

# 2022 report for Scotland

## Educational provision for deaf children in Scotland in 2021/22

### Introduction

In 2022, we carried out the eleventh annual survey of educational staffing and service provision for deaf children<sup>1</sup>. This is the sixth survey since a CRIDE reference group was set up to steer the work of CRIDE in Scotland. This report sets out the results of the survey for Scotland and is intended for heads of services, policymakers 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/





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37% of services directly provide informal opportunities for families to learn practices 51 0 0 18.1Q q 0.0000

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years, alongside the definition used in that survey.

Please also note that in 2017, 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.

6: ~~2017~~ ~~2018~~ ~~2019~~

Year	Number of children on caseload	Number of services
2022	3,493	30
2021	2,612	25
2020	2,674	27
2019	3,280	30
2018	3,328	30
2017	1,889	24
2016	No survey issued by CRIDE	-
2015	2,618 (adjusted total)	29





~~BY: [REDACTED]~~

~~[REDACTED]~~

Working



Combining the figures, 13 services (43%) reported difficulties in recruiting to either permanent or supply posts. Comments from services covered the following themes:

- lack of qualified applicants

- having to recruit a teacher who agreed to undertake the qualification

- lack of budget for supply cover staff.

#### Changes in numbers of Teachers of the Deaf

The following table look 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 the CRID Scotland survey began to ask about Teachers of the Deaf who work mainly in a specialist school for d

The increase between 2021 and 2022 should be seen in a context when the response rate has increased from 25 to 30 (out of 30 services).

Teachers of the Deaf in a peripatetic role

We asked how many Teachers of the Deaf were working in the specialist ~~peripatetic~~

provision<sup>15</sup>





## Other specialist staff

We found that there were at least 95.9fte specialist support staff in post employed by services. There were 6.1fte vacant posts reported. This means there are 102 specialist support staff posts, of which 6% are vacant posts.

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	Number working in this role Number of staff (full timimof	Vacant posts	Total
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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.

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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 school on careers advice to deaf young people	25 (83%)	3 (10%)	2 (7%)	30 (100%)
Engaging with careers advisors in colleges on careers advice to deaf young people	12 (40%)	16 (53%)	2 (7%)	30 (100%)
Provision of advice on the accessibility of work placements being undertaken by deaf young people	25 (83%)	2		

	Number of services	Percentage
Based in the local authority	20	69%
Based in a school with a resource provision	3	10%
Based in a specialist school for deaf children	3	10%
Based in a special school not specifically for deaf children	3	10%
Provided by another body or organisation	0	0%
Other	0	0%
Total	29 <sup>19</sup>	

### Number of resource provisions

In the CRIDE survey, 23% of services (7) had at least one resource provision for primary aged children with a resource provision, base or unspecifically for deaf children, regardless of whether staff in the resource provision are employed by the local authority or by the school.

	Managed by the local authority	Managed by the schools	Total
Resource provisions for primary aged children	4	3	7
Resource provisions for secondary aged children	5	4	9
Total	9	7	16

We also found that

- seven services (23% of all services) had at least one resource provision for primary aged children in their area
- eight services (27%) had at least one resource provision for secondary aged children in their area
- 22 services (73%) reported no resource provisions for either primary or secondary aged children in their area

The total of 16 resource provisions across Scotland is an increase from 2021 when the survey identified 14 resource provisions. However, the difference in response rates to the survey between these years should be noted.

We also looked at the number of resource provisions against the overall population of deaf children<sup>20</sup>. This is intended to indicate the spread of resource provisions across Scotland, relative to the overall population of deaf children. We found that, on average, there is one resource provision for every 207 deaf children. This is up from 2021 when we found that there was one resource provision for every 201 deaf children.

<sup>19</sup> One service did not answer this question.  
<sup>20</sup> The overall total given by services is used here.

This is not a measure of the number of places available in or individual children enrolled at each

We asked services how many referrals they received over the calendar year of 202

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	Number and percentage of referrals	Number of services
For children identified as deaf through the newborn hearing screening programme	61 (18%)	17
For children identified as deaf outside of the newborn hearing programme and before they have started statutory education	64 (19%)	20
For children identified as deaf outside of the newborn hearing programme and after they have started statutory education	219 (64%)	25
Total of figures given	344 (100%)	

In terms of changes since 2021:

The number of referrals for children identified as deaf through the newborn hearing screening programme has fallen from 120 in 2021 to 61 in 2022, a fall of nearly 50%. The number of services responding to this question was 17 in both surveys.

The 2021 survey asked for a total figure of children identified as deaf outside of newborn hearing screening, whilst the 2022 survey split this out between those identified before and after they started statutory education. The 2022 combined figure for these groups is 283. The 2021 figure was 165, the 22 services responding to this question. It is difficult to be sure if this increase from 165 to 283 reflects a difference in how services might have responded to the question or differences in the response rate, or if there has been a genuine increase in referrals.

We then went on to ask about how soon families were contacted and visited following the initial referral. These questions were drafted with reference to [the SIP 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, 20% of the families were contacted by a Teacher of the Deaf within 2 working days. This amounts to 33% of the 61 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, 38% of the families were contacted by a Teacher of the Deaf within 5 working days. This amounts to 50% of the 64 children referred outside of the newborn hearing screening programme and before they had started statutory education.



Preschool reviews take place with a Health Visitor when a child is aged 13 months, 27 months and 4 years. We asked services if they contribute information to these reviews for a deaf child.

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	Number of services	Percentage
All or nearly all deaf children	9	30%
Most deaf children more than half the time	7	23%
Some deaf children		





	On demand or at least weekly (number of services, and percentage of all services)	At least monthly (number of services, and percentage of all services)	At least termly (number of services, and percentage of all services)	At least once a year (number of services, and percentage of all services)
Other courses supporting the use of sign language specifically in a family context	3 (10%)	0 (0%)	0 (0%)	0 (0%)
A course that focused on teaching of BSL but without necessarily leading to any of the below qualifications	2 (7%)	0 (0%)	0 (0%)	1 (3%)
A course that leads to a BSL level 1 qualification	1 (3%)	0 (0%)	0 (0%)	1 (3%)
A course that leads to a BSL level 2 qualification	1 (3%)	0 (0%)	0 (0%)	1 (3%)

Where services provide, fund or commission courses in sign language for families, they were asked whether criteria were in place to determine if families are eligible to access courses:

No there is no criteria, any family can access if they would like to

We asked service providers to record whether a school-aged child is eligible for the Pupil Equity Fund.

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	Number of services	Percentage of services
Yes (peripatetic and resource provision)	0	0%
Yes (peripatetic only)	1	3%
Yes (resource provision only)	5	17%



The table that follows sets out some individual data from service local authorities were asked to provide figures as of 31 January 2020

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 15 for more information. In some cases, where there was an obvious error or anomaly, we have not calculated a ratio.

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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
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- <sup>i</sup> This ratio was influenced by a ~~gap~~ proportion of the Teacher of the Deaf posts being a vacancy for a time. The vacancy has since been filled, which ~~will~~ ~~have~~ ~~been~~ the ratio.
  - <sup>ii</sup> This service did not report any Teachers of Deaf working in the peripatetic service, but they did ~~not~~ Teachers of the Deaf working flexibly across the peripatetic service and resource provisions.
  - <sup>iii</sup> This service did not report any Teachers of the Deaf in resource provisions, but they did report Teachers of the Deaf ~~flexibly~~ ~~across~~ the peripatetic service and resource provisions.
  - <sup>iv</sup> Information in the response from this service indicates that the service is for ~~secondary~~ children and young people.