Consortium for Research in Deaf Education

2021 report for England

Education provision for deaf children in England in 2020/21

Introduction

In 2021, we carried out the 11th Consortium for Research into Deaf Education (CRIDE) annual survey on educational staffing and service provision for deaf children.[1] This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The survey alternates from year to year between a full survey and a short survey, with the short survey including thematic questions. The 2021 survey was a full survey, covering the 2020/21 academic year.[2]

After 10 years, we made a number of changes to the survey in 2021. We have highlighted those changes in this report, setting out where comparisons between this and previous reports should be undertaken with caution.

The analysis in this report is based on responses from 132 services in England, covering 149 out of 151 authority areas and giving a response rate of 99%. The remaining two local authorities[3] were not contacted on the understanding that they do not have any deaf children in their areas – this means that we've effectively achieved a response rate of 100%. Responses from a separate survey of special schools for deaf children in England are also included in parts of this report.

Contents

[1] For the purpose of this section of the survey, unless otherwise stated, we use the term 'deaf children' to include children and young people up to the age of 19 years, 11 months with sensori-neural or permanent conductive deafness. See footnote 4 for more detail.
[2] Reports from previous years can be found on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE or on the BATOD website at https://www.batod.org.uk/information/cride-reports/.
[3] The City of London and the Isles of Scilly.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2021.

In the survey, we acknowledge 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.

As we see later, it is clear that many services still experience difficulties in extracting data about deaf children in their area and there remain inconsistencies in how different questions are completed throughout the survey. The response rates to individual questions may sometimes vary and anomalies sometimes appear. We make every effort to investigate any inconsistencies that appear particularly strange. However, services do not always respond to such queries. **Therefore, the results should continue to be used with caution.** Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Last year, in light of coronavirus restrictions and lockdowns, we received a much lower response to the survey than in previous years. This means that year-on-year comparisons between 2020 and 2021 are less useful or meaningful than in previous years. In this report, we have removed data about the 2020 responses where this is the case.

Please note that percentages in this report have been rounded up or down to the nearest whole number.

Summary of key findings

Numbers of deaf children

- There are at least 45,060 deaf children in England – a reported decrease of 3% since 2019.
- 78% of school-aged deaf children attend mainstream schools. 6% attend mainstream schools with resource provisions, 2% attend special schools for deaf children whilst 14% attend special schools not specifically for deaf children. 1% are home educated.
- 23% of deaf children are recorded as having an additional special educational need.
- 14% of deaf children use an additional spoken language other than English in the home.
- 88% of deaf children communicate using spoken English as their main language in school or other education settings, 7% mainly use spoken English together with signed support whilst 2% mainly use British Sign Language.
- 19% of deaf children identified by CRIDE have an Education, Health and Care plan.
- 75% of services report they provide support to deaf young people over the age of 19. Of the 772 deaf young over the age of 19 receiving support, most (77%) are in further education.

Teachers of the Deaf and other specialist staff

- There are at least 1,183 Teacher of the Deaf posts, of which 4% were vacant. Of the 1,132 staff working as Teachers of the Deaf, 87% held the mandatory qualification whilst 10% were in training.
- The number of qualified Teachers of the Deaf in employment working in a peripatetic role, in a resource provision and/or in a special school or college not specifically for deaf children has fallen by 2% since 2019 and by 17% since we started the survey in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 62 deaf children, unchanged from 2019.
- 53% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.
- There are at least 760 other specialist support staff directly employed by the specialist education service working with deaf children in England.

Resource provisions

- There are a reported 237 resource provisions. This is down from 246 in 2019. Looking at the spread of resource provisions across England, on average, there is one resource provision for every 190 deaf children.

Outcomes

- 14% of services report that they collect data on Key Stage 4 outcomes for all deaf children whilst 43% do so for deaf children on their caseload.

Referrals

- 24% of referrals to services came from the newborn hearing screening programme in 2020. Of these, 83% were contacted by a Teacher of the Deaf within 2 working days.
- 76% of referrals to services came from outside the newborn hearing screening programme. Of these, 61% were contacted by a Teacher of the Deaf within 5 working days.
- Regardless of how the referral was made, 54% of families were offered a visit (either face to face or virtual) within 10 working days.

PART 1: Deaf children in England

How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area covered by their service[4].

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

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward. 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.

132 services responded to this question. Based on these responses, **the adjusted total number of deaf children in England is 45,060**. This is down from 46,404 in 2018/19 when 131 services responded and amounts to a reported 3% decrease over the past two years.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	45,060
Total when asked how many children overall	44,989
Total when asked about number of children, broken down by age group	44,223[5]
Total when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	44,198[6]
Total when asked about number of children, broken down by educational setting	42,487[7]

The smallest number of children reported by a service was 69 deaf children living within their boundaries. The largest reported was 1,426 deaf children. The average number of deaf children living in each service was 341.

[4] Services were asked to include all children with permanent deafness who live in the geographical area covered by their service, including all children up to the age of 19 years, 11 months who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using BSA/BATOD descriptors, regardless of whether they receive support from the service. Services were also asked to include children who attended education provision outside of your area but who normally lived in their area. Under the definition of permanent deafness used in the survey, 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 were to be included. Our definition also included 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. Otherwise, services were asked not to include children with temporary deafness, including 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.

[5] Whilst 44,233 is the reported total given by services when asked for a total for this question, a lower figure of 44,153 was generated when we calculated the sum of the broken-down figures given by services.

[6] 44,198 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 44,196.

[7] Whilst 42,487 is the reported total given by services when asked for a total for this question, a lower figure of 42,482 was generated when we calculated the sum of the broken-down figures given by services.

The following table compares the total number of deaf children living in England 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.

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

	Number of children reported
CRIDE 2021 (adjusted total)	45,060
CRIDE 2020*	37,340
CRIDE 2019 (adjusted total)	46,404
CRIDE 2018	43,467
CRIDE 2017 (adjusted total)	45,631
CRIDE 2016	41,261
CRIDE 2015 (adjusted total)	41,377
CRIDE 2014	40,614
CRIDE 2013 (adjusted total)	37,948
CRIDE 2012 (adjusted total)	37,414
CRIDE 2011 (adjusted total)	34,927

*In 2020, there were 103 responses to this question.

The decline in the number of deaf children since 2019 is surprising. However, the table above indicates that figures can sometimes fluctuate between years. We also note that some services reported large drops in numbers of deaf children living in the area, the largest drop being 63%. Services do not always respond to our queries about this but where they do, they often respond to efforts to improve the accuracy of their reporting, suggesting that previous figures were greater than actually was the case.

The following table looks in more detail at the number of deaf children in different regions of England, and how this has changed since 2017. It should be noted that changes in response rates by some local authorities can sometimes have a significant impact on regional figures.

Table 3: Number of deaf children in England, by region

Region	Number of deaf children in 2017 - adjusted totals (% of adjusted total)	Number of deaf children in 2018 (% of total)	Number of deaf children in 2019 - adjusted totals (% of adjusted total)	Number of deaf children in 2021 - adjusted totals (% of adjusted total)
East England	4,430 (10%)	4,471 (10%)	4,666 (10%)	4,363 (10%)
East Midlands	3,765 (8%)	3,536 (8%)	3,503 (8%)	3,473 (8%)
London	7,358 (16%)	7,309 (17%)	7,554 (16%)	7,408 (16%)
North East	2,342 (5%)	2,393 (6%)	2,457 (5%)	2,409 (5%)
North West	5,945 (13%)	4,768 (11%)	6,219 (13%)	6,260 (14%)
South East	6,700 (15%)	6,279 (14%)	6,490 (14%)	5,759 (13%)
South West	3,823 (8%)	3,951 (9%)	4,303 (9%)	4,510 (10%)
West Midlands	5,711 (13%)	5,397 (12%)	5,532 (12%)	5,557 (12%)
Yorkshire & Humber	5,557 (12%)	5,363 (12%)	5,680 (12%)	5,321 (12%)
Total	45,631 (100%)	43,467 (100%)	46,404 (100%)	45,060 (100%)

(2020 data not included because of lower response rate to survey)

Issues or gaps in the data

We asked services if there were any known issues or gaps in the data they provided for the number of children and young people. 89 services (67%) said there were known issues or gaps. These included:

- services only having figures for children who are receiving support from the service (35% of services).
- services only having figures for children who are hearing-aid wearers (7%).
- services not holding figures for children who have left school (25%).
- services not able to split out figures for children with permanent or temporary deafness (17%).
- the audiology service not referring children with a unilateral hearing loss to services (2%).
- the audiology service not referring children with a mild hearing loss to services (2%).
- other (39%). When asked to specify, comments included:
    - not having a centralised point of information for data on deaf children and young people.
    - challenges cross referencing separate databases to provide accurate broken-down figures.
    - only having details on children whose parents have agreed to a referral to the service or have given permission for their information to be shared.
    - possible gaps on figures for children with a unilateral hearing loss.
    - audiology services only referring some children with mild or unilateral hearing losses.
    - not having data on children living in the area but educated outside the area, or at independent schools.
    - not having data on children aged 16 and above who have been transferred to adult audiology services.
    - not knowing if some young people who have left school have moved out of the area.

- not having information on type of deafness for some children.
- covid-19 pressure on audiology services and education services potentially causing some gaps in data.

The extent of these issues and gaps is a reminder that the figures generated from the CRIDE survey need to be used with caution. The data in this report is only as good as the data provided to us by local authorities, and the above section raises questions about how we can improve the data collected on deaf children. At the same time, we believe that data generated through the CRIDE reports remain one of the best sources of data available. As we will see later, CRIDE data covers a wider number of deaf children than we would find by looking at government data.

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

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

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

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	5,719	13%
Primary-aged	17,855	40%
Secondary-aged	15,203	34%
Post-16 up to the age of 19	5,376	12%
Total	44,153[8]	

The proportion of deaf children in the post-16 age group has risen by two percentage points since 2019, whilst the proportion in the early years and primary age groups has fallen by one and two percentage points respectively.

By way of comparison, we looked at figures from the Office for National Statistics (ONS) statistics on population estimates by age[9] to see if there were any variations in the proportion of children in different age groups. It should be noted that in the CRIDE survey, we 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 as they grow up.

Table 5: Proportion of children and young people by age

ONS (mid-2020 data)		CRIDE	
Category	**Percentage of all children**	**Category**	**Percentage of total**
Children aged 0 to 4	24%	Preschool	13%
Children aged 5 to 11	37%	Primary (reception to year 6)	40%
Children aged 12 to 16	25%	Secondary (year 7 to 11)	34%
Young people aged 17 to 19	14%	Post-16 up to the age of 19	12%

[8] 44,153 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 44,233.

[9] www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland

Table 6: 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	9,365	22%
Mild	10,917	26%
Moderate	13,265	31%
Severe	3,546	8%
Profound	5,064	12%
Total (excluding 'not known')	42,157	
Not known	2,041	
Total (including 'not known')	44,198[10]	

The proportion of deaf children in each of the above categories is unchanged since the 2019 survey.

[10] 44,198 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 44,196.

Table 7: 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	2,958	7%
	Early years setting – pre-school children	2,323	6%
	Supported at home – of school age and home educated	190	0%
	Mainstream state-funded schools (including academies and free schools)	25,566	61%
	Mainstream independent (non-state-funded) schools (for example, Eton)	447	1%
	Resource provision in mainstream schools[11]	1,819	4%
	Special schools for deaf pupils (whether state funded or non-maintained)	329	1%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	4,418	11%
	All other post-16 provision (**not** including school sixth form colleges)	1,540	4%
Out of local authority	Early years setting – pre-school children	49	0%
	Mainstream state-funded schools (including academies and free schools)	633	2%
	Mainstream independent (non-state-funded) schools	161	0%
	Resource provision in mainstream schools	212	1%
	Special schools for deaf pupils (whether state funded or non-maintained)	487	1%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	307	1%
	All other post-16 provision (**not** including school sixth form colleges)	312	1%
Other	NEET (Not in education, employment or in training) (post-16 only)	96	0%
	Other (e.g. Pupil referral units)	46	0%
Total (excluding 'not known')		41,893	
Not known		589	
Total (including 'not known')		42,482[12]	

The following table presents the same information as above but without splitting figures for whether in or out of the local authority, whilst also showing summary percentages for just school-aged deaf children.

[11] In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school.

[12] 44,482 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 42,487.

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	2,958	7%	
Early years setting - pre-school children	2,372	6%	
Supported at home - of school age and home educated	190	0%	1%
Mainstream provision (including state-funded and independent schools)	26,807	63%	78%
Mainstream provision: resource provision	2,031	5%	6%
Special schools for deaf pupils	816	2%	2%
Other special schools, not specifically for deaf children	4,725	11%	14%
All other post-16 provision (not including school sixth forms)	1,852	4%	
Other (e.g. Pupil referral units, NEET)	731	2%	
Total	42,482		
Total (excluding pre-school children and other post-16 provision and 'other')	34,569		

Comparing with figures from 2019:

- the proportion of school-aged home educated deaf children has risen from 0% to 1%. Without rounding, this would be an increase from 0.46% to 0.55%, or an increase of 20 deaf children being home educated over 2 years
- the proportion of school-aged deaf children in special schools for deaf children has fallen by one percentage point. The proportion in other special schools has risen by two percentage points.

Table 9: 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	39,590	95%
Out of home local authority	2,161	5%
Total (not including 'not known and 'other')	41,751	

Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)

113 services gave a figure in response to a question on how many deaf children in their area had ANSD. Based on these responses, there are 643 deaf children in England with ANSD, 1% of all deaf children (adjusted total). This is similar to 2019 when the figure also stood at 1%.

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 and is not diagnosed following the screen used in the 'well baby' population. Universal newborn hearing screening has been in place in England 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)

121 services were able to tell us how many deaf children had any other special educational need apart from deafness, regardless of whether this need is recognised as a 'primary' or 'secondary' need; they reported that the number of deaf children with an additional SEN is 10,447. This is 23% of the adjusted total of deaf children, up slightly from 22% in 2019, when we last asked about numbers of deaf children with additional SEN.

Deaf children with cochlear implants and bone conduction hearing devices

126 services reported that 3,907 children (9% of the adjusted total of deaf children) have at least one cochlear implant, up slightly from 8% in 2019 and 7% in 2017.

Eligibility for a cochlear implant is generally restricted to those with a severe to profound hearing loss (and who do not receive adequate benefit from hearing aids). We saw earlier in table five that there are 8,610 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 45% of children with severe or profound hearing loss have at least one cochlear implant. If one were to make an assumption that most children with cochlear implants are those with a profound hearing loss, this percentage would rise to 77%. These proportions have risen from 41% and 71% respectively since 2019.

122 services also reported that 2,966 children (7% of the adjusted total of deaf children) have a bone conduction device. This is an increase from 2019 when 5% of deaf children were reported to have a bone conduction device. The figure stood at 4% in 2017.

Additional languages

We asked services about deaf children living in their area who are known to have English as an additional spoken language (EAL) at home. 111 services provided an answer to this question, reporting that there were 6,180 deaf EAL children (14% of the adjusted total of deaf children reported).

Separately, we asked about languages used in education.

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

Language	Total	Percentage of responses (where known)
Spoken English	34,907	88%
British Sign Language	756	2%
Spoken English together with signed support	2,667	7%
Other combination	1,198	3%
Total known	39,528	
Not known	1,329	
Total including not known	40,857	

Caution is needed when looking at the results for this question. This is because the 124 services who responded to this question identified 40,857 children. This is less than the figure of 45,060 identified earlier in this report (see table one).

In surveys before 2017, this question asked about languages used by **all deaf children** in education. In the surveys for 2017 and 2019, the question was changed to focus on languages used by **children with severe or profound deafness** only. For the 2021 survey, we reverted to asking about all deaf children.

Comparing the data between different years (with the usual caveats around this), the following observations can be made:

- 2021 data shows there are 3,423 deaf children using British Sign Language (BSL) or Spoken English together with signed support (or sign supported English, SSE). 2019 data shows there were 2,402 children with severe or profound deafness using BSL or SSE. This could suggest there are around 1,000 deaf children with unilateral, mild or moderate deafness who are using BSL or SSE. This suggests that it should not be assumed that only children with a severe or profound deafness use BSL or SSE in education
- since 2015, when we last asked about languages used by all deaf children, the proportion using spoken English has risen from 86% to 88%. The proportion using spoken English together with signed support has fallen from 8% to 7%. Other proportions remain unchanged.

In considering what the data from this question shows, it must be stressed that the use of spoken/sign language in education may not always match the use of spoken/sign language within the home or the child's own preferences.

Deaf children who are new to the country

We asked about the number of deaf children that were known to be 'newly arrived', having arrived at their service from outside of the UK in the past year. 64 services identified 206 newly arrived deaf children. This is less than 1% (0.5%) of the adjusted total of deaf children, unchanged from 2019.

Number of deaf children on services' caseloads

By caseload, we mean children who receive some form of support **at least once a year**. Examples of support included direct teaching, visits to the family or school, liaison with the family, school and teachers, providing hearing aid checks, etc. We asked services to include children supported by the service but who do not live in the same geographical area as that service. Services could also include children with temporary deafness in their response to this question if they were on the service caseload.

Responses from all 132 services indicated that at least 42,353 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 65 and the largest was 1,013. The average was 321 children.

The definition of 'caseload' within the CRIDE survey has changed over the years. In considering changes to the 2021 survey, and in consultation with services, we have decided to stick with 'at least once a year' going forward (rather than more than once a year). The following table sets out caseload figures over the years, alongside the definition used in that survey.

Please also note that in 2016, the survey question was changed to allow children with temporary deafness to be included in the response to this question; previously services were asked to include only children with permanent deafness.

Table 11: Number of deaf children on caseloads reported, over successive years

Year	Number of children on caseload	Definition of caseload	Number of services
2021	42,353	Some form of support at least once a year	132
2020	32,820	Some form of support more than once a year	103*
2019	40,217	Some form of support more than once a year	131
2018	42,058	Clear definition not provided	130
2017	35,666	Some form of support more than once a year	129
2016	40,084	Some form of support at least once a year	131
2015	32,773	Some form of support more than once a year	129
2014	33,139	Some form of support more than once a year	132
2013	32,011	Some form of support more than once a year	131
2012	31,425	Some form of support more than once a year	126
2011	31,067	Clear definition not provided	123

*There was a lower number of responses to the survey in 2020 due to the covid-19 pandemic.

We asked services to split out how many children on their caseloads had a temporary conductive hearing loss. 91 services reported that there were 4,027 children. Caution is needed here given that a number of services stated that they were not always able to distinguish in their databases whether a child had temporary or permanent deafness or stated that they did not hold this data.

If there are 45,060 permanently deaf children living in England and 38,326 on services' caseloads with permanent deafness, there are at least 6,734 deaf children (15%) who are not being supported by the service at least once a year. It does not automatically follow that 15% of permanently deaf children are not receiving any support at all; many may be receiving support less than once a year from a service, or elsewhere from, for example, special schools for deaf children or resource provisions not managed by the service.

How do CRIDE's 2021 figures compare to School Census figures?

Because of the differences in how data have been collected and definitions used, we recommend the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

School Census figures for 2021[13] indicate there are 23,215 children where deafness is the primary special educational need (SEN) and who have been placed at SEN support or have an Education, Health and Care (EHC) plan. School Census figures also indicate that there are an additional 5,199 children where deafness is a secondary need. The School Census therefore records a total of 28,414 children where deafness is a primary or secondary need. The 28,414 deaf children identified by the School Census amount to 63% of the 45,060 deaf children identified by local authorities through CRIDE.

Recognising that School Census figures mostly cover school-aged children, the following table compares the number of deaf SEN children aged 5 to 16 with CRIDE data on primary and secondary aged children. It shows that a percentage of school-aged children (42%) are not captured by published Government data, compared to those identified by local authorities.

[13] Source: www.gov.uk/government/collections/statistics-special-educational-needs-sen

Table 12: Comparison of data on school-aged children from School Census and CRIDE

	Number of deaf SEN children – from School Census	**Number of deaf children – from CRIDE 2021**	**Percentage of deaf SEN children as total of CRIDE figure**
Primary aged (5 to 10)	9,451	17,855	53%
Secondary aged (11 to 15)	9,760	15,203	64%
Total	19,211	33,058	58%

There was a total of 8,492 deaf children with an EHC plan (of whom 6,148 are children where deafness is a primary need and 2,344 a secondary need). Comparing this figure with the number of children identified by the CRIDE survey, this would indicate that around 19% of deaf children have an EHC plan.

Looking specifically at data on school-aged deaf SEN children with EHC plans, where deafness is the primary need, the following table indicates that around 16% of school-aged deaf children have an EHC plan.

Table 13: Comparison of data on school-aged children with EHC plans with data from CRIDE

	Number of deaf children with an EHC plan (where deafness is primary need)	**Number of deaf children – from CRIDE 2021**	**Percentage of deaf children with EHC plan as total of CRIDE figure**
Primary aged (5 to 10)	2,711	17,855	15%
Secondary aged (11 to 15)	2,648	15,203	17%
Total	5,359	33,058	16%

PART 2: Teachers of the Deaf and other specialist staff

We asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions[14] and/or working in a special school or college not specifically for deaf children or young people. Figures for numbers of Teachers of the Deaf in special schools for deaf children in England were collected in a separate survey, there were responses from 12 (out of 17) schools for deaf children.

We asked services to provide 'Full Time Equivalent' (fte) figures for staffing. For example, an 0.5 figure for a Teacher of the Deaf would indicate they spent half of the standard 'working week' as a Teacher of the Deaf. We found that:

- overall, there are at least 1,132 fte teachers working as Teachers of the Deaf in England
- 87% of these posts (990 fte) are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (10%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (3%)
- at the time the survey was completed, there were at least 44 fte vacant posts reported by 37 services and 6 vacancies reported by schools for deaf children
- if the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 1,183 fte Teacher of the Deaf posts, of which 4% are vacant.

The following table provides a breakdown of Teachers of the Deaf in employment by type of setting.

[14] In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 14: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	**Working mainly in a resource provision (total and percentage)**	**Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)**	**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 percentage)**	**Working mainly in a special school for deaf children (total and percentage)**	**Teacher of the Deaf posts overall (total and percentage)**
Teachers of the Deaf with the mandatory qualification	577.54 (92%)	269.98 (84%)	19.1 (95%)	20.2 (93%)	103.6 (72%)	990.42 (87%)
Teachers in training for the mandatory qualification within 3 years	44 (7%)	43.1 (13%)	1 (5%)	1 (5%)	22.4 (15%)	111.5 (10%)
Qualified teachers without the mandatory qualification and not in training	3.6 (1%)	7.4 (2%)	0 (0%)	0.6 (3%)	18.83 (13%)	30.43 (3%)
Total	625.14 (100%)	320.48 (100%)	20.1 (100%)	21.8 (100%)	144.83 (100%)	1,132.35 (100%)

Figures for Teachers of the Deaf in cochlear implant programmes across England were collected in a separate survey. Responses were received from 12 cochlear implant programmes. There were at least 29.2 fte fully qualified Teachers of the Deaf reported in post, and 1.8 fte vacancies reported. This means there are 31 fte posts, of which 6% are vacant. There were no Teachers of the Deaf in training for the mandatory qualification or not in training reported.

Changes in numbers of Teachers of the Deaf

The following table looks at changes in the number of qualified Teachers of the Deaf in employment and posts over successive years. Unless specified, these and other tables in the sections that follow **do not** include Teachers of the Deaf working in special schools for deaf children or cochlear implant programmes as this data, collected separately, has not been collected consistently by CRIDE over the past decade.

As set out earlier, when making year on year comparisons, anomalies can sometimes appear in the responses. We make every effort to investigate any anomalies that appear particularly strange. However, services and schools do not always respond to such queries.

Table 15: Changes in numbers of Teachers of the Deaf from year to year[15]

	Teachers of the Deaf with the mandatory qualification in employment	**Teachers of the Deaf with the mandatory qualification in employment or in training**	**Number of teachers working as Teachers of the Deaf in employment**	**Number of vacant posts**	**Number of Teacher of the Deaf posts (including vacancies)**
2021	886.82	975.92	987.52	44.65	1,032.17
2019	903.41	1,007.77	1,019.37	34.8	1,054.17
2018	898.82	1,020.62	1,027.87	30.8	1,058.67
2017	913.75	1,037.35	1,050.75	44.65	1,095.4
2016	932.38	1,047.18	1,059.28	60.9	1,120.18
2015	995.75	1,117.85	1,126.35	45.6	1,171.95
2014	999.2	1,071.3	1,079.9	45.8	1,125.7
2013	1,031.9	1,110.3	1,117.5	40.8	1,158.3
2012	1,063.7	1,125.6	1,136.4	44.5	1,180.9
2011	1,062.1	1,153.7	1,162.5	34	1,196.5

(2020 data not included because of lower response rate to survey)

Table 16: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 10 years (between 2011 and 2021)	**Percentage change over past 2 years (between 2019 and 2021)**
Teachers of the Deaf with the mandatory qualification in employment	-17%	-2%
Teachers of the Deaf with the mandatory qualification in employment **or** in training	-15%	-3%
Number of teachers working as Teachers of the Deaf in employment	-15%	-3%
Number of vacant posts	31%	28%
Number of Teacher of the Deaf posts (including vacancies)	-14%	2%

We examined how many services had seen a change in the number of Teachers of the Deaf with the mandatory qualification, or in training, or without the mandatory qualification and not in training between 2019 and 2021 and found that 28% of services had seen an increase, 21% of services had seen no change while 51% of services had seen a decrease.

We asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months:

- 27 services (21%) reported difficulties in recruiting for a permanent post
- 41 (32%) reported no difficulties

[15] In 2017, we began to ask about Teachers of the Deaf in special schools or colleges not specifically for deaf children or young people. Figures from before/after are therefore not directly comparable. However, it is worth noting that the inclusion of these figures did not lead to a noticeable increase in the number of Teachers of the Deaf.

- 62 services (48%) stated that this question was not applicable to them.

- 27 services (22%) reported difficulties in recruiting for supply cover
- 21 (17%) reported no difficulties
- 76 services (61%) stated that this question was not applicable to them.

Combining the figures, 35 services (27%) reported difficulties in recruiting to **either** permanent or supply posts.

Comments from services covered the following themes:

- a lack of applicants, qualified or unqualified
- qualified applicants not accepting the post offered
- standard of qualified and unqualified applicants not high enough to appoint
- having to appoint staff without the mandatory qualification and offer training
- the systems in place at a service taking too long to learn for supply cover posts, so part-time staff asked to increase hours if possible instead
- budget restrictions
- recruitment freeze/not allowed to appoint temporarily due to review or awaiting outcome of business case.

Regional figures

The tables below provide a regional perspective on numbers of Teachers of the Deaf.

Table 17: Number of qualified Teachers of the Deaf by region

Region	Number of Teachers of the Deaf with the mandatory qualification in 2011	Number of Teachers of the Deaf with the mandatory qualification in 2019	Number of Teachers of the Deaf with the mandatory qualification in 2021		Percentage change between 2011 and 2021	Percentage change between 2019 and 2021
East England	97.6	91.44	91.74		-6%	0%
East Midlands	87.6	60.2	60.9		-30%	1%
London	165.4	168.27	158.16		-4%	-6%
North East	57.5	52.65	49		-15%	-7%
North West	192.0	147.6	137.85		-28%	-7%
South East	142.2	107.25	119.12		-16%	11%
South West	95.6	74.4	69.05		-28%	-7%
West Midlands	98.2	87.5	91.6		-7%	5%
Yorkshire & Humber	126.2	114.1	109.4		-13%	-4%
Total	1062.1	903.41	886.82		-17%	-2%

Table 18: Number of qualified Teachers of the Deaf and teachers in training for the mandatory qualification by region

Region	Number of qualified or trainee Teachers of the Deaf in 2011	Number of qualified or trainee Teachers of the Deaf in 2019	Number of qualified or trainee Teachers of the Deaf in 2021		Percentage change between 2011 and 2021	Percentage change between 2019 and 2021
East England	105.1	104.64	103.24		-2%	-1%
East Midlands	95.4	69.6	66.9		-30%	-4%
London	183.7	190.27	179.66		-2%	-6%
North East	62.6	57.45	51		-19%	-11%
North West	209.7	155.8	142.85		-32%	-8%
South East	153.5	131.81	138.32		-10%	5%
South West	98.6	76.1	79.35		-20%	4%
West Midlands	107	101	96.9		-9%	-4%
Yorkshire & Humber	138.3	121.1	117.7		-15%	-3%
Total	1153.7	1,007.77	975.92		-15%	-3%

Additional qualifications held by Teachers of the Deaf

Table 19: Additional post-graduate specialist qualification in early years support

	Number of teachers	Percentage	Number of services with staff in relevant category
Working mainly as a peripatetic Teacher of the Deaf	72.8	83%	57
Working mainly in a resource provision	11.8	14%	5
Working mainly in a special school or college not specifically for deaf children or young people	0	0%	0
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	2.6	3%	3
Total	87.2		

This means that 9% of all Teachers of the Deaf in post have an additional post-graduate specialist qualification in early years support. This has fallen from 2019 when there were 106.55 Teachers of the Deaf with this qualification, 10% of the then total.

Table 20: Additional specialist qualification as educational audiologists

	Number of teachers	Percentage	Number of services with staff in relevant category
Working mainly as a peripatetic Teacher of the Deaf	53	89%	57
Working mainly in a resource provision	5.6	9%	6
Working mainly in a special school or college not specifically for deaf children or young people	0.1	0%	1
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	0.6	1%	1
Total	59.3		

This means that 6% of all Teachers of the Deaf in post have additional specialist qualifications as educational audiologists. This has fallen from 2019 when there were 71.4 Teachers of the Deaf with this qualification, 7% of the then total.

Teachers of the Deaf in a peripatetic role

We asked how many Teachers of the Deaf were working in the specialist peripatetic or 'visiting' service. Peripatetic Teachers of the Deaf normally visit deaf children in 'non-specialist' provision – i.e. pre-school deaf children, deaf children in mainstream schools or in a special school not specifically for deaf children.

Table 21: Number of peripatetic Teachers of the Deaf in employment

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	577.54	92%	131
Teachers in training for the mandatory qualification within 3 years	44	7%	37
Qualified teachers without the mandatory qualification and not in training	3.6	1%	3
Total	625.14		

28 services reported vacancies in the peripatetic service as of January 2021, amounting to 29.25 posts.

The total of 625.14 fte peripatetic Teachers of the Deaf has decreased from 642.82 in 2019. This amounts to a 3% percentage decline.

Since 2011, when there were 718.3 fte peripatetic Teachers of the Deaf, we have seen a 13% percentage decline.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0 to 12.3 fte. 33 services employ two or fewer peripatetic Teachers of the Deaf, of which seven services employed one or fewer (e.g. 0.5 fte) fully qualified peripatetic Teachers of the Deaf. The average number of peripatetic Teachers of the Deaf (with the mandatory qualification) per service is four.

Age profile of peripatetic Teachers of the Deaf

We asked about the age profile of Teachers of the Deaf. We continue to be concerned that the number of newly recruited Teachers of the Deaf is significantly lower than the number of Teachers of the Deaf retiring from the profession.

The following table indicates that 53% of peripatetic Teachers of the Deaf are over the age of 50 and hence likely to retire in the next 10 to 15 years. This figure is unchanged since 2019.

Table 22: Age profile of peripatetic Teachers of the Deaf

	Number of peripatetic teachers	**Percentage of total**
Aged 49 or under	300.54	47%
Aged between 50 and 59	273.95	42%
Aged between 60 and 64	64.95	10%
Aged 65 or over	6.2	1%
Total	645.64	

Peripatetic Teachers of the Deaf caseloads

This section looks at the theoretical or notional 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 is a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

- areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time
- areas in which there are specialist units or special schools may have fewer visiting Teachers of the Deaf because it has been assumed that deaf children with most need are already in specialist provision
- services that are better able to reliably record and identify how many deaf children, including those over 16, are in their area may appear to have heavier caseloads than services which have only given a figure for the number of deaf children they 'know' about
- the theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms, and for consistency across all parts of England, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision[16] by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification[17]. Responses have been excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area.

We found that:

- each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 62 deaf children
- the highest caseload found (after anomalies were excluded) was 212 in one area

[16] This includes: "Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools (including academies and free schools), Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children."

[17] This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

- there are 34 services (26%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 14 services (11%) where there are, on average, 100 or more deaf children on the theoretical caseload.

The theoretical average caseload of 62:1 is unchanged from 2019.

The following table provides a breakdown of theoretical caseload figures by region. The annex provides figures for each local authority.

Table 23: Ratio of deaf children being supported by each visiting Teacher of the Deaf, by region

Region	Average ratio
East England	65:1
East Midlands	60:1
London	65:1
North East	59:1
North West	54:1
South East	57:1
South West	63:1
West Midlands	74:1
Yorkshire & Humber	67:1
England	62:1

Teachers of the Deaf in resource provisions

We asked how many Teachers of the Deaf were employed in resource provisions for deaf children. Respondents were asked to exclude time spent on other school duties (such as time as the school's special educational needs co-ordinator, for example).

Table 24: Number of Teachers of the Deaf in resource provisions

	Number of teachers	Percentage	Number of services with staff in relevant category
Teachers of the Deaf with the mandatory qualification	269.98	84%	80
Teachers in training for the mandatory qualification within 3 years	43.1	13%	34
Qualified teachers without the mandatory qualification and not in training	7.4	2%	6
Total	320.48		

There were 15.4 fte reported vacancies for Teachers of the Deaf in resource provisions as of January 2021.

The total of 320.48 Teachers of the Deaf in resource provisions has decreased from 329.95 in 2019. This amounts to a 3% percentage decline.

Since 2011, when there were 444.3 fte Teachers of the Deaf working in resource provisions, we have seen a 28% percentage decline.

7 services stated there was a resource provision in their area but could not, or did not, tell us how many Teachers of the Deaf were employed in resource provisions.[18] This is despite the fact that local authorities have a strategic responsibility towards children with special educational needs and a duty to keep provision under review.

Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people

Seven services reported they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people, with 20.1 fte Teachers of the Deaf working in this way. This has decreased from 25.8 in 2019. This amounts to a 22% decline.

The majority (95%) were Teachers of the Deaf with the mandatory qualification, and 5% were in training.

Teachers of the Deaf working flexibly across peripatetic services and other education settings

13 services reported that they employed Teachers of the Deaf who worked flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people, with 21.8 fte Teachers of the Deaf working in this way. This is a 5% increase from 20.8 in 2019.

The majority (93%) were Teachers of the Deaf holding the mandatory qualification, 5% were in training, and the remaining 3% were qualified teachers without the MQ and not in training.

Teachers of the Deaf working in special schools for deaf children

This data was collected through a short separate targeted directly at special schools for deaf children. 12 schools responded to the survey.

Table 25: Number of Teachers of the Deaf in post in special schools for deaf children

	Number of teachers	**Percentage**
Teachers of the deaf with the mandatory qualification	103.6	72%
Teachers of the deaf in training for the mandatory qualification within 3 years	22.4	15%
Qualified teachers without the mandatory qualification and not in training	18.83	13%
Total	144.83	

Additionally, 6.4 fte vacancies were reported. This means that there are 151.23 fte Teacher of the Deaf posts, of which 4% are vacant.

The total of 144.83 Teachers of the Deaf in special schools for deaf children has decreased from 248.27 in 2019. This amounts to a 42% percentage decline. However, it should be noted that the 2019 figure is based on responses from 16 special schools[19].

[18] There were also 5 services that indicated that had a resource provision in their area but who did not report any Teachers of the Deaf working solely in a resource provision. However, the response did indicate that Teachers of the Deaf were 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.

[19] We also reported in the 2019 report that we suspected that the reported figure for the number of Teachers of the Deaf was larger than was actually the case with some Teachers of the Deaf being reported as numbers of people, rather than as an fte figure.

Other specialist staff

We changed the way we asked about specialist staff (other than Teachers of the Deaf) in the 2021 survey, asking for information on those who are **directly employed** by the service (rather than who are known to the service). This change was made to ensure greater consistency in our reporting. It means that we cannot make direct comparisons to responses from previous years.

We found that there were at least 760.45 fte specialist support staff in post employed by services. There were 45.78 fte vacant posts reported. This means there are 806.23 specialist support staff posts, of which 6% are vacant posts.

Table 26: Number of specialist support staff, by role

	Number working in this role		**Vacant posts**		**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**	
Teaching assistants/ Classroom support assistants etc	417.78 (94%)	78	24.36 (6%)	15	442.14 (100%)
Communication support workers/ Communicators etc	174.58 (92%)	29	14.3 (8%)	4	188.88 (100%)
NRCPD registered BSL/English interpreters	5.4 (100%)	4	0 (0%)	0	5.4 (100%)
Deaf instructors/Deaf role models/Sign language instructors etc	57.49 (96%)	46	2.2 (4%)	4	59.69 (100%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	6.48 (100%)	8	0 (0%)	0	6.48 (100%)
Technicians et al.	29.2 (100%)	34	0 (0%)	0	29.2 (100%)
Speech and language therapists	12.6 (92%)	17	1.1 (8%)	1	13.7 (100%)
Family support workers/Liaison officers	11.19 (93%)	15	0.8 (7%)	2	11.99 (100%)
Social workers/Social workers for deaf children	0.5 (100%)	1	0 (0%)	0	0.5 (100%)
Other	45.23 (94%)	28	3.02 (6%)	4	48.25 (100%)
Total	760.45 (94%)	94	45.78 (6%)		806.23 (100%)

When services stated that there were other roles, they were asked to specify. These included:

- Specialist Nursery Nurse
- Early Years Educator/Early Years Specialist Practitioner
- Advisory Deaf Inclusion Worker
- Behaviour and Wellbeing Officer
- Early Intervention Worker
- Specialist Support Worker
- Specialist Sensory Learning Mentor for HI and VI
- Cued Speech Early Years Practitioner
- Portage Worker
- MSI Intervenor
- Specialist Cover Supervisor
- Administration posts.

Some services also referred to specialist staff who were provided by another service, for example, technicians commissioned from a charity, or where services were provided externally on a casual basis or as needed; for example, deaf instructors/deaf role models/sign language instructors being bought in as required from a private company.

Qualifications in British Sign Language

We asked about British Sign Language (BSL) qualifications of any teaching assistants and communication support workers (or in similar roles) who are currently working directly with deaf children who are sign language users. In this question, services were given the opportunity to tell us about specialist staff who were not directly employed by the service.

Table 27: BSL qualifications of other specialist staff

	Number and percentage of other specialist staff directly employed by the service	**Number and percentage of other specialist staff not directly employed by the service**	**Total**
Level 1 BSL	110.67 (21%)	94.8 (21%)	205.47 (21%)
Level 2 BSL	223.91 (42%)	187.27 (42%)	411.18 (42%)
Level 3 BSL	128.28 (24%)	112.75 (25%)	241.03 (25%)
Level 4 BSL	11.7 (2%)	6 (1%)	17.7 (2%)
Level 6 BSL	59.7 (11%)	46.6 (10%)	106.3 (11%)
Total	534.26[20] (100%)	447.42[21] (100%)	981.68[22] (100%)

[20] 534.26 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 522.22.

[21] 447.42 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 426.42.

[22] 981.68 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The sum of the reported totals was 948.64.

In the survey we did not specially ask about other specialist staff who held no qualifications in BSL. However, a comparison of the figures for teaching assistants and communication support workers in tables 26 and 27 suggests that there are at least 58 other specialist staff (10%) who are directly employed by the service who do not hold any BSL qualifications.

The National Deaf Children's Society recommends that deaf children who use BSL are supported by staff with **at least** a level 3 qualification in BSL. The table above indicates that 37% of relevant teaching assistants, etc. employed directly by the service hold a level 3 or higher qualification.

PART 3: Post-16 support

Young people who have left school

We asked how many deaf young people left school at the end of the 2019/20 academic year. 117 services responded to this question, reporting 1,881 deaf young people as having left school. We believe this figure to be lower than the number we would expect to be leaving school. For example, we saw earlier that there are 15,203 secondary-aged deaf children, suggesting there are around 3,000 in each year group.

Services also reported that 1,061 young people had a transition plan informed by a Teacher of the Deaf (56% of the deaf young people who had left school).

We asked if services provided support to deaf young people in further education or other post-school destinations. 103 services (79%) said they did, and 28 services (21%) said they didn't, and one service did not answer this question.

If services said yes, we then asked how many deaf people are being supported through the different funding mechanisms.

Table 28: Funding mechanisms for deaf young people post-16 in further education or other post-school destinations

Category	Deaf young people with an Education, Health and Care plan	Deaf young people without an Education, Health and Care plan	Total
Funded solely as part of the core budget for the service	644 (64%)	462 (62%)	1,106[23] (63%)
Funding provided by the post-16 provider (e.g. service is commissioned to provide by a college)	260 (26%)	203 (27%)	463 (27%)
Funding provided by another local authority which has placed the deaf young person in a post-16 setting in your area	19 (2%)	4 (1%)	23 (1%)
Other arrangement	56 (6%)	27 (4%)	83 (5%)
Don't know/Not sure	22 (2%)	49 (7%)	71[24] (4%)
Total	1,001 (100%)	745 (100%)	1,746[25] (100%)

Careers advice

We asked if peripatetic Teachers of the Deaf in services provided any of the support below in relation to careers advice and moving into employment.

[23] 1,106 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 1,112.

[24] 71 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The reported total was 87.

[25] 1746 is the sum of the broken-down figures given by services, not the reported totals given by services when asked for a total for this question. The sum of the reported totals was 1.771.

Table 29: Support on careers advice and moving into employment

Category	Yes – number and percentage of services	No – number and percentage of services	Not sure – number and percentage of services	Total
Engaging with careers advisors in **schools** on careers advice to deaf young people	103 (79%)	23 (18%)	4 (3%)	130 (100%)
Engaging with careers advisors in **colleges** on careers advice to deaf young people?	62 (48%)	57 (44%)	10 (8%)	129 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	90 (71%)	33 (26%)	4 (3%)	127 (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	90 (71%)	31 (24%)	6 (5%)	127 (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	90 (70%)	28 (22%)	11 (9%)	129 (100%)

Post-19 support

When asking about numbers of deaf children, we ask services for numbers of deaf children aged 0 to 19. Although the SEND system applies 0 to 25, we have traditionally not asked for numbers of deaf young people aged over 19. This is due to feedback from services that they do not hold reliable numbers on this cohort.

However, we introduced a new question in the 2021 survey to ask services if they provide support to deaf young people over the age of 19. 98 services (75%) said they did, and 32 services (25%) said they didn't.[26]

85 services[27] stated they supported a total of 766 young people over the age of 19 in a range of different settings. Services were then asked for broken down figures for settings in which these young people are being supported.

[26] Two services did not respond to this question.

[27] 12 services that did provide support to deaf young people over the age of 19 said there were no deaf young people over the age of 19 currently on their caseload, and one service did not provide a figure for how many deaf young people post-19 were supported.

Table 30: Settings where young people over the age of 19 are supported

Post-school destination	Number of young people	Percentage
Further education	594	77%
Higher education	26	3%
Apprenticeship or some form of work-based training	17	2%
Supported internship	13	2%
Employment	8	1%
NEET (Not in Education, Employment or Training)	30	4%
Other	84	11%
Total	772[28]	

[28] In a few cases the broken-down figures did not match the total given, which is why this figure does not match the total of 766 given earlier.

PART 4: Support provided

Where services are based

Table 31: Where services are based

	Number of services	Percentage
Based in the local authority	113	86%
Based in a school with a resource provision	4	3%
Based in a special school for deaf children	1	1%
Based in a special school not specifically for deaf children	6	5%
Provided by another body or organisation	4	3%
Other	4	3%
Total	132	

When services answered 'Other' they were asked to specify. Answers included:

- dual-funded with service based in the local authority and special school not specifically for deaf children
- joint arrangement between six local authorities hosted by a social enterprise on behalf of a local authority
- joint venture between a county council and Babcock International
- a company wholly owned by the county council.

Heads of services

We asked if peripatetic Teachers of the Deaf in the service were managed by someone who is a qualified Teacher of the Deaf or in training for the mandatory qualification. 92 services (70%) stated that they were, and 40 services (30%) stated that they were not.

Where services were not managed by a qualified Teacher of the Deaf or Teacher of the Deaf in training, we asked for the role of the person who was managing the service. Answers included:

- Qualified Teacher of Visually Impaired Children (QTVI)
- Early Years SEND and Advisory Services Manager
- Senior Multi-Sensory Impairment Specialist Teacher
- Specialist Education Lead for the Joint Communication Team (Speech Therapist)
- Special Educational Needs Manager
- Team Manager for Sensory and Physical Needs
- Lead for Specialist Teaching Advisory and Autism
- Educational Psychologist
- Managed by the school
- Area managers with specialisms including early years, ASD, MSI, VI
- Head of the Portage Service.

Number of resource provisions

We asked about the number of resource provisions (whether in mainstream or special schools) in their area. In the CRIDE survey, we use the term 'resource provision' to include all schools with a resource

provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school. We found that:

- there were 135 resource provisions for primary-aged children
- 89 services had at least one resource provision for primary-aged children in their area
- there were 101 resource provisions for secondary-aged children
- 80 services had at least one resource provision for secondary-aged children in their area
- in addition, one response indicated that there was a resource provision in their area which supports children of both primary and secondary age.

This gave a total of 237 resource provisions across England. This is a decrease from 2019 when we identified 246 resource provisions.

Table 32: Number of resource provisions over time

Year	Number of resource provisions
2021	237
2019	246
2018	240
2017	251
2016	260

(2020 data not included because of lower response rate to survey)

Some services stated there were reduced numbers or low numbers of children being placed in resource provisions. On the other hand, some services mentioned plans for opening new resource provisions in the coming year, and in one case, an additional pop-up provision in a school with a high number of deaf children in the catchment area.

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf – this applied to 190 (80%) of the resource provisions. When services provided comments on this, they included mentions of the resource provisions being managed by a SENCO, qualified teachers of vision impaired children (QTVI), and teachers in training for the mandatory qualification. Some services indicated that Teachers of the Deaf from the peripatetic team supported the resource provisions where they were not headed by a qualified Teacher of the Deaf.

We also looked at the number of resource provisions against the overall population of deaf children. This is intended to indicate the spread of resource provisions across England, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 190 deaf children.

This is **not** a measure of the number of places available in or individual deaf children enrolled at each resource provision; figures for places or deaf children enrolled will vary from provision to provision.

The following table provides a breakdown of the spread of resource provisions in each region. It should be noted that regional difference may be influenced by a range of different factors including, for example, the number of special schools in the area.

Table 33: Population of deaf children covered by each resource provision

Region	Average ratio
East England	145:1
East Midlands	316:1
London	141:1
North East	172:1
North West	240:1
South East	120:1
South West	265:1
West Midlands	370:1
Yorkshire & Humber	222:1
England	190:1

The annex provides figures on the spread of resource provisions against the local population of deaf children in each area.

Eligibility frameworks

125 services (95% of services) reported that they used the NatSIP Eligibility Framework for Scoring Support Levels (2017) to help determine the level of support provided by Teachers of the Deaf to children. Seven services (5%) said they did not.

96 services (73% of services) said they used the NatSIP Eligibility Framework for scoring support levels for deaf children from birth to the end of F1 (Nursery) (2019). 35 services (27% of services) said they did not.[29]

Support allocations

We asked if there had been any changes to their support allocation between the 2019/20 and 2020/21 academic years. 26 services (20%) reported that there had been changes whilst 106 (80%) reported that there had been no changes. Comments on changes included the following:

Positive changes:

- Increased capacity
- Budget increase
- Providing the same service for preschool children with mild and unilateral hearing impairment as provided to children aged four and above.
- Increase in the support provided for preschool children with a unilateral hearing loss for the year post-referral
- Increased contact with families
- Widening support offer to secondary aged/post-16 deaf young people who were previously ineligible

Negative changes relating to covid-19:

- Fewer face to face visits during lockdowns
- Limits on the number of visits to schools/settings/homes per day
- Having to be creative about how services can offer support suggested by the NatSIP eligibility criteria (e.g. telephone, virtual, WhatsApp, doorstep visits and face to face support)

[29] One service didn't answer this question.

- Monitoring caseload support provided on request/needs rather than routine

Other negative changes:

- Vacancies resulting in larger caseloads while trying to recruit
- Reduced capacity due to Teacher of the Deaf being on maternity leave
- Reduction in staffing levels due to retirement
- Increased workload due to starting to support young people in post-19 settings
- Restructure affecting staffing numbers.

Other changes mentioned:

- Through review of the needs of deaf children and young people using the NatSIP eligibility criteria.
- All support allocations are reviewed at least annually.

Outcomes

We asked services if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4[30]:

- 18 services (14% of services) said they did, for all deaf children living in the local authority or authorities covered by their service.
- 55 services (43% of services) said they did, but only for children who receive support from the service.
- 56 services (43% of services) said they did not.

Services were then asked if this data was shared with the Children's Hearing Services Working Group (CHSWG) in their area.[31] Of those who said above they did collect this data:

- 16 services (19% of services) indicated yes
- 67 services (79% of services) said they did not
- two services (2%) said there was no CHSWG in their area.

Quality standards

The following table sets out the quality standards or resources that services told us they use to audit or improve practice.

[30] Three services did not answer this question.

[31] Please note, in some cases where services said they did collect data on educational outcomes, they did not answer this following question on if they shared it with CHSWGs, and in some cases, services didn't answer the question on collecting data on educational outcomes, but did answer this question on if they shared data with CHSWGs.

Table 34: Quality standards and resources used by services

	Number of services	Percentage of services
NatSIP: Quality Standards for Sensory Support Services in England	120	91%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	107	81%
Newborn hearing screening programme quality standards	76	58%
NatSIP Quality Improvement Support Pack	68	52%
Department of Health: Deafblind People: Guidance for local authorities	21	16%
Other	28	21%

When services answered 'other', they were asked to specify. Answers included:

- CHSWG covid-19 action plan (National Deaf Children's Society)
- Quality standards for the use of personal radio aid systems (National Deaf Children's Society)
- Quality Standards: Resource Provisions for Deaf Children and Young People in mainstream schools and self-evaluation tool (National Deaf Children's Society)
- Assessments for Deaf Children and Young People (National Deaf Children's Society)
- Success from the Start (National Deaf Children's Society) (previously known as the Monitoring Protocol for Deaf Babies and Children)
- What Works: Children's Hearing Services Working Groups (NHS and National Deaf Children's Society)
- Modernising Children's Hearing Aid Services (MCHAS)
- Best Practice Guidance for Collaborative Working between Qualified Teachers of the Deaf and Speech and Language Therapists (RCSLT and BATOD)
- Preparing for Adulthood materials

We then asked services if they have shared the findings of any such audits, or any work they had done in relation to the quality standards, with the Children's Hearing Services Working Group (CHSWG) in their area over the past year:

- 39 services (30%) said they had done so
- 87 (66%) said they had not
- 5 services (4%) said there was no CHSWG in their area.

Support following identification of deafness

In the 2021 survey, we introduced a new question to ask services how many referrals they received over the calendar year of 2020.

Table 35: Referrals

	Number and percentage of referrals	Number of services
For children identified as deaf through the newborn hearing screening programme	1,091 (24%)	119
For children identified as deaf outside of the newborn hearing programme	3,421 (76%)	127
Total	4,512[32] (100%)	128

We also found that:

- of the referrals for children identified through the newborn hearing screening programme, 903 of families were contacted by a Teacher of the Deaf within 2 working days. [33] This amounts to 83% of the 1,091 children referred via this route[34]
- of the referrals for children identified as deaf outside of the newborn hearing screening programme, 2,097 of families were contacted by a Teacher of the Deaf within 5 working days.[35] This amounts to 61% of the 3,421 children referred outside of the newborn hearing screening programme[36]
- 2,432 families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral.[37] This amounts to 54% of the 4,512 children referred either through or outside the newborn hearing screening programme.[38]

Where services added comments about referrals, they included these themes:

- some services did not record data on how many families were offered a visit within ten working days of referral
- data recorded for academic years rather than calendar years (as asked by CRIDE)
- services reporting that contact was attempted but wasn't always successful within the time frames
- number of referrals in 2020 being lower compared to 2019
- changes due to covid-19 included posting service information to families, meetings offered via telephone calls or online meetings when face to face meetings were not allowed/wanted by families. Doorstep/garden/park visits/WhatsApp used where needed.
- virtual meetings worked for some families, but not all, and some families did not have access to technology for virtual contact. Some services made contact via telephone rather than face to face or virtual meetings
- some services reported paper referrals being received in empty/closed offices, causing delays. One service reported that they now receive hospital correspondence by email
- some services mentioned their own timeframes that are used to make contact with families following a referral, which were different from the ones asked about by CRIDE (which are based on existing quality standards)
- some services state that staff are present at NHSP confirmation appointments, and so meet referrals at that point, or are present at first hearing aid fittings.

[32] The figure generated by the sum of different referral options differed from the figure given when asked for the total. The sum of the 'total' figures given was 4,526. In the table, we have used the sum total generated from the different referral options.
[33] In line with expectations set by NatSIP quality standards for sensory support services (2016).
[34] 8 services did not respond to this question.
[35] In line with expectations set by NatSIP quality standards for sensory support services (2016).
[36] 21 services did not respond to this question
[37] In line with expectations set by NatSIP quality standards for sensory support services (2016).
[38] 31 services did not respond to this question

PART 5: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. At the time the survey was sent out, representatives included: BATOD, Frank Barnes School for Deaf Children, Mary Hare, National Deaf Children's Society, National Sensory Impairment Partnership (NatSIP), UCL, University of Edinburgh, consultants with expertise in deafness, and specialist education services for deaf children in Cambridgeshire, Camden, Kent, and Leeds.

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 2021, a full survey was issued.

The survey was disseminated to services in England in February 2021 by National Deaf Children's Society staff on behalf of CRIDE. Where there was no response by 15 March, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out from the end of April 2021 to the remaining services who had not responded by then.

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

Table 36: Response rate by services to the CRIDE survey

	Number of responses	**Cumulative total**
First deadline – 15 March 2021	101	101
Second deadline following chasers	16	117
Returned later following a Freedom of Information request	15	132

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.

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 cride@ndcs.org.uk.

Annex: Information by local authority

The table that follows sets out some individual data from services. Local authorities were asked to provide figures as of 31 January 2021.

Figures for Teachers of the Deaf include Teachers of the Deaf with the mandatory qualification (MQ) and Teachers of the Deaf in training for the MQ or intending to train within three years.

Theoretical caseloads for peripatetic Teachers of the Deaf are calculated by dividing the number of permanently deaf children living in any given area and in non-specialist provision[39] by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification[40]. Responses have been excluded where there were obvious gaps or anomalies in either the number of Teachers of the Deaf or numbers of deaf children living in the area. Please see page 18 for more information. In some cases, where there was an obvious error or anomaly, we have not calculated a ratio.

Figures for the average population of deaf children covered by each resource provision are intended to show the spread of resource provisions across each area. It is calculated by dividing the number of children living in the area covered by a service and number of resource provisions in a service area. Where there is no resource provision in the area, this is indicated by a ratio of the population in the area to 0. Care should be used in interpreting these figures. In some cases, the ratio may be influenced by the presence of special schools in the area or other resource provisions in neighbouring areas. It should be noted that this is **not** a measure of the number of places available in or individual deaf children enrolled at each resource provision; figures for places or deaf children enrolled will vary from provision to provision.

[39] This includes: "Supported only at home – pre-school children, Early years setting – pre-school children, Supported at home – of school age and home educated, Mainstream state-funded schools (including academies and free schools), Mainstream independent (non-state-funded) schools (for example, Eton), Other special schools, not specifically for deaf children (whether state funded or non-maintained), All other post-16 provision (not including school sixth form colleges), NEET (Not in education, employment or in training) (post-16 only), Other (e.g. Pupil referral units), Not known. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children."

[40] This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

Table 37: Data by local authority

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
East of England									
Bedford Borough	156	200	32	2.5	None reported	None reported	None reported	62:1	156:0
Cambridgeshire	427	427	None reported	9.2	2	0	0	43:1	214:1
Central Bedfordshire	184	199	None reported	1.6	2.8	None reported	None reported	104:1	61:1
Essex	990	870	11	10.2	18.2	0	0	84:1	110:1
Hertfordshire	682	615	24	9.2	3	0	0	63:1	341:1
Luton	190	65	0	1.2	4.6	None reported	None reported	138:1	95:1
Norfolk	660	662	None reported	9.3	2.8	None reported	1.8	57:1	220:1
Peterborough	316	219	7	3	None reported	None reported	1.8	64:1	158:1
Southend	151	141	8	1	None reported	None reported	None reported	130:1	151:0
Suffolk	482	497	15	6.84	5.3	0	0	63:1	96:1
Thurrock	125	124	0	1.8	4.5	0	0.6	38:1	63:1
East Midlands									
Derby City	613	122	7	3.3	3.7	0	0	151:1	307:1
Derbyshire	472	657	185	7.6	3	0	0	Not calculated	118:1
Leicester City	349	372	23	5	0	0	0	68:1	349:0

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Leicestershire and Rutland	601	471	32	7.9	0.9	None reported	None reported	73:1	601:1
Lincolnshire	181	181	None reported	5.8	0	0	0	30:1	181:0
Northamptonshire	747	747	None reported	11.7	1.9	None reported	None reported	62:1	374:1
Nottingham City	148	129	0	5.8	3.6	0	0	22:1	74:1
Nottinghamshire	362	611	None reported	6.7	None reported	None reported	None reported	50:1	362:0
London									
Barking and Dagenham	142	161	23	2	6	None reported	None reported	49:1	47:1
Barnet	331	239	None reported	1.4	4	0	0	Not calculated	166:1
Bexley	229	251	1	1	2.3	0	0	174:1	229:1
Brent	184	219	16	4	3	1	None reported	36:1	92:1
Bromley	282	263	6	3.9	4.3	0	0	55:1	141:1
Camden	160	188	9	2	0	0	0	59:1	160:0
Croydon	387	247	2	5	2	0	0	64:1	194:1
Ealing	269	149	5	2.3	0	0	0	95:1	135:1
Greenwich	254	227	33	2.4	9.4	0	0	93:1	64:1
Hackney	316	356	None reported	4	1	0	0	65:1	316:1
Hammersmith & Fulham	69	75	0	1.4	None reported	None reported	None reported	40:1	69:0

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Haringey and Enfield	459	330	None reported	4.8	1.8	0	0	71:1	230:1
Harrow	207	310	83	3.3	2.06	0	0	52:1	104:1
Havering	189	189	4	2	3	0	0	80:1	189:1
Hillingdon	344	172	2	1.4	3	0	0	212:1	172:1
Hounslow	249	204	5	2	8	None reported	None reported	94:1	83:1
Islington	216	117	22	1.6	9.2	0	0	87:1	216:1
Lambeth	189	176	42	2.1	1	None reported	None reported	63:1	95:1
Lewisham	309	127	None reported	3.1	3.6	0.6	0	75:1	103:1
Merton	153	163	31	2.1	None reported	None reported	None reported	47:1	153:0
Newham	341	255	7	4.4	2.6	0	1	51:1	171:1
Redbridge	273	228	3	3.6	7.4	None reported	None reported	56:1	137:1
Richmond and Kingston	270	262	50	2.8	None reported	None reported	None reported	89:1	135:1
Southwark	269	290	0	3.7	2	None reported	None reported	55:1	269:1
Sutton	196	208	16	1	1.3	0	0	160:1	98:1
Tower Hamlets	484	388	21	5.4	6.6	0	1.4	54:1	161:1
Waltham Forest	113	150	37	1.4	None reported	None reported	None reported	107:1	57:1
Wandsworth	308	383	96	5.9	6	1.1	0	42:1	154:1

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Westminster and Kensington & Chelsea	163	200	21	4	1	None reported	None reported	31:1	163:1
North East									
Darlington	84	86	5	1.7	None reported	None reported	None reported	47:1	84:0
Durham	432	346	None reported	3.9	2.5	None reported	None reported	104:1	216:1
Gateshead	178	178	None reported	2.8	None reported	None reported	None reported	56:1	178:1
Middlesbrough, Stockton, Hartlepool, Redcar and Cleveland	658	658	None reported	8.5	5.6	None reported	None reported	71:1	110:1
Newcastle upon Tyne	269	248	4	2	5.2	0	0	115:1	90:1
North Tyneside	112	147	35	3.2	0	0	0	32:1	112:0
Northumberland	263	196	6	7.2	0	0	0	35:1	263:0
South Tyneside	151	162	4	5	None reported	None reported	None reported	28:1	151:0
Sunderland	262	225	40	2.4	0	0	1	70:1	131:1
North West									
Blackburn with Darwen	167	154	15	2.5	3	0	0	57:1	84:1

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Blackpool	108	95	2	1.6	0	1	None reported	65:1	108:0
Bolton	288	185	1	3	0	13	0	78:1	288:0
Bury	272	272	104	2.2	1.8	None reported	None reported	108:1	272:1
Cheshire East	262	274	72	6.1	4	0	0	38:1	66:1
Cheshire West and Chester	211	202	0	4.3	0	0	0	47:1	211:0
Cumbria	206	206	6	3.55	0	0	0	55:1	103:1
Halton	147	147	16	3	None reported	None reported	None reported	45:1	147:0
Knowsley	75	98	13	2	0	0	0	31:1	75:0
Lancashire	1028	788	None reported	9.8	None reported	None reported	None reported	98:1	257:1
Liverpool	306	308	2	4.5	4.4	None reported	None reported	64:1	153:1
Manchester	506	608	102	6.8	7.1	0	0	69:1	169:1
Oldham	382	510	128	6.1	2	0	0	56:1	382:1
Rochdale	212	212	60	4.8	1	None reported	None reported	39:1	106:1
Salford	243	333	120	6.1	0	0	0	37:1	243:0
Sefton	201	192	0	3.6	0	0	0	49:1	201:0
St Helens	156	125	24	2	0	0	0	72:1	156:0
Stockport	269	269	0	1	None reported	None reported	7.6	29:1	135:1
Tameside	227	230	None reported	2.6	None reported	None reported	2	48:1	114:1

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Trafford	213	173	24	7.6	0	0	0	26:1	213:0
Warrington	144	170	26	1.6	None reported	None reported	None reported	84:1	144:0
Wigan	205	267	60	6.4	0	0	0	31:1	205:0
Wirral	420	344	37	4.8	None reported	None reported	None reported	86:1	420:1
South East									
Berkshire consortium[41]	766	686	None reported	11.2	9	1.4	0	61:1	153:1
Brighton and Hove	226	273	37	3.8	1.6	0	0	56:1	226:1
Buckinghamshire	342	392	66	5.9	2	0	0	50:1	114:1
East Sussex	441	312	None reported	4	3	None reported	None reported	Not calculated	110:1
Hampshire	715	1013	298	8	4.72	None reported	0.3	86:1	102:1
Isle of Wight	80	94	19	2.3	None reported	None reported	None reported	35:1	80:0
Kent	466	473	0	12.2	7.7	2	None reported	32:1	58:1
Medway	185	137	0	2	3.4	0	0	71:1	93:1
Milton Keynes	294	303	9	2.3	1	None reported	1	82:1	147:1
Oxfordshire	561	722	161	11.9	2.5	0	0.8	43:1	187:1
Portsmouth	145	190	34	2.3	0	0	0	56:1	73:1

[41] Covering West Berkshire, Reading, Bracknell Forest, Wokingham, Windsor and Maidenhead and Slough.

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Southampton	215	259	44	2.2	2	0	0	86:1	108:1
Surrey	636	636	None reported	11.3	6.2	None reported	None reported	49:1	127:1
West Sussex	682	281	20	6.1	4.2	0	0	98:1	171:1
South West									
Bath & NE Somerset, Bristol, North Somerset and South Gloucester	901	598	181	11.3	3.8	None reported	None reported	73:1	113:1
Cornwall	257	257	None reported	11.1	0	0	0	23:1	257:0
Devon	1049	872	None reported	7.6	0.6	None reported	None reported	132:1	525:1
Dorset, and Bournemouth, Christchurch and Poole (BCP)	810	514	13	10.2	None reported	None reported	None reported	77:1	810:0
Gloucestershire	407	418	13	5	0	0	0	79:1	407:0
Plymouth	171	197	27	2	4	None reported	None reported	73:1	86:1
Somerset	263	321	52	7.75	None reported	None reported	None reported	32:1	263:0
Swindon	239	396	157	4.8	1.6	0	0	43:1	239:1
Torbay	113	117	0	1.2	1.1	0	0	86:1	57:1
Wiltshire	300	321	0	5.6	1.7	None reported	None reported	40:1	150:1

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
West Midlands									
Birmingham	1426	599	2	12.3	12.6	None reported	None reported	111:1	285:1
Coventry	405	264	0	2.5	1.6	0	1.6	94:1	203:1
Dudley	234	353	119	3	5	None reported	None reported	64:1	117:1
Herefordshire	169	221	45	3.4	0	0	0	49:1	169:0
Sandwell	248	341	67	5.6	2	None reported	None reported	36:1	124:1
Solihull	200	254	63	2.7	None reported	None reported	None reported	68:1	200:0
Staffordshire	763	763	None reported	10.8	0	0	0	69:1	763:0
Stoke-on-Trent	347	241	0	4.1	1	None reported	None reported	74:1	347:1
Telford & Wrekin and Shropshire	536	635	91	8.9	0	0	0	59:1	536:0
Walsall	240	326	86	2.3	1.1	0	0	92:1	240:1
Warwickshire	350	406	55	5.6	0	0	0	60:1	350:0
Wolverhampton	218	257	41	3.4	2.8	0	0	58:1	109:1
Worcestershire	421	182	27	4.6	0	0	0	90:1	421:0
Yorkshire and the Humber									
Barnsley	177	184	None reported	3	0	0	0	58:1	177:1

	Number of permanently deaf children living in the geographical area covered by the service	Number of children with permanent or temporary deafness on the caseload for the service	Number of children with temporary deafness on the caseload for the 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 and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Bradford	827	823	None reported	8.6	10.2	None reported	None reported	89:1	276:1
Calderdale	209	277	68	3.5	None reported	None reported	None reported	58:1	209:0
City of York	152	192	40	2.8	0	0	0.3	46:1	152:1
Doncaster	307	308	None reported	5	4.1	0	0	55:1	154:1
East Riding of Yorkshire	118	151	35	3.4	0	0	0	33:1	118:0
Hull	307	213	None reported	2.5	2.3	0	0	112:1	154:1
Kirklees	417	559	142	4.2	2.8	0	0	95:1	209:1
Leeds	1014	787	0	13.2	4.4	0	0	Not calculated	507:1
North East Lincolnshire	110	130	19	1.8	None reported	None reported	None reported	56:1	110:0
North Lincolnshire	91	94	2	1.5	1	0	0	56:1	91:1
North Yorkshire	305	314	8	3.6	None reported	None reported	None reported	79:1	305:0
Rotherham	299	443	None reported	5.5	4.3	0	0	Not calculated	150:1
Sheffield	734	671	122	12	11.3	None reported	None reported	56:1	122:1
Wakefield	253	339	79	3.4	3	None reported	None reported	69:1	127:1