

2018 report for Wales

CRIDE report of 2017/18 survey on educational provision for deaf children in Wales

Introduction

In 2018, the Consortium for Research into Deaf Education (CRIDE) carried out its 8th survey. This survey was conducted under considerable time constraints to

Summary of key findings

- x There are at least 2,625 deaf children in Wales, a reported decrease of 0.6% over the past year.
- x There are at least 62.7 Teacher of the Deaf posts, of which 2% were vacant. Of the 61.5 staff working as Teachers of the Deaf, 91% held the mandatory qualification whilst 9% were in training
- x The number of qualified Teachers of the Deaf working in a peripatetic role and/or in resource provisions or special schools or colleges not specifically for deaf children fell by 2% over the past year. It has fallen 22% since the CRIDE survey started in 2011.

¹ For the purpose of this survey, 'deaf children' were defined as all children and young people up to the age of 19 with sensorineural and 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

² Reports from previous years can be found on the National Deaf Children's Society website at www.ndcs.org.uk/CRIDE

Interpreting the results

Services were asked to give figures for the position as of 31 January 2018.

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 different questions are completed throughout the survey. The response rates to individual questions sometimes vary. Therefore, the results should continue to be used with caution. Any notable differences between the findings from this survey and those from previous years have been highlighted in the report. Caution is also needed due to differences in responses to individual questions and potential mistakes in data provision between surveys.

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

Contents

PART 1: Deaf children in Wales.....	3.....
PART 2: Teachers of the Deaf.....	5.....
PART 3: Support provided.....	9.....
PART 4: Thematic questions: Early years support.....	11.....
PART 5: Thematic questions: Access arrangements.....	12.....
PART 6: Background and methodology.....	13.....
Annex: Information by local authority.....	14.....

PART 1: Deaf children in Wales

How many deaf children are there?

In 2018, services were asked to give details of deaf children living in the geographical area covered by them³.

23% of services later gave a figure for the number of children being supported by the service that was the same as the number living in the area. CRIDE continues to be concerned that some services do not have reliable information on the number of deaf children living in their area and/or may only be providing figures for children living in the area that they actively support i.e. children who do not receive support are not being recorded as they are unknown to the service.

All 15 services responded to this question. Based on these responses, the total number of deaf children in Wales is 2,625. This is down slightly from 2,642 in 2016/17 and amounts to a 0.6% decrease over the past year).

The smallest service reported 64 deaf children living in their boundaries. The largest reported 448 deaf children. The average number of deaf children living in each service was 175

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.

Table 1

Number of deaf children on services' caseloads

CRIDE also asked about deaf children on services' caseloads for figures for children who receive some form of support more than once a year. Examples of support included direct teaching, visits to the family or school, liaison with the family, school 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 temporary deafness are also included in this question.

Based on responses from all 15 services, survey responses indicate that at least 4,258 children with permanent or temporary deafness were on services' caseloads. The smallest number of children on a caseload was 40 and the largest was 1,229. The average was 284 children. This appears to be an increase from 3,968 children on caseloads in 2011 when responses were received from all 15 services.

CRIDE asked services how many of the children on their caseloads had a temporary conductive hearing loss. All 15 services responded to this question and reported that there are 2,000 children with temporary conductive deafness supported by services that they were able to tell us about.

If there are 2,625 permanently deaf children living in Wales and 2,258 on services' caseloads with a permanent deafness, there are at least 367 children who are not being supported by the service more than once a year. In other words, the figures suggest that 86% of permanently deaf children receive support from their local service. It does not automatically follow that 14% of permanently deaf children are not receiving any support at all; many may be receiving support once a year from a service or elsewhere from, for example, resource provisions not managed by the service.

How do CRIDE's 2011 figures compare to School Census figures?

Because of the differences in how data have been collected, the different definitions used and the

PART 2: Teachers of the Deaf

The survey asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role working in resource provisions and/or working in a special school or college not specifically for deaf children or young people

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.

In total, there are at least 56.425 fully qualified Teachers of the Deaf in employment in Wales working in a peripatetic role, in resource provisions and/or in a special school or college not specifically for deaf children or young people

Overall, there are at least 61.825 teachers working as Teachers of the Deaf in Wales. 91% of these posts are occupied by a fully qualified Teacher of the Deaf, the remaining 9% of posts are occupied by teachers in training. No teachers without the mandatory qualification and not in training were reported as working as Teachers of the Deaf.

At the time the survey was completed, there was 1 vacant post. If the vacant post is added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 62.825 Teacher of the Deaf posts, of which 2% are vacant.

The table below provides a breakdown by type of setting.

Table 2: Number of Teachers of the Deaf in employment overall

	Working mainly as a peripatetic Teacher of the Deaf (total and percentage)	Working mainly in a resource provision (total and percentage)	Working mainly in a special school or college not specifically for deaf children or young people (total and percentage)	Working flexibly as a peripatetic Teacher of the Deaf, in a resource provision and/or in a special school or college not specifically for deaf children or young people (total and percentage)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf with the mandatory qualification	29.5 (88%)	25.325 (95%)	1 (100%)	0.6 (100%)	56.425 (91%)
Teachers in training for the mandatory qualification within 3 years	4 (12%)	1.4 (5%)	0 (0%)	0 (0%)	5.4 (9%)
Total	33.5 (100%)	26.725 (100%)	1 (100%)	0.6 (100%)	61.825 (100%)

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 and 2018 are not directly comparable with those from previous years. It is interesting to note, however, that the inclusion of these figures in both years did not generate an increase in the numbers of Teachers of the Deaf.

Table3: Changes in numbers of Teachers of the Deaf from year to year

2011	2012	2013	2014	2015	2016
------	------	------	------	------	------

services (47%) reported difficulties in recruiting for supply cover where 16 (68%) reported no difficulties, with 7 services (47%) stating that this question was not applicable to them. Combining the figures, 7 services (47%) reported difficulties in recruiting to either permanent or supply posts.

The following sections look in more detail at the numbers of Teachers of the Deaf employed in a peripatetic role or in resource provisions.

Teachers of the Deaf in a peripatetic role

Teachers of the Deaf in resource provisions

The survey 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 SEN Coordinator, for example).

Table6: 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	25.325	95%	10
Teachers in training for the mandatory qualification within 3 years	1.4	5%	2
Qualified teachers without the mandatory qualification and not in training	0	0%	0
Total	26.725		

The total of 26.725 Teachers of the Deaf in resource provisions has decreased by 2.05 (or 4%) from 27.93 in 2016/17.

There were no reported vacancies for Teachers of the Deaf in resource provisions on 6 January 2018.

One service stated there was a resource provision in their area but did not tell us how many Teachers of the Deaf were employed in resource provisions.

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

CRIDE asked services if they had Teachers of the Deaf working mainly in a special school or college not specifically for deaf children or young people. One service reported that they did, with 1 Teacher of the Deaf working in this way. This is the same as in 2016/17.

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

Services were asked if they had Teachers of the Deaf working flexibly across peripatetic services, resource provisions and special schools/colleges not specifically for deaf children or young people. Two services reported that they did, with 0.6 Teachers of the Deaf working in this way. This is a decrease from 1.4 in 2016/17.

PART 3: Support provided

Table7: Charging of services for children with a statement

	Number of services	Percentage of services
Service does not charge for any of the settings below	14	93%
Early years setting	0	0%
Mainstream statefunded schools	0	0%
Mainstream independent schools	1	7%
Special school or college not specifically for deaf children	0	0%
Other post16 providers	1	7%
Other	0	

PART4: Thematic questions: Early years support

Services were asked if parents of deaf children aged 4-6 were provided with radio aids/assistive listening devices for use within the home. 6 services (40%) answered yes, and 9 services (60%) answered no.

Services were also asked if parents of deaf children aged 4-6 were provided with radio aids/assistive listening devices for use within early years settings. 5 services (67%) answered yes, and 3 services (33%) answered no.

Where services indicated that they were provided to children aged 4-6 neither of these categories, they

PART 5 Thematic questions:

PART 6 Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in improving the educational outcomes achieved by deaf children through research. At the time the survey was sent out, representatives included: the British Association of Teachers of the Deaf (BATOD), City, University of London, the Ear Foundation, the Ewing Foundation, the National Deaf Children's Society, the National Sensory Impairment Partnership (NSIP), the former head of Frank Barnes School for Deaf Children, Mary Hare School, the specialist education service for deaf children in Kent and Norfolk, 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 2018, a shorter survey was issued.

The survey was disseminated to services in Wales in February 2018 by National Deaf Children's Society staff on behalf of CRIDE. Services were asked to respond by 26 March 2018. Where there was no response by this time, members of CRIDE contacted services by email and/or telephone. Following this, as a last resort, Freedom of Information requests were sent out to the remaining services who had not responded by then.

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

Table 10: Response rate by services to the CRIDE survey

	Number of responses	Cumulative total
First deadline- 26 March 2018	12	12
Second deadline following chasers	0	12
Returned later following a Freedom of Information request	3	15

Services were able to respond by completing a Word document version of the survey. Analysis of the

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 2018.

Please 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.

Table 11: Data by local authority

Number of
permanent
ly deaf
children
living in
the
geographic