

Based on responses from 103 services, at least 32,820 deaf children with permanent or temporary deafness were identified. The number of children on a caseload was 1,042. The average was 319 children.

Whilst the survey asked for numbers receiving support more than once a year, it should be noted that some responses indicated that some services may have given a figure for children who receive support

- x Having to appoint teachers without the mandatory qualification who then go on to undertake the training.
- x Difficulty acquiring funding for Teacher of the Deaf training.
- x Management not signing off recruitment forms.
- x Recruitment freeze.

We also found:

- x As a proportion, the percentage of Teachers who are in training has fallen from 14% in 2019 to 9% this year. It is difficult to be certain if this proportion would have held across those services that were not

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Table2: Where services are based

Based in the local authority	90	87%
Based in a school with a resource provision	2	2%
Based in a special school for deaf children	6	6%
Provided by another body or organisation	5	5%

Services were asked whether their service provided or facilitated different types of support to families of deaf children aged 0-4 years old.

The table below sets out whether services are using specific interventions or programmes for different areas of support, and/or if such support is part of their core offer of support to families. The specific support, interventions, programmes or training offered are summarised separately in Annex B.

Table3: Support provided or facilitated for families of deaf children aged 0-4

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Information and advice on hearing and

The table below summarises the range of different challenges when supporting families of deaf children 0-4 years old that services told us about.

Table 4: Challenges when supporting deaf children 0-4 years old

- x Engagement with under-5s sessions.
- x Getting families to attend events due to their work/time constraints.
- x Difficulty for families who rely on public transport in attending events/groups.
- x Non-attendance for appointments.
- x Impact on attendance for services when parents return to work/engagement with families where parents work full time.
- x Engaging families with a child who has a mild/moderate hearing loss.

Equipment

- x Budget implications for issuing radio aids.
- x The provision of radio aids.
- x Rising costs of equipment.

Budget/capacity

- x Ongoing increase in early years referrals.
- x Funding constraints across educational provision.
- x Frequent requests for information or data required for FOI requests.

Other issues

- x Parking, street access.
- x Finding venues for groups/sessions.
- x Closing down of local Deaf organisations.

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- x Referring young people to local authority post-16 services, college support, careers advice service, or local Deaf Centre.
- x Service level agreements with post-16 settings.
- x Work closely with specialist careers advisor to create specific support packages for individuals.
- x Joint visits from Teachers of the Deaf and Connexions/careers advisors.
- x Local Deaf Association.

What is CRIDE?

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: the British Association of Teachers of the Deaf (BATOD), consultants, the Education Research Centre (ERC), the National Sensory Impairment Partnership (NatSIP), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education service for deaf children in Cambridgeshire, Camden and Kent, University of Edinburgh, University of Leeds and UCL.

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 2020, a shorter survey with a number of thematic questions was issued.

The survey was disseminated to services in England in February 2020 by the Education Research Centre (ERC) staff on behalf of CRIDE. The survey was kept open until June 2020.

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 Education Research Centre (ERC) with guidance and clearance from members of CRIDE.

CRIDE 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

Nottinghamshire	397	557	160	6.2	0	0	0
London							
Barking and Dagenham	108	89	6	2	7	0	0
Barnet	328	179	0	1.4	4	0	0
Bexley	226	244	0	1	2.8	0	0
Bromley	276	256	7	3.9	5.3	0	0
Croydon	378	240	7	5.8	3.8	0	0
Ealing	273	169	no answer	2.3	2	0	0
Hackney	351	360	9	10			

East Sussex	477	493	16	4	3.8	0	0	
Hampshire	585	1042	457	7.8	5	0	0	
Isle of Wight	103	103	15	2.3	0	0	0	
Kent	473	462	0	11.1	7.7	2	0	
Oxfordshire	566	720	157	11.8	2.2	0	0.8	
Portsmouth	132	236	104	1.9	0	0	0	
Southampton	210	267	57	2.2	2	0	0	
Surrey	664	759	95	16	8	0	2	
West Sussex	678	282	38	5.3	3.9	0	0	
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Wolverhampton	208	203	38	2.9	1.8	0	0
Worcestershire	393	169	0	4.4	0	0	0
Yorkshire and the Humber							
Barnsley	157	177	20	2	0	0	1
City of York	170	18	<5	3.1	0	0	0
Doncaster	341	341	0	5.6	3.7	0	0
East Riding of Yorkshire	114	152	31	3.4	0	0	0
Hull	287	188	no answer				

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The specific support, interventions, programmes or training offered are listed below (with the number of services that mentioned this in brackets):

- x AB (1)
- x Baby Beats (1)
- x Bespoke training for settings (1)
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- x Deaf awareness training for settings (2)
- x Early Support Monitoring Protocol (1)
- x Educational Audiologist (1)
- x Hear Now and Always (1)
- x Hearing Like Me (1)
- x Informed Choice (1)
- x Multi-disciplinary support (2)
- x My World Tool (1)
- x NDCS resources (4)
- x NDCS Roadshow (1)
- x Parents session (3)
- x Personal Understanding of Deafness (1)
- x Signposting to other organisations (1)

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- x Events for children (1)
- x Events for families (13)
- x Facilitation of parent to parent support (3)
- x Parent group/family support group (15)
- x Parents evening/information session (7)
- x Short breaks (1)
- x Signing group (7)
- x Signposting to other organisations (12)

- x BSL tutor (5)
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- x Deaf staff/Deaf support workers (23)
- x Deaf volunteer/Deaf role model (6)
- x Events for families (1)
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- x Music for Life (1)
- x NDCS Roadshow (3)
- x Panathlon Challenge (1)
- x Parents evening/information session (2)
- x Rights Respecting Schools (1)
- x Signing group (2)
- x Signposting to other organisations (4)
- x Theatre for deaf and hearing children (2)

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- x AB rehab portal (1)
- x AVT (2)
- x Baby Beats (2)
- x Bespoke interventions (2)
- x BSL support (1)
- x Chit Chat (2)
- x Cochlear rehab materials (1)
- x Communication group (1)
- x Early Support Monitoring Protocol (9)
- x Elklan (1)
- x Family sign language (1)
- x Hierarchy of Language Pyramid (1)
- x I CAN resources (1)
- x Informed Choice (1)
- x Integrated Scales of Development (2)
- x Language Steps (1)
- x Multidisciplinary team support (9)
- x NDCS resources (1)
- x Speech and language therapist within team (2)

- x Sign and communication tutor (1)
- x Signposting to other organisations (1)
- x Small Talk (1)

- x Specialist assessment (3)
- x STEPS (Nottingham) (1)
- x Steps from hearing to talking (1)

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- x BSL/BSL tuition (8)
- x Early Support Monitoring Protocol (2)
- x Early years communication group (1)
- x Family sign language (8)
- x Informed Choice (1)

- x Makaton (1)
- x

- x Specialist staff employed for individualised support to early years children
- x Facilitating intervention from a Cued Speech family practitioner
- x Deaf awareness workshops for families and early years staff