

2017 UK-wide summary

CRIDE report on 2017 survey on educational provision for deaf children

Introduction

In 2017, the Consortium for Research into Deaf Education (CRIDE) carried out its seventh annual survey on educational staffing and service provision for deaf children¹, covering the 2016/17 academic year. Separate reports have already been published for England, Northern Ireland, Scotland and Wales which set out the results for each respective nation in detail.

This report provides a high level summary of the results across the four countries we surveyed. All reports can be downloaded from www.ndcs.org.uk/CRIDE or <https://www.batod.org.uk/information/cride-reports/>.

CRIDE would like to take the opportunity to thank all services for responding to the survey, despite the considerable time constraints to which many services are subject.

Summary of key findings

There are around 53,000 deaf children across the UK.

78% of school-aged deaf children attend mainstream schools. 6% attend mainstream schools with resource provisions, 3% attend special schools for deaf children whilst 12% attend special schools not specifically for deaf children.

23% of deaf children are recorded as having some form of additional or special need.

Around 7% of deaf children have at least one cochlear implant whilst 4% of deaf children have a bone conduction device.

67% of severely or profoundly deaf children communicate using spoken English or Welsh only in school or other education settings. 7% use British or Irish Sign Language. 21% use sign language alongside English or Welsh.

13% of deaf children use an additional spoken language other than English or Welsh in the home.

The most common post-school destination for deaf young people is further education, with 75% taking this option.

There are at least 1,308 teachers

PART 1: Deaf children in the UK

Services were asked to give details of deaf children living in the geographical area which they cover³.

According to the surveys, the adjusted total number of deaf children aged 0 to 19 across England, Northern Ireland, Scotland and Wales is exactly 53,000. This figure is an apparent increase from 48,075 in 2016. This can be partly explained by the absence of responses from a number of local authorities in 2016. It could indicate improvements in reporting at a local authority level and/or an increase in the number of deaf children.

Table 1: Number of deaf children living in the geographical area, by nation and region in 2017

Country	Region	Number of deaf children reported (2017)	
England		45,631	86%

Table 4: Number and proportion of children living in the geographical area, by age in 2017

Comparisons between nations should be done with caution given the differences in school frameworks in each of the nations, particularly in Scotland.

	Pre-school	Primary-aged	Secondary-aged	Post-16 up to the age of 19	Total
England	6,513 (14%)	19,714 (44%)	15,027 (33%)	3,942 (9%)	45,196 (100%)
Northern Ireland					

The table below indicates, however, that services have improved over time in their reporting of the number of deaf young people over the age of 16.

Table 6: Changes in the number and proportion of children living in the UK, by age since 2011

	Pre-school	Primary- aged	Secondary- aged	Post-16 up to the age of 19	Total
UK (2011)	5,469 (14%)	17,191 (44%)	13,846 (35%)	2,665 (7%)	39,171 (100%)
UK (2013)	6,615 (15%)	19,561 (45%)	14,795 (34%)	2,921 (7%)	43,892 (100%)

Table 10: Changes in the number and proportion of children, by type of educational provision, since 2011

The following table looks at the incidence of additional needs or special educational needs. Different terminology is used to describe children with additional needs in the nations and there are also some differences over which 'conditions' fall under the category of 'additional needs'. Any comparisons should therefore be made with care.

Table 14: Number of deaf children with additional needs in 2017

	Number of deaf children with additional needs	Proportion of deaf children with additional needs of all deaf children in each nation
England	10,113	22%
Northern Ireland	552	36%
Scotland	Data not collected	Data not collected
Wales	608	23%
England, Northern Ireland and Wales	11,273	23%

The proportion of deaf children with additional needs has risen from 2011 when it stood at 19% and 2013 and 2015 when it stood at 21%

Services were

PART 2: Teachers of the Deaf and other specialist staff

There are at least 1,310.08 (FTE) teachers working as Teachers of the Deaf across the UK. This includes Teachers of the Deaf working in a peripatetic role, in a resource provision and in a special school/college not specifically for deaf children. It also includes Teachers of the Deaf working in a special school for deaf children in Scotland.

At the time the survey was completed, there were 56.55 (FTE) vacant posts. If the vacant posts are added to the total number of teachers working as Teachers of the Deaf in employment, this would indicate there are at least 1,366.63 Teacher of the Deaf posts, of which 4% are vacant.

The table below includes figures for Teachers of the Deaf working in a peripatetic role, in a resource provision and in a special school/college not specifically for deaf children. It also includes Teachers of the Deaf from England, Northern Ireland and Wales who work flexibly between these roles. It also includes Teachers of the Deaf working in a special school for deaf children in Scotland.

Figures for Scotland in this section should be used with caution, in particular when making comparisons from year to year, given that a number of responses from services have been excluded in some cases.

Table 22: Number of overall full time equivalent (FTE) Teachers of the Deaf in employment in 2017

	England	Northern Ireland	Scotland	Wales	Total
Teachers of the Deaf with the mandatory qualification	913.75 (87%)	29.3 (97%)	90.9 (72%)	57.63 (95%)	1,091.58 (86%)
Teachers in training for the mandatory qualification within 3 years (or 5 years in Scotland)	123.6 (12%)	0.8 (3%)	33.4 (26%)	2.7 (4%)	160.5 (13%)
Qualified teachers without the mandatory qualification and not in training	13.4 (1%)	0 (0%)	1.8 (1%)	0.4 (1%)	15.6 (1%)
Total	1,050.75 (100%)	30.1 (100%)	126.1 (100%)	60.73 (100%)	1,267.88 (100%)

There are also 18.8 Teachers of the Deaf in special schools in Scotland. Of these, 3.2 (17%) were in training; the remaining were qualified Teachers of the Deaf. This was the first time this question was explicitly asked in a CRIDE Scotland survey. However, we understand that Teachers of the Deaf in special schools have been included in responses in previous years.

CRIDE surveys in 2017 for services in England and Northern Ireland⁹ did not ask about numbers of Teachers of the Deaf in special schools for deaf children. However, a separate CRIDE survey in 2016 found that there were then 251.7 Teachers of the Deaf working in special schools across the UK.

⁹ There are no special schools for deaf children in Wales.

The following sections look in more detail at any differences between numbers and proportions of Teachers of the Deaf in different roles.

Table 23: Number of full time equivalent (FTE) peripatetic or visiting Teachers of the Deaf in employment in 2017

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	594.32 (92%)	25.3 (97%)	44.4 (67%)	30.6 (96%)	694.62 (90%)
Teachers in training for the mandatory qualification within 3 years	45.4 (7%)	0.8 (3%)	20.8 (32%)	1.2 (4%)	68.2 (9%)
Qualified teachers without the mandatory qualification and not in training	5.6 (1%)	0 (0%)	0.8 (1%)	0 (0%)	6.4 (1%)
Total	645.32 (100%)	26.1 (100%)	66 (100%)	31.8 (100%)	769.22 (100%)

The total number of teachers working as peripatetic Teachers of the Deaf has fallen by 5% from 809.9 in 2016. Excluding Scotland where a like-for-like comparison is not possible, the total has increased slightly by 0.4% over the same period.

Table 24: Number of full time equivalent (FTE) Teachers of the Deaf in employment in resource provisions in 2017

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	285.03 (78%)	4 (100%)	30.9 (75%)	26.03 (93%)	345.96 (79%)
Teachers in training for the mandatory qualification within 3 years	72.9 (20%)	0 (0%)	9.4 (22%)	1.5 (5%)	83.8 (19%)

Table 25: Number of full time equivalent (FTE) Teachers of the Deaf in employment in 2017 working in a special school or college not specifically for deaf children or young people

	England	Northern Ireland	Scotland	Wales	UK
Teachers of the Deaf with the mandatory qualification	12.6 (81%)	0 (0%)	0 (0%)	0 (0%)	12.6 (81%)
Teachers in training for the mandatory qualification within 3 years	2 (13%)	0 (0%)	0 (0%)	0 (0%)	2 (13%)
Qualified teachers without the mandatory qualification and not in training	1 (6%)	0 (0%)	0 (0%)	0 (0%)	1 (6%)
Total	15.6 (100%)	0 (0%)	0 (0%)	0 (0%)	15.6 (100%)

CRIDE has not previously asked about teachers working as Teachers of the Deaf in special schools or colleges not specifically for deaf children or young people, and so comparisons with previous years are not possible.

Table 26: Number of full time equivalent (FTE) Teachers of (FTE) Teachers of (FTE) Teach516iime equ4R1 77544 498

The section below looks in detail at changes in numbers of Teachers of the Deaf over time. The first table looks at changes in the number of qualified Teachers of the Deaf. It excludes those working as a Teacher of the Deaf who are currently in training or do not intend to gain the qualification.

Figures for Scotland in this section differ from those used earlier. This is because the CRIDE Scotland report excludes a number of responses when presenting the figures for numbers of Teachers of the Deaf in some tables in their report.

Table 27: Changes in numbers of 92 re1 19687 6640

Table 33: Number of Teachers of the Deaf with an additional qualification in early years support

	Number of Teachers of the Deaf	Proportion of Teachers of the Deaf in each nation
England	107.8	10%
Northern Ireland	2.8	9%
Scotland	0	0%
Wales	3	5%
UK	113.6	9%

those shown in the above table. However, it is interesting to note that the age profile of Teachers of the Deaf now appears to be older, with the table above suggesting that 56% of Teachers of the Deaf are due to retire in the next 10 to 15 years.

The next section looks at the theoretical caseloads of each visiting Teacher of the Deaf by looking at the number of deaf children living in an area who are not already in specialist provision (regardless of whether they are receiving support or not). There are a range of views on both the usefulness of this and how best to calculate this ratio. Points to consider include:

Areas that are large or rural may, by necessity, have more visiting Teachers of the Deaf than areas that are small and urban because of the need to allow for travel time.

Areas in which there is a specialist unit or special school may have fewer visiting Teachers of the Deaf because it has been assessed that deaf children with most need are already in specialist provision.

Services that are better able to reliably record and identify how many deaf children are in their area, including those over 16, may appear to have heavier caseloads than services which have only given a figure for the number of deaf children they 'know' about.

The theoretical caseload does not tell us about the outcomes achieved by deaf children in the area.

In simple terms and for consistency across all parts of the UK, CRIDE calculates the theoretical caseloads by dividing the number of permanently deaf children living in any given area and in non-specialist provision¹⁰ by the number of visiting Teachers of the Deaf who are qualified or in training for the mandatory qualification¹¹. This will include some deaf children in some areas who are not being actively supported by the service. 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.

Table 36: Ratio of deaf children per Teacher of the Deaf in 2017

	Number of deaf children for each peripatetic Teacher of the Deaf
England	60
Northern Ireland	54
Scotland	53
Wales	73

¹⁰ This includes deaf children reported as being: supported at home (e.g. home educated or pre-school), in early years settings, in mainstream state funded schools, in mainstream independent schools, in other special schools (i.e. those for disabled children more generally) or in post-16 provision. This excludes deaf children reported as being in mainstream schools with resource provision or special schools for deaf children.

¹¹ This excludes any teachers who are working as Teachers of the Deaf but who are not qualified nor in training.

PART 3: Support provided

Table 38: Where services are based

England	Northern Ireland	Scotland	Wales	UK
---------	---------------------	----------	-------	----

