



Consortium for Research in Deaf Education

CRIDE report on 2015 survey on educational provision for deaf children in Northern Ireland

Introduction

In 2015, the Consortium for Research into Deaf Education (CRIDE) carried out its fifth annual survey on educational staffing and service provision for deaf children¹. It covers the 2014/15 financial year². This report sets out the results of the survey for Northern Ireland and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

Summary of findings

- There are at least 1,332 deaf children in Northern Ireland.
- 75% of school-aged deaf children attend mainstream schools where there is no specialist provision.
- 20% of deaf children are recorded as having an additional special educational need. The most common additional need appears to be mild learning difficulties.
- Around 7% of deaf children have at least one cochlear implant and 2% have a bone conduction hearing device.
- 96% of deaf children communicate using Spoken English only in school or other education settings.
- 3% of deaf children use an additional spoken language other than English in the home.
- The most common post-school destination for deaf young people is Further Education with 67% taking this option.
- There are at least 34 teachers employed as Teachers of the Deaf in Northern Ireland in schools or resource provisions, of which 30.4 (89%) are fully qualified Teachers of the Deaf. The remaining 11% are in training.

Responses were received from all 5 services in Northern Ireland. This means that this CRIDE survey achieved a response rate of 100% across all 5 Education Authority Regions. CRIDE would

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 2012 can be found on the BATOD website at <http://www.batod.org.uk/index.php?id=/resources/survey> or on the NDCS website at www.ndcs.org.uk/cride.

like to take the opportunity to thank all services for taking the time in responding, despite the considerable time constraints many services are subject to.

Using the results

The CRIDE report can be used in the following ways:

- Heads of schools and services for deaf children can draw on comparable demographic findings when preparing for internal and external audits of local provision. Having access to annual data can assist in ensuring that deaf children are identified and provided for effectively.
- For managers, the data set can reliably inform strategic planning relating to staffing and staff training matters - trends can be identified that inform these discussions.
- Researchers into deaf education who contribute to evidence-based practice will have access to relevant, useful information about the population being studied.
- Parents of deaf children and deaf young people will find the report useful and informative in establishing what national provision for deaf children looks like.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2015.

Though we believe the quality of the data has improved, 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. **Therefore, the results should continue to be used with caution.**

Throughout the report, we have highlighted any notable differences between the findings from this survey and that of previous surveys. Again, caution is needed in making comparisons due to slight changes in how questions were phrased from year to year and also differences in response rates 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, we have shown ' <5 '. In some cases, the total has also been rounded up or down or a percentage figure removed, as indicated by an asterisk. This is to avoid any risk of individual children being identified.

Please also note that the survey used the term 'Education and Library Boards'. In light of changes in Northern Ireland since the survey was issued, the term 'Education Authority Regions' is now used. For simplicity, this report uses this new term.

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PART 1: Overall number of deaf children in Northern Ireland (“belonging”)

Services were asked to give details of deaf children “belonging” to the service. “Belonging” was defined as: all deaf children who live in the Education Authority Region³ area.

How many deaf children are there?

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 and educational setting. In one case, broken-down figures where the sum generated a different total from that given elsewhere in the survey. We have used the higher figure, referred to as the “adjusted total” in this report.

Based on responses from 5 regions, the total number of deaf children in Northern Ireland is 1,332 (adjusted total). This is a decrease from 1,574 in 2013/14.

Looking at the individual responses in more detail, one service indicated that previous survey responses had included children with a temporary hearing loss and so its previous figures had been inflated. It therefore seems likely that the lower figure this year reflects an improvement in accuracy rather than a decline in the number of deaf children.

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

	Total generated
Adjusted total	1,332
Total given when asked how many children overall	1,289
Total given when asked about number of children, broken down by age group	1,332
Total given when asked about number of children, broken down by level of deafness (including ‘Level of deafness not known’)	1,332
Total given when asked about number of children, broken down by educational setting	1,380*

The smallest service reported 165 deaf children belonging in their boundaries. The largest reported 330 deaf children. The average number of deaf children belonging in each service was 258.

³ This includes deaf children who live within the boundary for the region but attend schools outside of the region. It excludes deaf children who live outside of the region but attend schools within the region.

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

Table 2: Number of children belonging, by age

Age group	Number of deaf children reported	Percentage of total
Preschool	201	15%
Primary	609	46%
Secondary	451	34%
Young people in maintained sixth forms (years 13+)	71	5%
Young people in education/who have completed year 12, but who are not in school sixth form (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.), known to belong, by level of deafness:	0	0%
Total	1,328	
Not known	4	
Total	1,332	

None of the services reported having any deaf young people who had completed year 12 and who were still in education but no longer in school sixth forms. CRIDE believes that this reflects the fact that, as regions do not have statutory responsibility for this group of young people, they therefore do not collect data on how many deaf young people fall into this category.

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.

Table 3: Proportion of children by age

ONS		CRIDE	
Category	Percentage of all children	Category	Percentage of all deaf children
Children aged 0 to 3	21%	Preschool	15%
Children aged 4 to 11	40%	Primary	46%
Children aged 12 to 16	24%	Secondary	34%
Children aged 17 to 19	15%	Post 16	5%

⁴ www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-368259

Table 4: Number of children belonging, by level of deafness:

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral ⁵	266	20%
Mild	336	25%
Moderate	417	31%
Severe	162	12%
Profound	147	11%
Total (where known)	1,328	
Not known	4	
Total including those 'Not known'	1,332	

Table 5: Number of children belonging, by educational setting

	Type of educational provision	Number of deaf children	Percentage of total
In the region	Supported only at home – pre-school children	120	9%
	Early years setting – pre-school children	75	5%
	Supported at home – of school age and home educated	<5	0%
	Mainstream state-funded schools	829	60%
	Mainstream independent (non state-funded) schools	<5	0%
	Resource provision in mainstream schools	24	2%
	Special schools for deaf pupils	19	1%
	Other special schools, not specifically for deaf children	196	14%
Out of the region	All other post 16 provision (not including school sixth form colleges)	11	1%
	Early years setting – pre-school children	5	0%
	Mainstream state-funded schools	42	3%
	Mainstream independent (non state-funded) schools	<5	0%
	Resource provision in mainstream schools	11	1%
	Special schools for deaf pupils	16	1%
	Other special schools, not specifically for deaf children	21	2%
Other	All other post 16 provision (not including school sixth form colleges)	5	0%
	NEET (Not in education, employment or training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	0	0%
Total		1,380*	

Table 6: Breakdown of types of educational provision, by whether in or out of home region

	Number of deaf children	Percentage of total
In home region	1,277	93%
Out of home region	105*	7%
Total	1,380*	

⁵ Unilateral refers to a hearing loss in just one ear.

Table 7: 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 and other)
Supported at home – pre-school	120	9%	
Early years – pre school	80	6%	
Supported at home – of school age and home educated	<5	0%	0%
Mainstream provision (including independent schools)	875*	63%	75%
Mainstream provision: resource provision	35	3%	3%
Special schools for deaf pupils	35	3%	3%
Other special schools, not specifically for deaf children	217	16%	19%
All other post-16 provision (not including school sixth forms)	16	1%	
Other (e.g. Pupil referral units, NEET, not known)	0	6%	
Total	1,380*		
Total (excluding pre-school children and young people post 16 and 'other')	1,160*		

The CRIDE 2015 results show that 75% of school-aged deaf children appear to be in mainstream settings where there is no specialist provision.

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

4 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 7 deaf children in Northern Ireland with ANSD, which is around 0.5% 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. Universal newborn hearing screening has been in place across the UK since 2006. 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 2006, 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)

4 services were able to tell us how many deaf children had an additional SEN. The figures show that the adjusted total number of deaf children with an additional SEN is 268. This is 20% of the adjusted total of deaf children in 2014/15. Given that one service did not provide figures, the actual proportion is likely to be higher.

Services were then asked to give a breakdown by type of additional SEN, using the classification set out in DENI guidance for schools. Not all services were able to give a breakdown.

Table 8: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children
Dyslexia/SpLD (DYL)	5	2%	0%
Dyscalculia (DYC)	0	0%	0%
Dyspraxia (DCD)	0	0%	0%
Mild Learning Difficulties (MILD)	56	25%	4%
Moderate Learning Difficulties (MLD)	30	13%	2%
Severe Learning Difficulties (SLD)	30	13%	2%
Profound & Multiple Learning Difficulties (PMLD)	9	4%	1%
Social, Emotional and Behavioural (SEBD)	0	0%	0%
ADD/ADHD (ADD)	<5	*	0%
Speech and Language Difficulties (SL)	11	5%	1%
Autism (AUT)	8	4%	1%
Aspergers (ASP)	5	2%	0%
Blind (BL) or Partially sighted (PS)	10	4%	1%
Multi-sensory impairment (MSI)	15	7%	1%
Physical (e.g. Cerebral Palsy (CP), Spina bifida and/or hydrocephalus (SBH), Muscular dystrophy (MD) or Significant accidental injury (SAI))	<5	*	0%
Medical Conditions/Syndromes (e.g. Epilepsy (EPIL), Asthma (ASTH), Diabetes (DIAB), Anaphylaxis (ANXS), Down (DOWN), Mental Health Issues (MHI), etc.)	36	16%	3%
Other	<5	*	0%
Total	223		
Not known	5		
Total (including not known)	228		

The figures suggest that the most common additional SEN in Northern Ireland is mild learning difficulties, followed by medical conditions/syndromes, moderate and severe learning difficulties.

By way of comparison, research⁶ 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 age in schools within the local authority area. Again, the figures are therefore not directly comparable.

⁶ 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

4 services were able to provide information about how many deaf children had a cochlear implant. Based on these responses, there are 96 deaf children across Northern Ireland with cochlear implants. This is 7% of the total of deaf children.

Services were then asked to provide a breakdown by age group. One service was not able to provide a full breakdown.

Table 9: Number of deaf children belonging with cochlear implants, by age group

Age	Total with cochlear implants	Total deaf children within each age category	Percentage of total within each age category
Pre-school	22	201	11%
Primary aged	16	609	3%
Secondary aged	34	451	8%
Post 16	8	71	11%
Total	80	1,332	

4 services were able to provide information about how many deaf children had a bone conductive device. Based on these responses, there are around 25 deaf children across Northern Ireland with a bone conduction device. This is 2% of the total of deaf children.

Table 10: Number of deaf children belonging with bone conduction device, by age group

Age	Total with bone conduction device	Total deaf children within each age category	Percentage of total within each age category
Pre-school	8	201	4%
Primary aged	7	609	1%
Secondary aged	6	451	1%
Post 16	<5	71	*
Total	25*	1,332	

Additional languages

Table 11: Number of deaf children, by languages mainly used at school/other educational setting

Language	Total	Percentage of responses (where known)
Spoken English	1,011	96%
British/Irish Sign Language	<5	0%
Spoken English together with signed support	20	2%
Other combination	15	1%
Total known	1,050*	

4 services provided a response to this question. The results show that, across Northern Ireland, spoken English is the most commonly used language in school or other education settings.

For the first time, CRIDE also separately asked about the number of deaf children who have a language other than English as an additional spoken language at home. 3 services provided a response to this question, identifying a total of 40 deaf children where this was the case. This amounts to 3% of the overall number of deaf children.

Deaf young people post-16

For the first time, CRIDE asked a series of questions on deaf young people aged 16 or above. Given the issues raised earlier about lack of post-16 data, these figures should be used with caution.

Table 12: Post-school destinations

	Number	Percentage (where known)
Further education (college)	18	67%
Higher education (university or higher education course at college)	<5	*
Training/apprenticeship	<5	*
Employment	<5	*
Not in education, employment or training	<5	*
Other	0	0%
Total (where known)	27	
Unknown	2	
Total including unknown	29	

The above table suggests that further education is the most common post-school destination for deaf young people in Northern Ireland.

CRIDE asked how many deaf young people who left school by the end of the 2013/14 academic year had a transition plan that was informed by a Teacher of the Deaf. Services reported that this applied to 22 deaf young people.

Table 13: How services establish the level of transitional planning support required by deaf young people

	Number	Percentage
No formal criteria used	2	40%
Locally developed criteria	3	60%
Total	5	

Table 14: Support provided by services to deaf young people in further education or other post-16 destinations

	Number	Percentage
No involvement	2	40%
Informal support to deaf learners in one or more post-16 providers	2	40%
Other	1	20%
Total	5	100%

The service that indicated 'other' stated that they forwarded relevant information to the next education setting as requested.

How do CRIDE's 2015 figures compare to figures from other sources?

As set out below, caution needs to be used when comparing CRIDE's figures with other sources given the differences in how data has been collected and the different definitions used. CRIDE

recommends that these figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

Previous CRIDE reports

As set out in the introduction, comparisons with the previous CRIDE reports should be made with caution due to differences in the response rates between the two surveys. We also believe that services have taken a different understanding of what data CRIDE has requested in different years.

Table 15: Number of deaf children belonging, over successive years

	Number of children belonging reported
CRIDE 2015	1,332
CRIDE 2014	1,574
CRIDE 2013	1,481
CRIDE 2012	1,249
CRIDE 2011	1,238

The School Census

School Census figures for 2014/15 identify 1,029 deaf children within the education system. Of these, 746 had a mild or moderate hearing loss and 283 had a severe or profound hearing loss. This represents a slight increase from 2013/14 when the corresponding figure was 1,021 deaf children. The CRIDE survey has identified 1,332 deaf children, which suggests that the School Census is capturing around, at most, 75% of deaf children identified by CRIDE. This is likely to be due to the School Census only recording whether a child is deaf when the deafness is the primary need and when they have been identified on the SEN spectrum. The School Census reports that 473 have a statement (this equates to roughly half of the deaf children identified by the School Census and around 36% of those identified by CRIDE).

Prevalence data

Using prevalence data, NDCS estimates there are over 1,300 deaf children in Northern Ireland. This estimate has been calculated using known data on the prevalence of deafness and population estimates from mid 2010 from the Office of National Statistics. The estimates include deaf children with all types and levels of permanent hearing loss, including unilateral.

PART 2: Number of deaf children supported

Earlier, we looked at the number of deaf children who “belong” or live in an Education Authority Region. We also asked about deaf children who are supported⁷ by the service. This section sets out our analysis of these figures.

Based on responses from all 5 services, our survey indicates that at least 1,118 deaf children (adjusted total) receive support from their local service. This appears to be a decrease from 2013/14 where 1,227 deaf children were reported as receiving support.

The smallest number of children being supported by a service was 165 and the largest was 305. The average was 224.

What do we know about the population of deaf children being supported?

The tables below break down the results by age, and level of deafness.

Table 16: Number of deaf children being supported, by age group

Age group	Number of deaf children	Percentage of total (where known)
Preschool children	195	17%
Primary aged children	505	45%
Secondary aged children	360	32%
Children/young People in school sixth forms (years 13+)	58	5%
Children/young People in education who have completed year 12 but not in school sixth form colleges (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	0	0%
Total (where known)	1,118	

Table 17: Number of deaf children being supported, by level of deafness

Level of deafness	Number of deaf children reported	Percentage of total (where known)
Unilateral	190	17%
Mild	262	23%
Moderate	393	35%
Severe	130	12%
Profound	140	13%
Total (where known)	1,115	
Not known	3	
Total (including where not known)	1,118	

Assuming the figures are broadly comparable, if there are 1,332 deaf children (adjusted total) who live in Northern Ireland, of whom 1,118 are receiving support, there are at least 214 deaf children who are not being supported by the service. In other words, the figures suggest that 84% of deaf children receive support from their local service. It does not automatically follow that 16% of deaf

⁷ Examples of support given were direct teaching, visits to the family or school, liaison with the family, school and teachers, provision of hearing aid checks, etc.

children are not receiving any support at all; many may be receiving support elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

The table below compares the percentage difference between each age group to see if any particular age groups appear less likely to receive support from the service.

Table 18: Comparison between number of deaf children belonging and supported by age

Age group	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Preschool	201	195	97%
Primary	609	505	83%
Secondary	451	360	80%
Children/young people in school sixth forms (years 13+)	71	58	82%
Children/young people in education who have completed year 12 but not in school sixth form colleges (e.g. they are in a General Further Education College, enrolled with a private training provider, in employment etc.)	0	0	0%
Total	1,332	1,118	

Table 19: Comparison between number of deaf children belonging and supported by level of deafness

Level of deafness	Number of deaf children belonging	Number of deaf children supported	Proportion of deaf children being supported as a percentage of deaf children belonging
Unilateral	266	190	71%
Mild	336	262	78%
Moderate	417	393	94%
Severe	162	130	80%
Profound	147	140	95%
Total	1,328	1,115	

Children with temporary conductive deafness

We asked services if they also separately supported children who have temporary conductive hearing loss. All 5 services responded to this question with 4 (80%) indicating that they do. When asked how many children received support, 3 services gave a figure. There are 175 children with temporary conductive deafness supported by services that services were able to tell us about.

PART 3: Teachers of the Deaf and other specialist staff

Our survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role and 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.

In total, there are at least 30.6 fully qualified Teachers of the Deaf in employment in Northern Ireland.

There are at least 34.4 teachers working as Teachers of the Deaf in employment. 89% of these posts are occupied by a fully qualified Teacher of the Deaf. The remaining teachers are in training (11%). At the time the survey was completed, there were no reported vacancies.

Table 20: Number of Teachers of the Deaf overall

	Number of Teacher of the Deaf posts (FTE)	Percentage of Total
Teachers of the Deaf with the mandatory qualification	30.6	89%
Teachers in training for the mandatory qualification within 3 years	3.8	11%
Qualified teachers without the mandatory qualification and not in training	0	0%
Total	34.4	

Comparing with figures from the CRIDE 2014 survey, there appears to have been a slight increase in the number of Teachers of the Deaf from last year.

Table 21: Changes in numbers of Teachers of the Deaf from year to year

	2010/11	2011/12	2012/13	2013/14	2014/15
Teachers of the Deaf with the mandatory qualification in employment	34.9	29.6	30	28.6	30.6
Number of teachers working as Teachers of the Deaf in employment	37.3	34.2	35	32.6	34.4
Number of Teacher of the Deaf posts (including vacancies)	38.6	34.2	35	32.6	34.4

We also examined how many services had seen a change in the number of Teachers of the Deaf in the past year. We found that 1 service had seen an increase, 2 had seen no change whilst 2 had seen a decrease.

The sections below look in more detail at the numbers of Teachers of the Deaf employed in a peripatetic role or in resource provisions.

Teachers of the Deaf in a peripatetic role

Our survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2015. In other words, how many “visiting” Teachers of the Deaf were working in each service. Visiting Teachers of the Deaf normally visit deaf children in “non-specialist” provision – i.e. pre-school deaf children, deaf children in mainstream schools (where there is no resource provision) or in a special school not specifically for deaf children.

Table 22: Number of visiting Teachers of the Deaf in employment

	Number of Teacher of the Deaf posts (FTE)	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	27.6	5
Teachers in training for the mandatory qualification within 3 years	2.8	2
Qualified teachers without the mandatory qualification and not in training	0	0
Total	30.4	

We asked if services had experienced any difficulty recruiting Teachers of the Deaf over the past 12 months. Just 1 service reported a difficulty, in recruiting supply cover. This was said to be due to financial constraints.

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 or special school may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision.
- Services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have worse caseloads than services which have only given a figure for the number of deaf children they 'know' about.

In simple terms and for consistency, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children belonging in any given area and in non-specialist provision⁸ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification⁹. This will include some deaf children in some areas who are not being actively supported by the service. However, to exclude these children would obviously produce an incentive to improve the figures by cutting support. In addition, even where a service is simply monitoring a deaf child, this still requires time and resource 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 belonging.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 44 deaf children. The highest caseload found was 57 in one area.

Teachers of the Deaf in resource provisions

The survey asked how many Teachers of the Deaf were employed in resource provisions for deaf children and whether employed centrally by the local authority or directly by the school.

⁸ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years setting, 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.

⁹ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

Respondents were asked to exclude time spent on other school duties (such as time as the school's SEN co-ordinator, for example).

Table 23: Number of Teachers of the Deaf in resource provisions employed by the Region or the school

	Number of teachers (FTE) in resource provision	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	3	3
Teachers in training for the mandatory qualification within 3 years	1	1
Qualified teachers without the mandatory qualification and not in training	0	0
Total	4	

Services reported that no resource provisions provided outreach support to other schools.

Other specialist staff

Our survey suggests that there are 4.37 (FTE) specialist support staff, all working in resource provisions, other than Teachers of the Deaf, supporting deaf children in Northern Ireland.

None of the peripatetic services reported that they manage teaching assistants or other support staff based in schools to support named pupils.

PART 4: Eligibility frameworks and funding arrangements

Eligibility criteria/frameworks

All 5 services reported that they mostly use locally developed criteria as a vehicle to help determine what support deaf children receive,

The survey also sought general information about the type of service provided for different categories of deaf children and young people. It was recognised that this could only be a crude estimate of services offered and the amount of support provided to an individual child would be determined by a range of factors, including professional judgement, and not just the degree and type of deafness. Services were able to tick more than one option for each group of deaf children.

Table 24: Type of support provided by type of deafness

Type of need	Type of deafness or other characteristic	Number of services that provide no direct support	Number of services that provide annual, one-off or occasional visit	Number of services that provide allocated ToD and regular visits (i.e. more than once a year)
Primary and permanent need	Bilateral severe or profound sensorineural deafness	0	1	5
	Bilateral moderate sensorineural deafness	0	2	5
	Bilateral conductive deafness	0	2	4
	Bilateral mild or high frequency only sensorineural deafness	0	2	4
	Unilateral deafness (sensorineural or conductive)	0	2	3
Additional and permanent need	Bilateral severe or profound sensorineural deafness	0	1	4
	Bilateral moderate sensorineural deafness	0	1	5
	Bilateral conductive deafness	0	1	5
Other	With temporary conductive deafness as a primary or additional need	0	4	1
	In special schools other than schools for the deaf	0	2	4
	With auditory neuropathy	0	2	2
	With auditory processing difficulty/disorder	0	3	0

We asked services if there had been any changes in eligibility criteria in the service between 2013/14 and 2014/15. All 5 services reported that there had been no changes to the support given to deaf children across Northern Ireland during this time period.

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

	Number of services
BATOD, NDCS and RNID (now Action on Hearing Loss): Quality standards: Specialist teaching and support services for deaf children and young people (2009) ¹⁰	5
Department for Children, Schools and Families (now Department for Education): Quality standards for special educational needs (SEN) support and outreach services (2008) ¹¹	4
Newborn Hearing Screening Programme Quality Standards	4
NatSIP Quality Improvement Support Pack (2014)	4
Deafblind people: guidance for local authorities, Department of Health (2014)	1

In terms of resource provisions, two of the three services with resource provisions in their area reported that they have used the NDCS *Quality Standards: Resource provisions for deaf children and young people in mainstream schools* and the NatSIP *Quality improvement support pack* to reflect on the service provided within the resource provision. The other services with resource provisions did not know which standards were used by the resource provision in their area.

Funding arrangements

All peripatetic specialist support services stated that they were funded centrally by the Education Authority Region.

Of the three services with resource provisions, one service reported that the funding was delegated to schools and the two other services reported that the funding was both central and delegated. None had service level agreements in place to ensure that money delegated to the school to provide support for deaf children is used solely for that purpose.

When asked about arrangements for the employment and management of staff in resource provisions, all services reported (where applicable) that staff were employed and managed by the school.

¹⁰ See: www.ndcs.org.uk/QSRPs

¹¹ See: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008>

Budget changes and resource provision closures

The survey asked about budgeted changes between 2013/14 and 2014/15 such as training or equipment. No decreases in budgets were highlighted though a few services were unable to say for certain.

Table 26: Budget changes

	Increase in budget	Decrease in budget	No change in budget	Don't know/can't separate budget for HI team
Staffing	1 (20%)	0	2 (40%)	2 (40%)
Training	0	0	2 (40%)	3 (60%)
Equipment	0	0	2 (40%)	3 (60%)
Other	0	0	0	1(100%)

CRIDE asked if any resource provisions in the area had closed within the past 5 years. Two services identified three resource provisions in total that had closed. The reasons given were insufficient pupil numbers in one case and the closure of the host school in the others. Another service indicated that a resource provision was still officially open but did not currently have any pupils.

PART 5: 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. Representatives include: the [British Association of Teachers of the Deaf](#) (BATOD), [City University London](#), the [Ear Foundation](#), the [Ewing Foundation](#), the [National Deaf Children's Society](#) (NDCS), the [National Sensory Impairment Partnership](#) (NatSIP), [Frank Barnes School for Deaf Children](#), [Mary Hare School](#), the specialist education service for deaf children in Kent, Norfolk and the Highlands, [University of Leeds](#) and [UCL](#).

The survey was designed and created by members of CRIDE. Feedback from services on previous surveys was used to inform changes to the 2015 survey.

The CRIDE survey now alternates between a full and shorter survey from year to year. In 2015, a full survey was issued.

The Northern Ireland survey was disseminated to services in Northern Ireland in February 2015 by NDCS staff on behalf of CRIDE. Services were asked to respond by 22nd April 2015. Where there was no response by this time, staff from NDCS and members of CRIDE contacted services by email and telephone. Following this, as a last resort, Freedom of Information requests were sent out in May 2015 to the remaining services who had not responded by then.

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

Table 27: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline	1	1
Returned late following a Freedom of Information request	4	5

Services were able to respond by completing an online survey or a Word document of the survey.

Analysis of the results using Excel and drafting of this report was largely completed by NDCS with guidance and clearance from members of CRIDE.

We 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 professionals@ndcs.org.uk.

Annex A: Numbers of deaf children belonging by service

This table sets out some individual data from services. Education Authority Regions were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2015.

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. We exclude 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 28: Data by Education Authority Region

Service	Number of deaf children belonging	Number of deaf children supported	Number of full time equivalent (fte) Teachers of the Deaf in the specialist peripatetic service	Number of full time equivalent (fte) Teachers of the Deaf in resource provisions
Belfast	234	211	5.4	1
North Eastern	330	305	9.6	1
Southern	258	237	5	N/a
South Eastern	302	200	7.6	2
Western	165	165	2.8	N/a

- ‘N/a’ indicates that a response was not applicable because, for example, the service does not have a resource provision in their area.