# Summary of key findings

There are at least 1,387 deaf children in Northern Ireland - a reported decrease of

## PART 1: Deaf children in Northern Ireland

What the survey tells us about the population of deaf children in Northern Ireland

The tables below provide breakdowns by age, level of deafness, and education setting. Please note that, except in table 4, the figures in this section include an estimated ten children at Jordanstown school for deaf children, but not the remaining deaf children at the school (who were reported to us separately).

Age group	Number of deaf children reported	Percentage of total
Early years/pre-school	189	14%
Primary-aged	532	39%
Secondary-aged	497	37%
Post-16 up to the age of 19	138	10%
Total	1,356	100%

This report is the first time that the service has been able to report on deaf young people over the age of 16.

Level of deafness	Number of deaf children reported	Percentage of total
Unilateral	348	26%
Mild		

Type of setting	Number	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	134	10%	
Early years setting pre-school children	56	4%	
Supported at home of school age and home educated	0	0%	0%
Mainstream state-funded schools	920	66%	77%
Mainstream independent (non-state-funded) schools	9	1%	1%
Resource provision in mainstream schools <sup>6</sup>	27	2%	2%
Special schools for deaf pupils (whether state funded or non-maintained) <sup>7</sup>	41	3%	3%
Other special schools, not specifically for deaf children (whether state funded or non-maintained)	200	14%	17%
All other post-16 provision (not including school sixth form colleges)	0	0%	
Total	1,387		
Total (excluding pre-school children and other post-16	1,197		

Figures for children in special schools for deaf children have not been included in previous years

#### PART 3: Post-16 support

Young people who have left school

There were 22 deaf young people reported to have left school at the end of the 2019/20 academic year. Of these, 11 (50%) had a transition plan that was informed by a Teacher of the Deaf.

The service reported that it does not provide support to deaf young people in further education or other post-school destinations.

Careers advice

We asked what support was provided by peripatetic Teachers of the Deaf in relation to careers advice and moving into employment. Of the options provided, the service answered yes to:

engaging with careers advisors in schools on careers advice to deaf young people provision of advice on the accessibility of work placements being undertaken by deaf young people provision of information to deaf young people about the support available through the Access to Work scheme for employment support

provision of information to deaf young people about their rights under Disability Discrimination Act to reasonable adjustments in the workplace.

The only option provided which the service does not tick yes to was engaging with careers advisors in colleges on careers advice to deaf young people.

Post-19 support

When asking about numbers of deaf children, we ask services for numbers of deaf children aged 0 to 19. We introduced a new question in the 2021 survey to give services the option to indicate if they provide support to deaf young people over the age of 19.

The Northern Ireland service reported that it did not, but commented that: careers is a service currently being developed, and is provided in some areas but is not yet consistently available throughout

#### PART 4: Support provided

Information about the service

In the final section of the survey, we ask some broader questions about how the service operates and how support is provided. We found that:

The service is managed by a qualified Teacher of the Deaf.

There have been no changes to how support is allocated between the 2019/20 and 2020/21 academic years.

The service does not collect data on educational outcomes achieved by deaf children at the end of Key Stage 4. The service commented that this information was held by schools and the Department for Education, and that it was difficult for the service to access it. The service added that it was looking into ways to address this.

The service uses the following quality standards and resources to review service development:

- Nat SIP: Quality Standards for Sensory Support Services in England
- o NDCS Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)
- Newborn hearing screening programme quality standards
- o NatSPQuality Improvement Support Pack.

Number of resource provisions

In the ORIDE survey, w

a resource provision,

base or unit, regardless of whether staff in the resource provision are employed by the Education Authority or by the school.

We found that there are two primary resource provisions and one secondary resource provision in Northern Ireland. This is unchanged from 2019.

We also looked at the number of resource provisions against the overall population of deaf children. This is intended to indicate the spread of resource provisions across Northern Ireland, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 462 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.

Support following identification of deafness

In the 2021 survey, we introduced a new question to ask services how many referrals they received over the calendar year of 2020.

	Number and percentage of referrals
For children identified as deaf through the newborn hearing screening	20
programme	(27%)
For children identified as deaf outside of the newborn hearing	54
programme	(73%)

### PART 5: Background and methodology

CRIDE is a consortium bringing together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children. At the time the survey was sent out, representatives included: BATOD, Frank Barnes School for Deaf Children, Mary Hare, National 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 was designed and created by members of CRIDE. The CRIDE survey alternates between a full and a shorter survey from year to year. In 2021, a full survey was issued.

The survey was sent to the Education Authority in February 2021 on behalf of CRIDE.

Analysis of the results and drafting of this report was largely completed by Society, with guidance and clearance from members of CRIDE.

CRIDE would like to thank the service for taking the time to complete this survey. 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 <a href="mailto:cride@ndcs.org.uk">cride@ndcs.org.uk</a>.