatively affected by recruitment issues in this area. This means that the experience for children and young people with visual and hearing impairments is not of a consistently good quality. Although aware of this issue, leaders have not tackled it sufficiently.”*

“Our [Teacher of the Deaf] is the only member of staff who truly understands and liaises with all the team involved with our son, from audiologist, SLT (speech and language therapist), teachers to our family. Communication between services would not exist if it was not for them. They know the specific and very individual needs of my child as they know him very well... All the staff from nursery, pre-school and school have been very impressed with our Teacher of the Deaf and feel they would not have been able to support our son as well without their input.”

Our membership survey: views on quality of support from Teacher of the Deaf



Mandatory qualification review

- Issues raised by parents:
 - Post-16 support and careers advice
 - Technology
 - Ability to act as a 'lead professional'/influencing skills
 - Promoting emotional well-being
 - Deaf children with additional needs

What we're doing

- Working with BATOD and the National Sensory Impairment Partnership (NatSIP) on the MQ review
- Making the case for stronger CPD requirements
- Engaging with Ofsted and other inspection agencies
- Accreditation scheme?
- Identifying, evidencing and disseminating good practice

Questions and theories

- In the absence of any formal CPD requirements, how can we, as a sector, ensure this is given sufficient priority?
- What are the areas where we need to see improved practice or more knowledge sharing?

Questions and theories

- In terms of our own practice, how can we generate/share more evidence on 'what works'?
- Do we have access to the data we need to demonstrate quality and long-term impact? What are the hurdles and challenges here?

More information

Online:

- www.ndcs.org.uk/data
- www.ndcs.org.uk/professionals

Email:

- ian.noon@ndcs.org.uk