

2017 report for Wales

CRIDE report of 2016/17 survey on educational provision for deaf children in Wales

Introduction

In 2017, the Consortium for Research into Deaf Education (CRIDE) carried out its ~~several~~ survey on educational staffing and service provision for deaf children ~~in~~ covers the 2016/7 academic year². This report sets out the results of the survey for Wales ~~and~~ is intended for heads of services, policy makers in (ic)

- x There are at least 66.9 Teachers of the Deaf posts, of which 6% were vacant. Of the 63.03 staff working as Teachers of the Deaf 95% held the mandatory qualification.
- x The number of qualified Teachers of the Deaf in employment fell by 12% over the past year. It has fallen by 20% since the CRIDE survey started in 2011. This can be partly, but not completely explained by a rise in vacant posts.
- x 19% of Teachers of the Deaf hold a Level 3 or higher qualification in British Sign Language.
- x There are at least 87 other specialist support staff working with deaf children in Wales 3% decrease since last year.
- x 14% of teaching assistants hold a Level 3 or higher qualification in British Sign Language. 43% of communication support workers, whose role is to help deaf children who communicate in sign language access the curriculum hold a Level 3 or higher qualification.
- x 87% of services are based in the local authority.
- x There are 25 resource provisions across Wales

Interpreting the results

Services were asked to give figures for the position as of January 2017.

The survey acknowledges 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.

It is clear that many services still report difficulties in extracting data about deaf children in their area and there remain inconsistencies in how di

became apparent in 2016 that one service had, until that year, been including children with temporary hearing loss in their figures for permanently deaf children, due to limitations in how data was collected locally.

Table2: Number of deaf children reported over successive years

	Number of children reported (adjusted totals)
CRIDE 2017	2,642
CRIDE 2016	2,374
CRIDE 2015	3,288
CRIDE 2014	2,880
CRIDE 2013	2,904
CRIDE 2012	2,743
CRIDE 2011	2,755

Table 4: Proportion of children and young people by age

ONS(mid-2016 data)		CRIDE	
Category	Percentage of all children	Category	Percentage of total
Children aged 0 to 3	19%	Preschool	10%
Children aged 4 to 11	41%	Primary (reception to year 6)	48%
Children aged 12 to 16	24%	Secondary (year 7 to 11)	37%
Young people aged 17 to 19	16%	Post16	6%

Table6: 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	142	5%
	Early years setting pre-school children	98	4%
	Supported at home of school age and home educated	8	0%
	Mainstream state funded schools	1,863	71%
	Mainstream independent (not state-funded) schools (for example, Eton)	35	1%
	Resource provision in mainstream schools	163	6%

Incidence of additional special educational needs (SEN)

14 services were able to tell us how many deaf children had an additional SEN reported that the number of deaf children with an additional SEN is 608. This is 3% of the adjusted total of deaf children, which is an increase from 21% in 2015, when CIPSA asked about numbers of deaf children with additional SEN.

Services were asked to give a breakdown by type of additional SEN. Services were asked to breakdown the figure by type of SEN using the classification set out in school census guidance. In total, 14 services were able to give a breakdown.

Table9: Number of deaf children with an additional SEN, by type of SEN

	Number of deaf children with an additional SEN	Percentage of deaf children with an additional SEN (where type of additional SEN known)	Percentage of all deaf children (adjusted total)
Moderate Learning Difficulties	71	13%	3%
General Learning Difficulties	78	14%	3%
Severe Learning Difficulties	131	23%	5%
Profound & Multiple Learning Difficulties	48	8%	2%
Dyslexia	15	3%	1%
Dyscalculia	<5	0%	

Deaf young people post-16

Services were asked how many deaf young people left school at the end of the 2015/16 academic year. The response rate to this question was low, with 13 services responding to this question, reporting 16 deaf young people as having left school. This figure is lower than the number that we might expect to be leaving school. For example, we saw earlier that there are 964 secondary deaf children, suggesting there are around 192 in each year. It is of concern that there appear to be a number of young people about whom services are not aware whether they have left school or not.

We also asked how many of those deaf young people had a transition plan that was informed by a Teacher of the Deaf, and 3 services reported that 24 young people had a transition plan informed by a Teacher of the Deaf (18% of the deaf young people who had left school). Services were then asked to provide a breakdown of the destinations of the deaf young people who had left school.

Table 11: Postschool destinations

Postschool destination	Number of young people	Percentage (where known)
Further education (college)	34	65%
Higher education (university or higher education course at college)	5	10%
Training/apprenticeship	6	12%
Employment	<5	3%
Not in education, employment or training	<5	2%
Other	<5	10%
Total	52	
Unknown	6	
Data not held	<5	
Total (including where unknown or data not held)	61	

Where services answered 'Other', they were asked to provide details. Answers included:

- x Providing information to FE settings for annual reviews
- x Support provided during transition to new settings only.

Number of deaf children on services' caseloads

Earlier, this report looked at the number of deaf children who were known to live in the geographical area covered by the services. CRIDE also asked about deaf children on services' caseloads.

By asking about children on caseload, CRIDE means children who receive some support more than once a year. This definition changed from the question asked in 2016, when we asked about children receiving support at least once a year. ~~so~~ we might expect a change in the data based on this wording change. Examples of support included direct teaching, visits to the family or school, liaison with the family school and teachers, providing hearing aid checks, etc. Services were also able to include children supported by the service but who do not live in the same geographical area as that service. Children with

PART 2: Teachers of the Deaf and other specialist staff

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role and/or working in resource provisions. Figures are expressed as Full Time Equivalent (fte) posts; a 0.5 Teacher of the Deaf fte post could, for example, indicate that a person spent half of the standard 'working week' as a Teacher of the Deaf. For the first time, CRIDE also specifically and separately asked about Teachers of the Deaf who work mainly in a special school or college not specifically for deaf children or young people. However, as services in Wales did not identify any Teachers of the Deaf who fell into this category, figures will still be directly comparable from previous years.

In total, there are at least 57.6 fully qualified Teachers of the Deaf in employment in Wales

There are at least 63.0 Teachers working as Teachers of the Deaf in Wales. 95% of these posts are occupied by a fully qualified Teacher of the Deaf, the remaining posts are occupied by teachers in training (4%) or qualified teachers without the mandatory qualification and no immediate plans to begin training for this (1%)

At the time the survey was completed, there were 9.0 vacant posts. There is an increase in the number of vacant posts from 1.0 in 2016. If the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 66.6 Teacher of the Deaf posts, of which 6% are vacant.

It should also be noted that these figures do not include Teachers of the Deaf in any other settings.

The following table provides a breakdown by type of setting.

⁶ It should be noted that when services were asked to give a breakdown of how many Teachers of the Deaf were employed by the setting they worked in, this generated a sum of 63.0. However, when services were asked in more detail about the number of Teachers of the Deaf employed by their level of qualification, a slightly lower figure of 60.7 was reported, giving a difference of 2.3 Teachers of the Deaf. We have used the higher figure in this report.

Table15: Percentage change in numbers of Teachers of the Deaf

	Percentage change over past 6 years (between 2010/11 and 2016/17)	Percentage change over past year (between 2015/16 and 2016/17)
Teachers of the Deaf with the mandatory qualification in employment	-20%	-12%
Number of teachers working as Teachers of the Deaf in employment	-17%	-9%
Number of vacant posts	-	209%
Number of Teacher of the Deaf posts (including vacancies)	-12%	-5%

It is concerning that there has been a sharp decline in the number of Teachers of the Deaf in both the short and long term. This decline can be partly, but not completely explained by the rise in vacant posts at the time the survey was completed.

CRIDE examined how many services had seen a change in the number of Teachers of the Deaf in the past year and found that 8 (53%) services had seen no change while 47% services had seen a decrease.

CRIDE asked if services had experienced difficulties in recruiting Teachers of the Deaf or supply cover over the past 12 months 1 service (8%) reported difficulties in recruiting for a permanent post where 54 (38%) reported no difficulties, with 7 services (5%) stating that this question was not applicable to them. 6 services (4%) reported difficulties in recruiting for supply cover where 47% reported no difficulties, with 8 services (5%) stating that this question was not applicable to them. Comments from services covered these themes:

- x Difficulties recruiting qualified Teachers of the Deaf to provide cover in resource provisions
- x A lack of qualified applicants applying for part time positions
- x Difficulties recruiting qualified Teachers of the Deaf to cover maternity or long term sick posts.

CRIDE also asked how many Teachers of the Deaf had an additional qualification in early years support. Overall, there were 3 Teachers of the Deaf with this qualification, amounting to 16% of the total of Teachers of the Deaf posts. Most Teachers of the Deaf with this qualification (70%) work in resource provisions

Services were also asked how many Teachers of the Deaf held an additional specialist qualification as an educational audiologist. Overall there were 2 Teachers of the Deaf with this qualification, amounting to 3% of the total of Teachers of the Deaf posts. Two Teachers of the Deaf with this qualification work in a peripatetic role.

This year services were asked how many Teachers of the Deaf were able to provide support through the medium of Welsh as required. Overall, there were 15.7 Teachers of the Deaf reported as able to provide support through the medium of Welsh as required, amounting to 25% of the total of Teachers of the Deaf posts.

Services were also asked about the BSL qualifications of Teachers of the Deaf.

Table 16: BSL qualifications of Teachers of the Deaf

	Working mainly as a peripatetic Teacher of the Deaf	Working mainly in a resource provision	Working mainly in a special school or college not specifically for deaf children or young people	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people	Total (Percentage of all Teachers of the Deaf)
Level 1	12.6	6.7	0	0	19.3 (32%)
Level 2	16	13.3	0	0	29.3 (48%)
Level 3	5.8	4	0	1	10.8 (18%)
Level 4	0	1	0	0	1 (2%)
Total	34.4	25	0	1	60.4 (99%)

We saw earlier that there are 60.73 teachers working as Teachers of the Deaf, and the above table suggests 60.4 teachers hold a sign language qualification, this indicates that 0.33 teachers (less than 1%) do not hold any sign language qualification; 18% hold a Level 3 qualification or higher; which is 29.12 out of 60.73.

time and effort from the visiting Teacher of the Deaf. Responses were excluded where there were gaps in either the number of Teachers of the Deaf or numbers of deaf children living in the area.

The CRIDE survey results show that each visiting (peripatetic) Teacher of the Deaf has a theoretical average caseload of 73 deaf children. The highest caseload found was 126 in one area. There are 7 services (47%) where each visiting Teacher of the Deaf has a theoretical caseload of, on average, 80 or more deaf children, of which there are 40 services (27%) where there are, on average, 100 or more deaf children on the theoretical caseload.

The theoretical average caseload has increased slightly from 2015 when each peripatetic Teacher of the Deaf had a theoretical average caseload of 71 deaf children.

Other specialist staff

The survey responses suggest that there were 877 specialist support staff other than Teachers of the Deaf, supporting deaf children in Wales, 64% of whom were working in the peripatetic service, and 31% of whom were working in resource provisions, with 3% working flexibly across peripatetic services and resource provisions.

Table17: Number of specialist support staff, by role

	Peripatetic		Resource provisions		Working flexibly		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	Number of staff (full time equivalent)	Number of services with staff in relevant category	
Teaching assistants/ Classroom support assistants etc	10 (79%)	6	58.6 (81%)	9	1 (34%)	1	

assistants / Classroom assistants, 24% were communication support workers etc, and 5% were speech and language therapists.

Services were then asked about the BSL qualifications of specialist support staff.

Table 18: BSL qualifications of specialist support staff

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Total
Teaching assistants/Classroom support assistants etc	20	26.5	6	1	0	2.5	56
Communication support workers/Communicators etc							

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Annex: Information by local authority

This table sets out some individual data from services. Local authorities were asked to provide figures for the number of children and Teachers of the Deaf as of 31 January 2017

Please note that 'No answer' indicates that no response to the relevant question was received whereas 'n/a' indicates that a response was not applicable (in most cases in the table below this is because the service does not have resource provisions). Please also note that where the number of deaf children for any category is fewer than 5, '<5' appears.

References to Teachers of the Deaf should be taken to include those who hold the mandatory qualification or who are in training. This table excludes other staff working in the role of Teacher of the Deaf but who do not hold the qualification or who are not in training.

Table33