



Consortium for Research in Deaf Education

## 2021 report for Scotland

### Educational provision for deaf children in Scotland in 2020/21

#### Introduction

In 2021, we carried out the eleventh annual survey of educational staffing and service provision for deaf children.<sup>1</sup> This is the fifth survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. This report sets out the results of the survey for Scotland 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.<sup>2</sup>

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.

Caution is also needed because of changes in the response rate from year to year. The analysis in this report is based on responses from 25 services in Scotland, covering 27 out of 32 local authority areas, giving a response rate of 84% of local authorities. This response rate is lower than 2020, when the response rate represented 91% of local authorities and in 2019 when the response rate was 100%.

This report has been published later than expected, due to efforts during 2021 to secure responses from as many services as possible.

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<sup>1</sup> For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural or permanent conductive deafness, using the descriptors provided by the British Society of Audiology and BATOD. We used the word 'deaf' to include all levels of deafness, from mild to profound.

<sup>2</sup> Reports from previous years can be found on the National Deaf Children's Society website at [www.ndcs.org.uk/CRIDE](http://www.ndcs.org.uk/CRIDE) or on the BATOD website at <https://www.batod.org.uk/information/cride-reports/>.

## **Interpreting the results**

Services were asked to give figures for the position as of 31<sup>st</sup> 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.

As we see later, it is clear that some 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.

Please note that percentages in the main body of this report have been rounded up or down to the nearest whole number. In some cases, data has been suppressed where there is a reported cohort of less than five children.

## **Summary of key findings**

### *Numbers of deaf children*

- There are at least 2,841 deaf children in Scotland.
- 81% of school-aged deaf children attend mainstream schools. 5% attend mainstream schools with resource provisions, 2% attend special schools for deaf children whilst 6% attend special schools not specifically for deaf children. 6% are home educated.
- 20% of deaf children are recorded as having an additional special educational need.
- 8% of deaf children use an additional spoken language other than English in the home.
- 87% of deaf children communicate using spoken English as their main language in school or other education settings, 9% mainly use spoken English together with signed support whilst 3% mainly use British Sign Language. 2% use another combination.

### *Teachers of the Deaf and other specialist staff*

- There are at least 133 fte (full time equivalent) Teacher of the Deaf posts, of which 1% were vacant. Of the 131 fte staff working as Teachers of the Deaf, 68% held the mandatory qualification whilst 27% were in training, and 5% did not have the mandatory qualification and were not in training.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 33 deaf children, a reported reduction from 38 in 2019.
- 40% of Teachers of the Deaf are aged 50 or over and thus are likely to retire in the next 10 to 15 years.
- There are at least 74 fte other specialist support staff directly employed by the specialist education service working with deaf children in Scotland.

### *Resource provisions*

- There are a reported 14 resource provisions. This is the same as in 2020. Looking at the spread of resource provisions across Scotland, on average, there is one resource provision for every 201 deaf children.

### *Outcomes*

- 8% of services report that they collect data on educational outcomes achieved by deaf children for National 5s and/or Highers outcomes for all deaf children living in the area covered by their service, whilst 20% of services collect this data for deaf children on their caseload only.

### *Referrals*

- 42% of referrals to services came from the newborn hearing screening programme in 2020. Of these, 25% were contacted by a Teacher of the Deaf within 2 working days.
- 58% of referrals to services came from outside the newborn hearing screening programme. Of these, 56% were contacted by a Teacher of the Deaf within 5 working days.
- Regardless of how the referral was made, 31% of families were offered a visit (either face to face or virtual) within 10 working days.

## PART 1: Deaf children in Scotland

### How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area covered by their service<sup>3</sup>.

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.

25 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Scotland is 2,841**. This is a slight reduction from 2,898 in 2020. However, it should be noted that the response rate was higher in 2020, when 27 services responded.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	2,841
Total when asked how many children overall	2,809
Total when asked about number of children, broken down by age group	2,698 <sup>4</sup>
Total when asked about number of children, broken down by level of deafness (including 'Level of deafness not known')	2,823 <sup>5</sup>
Total when asked about number of children, broken down by educational setting	2,540 <sup>6</sup>

The smallest number of children reported by a service was 12 deaf children living within their boundaries. The largest reported was 335 deaf children. The average number of deaf children living in each service was 114.

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

<sup>3</sup> 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 their 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.

<sup>4</sup> 2,698 was the sum of the totals given by services. The sum of the broken-down figures given by services was 2,683.

<sup>5</sup> 2,823 was the sum of the broken-down figures given by services. The sum of the totals given by services was 2,811.

<sup>6</sup> 2,540 was the sum of the broken-down figures given by services. The sum of the totals given by services was 1,226. This large difference is due to some services not providing totals.

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

	<b>Number of children reported</b>
CRIDE 2021 (adjusted total)	2,841
CRIDE 2020	2,898
CRIDE 2019 (adjusted total)	3,647
CRIDE 2018	3,363
CRIDE 2017 (adjusted total)	3,174
CRIDE 2016	No survey
CRIDE 2015 (adjusted total)	2,942
CRIDE 2014	3,057
CRIDE 2013 (adjusted total)	2,842
CRIDE 2012	No survey
CRIDE 2011 (adjusted total)	2,526

### **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. Ten services (40%) said there were known issues or gaps. These included:

- services only having figures for children who are receiving support from the service (32% of services).
- services not holding figures for children who have left school (32% of services).
- services not able to split out figures for children with permanent or temporary deafness (4% of services).
- the audiology service not referring children with a mild hearing loss to services (4% of services).
- other (12%). When asked to specify, comments included these themes:
  - service not knowing about children if their parents do not consent to referral to the service.
  - service not being permitted to work with private school pupils that have been referred to the service.

These issues and gaps are 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.

## What the survey tells us about the population of deaf children in Scotland

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

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

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	344	13%
Primary-aged	1,104	41%
Secondary-aged	1,088	41%
Post-16 up to the age of 19	147	5%
Total	2,683 <sup>7</sup>	

*Table 4: 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	593	21%
Mild	668	24%
Moderate	827	30%
Severe	292	10%
Profound	413	15%
Total (excluding 'not known')	2,793	
Not known	30	
Total (including 'not known')	2,823 <sup>8</sup>	

The proportion of deaf children in the unilateral category has risen from 18% to 21% since 2019, whilst the proportion in the mild category has fallen from 28% to 24% over the same period.

<sup>7</sup> 2,683 was the sum of the broken-down figures given by services. The sum of the totals given by services was 2,698.

<sup>8</sup> 2,823 was the sum of the broken-down figures given by services. The sum of the totals given by services was 2,811.

Table 5: Number of children, living in the area, by educational setting

Type of educational provision	Number of deaf children	Percentage of total (where known)
<b>In local authority</b>	Supported only at home – pre-school children	122
	Early years setting – pre-school children	198
	Supported at home – of school age and home educated	125
	Mainstream state-funded schools	1,755
	Mainstream private (non-state-funded) schools	21
	Resource provision in mainstream schools <sup>9</sup>	117
	Special schools for deaf pupils	42
	Other special schools, not specifically for deaf children	139
	All other post-16 provision	<5
<b>Out of local authority</b>	Early years setting – pre-school children	<5
	Mainstream state-funded schools	7
	Mainstream private (non-state-funded) schools	0
	Resource provision in mainstream schools	<5
	Special schools for deaf pupils	<5
	Other special school, not specifically for deaf children	<5
<b>Other</b>	All other post-16 provision	0
	NEET (Not in education, employment or in training) (post-16 only)	0
<b>Total (excluding 'not known')</b>		2,526 <sup>10</sup>
<b>Not known</b>		0
<b>Total (including 'not known')</b>		2,526

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.

<sup>9</sup> In the CRIDE survey, we use the term 'resource provision' to include all schools with resource provision, base or unit, regardless of whether staff in the resource provision are employed by the local authority or by the school.

<sup>10</sup> This total is different from the total given in table 1 due to some groups of children having fewer than five children in them. These children were not included in the calculations for this table.

*Table 6: 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	122	5%	
Early years setting – pre-school children	198	8%	
Supported at home – of school age and home educated	125	5%	6%
Mainstream provision (including state-funded and private schools)	1,783	71%	81%
Mainstream provision: resource provision	117	5%	5%
Special schools for deaf pupils	42	2%	2%
Other special schools, not specifically for deaf children	139	6%	6%
All other post-16 provision	<5	0%	
Other (e.g. Pupil referral units, NEET)	0	%	
Total	2,526		
Total (excluding pre-school children and other post-16 provision and ‘other’)	2,206		

Comparing with figures from 2019, the proportion of school-aged deaf children who are home educated has risen from 1% to 6% whilst the proportion in mainstream provision has fallen from 86% to 81%.

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

Type of educational provision	Number of deaf children	Percentage of total
In home local authority	2,519	100%
Out of home local authority	7	0%
Total (not including ‘not known and ‘other’)	2,526	

### **Incidence of Auditory Neuropathy Spectrum Disorder (ANSD)**

Ten services gave a figure in response to a question on how many deaf children in their area had ANSD<sup>11</sup>. Based on these responses, there are 40 deaf children in Scotland with ANSD, 1% of all deaf children (adjusted total).

Due to newborn hearing screening protocols, ANSD is only reliably diagnosed in babies following test procedures undertaken in those who have spent time in Neonatal Intensive Care Units and is not diagnosed following the screen used in the ‘well baby’ population. Universal newborn hearing screening has been in place in Scotland since 2006. Figures from research and those provided through the newborn hearing screening programme in England indicate that around 1 in 10 congenitally deaf children have ANSD<sup>12</sup>. 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.

<sup>11</sup> Additionally, 12 services stated that there were no children in their area that had ANSD.

<sup>12</sup> 10% of children seen with severe or profound deafness may have a neural rather than a hair cell disorder - Kraus N, Ozdamar O, Stein L, Reed N. Absent auditory brain stem response: peripheral hearing loss or brain stem dysfunction. Laryngoscope 1984;94:400-6 and data from 3.5m NHSP England eSP records to Dec 2009 - presented by Graham Sutton at the British Society of Audiology Paediatric Audiology Interest Group Conference 2010

## **Deaf children with additional support needs**

23 services reported that 582 deaf children were known to have an additional special educational need (20% of adjusted total).

We then asked services how many children in the geographical area covered by their service had a Coordinated Support Plan (CSP). Less than 1% (0.1%) of deaf children (adjusted total) had a CSP where deafness was the primary need. 2% of deaf children (adjusted total) had a CSP where the primary need was a need other than deafness.

## **Deaf children with cochlear implants and bone conduction hearing devices**

25 services reported that 296 children (10% of the adjusted total of deaf children) have at least one cochlear implant.

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 four that there are 705 children with a severe or profound hearing loss. Whilst this can only be a rough approximation, it can be estimated that 42% of children with severe or profound hearing loss have at least one cochlear implant. If one were to make an assumption that most children with cochlear implants are those with a profound hearing loss, this percentage would rise to 72%.

22 services also reported that 140 children (5% of the adjusted total of deaf children) have a bone conduction device<sup>13</sup>.

## **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. 25 services provided an answer to this question (of which nine services reported 0 children). There were 214 deaf EAL children (8% of the adjusted total of deaf children reported).

Separately, we asked about languages used in education.

*Table 8: Number of deaf children, by languages mainly used at school/other educational setting*

Language	Total	Percentage of responses (where known)
Spoken English	2,181	87%
British Sign Language	66	3%
Spoken English together with signed support	217	9%
Gaelic	6	0%
Other combination	44	2%
Total known	2,514	
Not known	0	
Total including not known	2,514 <sup>14</sup>	

<sup>13</sup> Additionally, three services reported that no children in their area had a bone conduction device.

<sup>14</sup> 2,514 was the sum of the broken-down figures provided by services. 1,937 was the sum of the totals provided by services. The large difference is due to some services not providing a total for the question.

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.

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. Two services identified fewer than 5 newly arrived deaf children. This is less than 1% (0.1%) of the adjusted total of deaf children. 23 services reported that there were 0 children known to be 'newly arrived'.

### **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 25 services indicated that at least 2,612 deaf children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was reported as fewer than five, and the largest was 285. The average was 104 children.

In considering changes to the 2021 survey, and in consultation with services, we decided to change the definition of 'caseload' to 'at least once a year' going forward (rather than 'more than once a year' as used in previous surveys). The following table sets out caseload figures over the years and the number of services that responded to the survey each year.

*Table 9: Number of deaf children on caseloads reported, over successive years*

<b>Year</b>	<b>Number of children on caseload</b>	<b>Number of services</b>
2021	2,612	25
2020	2,674	27
2019	3,280	30
2018	3,328	30
2017	1,889	24
2016	No survey	
2015	2,618 (adjusted total)	29
2014	2,773	28
2013	2,629 (adjusted total)	28
2012	No survey	
2011	2,343 (adjusted total)	26

We asked services to split out how many children on their caseloads had a temporary conductive hearing loss. Sixteen services reported that there were 173 children<sup>15</sup>. Caution is needed here given that some services stated that they did not hold this data, or were not always able to distinguish in their databases whether a child had temporary or permanent deafness.

If there are 2,841 permanently deaf children living in Scotland and 2,493 on services' caseloads with permanent deafness, there are at least 402 deaf children (14%) who are not being supported by a service at least once a year. It does not automatically follow that 14% 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 figures compare to School Census figures?**

CRIDE recommends the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions. This is due to the different approaches taken in collating these data, as well as the definitions used and number of areas involved.

The Scottish Pupil Census is the only source of routinely published information on numbers of pupils with a hearing loss in Scotland. These data are published in accordance with the Additional Support for Learning (Scotland) Act and since 2010 has included pupils with Co-ordinated Support Plans, Individualised Education Plans, Child Plans, those declared as disabled as well as those receiving 'other' types of support including temporary.

It should also be noted that the CRIDE figures include children in the early years and young people over the age of 16, whilst these are not included in the Scottish Pupil Census figures.

The latest available data on deaf pupils in Scotland from the Scottish Pupil Census recorded 3,775 deaf children in primary, secondary and special schools as at 2021<sup>16</sup>.

This represents an increase of 0.5% from the 2020 Pupil Census, when 3,758 deaf pupils were recorded<sup>17</sup>. It also represents an increase of 143% since 2010's official figures (1,555 deaf children)<sup>18</sup>. This suggests improvement in education data collection mechanisms within the Scottish Government since the revision of the Additional Support for Learning Act in 2009. The Scottish Government does not collect data on pupils with additional support needs in independent schools.

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<sup>15</sup> Additionally, seven services stated that there were no children with a temporary conductive hearing loss supported by their service, and two services did not answer this question.

<sup>16</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2021 supplementary tables, table 1.8

<sup>17</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2020 supplementary tables, table 1.8.

<sup>18</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/> Pupil census 2010 supplementary tables, table 1.8.

*Table 10: Summary of currently available information on numbers of deaf children in Scotland*

<b>Year</b>	<b>Source</b>	<b>Number of deaf children in Scotland</b>
<b>2021</b>	CRIDE 2021	2,841
	Scottish Pupil Census 2021	3,775
<b>2020</b>	CRIDE 2020	2,898
	Scottish Pupil Census 2020	3,758
<b>2019</b>	CRIDE 2019	3,647
	Scottish Pupil Census 2019	3,542
<b>2018</b>	CRIDE 2018	3,363
	Scottish Pupil Census 2018	3,332
<b>2017</b>	CRIDE 2017	3,174
	Scottish Pupil Census 2017	3,097
<b>2016</b>	Scottish Pupil Census 2016	2,964
<b>2015</b>	CRIDE 2015	2,942
	Scottish Pupil Census 2015	2,738
<b>2014</b>	CRIDE 2014	3,057
	Scottish Pupil Census 2014	2,534
<b>2013</b>	CRIDE 2013	2,842
	Scottish Pupil Census 2013	2,441
<b>2012</b>	Scottish Pupil Census 2012	2,253
	SSC 2012	1,596
<b>2011</b>	Scottish Pupil Census 2011	1,990
<b>2010</b>	Scottish Pupil Census 2010	1,555
	HMIe Survey 2010	2,438
<b>2009</b>	UNHS 2008/9	2,226 approx (who were diagnosed at birth)

In Annex B, we take a closer look at figures of deaf children by area compared to population figures for all children.

## 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<sup>19</sup> and/or working in a special school or college not specifically for deaf children or young people, as well as those working in a school 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 131.89 fte teachers working as Teachers of the Deaf in Scotland
- 68% of these posts (89.1 fte) are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training (27%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (5%)
- at the time the survey was completed, there were at least 2 fte vacant posts reported by two services.
- if the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 133.89 fte Teacher of the Deaf posts, of which 1% are vacant.

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

*Table 11: Number of Teachers of the Deaf in employment overall*

	<b>Working mainly as a peripatetic Teacher of the Deaf (total and percentage)</b>	<b>Working mainly in a resource provision (total and percentage)</b>	<b>Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)</b>	<b>Working mainly in a special school for deaf children (total and percentage)</b>	<b>Teacher of the Deaf posts overall (total and percentage)</b>
Teachers of the Deaf with the mandatory qualification	55.31 (74%)	26 (63%)	0 (0%)	8.6 (59%)	89.91 (68%)
Teachers in training for the mandatory qualification within 3 years	19.08 (25%)	10.6 (26%)	0 (0%)	5.4 (37%)	35.08 (27%)
Qualified teachers without the mandatory qualification and not in training	0.6 (1%)	4.8 (12%)	1 (100%)	0.5 (3%)	6.9 (5%)
Total	74.99 (100%)	41.4 (100%)	1 (100%)	14.5 (100%)	131.89 (100%)

<sup>19</sup> 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 12: Number of Teachers of the Deaf in employment overall*

	<b>Total Teachers of the Deaf in post</b>	<b>Percentage</b>
Working mainly as a peripatetic Teacher of the Deaf	74.99	57%
Working mainly in a resource provision	41.4	31%
Working mainly in a special school or college not specifically for deaf children or young people	1	1%
Working mainly in a special school for deaf children	14.5	11%
<b>Total</b>	<b>131.89</b>	<b>100%</b>

In a separate survey to the cochlear implant programme in Scotland, they reported that they did not have any Teachers of the Deaf in post.

*Table 13: Regional breakdown of Teachers of the Deaf with mandatory qualification*

Region	Number of Teachers of the Deaf with mandatory qualification (% of total in region)	Number of teachers working as Teachers of the Deaf in region
Eastern Scotland	29.41 (79%)	37.21
South Western Scotland	43.1 (65%)	66.48
Highlands, Islands, and NE Scotland	17.4 (62%)	28.2
<b>Total</b>	<b>89.91 (68%)</b>	<b>131.89</b>

### **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.

It should be noted that in 2017 CRIDE began to ask about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. This means that figures for 2017 onwards may not be directly comparable with those from previous years.

As set out earlier, when making year on year comparisons, there are varying response rates to the surveys over the years, and anomalies can sometimes appear in the responses from year to year. CRIDE makes every effort to investigate any anomalies that appear particularly strange. However, services and schools do not always respond to such queries.

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

	<b>Number of Teachers of the Deaf with the mandatory qualification in employment</b>	<b>Number of teachers working as Teachers of the Deaf in employment</b>	<b>Number of services</b>
2021	89.91	131.89	25
2020	77.48	117.98	27
2019	99.63	151.53	30
2018	121.68	154.88	30
2017	101.15	166.5	24
2016	No survey	No survey	No survey
2015	129.5	198	29
2014	138.7	204.7	28
2013	140.6	208.5	28
2012	No survey	No survey	No survey
2011	165.3	218.1	26

We examined how many of the services that responded to this year's survey had seen a change in the number of Teachers of the Deaf in post in the past year. Of the 22 services that responded to the survey in 2020 and 2021, 11 services (50%) had seen an increase, eight (36%) services had seen no change while three (14%) 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. We found that:

- in terms of recruiting for a permanent post, 5 services (20%) reported difficulties recruiting for a permanent post
- 8 (32%) reported no difficulties
- 12 services (48%) stated that this question was not applicable to them
  
- 6 services (25%) reported difficulties in recruiting for supply cover
- 2 (8%) reported no difficulties
- 16 services (67%) stated that this question was not applicable to them.

Combining the figures, eight services (32%) reported difficulties in recruiting to **either** permanent or supply posts. Comments from services covered these themes:

- lack of qualified Teachers of the Deaf.
- lack of supply staff who have appropriate signing skills.
- no applicants for maternity leave cover post.
- appointing teachers who are in training or to train as Teachers of the Deaf rather than already fully qualified Teachers of the Deaf.
- covid-19 restrictions affecting the ability to recruit and mentor a new member of staff in the peripatetic service.

## **Additional qualifications held by Teachers of the Deaf**

We asked services how many Teachers of the Deaf held an additional post-graduate specialist qualification in early years support for deaf children.

*Table 15: Additional post-graduate specialist qualification in early years support*

	<b>Number of teachers</b>	<b>Percentage</b>	<b>Number of services with staff in relevant category</b>
Working mainly as a peripatetic Teacher of the Deaf	6.1	80%	5
Working mainly in a resource provision	1	13%	1
Working in a special school for deaf children	0	0%	0
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	0.5	7%	0
<b>Total</b>	<b>7.6</b>		

This means that 6% of all Teachers of the Deaf in post have an additional post-graduate specialist qualification in early years support.

We also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. There was 1 fte Teacher of the Deaf reported with this qualification, working in a special school for deaf children.

## **Age profile of 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 40% of Teachers of the Deaf are aged 50 or over, and hence likely to retire in the next 10 to 15 years.

*Table 16: Age profile of Teachers of the Deaf*

	<b>Number of teachers</b>	<b>Percentage of total</b>
Aged 49 or under	80.48	59%
Aged between 50 and 59	41.26	30%
Aged between 60 and 64	9.3	7%
Aged 65 or over	4.24	3%
<b>Total</b>	<b>135.28</b>	

## 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 17: Number of peripatetic Teachers of the Deaf in employment*

	<b>Number of teachers</b>	<b>Percentage</b>	<b>Number of services with staff in relevant category</b>
Teachers of the Deaf with the mandatory qualification	55.31	74%	20
Teachers in training for the mandatory qualification within 3 years	19.08	25%	13
Qualified teachers without the mandatory qualification and not in training	0.6	1%	1
<b>Total</b>	<b>74.99</b>		

Two services reported vacancies in the peripatetic service as of January 2021, amounting to 2 fte.

In terms of fully qualified peripatetic Teachers of the Deaf, the numbers within each service ranged from 0 to 8.6 fte. 12 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 3.

## 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 Scotland, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision<sup>20</sup> by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification<sup>21</sup>. 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.

<sup>20</sup> 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, Mainstream private (non-state-funded) schools, Other special schools, not specifically for deaf children), All other post-16 provision, 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.”

<sup>21</sup> This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

We found that:

- each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 33 deaf children
- the highest caseload found (after anomalies were excluded) was 68 in one area.

The theoretical average caseload of 33:1 has changed from 38:1 in 2019. However, the difference in response rates to the survey between these years should be noted.

*Table 18: Ratio of deaf children per Teacher of the Deaf by region*

Region	Mean caseload per Teacher of the Deaf
Eastern Scotland	41
South Western Scotland	35
Highlands, Islands, and NE Scotland	23

### **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 19: 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	26	63%	5
Teachers in training for the mandatory qualification within 3 years	10.6	26%	4
Qualified teachers without the mandatory qualification and not in training	4.8	12%	1
Total	41.4		

There were no reported vacancies for Teachers of the Deaf in resource provisions as of January 2021.

Two services stated there was a resource provision in their area but could not, or did not, provide figures for Teachers of the Deaf employed in resource provisions.

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

One service reported they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people, with 1 fte qualified teacher without the mandatory qualification and not in training working as a Teacher of the Deaf working in this way.

## **Teachers of the Deaf working in special schools for deaf children**

*Table 20: Number of Teachers of the Deaf in post in special schools for deaf children*

	<b>Number of teachers</b>	<b>Percentage</b>
Teachers of the Deaf with the mandatory qualification	8.6	59%
Teachers of the Deaf in training for the mandatory qualification within 3 years	5.4	37%
Qualified teachers without the mandatory qualification and not in training	0.5	3%
Total	14.5	

There were no Teacher of the Deaf vacancies reported in schools for deaf children.

### **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 74.28 fte specialist support staff in post employed by services. There were 4.8 fte vacant posts reported. This means there are 79.08 specialist support staff posts, of which 6% are vacant posts.

Table 21: 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/Learning support assistants etc	39.56 (93%)	11	3 (7%)	2	42.56 (100%)
Communication support workers etc	17.2 (91%)	9	1.8 (9%)	1	19 (100%)
NRCPD/SRLPDC registered BSL/English interpreters	0 (0%)	0	0 (0%)	0	0 (0%)
Deaf instructors/Deaf role models/Sign language instructors etc	6.5 (100%)	5	0 (0%)	0	6.5 (100%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	1 (100%)	1	0 (0%)	0	1 (100%)
Technicians et al.	0 (0%)	0	0 (0%)	0	0 (0%)
Speech and language therapists	3 (100%)	3	0 (0%)	0	3 (100%)
Family support workers/Liaison officers	0 (0%)	0	0 (0%)	0	0 (0%)
Social workers/Social workers for deaf children	0 (0%)	0	0 (0%)	0	0 (0%)
Other	7.02 (100%)	4	n/a <sup>22</sup>	n/a <sup>23</sup>	7.02 (100%)
Total	74.28 (94%)		4.8 (6%)		79.08 (100%)

Services were also able to list other specialist support staff. Where services stated that there were other roles, they were asked to specify. These included:

- early years practitioners
- early years deaf support worker
- early years childcare officer
- nursery nurse.

<sup>22</sup> Services were not specifically asked to specify vacant posts when providing information on 'other' posts.

<sup>23</sup> Services were not specifically asked to specify vacant posts when providing information on 'other' posts.

## 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 22: BSL qualifications of other specialist staff*

	Number (fte) and percentage of other specialist staff directly employed by the service	Number (fte) and percentage of other specialist staff not directly employed by the service	Total
Level 1 BSL (SCQF 4)	11.3 (21%)	1 (11%)	12.3 (20%)
Level 2 BSL (SCQF 5)	17.78 (33%)	3.2 (34%)	20.98 (34%)
Level 3 BSL (SCQF 6)	13.34 (25%)	3 (32%)	16.34 (26%)
Level 4 BSL (SCQF 7)	2 (4%)	0 (0%)	2 (3%)
Level 6 BSL (SCQF 9 & 10)	8.7 (16%)	2.2 (23%)	10.9 (17%)
Total	53.12 <sup>24</sup> (100%)	9.4 <sup>25</sup> (100%)	62.52 (100%)

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 21 and 22 suggests that there are at least three other specialist staff (6%) 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 (or equivalent) in BSL. The table above indicates that 45% of relevant teaching assistants, etc. employed directly by the service hold a level 3 or higher qualification.

<sup>24</sup> 53.12 was the sum of the broken-down figures provided by services. 34.32 was the sum of the totals provided by services. The difference is largely due to some services not providing totals.

<sup>25</sup> 9.4 was the sum of the broken-down figures provided by services. 4.4 was the sum of the totals provided by services. The difference is largely due to some services not providing totals.

## 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. 19 services responded to this question, reporting 117 deaf young people as having left school. Five of these services reported 0 deaf young people.

Services also reported that 94 young people had a transition plan informed by a Teacher of the Deaf (80% 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. Two services (8%) said they did, and 23 services (92%) said they didn't. Fewer than five young people were being supported by the two services that said they provided support. These young people did not have a Coordinated Support Plan and their support was being funded by the local authority.

### 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.

*Table 23: 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	19 (76%)	5 (20%)	1 (4%)	25 (100%)
Engaging with careers advisors in colleges on careers advice to deaf young people	7 (29%)	13 (54%)	4 (17%)	24 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	15 (60%)	6 (24%)	4 (16%)	25 (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	16 (70%)	6 (26%)	1 (4%)	23 (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	15 (63%)	6 (25%)	3 (13%)	24 (100%)

### Post-19 support

When asking about numbers of deaf children, we ask services for numbers of deaf children aged 0 to 18 years 11 months. We have traditionally not asked for numbers of deaf young people aged over 19 in light of the fact that, under Scottish legislation and policy, schools do not usually support young people aged 19 or over. As a result, services tell us they do not hold reliable numbers on this cohort.

However, we introduced a new question in the 2021 survey to give services the opportunity to tell us if they provide support to deaf young people over the age of 19. One service (4%) said they did, and 24 services (96%) said they didn't. The service that did support young people over the age of 19 supported fewer than 5 young people.

## PART 4: Support provided

### Where services are based

Table 24: Where services are based

	Number of services	Percentage
Based in the local authority	17	71%
Based in a school with a resource provision	2	8%
Based in a school for deaf children	2	8%
Based in a special school not specifically for deaf children	2	8%
Other	1	4%
Total	24	

One service did not answer this question. When one service answered 'Other' they specified that the service was based in a mainstream school without a formal provision for deaf children.

### 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. 13 services (52%) stated that they were, and 12 services (48%) 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:

- Head of Additional Support Needs
- Principal Teacher ASL
- Manager of ASN/Education Psychology
- Head Teacher of ASN school
- Quality Improvement Manager - ASN and Children's Services
- Authority Lead
- Head of Pupil Support
- Depute Head of Additional Support Needs
- Depute Head Teacher
- DHT Inclusion and Wellbeing Service
- Qualified and dual registered ASN 3-18 Teacher

### 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 are a total of 14 resource provisions across Scotland as follows:

- there were seven resource provisions for primary-aged deaf children.
- seven services had at least one resource provision for primary-aged deaf children in their area.
- there were seven resource provisions for secondary-aged deaf children.

- seven services had at least one resource provision for secondary-aged deaf children in their area.

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf – this applied to 11 (79%) of the resource provisions. When services provided comments on this, they included mentions of the resource provisions being managed by school head teachers.

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 Scotland, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 201 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 annex provides figures on the spread of resource provisions against the local population of deaf children in each area.

### **Eligibility frameworks**

12 services (48% 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. 13 services (52%) said they did not.

Seven services (28% 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). 18 services (72% of services) said they did not.

### **Support allocations**

We asked if there had been any changes to their support allocation between the 2019/20 and 2020/21 academic years. Four services (16%) reported that there had been changes whilst 21 (84%) reported that there had been no changes. Comments on changes included the following:

- changes due to covid-19 meaning children that previously received support in schools were being supported remotely or not getting direct support and instead advice being given to schools. Support provided still being flexible and responsive.
- frequency of visits to schools reduced due to covid-19.

### **Outcomes**

We asked services if they collected data on educational outcomes achieved by deaf children for National 5s and/or Highers:

- 2 services (8% of services) said they did, for all deaf children living in the local authority or authorities covered by their service
- 5 services (20% of services) said they did, but only for children who receive support from the service
- 18 services (72% 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. Of those who said above they did collect this data:

- 1 service (14%) said yes
- 5 services (71%) said they did not
- 1 service (14%) 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.

*Table 25: Quality standards and resources used by services*

	<b>Number of services</b>	<b>Percentage of services</b>
How Good is Our Sensory Service (SSC)	21	84%
How Good is our School? Framework (Education Scotland)	17	68%
Scottish standards for deaf children (aged 0–3 years) (SSC)	12	48%
Count Us In: Achieving success for deaf pupils (Education Scotland/NDCS)	13	52%
NatSIP: Quality Standards for sensory support services in England (2016)	8	32%
NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)	4	16%
Newborn hearing screening programme quality standards	3	12%
NatSIP Quality Improvement Support Pack	4	16%
SeeHear Strategy	6	24%
Other	4	16%

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

- Success from the Start
- adaptation of Standards A-E developed by a local authority for a peripatetic service
- service questionnaires and evaluations
- school’s own self-evaluation procedure.

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:

- 2 services (8%) said they had done so
- 17 (68%) said they had not
- 6 services (24%) 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 26: Referrals*

	<b>Number and percentage of referrals</b>	<b>Number of services</b>
For children identified as deaf through the newborn hearing screening programme	120 (42%)	17
For children identified as deaf outside of the newborn hearing programme	165 (58%)	22
Total	285 <sup>26</sup> (100%)	

We also found that:

- of the referrals for children identified through the newborn hearing screening programme, 30 families were contacted by a Teacher of the Deaf within 2 working days. This amounts to 25% of the 120 children referred via this route
- of the referrals for children identified as deaf outside of the newborn hearing screening programme, 93 families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 56% of the 165 children referred outside of the newborn hearing screening programme
- 89 families were offered a visit (either face-to-face or virtually) from a Teacher of the Deaf within 10 working days of any referral. This amounts to 31% of the 285 children referred either through or outside the newborn hearing screening programme.

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

- families being contacted within the timescales but not responding, and so it being longer before contact is made with the family
- initial visits to families not being as prompt as normal due to covid-19 restrictions
- no face to face visits offered in-person due to covid-19 restrictions
- families were telephoned initially with an offer of video calls as follow-up visits
- staff not having access to appropriate laptops/platforms to be able to provide virtual visits
- some parents not wanting visitors to their homes due to covid-19
- different professionals acting as first point-of-contact with families
- initial contact made with schools
- delays in referral paperwork reaching the service due to staff working from home. Other professionals acting as first point-of-contact while this was happening.

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<sup>26</sup> The sum of the broken-down figures was 285. The sum of totals provided by services was 243.

## 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.

This is the fifth year that a CRIDE Scotland Reference group has been in place. Members of this group have worked to improve how the CRIDE survey fits within the Scottish education context, whilst ensuring the data collected can still be compared with the rest of the UK. Current members include: National Deaf Children's Society, Scottish Sensory Centre, University of Edinburgh, BATOD, Aberdeenshire Sensory Service, Fife Sensory Support Service, Ayrshire Hearing Impairment Service and Highland Deaf Education Service.

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.

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.scotland@ndcs.org.uk](mailto:cride.scotland@ndcs.org.uk).

## Annex A: 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<sup>27</sup> by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification<sup>28</sup>. 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 17 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.

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<sup>27</sup> 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, Mainstream private (non-state-funded) schools, Other special schools, not specifically for deaf children, All other post-16 provision, 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."

<sup>28</sup> This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training, and vacant posts.

Table 27: 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 mainly in a school for deaf children	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Aberdeen	126	126	0	6	0	0	4.6	16:1	126:0
Aberdeenshire	103	103	<5	5.2	0	0	0	20:1	103:0
Angus	No response	No response	No response	No response	No response	No response	No response	No response	No response
Argyll & Bute	No response	No response	No response	No response	No response	No response	No response	No response	No response
Clackmannanshire	41	46	5	0.6	0	0	0	68:1	41:0
Dumfries & Galloway	82	55	<5	1.6	0	0	0	51:1	82:0
Dundee	No response	No response	No response	No response	No response	No response	No response	No response	No response
East Ayrshire, North Ayrshire, South Ayrshire	139	139	0	9.6	0	0	0	14:1	70:1
East Dunbartonshire	86	68	12	2.3	0	0	0	47:1	86:0
East Lothian	50	52	<5	1.4	0	0	0	34:1	50:0
East Renfrewshire	83	144	63	2	0	0	0	41:1	83:0
Edinburgh	299	188	<5	3.88	0.4	0	0	Not calculated	299:0
Eilean Siar	No response	No response	No response	No response	No response	No response	No response	No response	No response
Falkirk	136	132	No answer	2	0	0	9.4	53:1	68:1
Fife	279	279	0	7.5	3.2	0	0	37:1	140:1
Glasgow City	335	285	14	4.6	15	0	0	60:1	168:1
Highland	193	127	8	4.4	4.2	0	0	40:1	97:1
Inverclyde	67	89	22	1.9	8.2	0	0	32:1	34:1
Midlothian	62	62	0	1.8	0	0	0	34:1	62:0
Moray	35	<5	<5	1.8	0	0	0	17:1	35:0

	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 mainly in a school for deaf children	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
North Lanarkshire	No response	No response	No response	No response	No response	No response	No response	No response	No response
Orkney	14	16	<5	1	0	0	0	14:1	14:0
Perth & Kinross	135	135	<5	2	0	0	0	63:1	135:0
Renfrewshire	261	261	18	5.4	0	0	0	48:1	Not calculated
Scottish Borders	32	45	0	1.88	0	0	0	15:1	32:0
Shetland	12	14	<5	0.5	0	0	0	24:1	12:0
South Lanarkshire	14	14	0	0	5.6	0	0	Not calculated	7:1
Stirling	75	90	15	1.6	0	0	0	47:1	75:0
West Dunbartonshire	58	58	No answer	2	0	0	0	29	58:0
West Lothian	92	82	0	3.43	0	0	0	27	92:0

## Annex B: Comparison of CRIDE figures on numbers of deaf children with overall child population figures

The following table seeks to explore if there are any differences in the proportion of deaf children in each area compared to the figures for all children in the area. Figures for all children have been calculated with reference to the mid-population estimates (2020) from the Office for National Statistics (ONS).<sup>29</sup>

*Table 28: Numbers of deaf children against figures for all children*

Service area	CRIDE Number of permanently deaf children living in the geographical area covered by the service	ONS (Mid-2020) Numbers of all children in the local authority areas covered by the service (aged 0-19)	CRIDE number of permanently deaf children living in the area as a percentage of ONS number of all children living in the area
Aberdeen	126	44,341	0.28%
Aberdeenshire	103	59,251	0.17%
Angus	No response	23,758	n/a
Argyll & Bute	No response	15,997	n/a
Clackmannanshire	41	11,048	0.37%
Dumfries & Galloway	82	28,692	0.29%
Dundee	No response	30,781	n/a
East Ayrshire, North Ayrshire, South Ayrshire	139	75,679	0.18%
East Dunbartonshire	86	24,038	0.36%
East Lothian	50	24,001	0.21%
East Renfrewshire	83	24,140	0.34%
Edinburgh	299	98,799	0.30%
Eilean Siar	No response	5,163	n/a
Falkirk	136	34,537	0.39%
Fife	279	80,703	0.35%
Glasgow City	335	125,888	0.27%
Highland	193	48,145	0.40%
Inverclyde	67	15,548	0.43%
Midlothian	62	21,886	0.28%

<sup>29</sup> [www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforkenglandandwalesscotlandandnorthernireland](http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforkenglandandwalesscotlandandnorthernireland)

<b>Service area</b>	<b>CRIDE Number of permanently deaf children living in the geographical area covered by the service</b>	<b>ONS (Mid-2020) Numbers of all children in the local authority areas covered by the service (aged 0-19)</b>	<b>CRIDE number of permanently deaf children living in the area as a percentage of ONS number of all children living in the area</b>
Moray	35	20,078	0.17%
North Lanarkshire	No response	77,784	n/a
Orkney	14	4,388	0.32%
Perth & Kinross	135	30,414	0.44%
Renfrewshire	261	37,564	0.69%
Scottish Borders	32	23,363	0.14%
Shetland	12	5,081	0.24%
South Lanarkshire	14	68,614	0.02%
Stirling	75	19,779	0.38%
West Dunbartonshire	58	19,096	0.30%
West Lothian	92	43,354	0.21%