



Consortium for Research in Deaf Education

2022 report for Wales

Education provision for deaf children in Wales in 2021/22

Introduction

In 2022, we carried out the 12th 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 Wales 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 standard survey and a survey with a mix of core and thematic questions. The 2022 survey was the version with thematic questions, covering the 2021/22 academic year.² Thematic questions covered support to families to learn sign language, free school meals and reforms to the additional learning needs framework.

The analysis in this report is based on responses from 15 services in Wales, covering 22 authority areas and giving a response rate of 100%.

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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 on page 5 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/>.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2022.

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 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 occasionally 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 this report have been rounded up or down to the nearest whole number. Please also note that where there is a reported cohort of less than five children in any of the tables in this report, we have replaced the figure with a '<5' and suppressed the actual figure to zero when calculating the totals in that table. This is indicated by an asterisk against the total.

Summary of key findings

Numbers of deaf children

- There are at least 2,329 deaf children in Wales.
- 81% of school-aged deaf children attend mainstream schools. 9% attend mainstream schools with resource provisions, fewer than 1% attend special schools for deaf children (outside of Wales) whilst 10% attend special schools not specifically for deaf children. 1% are home educated.
- 40% of services report they provide support to deaf young people over the age of 19, these services are supporting 20 deaf young people over the age of 19.

Teachers of the Deaf and other specialist staff

- There are at least 65.2 fte Teacher of the Deaf posts, of which 4% were vacant. Of the 62.8 fte working as Teachers of the Deaf, 92% held the mandatory qualification whilst 8% 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 increased by 6% since 2021 and fallen by 20% since we started the survey in 2011.
- Peripatetic Teachers of the Deaf have an average theoretical caseload of 59 deaf children, down from 60 in 2021.
- There are at least 47 other specialist support staff posts, of which 3% are vacant posts.

Resource provisions

- There are a reported 19 resource provisions. This is down from 20 in 2021 and 24 in 2019. Looking at the spread of resource provisions across Wales, on average, there is one resource provision for every 122 deaf children. This is up from one for every 116 deaf children in 2021.

Referrals

- 15% of referrals to services came from the newborn hearing screening programme in 2021. Of these, 69% were contacted by a Teacher of the Deaf within 2 working days.
- 25% of referrals to services came from outside the newborn hearing screening programme and before a child had started statutory education. Of these, 74% were contacted by a Teacher of the Deaf within 5 working days.
- 61% of referrals to services came from outside the newborn hearing screening programme and after a child had started statutory education. Of these, 42% were contacted by a Teacher of the Deaf within 5 working days.
- Regardless of how the referral was made, 56% of families were offered a visit (either face to face or virtual) within 10 working days of the referral.

Family sign language

- 33% of services directly provide informal opportunities for families to learn or practise sign language.
- 13% of services directly provide courses or 'training' in sign language to families.
- 13% of services fund or commission courses to families to enable them to learn sign language on a course delivered by an external provider.
- 80% of services neither provide, fund or commission any courses in sign language to families.

Free school meals

- No services record whether a school-aged child is eligible for free school meals. No services appear to be involved in discussions around how additional funding related to levels of free school meals (e.g. the Pupil Deprivation Grant) in a school is used for deaf children.

Additional Learning Needs (ALN) reforms

- 73% of services have issued Individual Development Plans to pre-school deaf children since the ALN reforms began to be phased in, in September 2021.
- A total of 26 pre-school deaf children are reported to have received an Individual Development Plan, as reported by 11 services.

PART 1: Deaf children in Wales

How many deaf children are there?

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

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 educational setting. We found that some services did not always provide this data consistently; occasionally services 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".

15 services responded to this question. Based on these responses, **the adjusted total number of deaf children in Wales is 2,329**. This is up slightly from 2,324 in 2021 when 15 services responded. However, it is still down from the pre-pandemic figure of 2,486 in 2019.

Unadjusted figures are provided in the table that follows.

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

	Total generated
Adjusted total	2,329
Total when asked how many children overall	2,327
Total when asked about number of children, broken down by educational setting	2,329 ⁴

Using the adjusted totals, the smallest number of children reported by a service was 38 deaf children living within their boundaries. The largest reported was 452 deaf children (this was a service covering five local authority areas). The average number of deaf children living in each service was 155.

The following table compares the total number of deaf children living in Wales with figures from previous years. As set out in the introduction, comparisons with earlier reports should be made with caution due to differences in the quality of the responses and response rates between the surveys.

³ 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.

⁴ The sum of the totals provided by services was 2,084, the sum of the broken-down figures given by services was 2,329.

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

	Number of children reported
CRIDE 2022 (adjusted total)	2,329
CRIDE 2021 (adjusted total)	2,324
CRIDE 2020*	1,384
CRIDE 2019 (adjusted total)	2,486
CRIDE 2018	2,625
CRIDE 2017 (adjusted total)	2,642
CRIDE 2016	2,374
CRIDE 2015 (adjusted total)	3,288
CRIDE 2014	2,880
CRIDE 2013 (adjusted total)	2,904
CRIDE 2012 (adjusted total)	2,743
CRIDE 2011 (adjusted total)	2,755

* In 2020, there were 11 responses to this question.

Issues or gaps in the data

Ten services (67%) indicated there were known issues or gaps in the data they provided for the number of children and young people. These included:

- services only having figures for children who are receiving support from the service (53% of all services)
- services not holding figures for children who have left school (27%)
- services only having figures for children who are hearing-aid wearers (13%)
- other (13%). Other reasons given included:
 - some gaps in data on permanent/temporary hearing loss.
 - figures represent children that attend regular audiology appointments and for whom the service have received audiology reports. Service does not get information from ENT.

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 are only as good as the data held by and 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 among the best sources of data available.

Table 3: 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	77	3%
	Early years setting – pre-school children	82	4%
	Supported at home – of school age and home educated	11	0%
	Mainstream state-funded schools (including academies and free schools)	1,641	72%
	Mainstream independent (non-state-funded) schools (for example, Eton)	13	1%
	Resource provision in mainstream schools ⁵	172	8%
	Other special schools, not specifically for deaf children (whether state funded or non-maintained)	200	9%
	All other post-16 provision (not including school sixth form colleges)	37	2%
Out of local authority	Early years setting – pre-school children	<5	0%
	Mainstream state-funded schools (including academies and free schools)	16	1%
	Mainstream independent (non-state-funded) schools	6	0%
	Resource provision in mainstream schools	7	0%
	Special schools for deaf pupils (whether state funded or non-maintained)	9	0%
	Other special school, not specifically for deaf children (whether state funded or non-maintained)	5	0%
	All other post-16 provision (not including school sixth form colleges)	<5	0%
Other	NEET (Not in education, employment or in training) (post-16 only)	0	0%
	Other (e.g. Pupil referral units)	<5	0%
Total of figures given (excluding 'not known')		2,276*	100%
Not known		49	
Total of figures given (including 'not known')		2,325*	

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.

⁵ In the CRIDE survey, we use the term 'resource provision' to include all schools with any specialist resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 4: 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	77	3%	
Early years setting – pre-school children	82*	4%	
Supported at home – of school age and home educated	11	0%	1%
Mainstream provision (including state-funded and independent schools)	1,676	72%	81%
Mainstream provision: resource provision	179	8%	9%
Special schools for deaf pupils	9	0%	0%
Other special schools, not specifically for deaf children	205	9%	10%
All other post-16 provision (not including school sixth forms)	37*	2%	
Other (e.g. Pupil referral units, NEET)	49*	2%	
Total	2,325*	100%	
Total (excluding pre-school children and other post-16 provision and ‘other’)	2,080*		100%

Comparing with figures from 2021:

- The proportion of school-aged deaf children and young people in mainstream provision (including state-funded and independent schools) has risen by six percentage points from 75% to 81% since 2021.
- The proportion of school-aged deaf children and young people in resource provisions in mainstream schools has risen by one percentage point from 8% to 9% since 2021.
- The proportion of deaf children and young people in other special schools not specifically for deaf children has fallen by five percentage points from 15% to 10% since 2021.

Table 5: 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	2,233	98%
Out of home local authority	43	2%
Total (not including ‘not known and ‘other’)	2,276	

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 include direct teaching, visits to the family or school, liaison with the family, school, 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 15 services indicated that at least 3,178 deaf children with permanent or temporary deafness were on services’ caseloads. The smallest number of children on a caseload was 35 and the largest was 1,059. The average was 212 children.

The definition of 'caseload' within the CRIDE survey has changed over the years. When considering changes to the 2021 survey, and in consultation with services, we decided to use '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 6: Number of deaf children on caseloads reported, over successive years

Year	Number of children on caseload	Definition of caseload	Number of services
2022	3,178	Some form of support at least once a year	15
2021	3,430	Some form of support at least once a year	15
2020	1,639*	Some form of support more than once a year	11
2019	3,265	Some form of support more than once a year	14
2018	4,258	Some form of support more than once a year	15
2017	3,968	Some form of support more than once a year	15
2016	3,722	Some form of support at least once a year	15
2015	3,022	Some form of support more than once a year	15
2014	2,345	Some form of support more than once a year	15
2013	2,530	Some form of support more than once a year	17 ⁶
2012	2,905	Some form of support more than once a year	21
2011	2,638	Clear definition not provided	16

* In 2020, there were 11 responses to this question.

We asked services to split out how many children on their caseloads had a temporary conductive hearing loss. 12 services reported that there were 1,103 children.⁷

If there are 2,329 permanently deaf children living in Wales and 2,075 on services' caseloads with permanent deafness, there are at least 254 deaf children (11% of the adjusted total) who are not being supported by the service at least once a year. It does not automatically follow that 11% 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, resource provisions not managed by the service.

We asked services if they provide support to deaf young people over the age of 19. Six services (40%) said they did, and nine services (60%) said they did not. There were 20 deaf young people over the age of 19 on the caseloads of services where they did provide this support. Where services commented on this, comments included:

- a service had contacted pupils attending local universities, but were not yet including them on the caseload until they conclude what support they would like
- occasional provision given to young people in further education. This is under review as part of Welsh Government ALN reforms

⁶ The change in the number of services reflects that some services merged after 2013.

⁷ Additionally, one service stated there were no children with a temporary conductive deafness on their caseload, and two services did not provide an answer to the question.

- young people are monitored and service links with their post school provider, attends audiology clinics if requested, provides transfer of equipment to the post 16 further education provider and training and support on transition and beyond as required
- service may support some deaf young people over the age of 19 as an exception, for example, if they remain in a special school post-19.

How do CRIDE's 2022 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.

The 2022 CRIDE survey reports there are 2,329 deaf children in Wales. However, the Welsh Government's School Census⁸ figures indicate there are 2,183 pupils⁹ with a hearing impairment, and 232 pupils with a multi-sensory impairment. It should be noted that Welsh government data no longer indicates whether hearing impairment is the primary or secondary need.

We recognise that School Census figures mostly cover pupils aged 5 to 15 in primary, middle or secondary schools, both maintained and independent, whilst the above CRIDE figures are for children aged 0 to 19. In this report, we are not able to provide a comparison against CRIDE figures for school-aged children as this is only possible in the year that CRIDE runs the full survey.

⁸ <https://gov.wales/schools-census-results-february-2022>

⁹ It is important to note that the Welsh Government now rounds numbers to nearest five. It is also worth noting that the Welsh Government stated that School Census returns are authorised by headteachers and validated by Local Authorities. As part of the Welsh Local Government Finance Settlement, the data is usually returned to local authorities for final validation. Typically, overall numbers of pupils and teachers will not change significantly during this period, with the most likely change being in the characteristics of the pupils themselves e.g. free school meal entitlement. Users should therefore be more cautious when comparing data on characteristics of pupils and staff over time, in particular where small cohorts are involved.

PART 2: Teachers of the Deaf and other specialist staff

In the 2022 survey, we used the terminology ‘Teachers of the Deaf’. For completeness, we have used the same language when reporting on the findings from this survey. For the 2023 survey and going forward, we plan to use the terminology ‘Teachers of Deaf Children and Young People (TODs)’ instead.

We asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions¹⁰ and/or working in a special school or college not specifically for deaf children or young people. We found that:

- overall, there are at least 62.8 fte teachers working as Teachers of the Deaf in Wales.
- 92% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training for the mandatory qualification (8%).
- at the time the survey was completed, there were at least 2.4 fte vacant posts reported
- if the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 65.2 fte Teacher of the Deaf posts, of which 4% are vacancies.

The following table provides a breakdown by type of setting.

Table 7: 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)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	34.9 (97%)	21.9 (85%)	1 (100%)	57.8 (92%)
Teachers in training for the mandatory qualification within 3 years	1 (3%)	4 (15%)	0 (0%)	5 (8%)
Qualified teachers without the mandatory qualification and not in training	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total of figures given	35.9 (100%)	25.9 (100%)	1 (100%)	62.8 (100%)

The following table summarises the above by just showing the numbers of Teachers of the Deaf in employment by their role only.

¹⁰ 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 8: Number of Teachers of the Deaf in employment overall by role

	Total Teachers of the Deaf in post	Percentage
Working mainly as a peripatetic Teacher of the Deaf	35.9	57%
Working mainly in a resource provision	25.9	41%
Working mainly in a special school or college not specifically for deaf children or young people	1	2%
Total of figures given	62.8	100%

There were no Teachers of the Deaf reported as working flexibly between a peripatetic service, resource provision and/or special schools not specifically for deaf children or young people.

Figures for Teachers of the Deaf in cochlear implant programmes across Wales were collected in a separate survey. A response was received from the South Wales Paediatric Cochlear Implant Programme. There were at least 1.4 fte fully qualified Teachers of the Deaf reported in post, and no vacancies 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.

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

Table 9: Changes in numbers of Teachers of the Deaf from year to year¹¹

	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)
2022	57.8	62.8	62.8	2.4	65.2
2021	54.4	58.8	60.0	2.4	62.4
2019	57.0	66.0	66.0	0	66.0
2018	56.425	61.825	61.825	1	62.825
2017	57.63	60.33	60.73	3.9	64.63
2016	65.45	69.25	69.25	1	70.25
2015	69.86	73.66	74.26	0.8	75.06
2014	67	69.2	70.2	0.6	70.8
2013	66.5	71.5	71.5	3	74.5
2012	91.75	100.55	100.55	0	100.55
2011	71.95	73.95	75.95	0	75.95

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

¹¹ 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.

Table 10: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 11 years (between 2011 and 2022)	Percentage change over past year (between 2021 and 2022)
Teachers of the Deaf with the mandatory qualification in employment	-20%	6%
Teachers of the Deaf with the mandatory qualification in employment or in training	-15%	7%
Number of teachers working as Teachers of the Deaf in employment	-17%	5%
Number of Teacher of the Deaf posts (including vacancies)	-14%	4%

We examined how many services had seen a change in the number of Teachers of the Deaf between 2021 and 2022 and found that 27% of services had seen an increase, 67% of services had seen no change while 7% of services had seen a decrease.

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

- one service (7%) reported difficulties in recruiting for a permanent post
- two (13%) reported no difficulties
- 12 services (80%) stated that this question was not applicable to them.
- three services (20%) reported difficulties in recruiting for supply cover
- two (13%) reported no difficulties
- ten services (67%) stated that this question was not applicable to them.

Combining the figures, three services (20%) reported difficulties in recruiting to either permanent or supply posts. Comments from services around this included:

- a lack of suitably qualified applicants
- being unable to secure qualified cover during the pandemic
- lack of qualified Teachers of the Deaf on recruitment agency books and in neighbouring authorities
- services employing experienced teachers and supporting them through the mandatory qualification.

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 11: 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	34.9	97%	15
Teachers in training for the mandatory qualification within 3 years	1	3%	1
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total of figures given	35.9	100%	

One service reported vacancies in the peripatetic service as of January 2022, amounting to 1 fte posts.

The total of 35.9 fte peripatetic Teachers of the Deaf in post has increased from 35.1 in 2021. This amounts to a 2% increase.

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 Wales, we calculate the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision¹² by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification.

We found that:

- each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 59 deaf children
- the highest caseload found was 154 in one area
- there are three services (20%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there is one service (7%) where there are, on average, 100 or more deaf children on the theoretical caseload.

¹² 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."

The theoretical average caseload is down from 2021 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 60 deaf children. The annex provides figures on theoretical average caseloads for each local authority.

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 12: 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	21.9	85%	10
Teachers in training for the mandatory qualification within 3 years	4	15%	4
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total of figures given	25.9	100%	

There were 1.4 fte reported vacancies for Teachers of the Deaf in resource provisions as of January 2022.

The total of 25.9 fte peripatetic Teachers of the Deaf in post has increased from 23.9 in 2021. This amounts to an 8% increase.

Other Teachers of the Deaf

- There were 1 fte Teachers of the Deaf with the mandatory qualification reported as working mainly in a special school or college not specifically for deaf children or young people. This is an increase from 2021 when no Teachers of the Deaf were reported as working in this way.
- There were no Teachers of the Deaf reported as working mainly in a special school or college not specifically for deaf children or young people. In 2019, one service reported 1 fte Teachers of the Deaf working in this way.

Other specialist staff

We found that there were 45.9 fte specialist support staff, other than Teachers of the Deaf in post employed by services, supporting deaf children. There were 1.4 fte vacant posts reported. This means there are 47.3 specialist support staff posts, of which 3% are vacancies.

Table 13: 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	36 (96%)	10	1.4 (4%)	2	37.4 (100%)
Communication support workers/ Communicators etc	3 (100%)	2	0 (0%)	0	3 (100%)
NRCPD registered BSL/English interpreters	0 (0%)	0	0 (0%)	0	0 (0%)
Deaf instructors/Deaf role models/Sign language instructors etc	2 (100%)	2	0 (0%)	0	2 (100%)
Educational audiologists/Audiologists in Education who do not also hold a qualification as a Teacher of the Deaf	0.2 (100%)	1	0 (0%)	0	0.2 (100%)
Technicians et al.	1.5 (100%)	2	0 (0%)	0	1.5 (100%)
Speech and language therapists	0.2 (100%)	1	0 (0%)	0	0.2 (100%)
Family support workers/Liaison officers	0 (0%)	0	0 (0%)	0	0 (0%)
Social workers/Social workers for deaf children	1 (100%)	1	0 (0%)	0	1 (100%)
Other	2 (100%)	2	0 (0%)	0	2 (100%)
Total of figures given	45.9 (97%)		1.4 (3%)		47.3 (100%)

Other roles included a higher level teaching assistant and a senior specialist support officer.

PART 3: Post-16 support

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 14: 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	13 (87%)	2 (13%)	0 (0%)	15 (100%)
Engaging with careers advisors in colleges on careers advice to deaf young people?	7 (47%)	8 (53%)	0 (0%)	15 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	8 (53%)	6 (40%)	1 (7%)	15 (100%)
Provision of information to deaf young people about the support available through the Access to Work scheme for employment support	8 (53%)	6 (40%)	1 (7%)	15 (100%)
Provision of information to deaf young people about their rights under the Equality Act to reasonable adjustments in the workplace	9 (60%)	5 (33%)	1 (7%)	15 (100%)

Comparing with figures from the 2021 report:

- there has been an increase in the proportion of services engaging with careers advisors in schools (79% to 87%)
- there has been a decrease in the proportion of services engaging with careers advisors in colleges (50% to 47%), providing information on the accessibility of work placements (64% to 53%), providing information on Access to Work (54% to 53%) and providing information on the Equality Act and reasonable adjustments (62% to 60%).

PART 4: Support provided

All 15 services (100%) stated that the service was based in the local authority (as opposed to being based in a school or another body).

Number of resource provisions

In the CRIDE survey, we use the term 'resource provision' to include all schools (mainstream or special) with a resource provision, base or unit specifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

Table 15: Number of resource provisions

	Managed by the local authority	Managed by the schools	Total
Resource provisions for primary-aged children	4	5	9
Resource provisions for secondary-aged children	5	5	10
Total	9	10	19

We found that:

- nine services (60%) had at least one resource provision for primary-aged children in their area
- nine services (60%) had at least one resource provision for secondary-aged children in their area.

The total of 19 resource provisions across Wales is a change from 2021 when the survey identified 20 resource provisions. It should be noted that in one area, two resource provisions that were recorded separately in 2021 were recorded by the service as one, following both moving to one site.

Table 16: Number of resource provisions over time

Year	Number of resource provisions
2022	19
2021	20
2019	24
2018	25
2017	25
2016	24

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

We also looked at the number of resource provisions against the overall population of deaf children.¹³ This is intended to indicate the spread of resource provisions across Wales, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 122 deaf children. This is up from 2021 when there was one resource provision for every 116 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 local authority.

¹³ The overall total given by services is used here.

PART 5: Support following the identification of deafness

We asked services how many referrals they received over the calendar year of 2021.

Table 17: Referrals

	Number and percentage of referrals	Number of services
For children identified as deaf through the newborn hearing screening programme	48 (15%)	14
For children identified as deaf outside of the newborn hearing programme and before they had started statutory education	80 (25%)	10
For children identified as deaf outside of the newborn hearing programme and after they had started statutory education	197 (61%)	15
Total of figures given	325 (100%)	

We then asked how soon families were contacted and visited following the initial referral. These questions were drafted with reference to the [NatSIP Quality Standards for Sensory Support Services in England \(2016\)](#) – in particular, standards A1ii and A1iii.

We recognise there may be a range of reasons why initial contact or the first visit cannot take place within the timescales outlined by the quality standards (e.g. the family is not able to meet). However, we hope that these questions will help to build a national picture of how these quality standards are being met.

In response to these questions, we found that:

- of the referrals for children identified through the newborn hearing screening programme, 33 of the families were contacted by a Teacher of the Deaf within 2 working days. This amounts to 69% of the 48 children referred via this route
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and before they had started statutory education, 59 of the families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 74% of the 80 children referred via this route¹⁴
- of the referrals for children identified as deaf outside of the newborn hearing screening programme and after they had started statutory education, 83 of the families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 42% of the 197 children referred via this route¹⁵
- 182 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 56% of the 325 children referred either through or outside the newborn hearing screening programme.

Where a referral is made during the summer holidays, services were asked what arrangements are made in terms of the first Teacher of the Deaf visit to the family.

¹⁴ Two services did not respond to this question.

¹⁵ One service did not answer this question.

Table 18: Arrangements for referrals made during the summer holidays

	Number of services	Percentage of services
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays within ten working days	3	20%
Cover arrangements are in place to enable a Teacher of the Deaf to provide a visit during the summer holidays but not necessarily within ten working days	3	20%
A Teacher of the Deaf visits as soon as possible after the school holidays	8	53%
Other	1	7%
Total	15	100%

PART 6: Thematic questions: Family sign language

Five services (33%) said they directly provided informal opportunities (e.g. family groups or coffee mornings, 'sign along' sessions or through deaf role models) for families to learn or practise sign language, whilst ten services (67%) said they did not.

13 services (87%) said they did not directly provide¹⁶ courses or 'training' in sign language to families: Of the two services (13%) that said they did provide courses, these were:

- 'Other courses supporting the use of sign language specifically in a family context' - provided by two services (13% of services) at no cost to the family.
- 'A course that seeks to improve knowledge of BSL but without necessarily leading to any of the below qualifications' - provided by one service (7%) at no cost to the family.

No services stated that they directly provided:

- the National Deaf Children's Society Family Sign Language curriculum
- a course that leads to a BSL level 1 qualification
- a course that leads to a BSL level 2 qualification
- a course that leads to a BSL level 3 or higher qualification.

Separately, 13 services (87%) said they did not fund or commission courses to families to enable them to learn sign language on a course delivered by an external provider. Of the two services (13%) that did, these were:

- 'Other courses supporting the use of sign language specifically in a family context' - commissioned or funded at no cost to the family by two services (13% of services)
- 'A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications' - commissioned or funded at no cost to the family by two services (13%).
- a course that leads to a BSL level 1 qualification - commissioned or funded at no cost to the family by two services (13%).

No services stated that they fund or commission:

- the National Deaf Children's Society Family Sign Language curriculum
- a course that leads to a BSL level 2 qualification
- a course that leads to a BSL level 3 or higher qualification.

We asked about the frequency of the courses that were provided, funded or commissioned:

- 'Other courses supporting the use of sign language specifically in a family context' were provided, funded or commissioned on demand or at least weekly by three services (20% of services).
- 'Courses that focused on teaching of BSL but without necessarily leading to any of the below qualifications' were provided, funded or commissioned on demand or at least weekly by two services (12%).
- a course that leads to a BSL level 1 qualification was provided, funded or commissioned on demand or at least weekly by two services (12%).

¹⁶ In the survey, 'directly provide' was described as something that the service directly employs someone to provide.

We asked about eligibility criteria for courses that were provided, funded or commissioned. With one exception, all courses were available to any family to access if they would like to. The one exception was in one service that provided a course that focused on teaching of BSL but without necessarily leading to a level 1, 2 or 3 or higher BSL qualification. In this area, the service reported that parents of younger children/new referrals were prioritised due to limited capacity.

Our analysis indicates that 12 services (80%) neither provide, fund or commission any courses in sign language to families.

PART 7: Free school meals

14 services said they did not record whether a school-aged child is eligible for free school meals. One service did not answer the question. Neither do Teachers of the Deaf in these services appear to be involved in any discussions in how any additional funding related to levels of free school meals (e.g. the Pupil Deprivation Grant) in a school is used with deaf children – with all 15 services (100%) replying “none or very few children”.

PART 8: Additional Learning Needs (ALN) reforms

The Additional Learning Needs and Educational Tribunal Wales Act came into force in September 2021. The Act introduces a number of reforms that will start to change the way children and young people aged 0-25 with additional learning needs (ALN) are supported in education in Wales.

As part of the reforms, statements of special educational needs are being replaced by individual development plans (IDPs). The Welsh Government has said that the changes will come in over time.¹⁷

11 services (73%) reported that they had issued IDPs to pre-school deaf children since the ALN reforms began to be phased in in September 2021, and four services (27%) reported that they had not. A total of 26 pre-school deaf children were reported to have received an IDP.

Services were asked what changes, if any, have been made to the way that they work as a result of the ALN reforms (e.g. changes to staffing). Comments on changes included:

- Specialist teachers attend ALN training, ALNCo Forum meetings. Sensory Lead and QTOD attend Additional Learning Needs (ALN) Panel and the Early Years (EY) Panel. Links established with the Additional Learning Provision (ALP) co-ordinator and the Early Years Additional Learning Needs Lead Officer (EY ALNLO). Website developed for the local authority. Information and accessible documents are available about the ALN Reform and implementation. Sensory Lead and QTOD part of working groups and linked with the Welsh Government and other relevant bodies.
- Deadlines are more apparent (i.e. return of documentation following Annual Reviews etc) and the format of meetings with parents have changed making it more collaborative. The information shared tends to be more current, focusing on moving forward and outcomes of relevance, rather than being data-driven.
- Each pre-school pupil is discussed at an ALN Enquiry Panel. Service staff support schools with enquiries.

¹⁷ From September 2021, children and young people who are newly identified as having ALN and needing support should get an IDP. Since January 2022, some groups of learners with existing School Action/School Action Plus support started to move over to the new IDP system. This includes those in Nursery Years 1 and 2, Year 1, Year 3, Year 5, Year 7 and Year 10.

- A seconded teacher working entirely on IDPs with the authority's school who work with in the ALN department and have been able to ask any questions and look for support, if needed, in relation to deaf pupils and IDPs.
- How a service records advice and report has been adapted to include specific information. Training and access to the electronic system of all pupils' who have been identified as having ALN.
- More training and involvement in Person-Centred Practice (PCP) meetings.
- Preschool pupils have a Person-Centred Plan when starting nursery.
- Service continuing to provide the same level of support to deaf children and schools, whilst also continuing to undergo ALN implementation training and in ongoing discussions/communication with schools and families to ensure deaf children have the support they need.

We asked what changes, if any, are needed to support services in meeting the aims of the ALN reforms (e.g. training, staffing, etc.). Comments on this included these themes:

- Increase in staffing.
- Continued training – particularly in relation to IDPs and deaf children and young people.
- Training of specialist support workers to support the outreach service.
- Clarification on Post 16 provision needed and training in this area.
- Updates as they are shared by Welsh Government - in weekly Q and A/Update sessions.

PART 9: 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 alternates from year to year between a standard survey and a survey with a mix of core and thematic questions. The 2022 survey was the version with thematic questions.

The survey was disseminated to services in Wales in February 2022 by National Deaf Children’s Society staff on behalf of CRIDE. Where there was no response by 4 March, members of CRIDE contacted services by email and/or telephone. The table below sets out the response rate at each stage.

Table 19: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline – 4 March 2022	10	10
Second deadline following chasers	5	15

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

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 2022.

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.

As set out earlier, 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 by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification. 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 14 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.

Table 20: 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
Bridgend	164	193	29	1	2	0	0	154:1	82:1
Cardiff	272	232	56	4.8	5.6	0	0	51:1	136:1
Carmarthenshire	152	195	43	2.2	3	0	0	59:1	76:1
Ceredigion	63	78	15	0.8	1	None reported	None reported	64:1	63:1
Conwy	72	83	11	1	No resource provisions reported	None reported	None reported	71:1	72:0
Gwynedd and Anglesey	139	162	23	2.6	No resource provisions reported	None reported	None reported	53:1	139:0
Merthyr Tydfil	38	38	None reported	1	No resource provisions reported	None reported	None reported	37:1	38:0
Neath Port Talbot	98	208	112	2	3	0	0	42:1	49:1
North East Wales (Flintshire, Denbighshire, Wrexham)	316	313	75	3.4	3.6	0	0	81:1	105:1 ¹⁸
Pembrokeshire	65	94	31	1	No resource provisions reported	0	0	58:1	65:0

¹⁸ This year, two resource provisions that were recorded separately in 2021 have been recorded as one, they have moved to one site.

	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
Powys	92	114	17	2.6	No resource provisions reported	None reported	None reported	35:1	92:0
Rhondda Cynon Taf	142	142	0	4	1	1	0	33:1	142:1
South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Torfaen and Newport)	452	1,059	607	6.5	3.2	None reported	None reported	65:1	226:1
Swansea City	148	232	84	2	1.5	0	0	63:1	74:1
Vale of Glamorgan	114	35	None reported	1	2	None reported	None reported	98:1	57:1