In 2019, the Consortium for Research into Deaf Education (CRIDE) carried out its ninth annual survey on educational staffing and service provision for deaf children. It covers the 2018/19 academic year[1]. This report sets out the results of the survey for England and is intended for heads of services, policy makers in local and central government and anyone with an interest in deaf education.

The analysis in this report is based on responses from 132 services in England, covering 150 out of 152 authority areas giving a response rate of 99%.

The number of qualified Teachers of the Deaf in employment working in a peripatetic role, in a resource provision and/or in a special school or college not specifically for deaf children has increased slightly by 1% over the past year. Over the long-term, it has fallen by 15% since the CRIDE survey started in 2011.

Peripatetic Teachers of the Deaf have an average theoretical caseload of 62 deaf children. This has increased from 60 in 2017 and from 44 in 2013.

53% of peripatetic Teachers of the Deaf are over the age of 50 and thus are likely to retire in the next 10 to 15 years.

There are at least 1,299 other specialist support staff working with deaf children in England, a 6% decrease since last year. In relation to teaching assistants/classroom support assistants, there has been a 10% decline, whilst there has been a 7% decline for communication support workers/communicators.

There are 246 resource provisions across England. This is an increase from 2018 when CRIDE identified 240 resource provisions.

19% of services report that they collect data on Key Stage 4 outcomes for all deaf children whilst 43% do so for deaf children on their caseload.

Services were asked to give figures for the position as of 31st January 2019.

In 2019, services were asked to give details of deaf children living in the geographical area covered by them[2]. Local authorities have a duty under the Children and Families Act 2014 to identify the number of children with special educational needs and disabilities (SEND).

When giving figures for numbers of deaf children living in the area, services were first asked to give an overall figure and then asked to provide a breakdown by level of deafness, age and educational setting. We found that some services did not always provide this data consistently; some gave broken-down figures where the sum generated a different total from that given elsewhere in the survey.

Furthermore, 15% 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. Whilst this has fallen from 31% in 2018, 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.81 555.05 Tm0 g0 G[l)-9(i)-94(i)-9(0 0 1 36.024 642.91 Tm0T/F1

Table 3: Number of deaf children in England, by region

East England	4,430	10%	4,471	10%	4,666	10%
East Midlands	3,765	8%	3,536	8%	3,503	8%
London	7,358	16%	7,309	17%	7,554	16%
North East	2,342	5%	2,393	6%	2,457	5%
North West	5,945	13%	4,768	11%	6,219	13%
South East	6,700	15%	6,279	14%	6,490	14%
South West	3,823	8%	3,951	9%	4,303	9%
West Midlands	5,711	13%	5,397	12%	5,532	12%
Yorkshire & Humber	5,557	12%	5,363	12%	5,680	12%
Total	45,631	100%	43,467	100%	46,404	100%

This year, for the first time, we asked services if there were any known issues or gaps in the data they provided. 76 services (58%) stated that there were.

Issues included:

only being able to provide data for children on the caseload, not all children living in the area
some children with temporary deafness possibly being included in the figures requested on permanent deafness due to the way they are recorded on the services database, or the database not being able to filter data as the survey asks for it
children only being referred to (and hence being known by) the education service by the audiology service if they have been issued with a hearing aid/other amplification
figures for school leavers/post 16 young people being incomplete in some cases
moving to new databases that might result in inconsistencies, data from previous years being subsequently found to have issues
services not having access to data on children they no longer support or changes in the way a service supports children, resulting in data changing from last year to this year
possibly incomplete information on children attending education settings outside of the local authority area.

Table 6: Number of children living in the area, by level of deafness

Separately, research[6] from 1996 suggested that 40% of deaf children have another “clinical or developmental problem”. However, this research uses a wide definition of additional “problems” (including, for example, eczema and cerebral palsy) whereas SEN is normally understood to refer to where children have a learning difficulty or disability, which calls for special educational provision to be made for them. The definition of learning difficulty or disability includes children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local authority area. Again, the figures are therefore not directly comparable with those from CRIDE.

hat Services reported that 3,530 children (8% of the adjusted total of

children (

Table 11: Number of severely/profoundly deaf children, by languages mainly used at school/other educational setting

Spoken English	4,917	63%
British Sign Language	671	9%
Spoken English together with signed support	1,731	22%
Other combination	480	

Table 12

It should be noted that the definitions underpinning the two different data sources differ. In particular, the figure for deaf SEN children will not include children where deafness has been identified as a secondary need or children who are deaf but have not been formally identified as having an SEN in the School Census. It should also be noted that before 2015, the School Census figure did not include children who were placed at what was then 'School Action' nor did we have figures for children where deafness was a secondary need. It should also be noted that EHC plans replaced statements of SEN between 2014 and 2018.

The following table compares the number of deaf SEN children aged 5 to 16 with CRIDE data on primary and secondary aged children. It indicates that a percentage of school-aged children (43%) are not captured by published Government data, compared to those identified by local authorities.

Table 15: Comparison of data on school-aged children from School Census and CRIDE

Table 17: Number of Teachers of the Deaf in employment overall

Teachers of the Deaf with the mandatory						

Table 18: Changes in numbers of Teachers of the Deaf from year to year

2019	903.41	1,007.77	1,019.37	34.8	1,054.17
2018	898.82	1,020.62	1,027.87	30.8	1,058.67
2017	913.75	1,037.35	1,050.75	44.65	1,095.4
2016	932.38	1,047.18	1,059.28	60.9	1,120.18

Table 22: Additional post-graduate specialist qualification in early years support

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

The survey asked how many Teachers of the Deaf were working in the specialist peripatetic service as of January 2019. In other words, how m

CRIDE also asked about the age profile of Teachers of the Deaf in 2017 when we found that 57% of Teachers of the Deaf in peripatetic services were over the age of 50.

This 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:

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The survey responses suggest that there were 1,299.4 specialist support staff other than Teachers of the Deaf, supporting deaf children in England, 21% of whom were working in the peripatetic service, and 73% of whom were working in resource provisions, with 4% working flexibly acroETQq02]TJh

When services stated that there were other roles, they were asked to specify. These included:

- Specialist support worker
- Specialist modern foreign language tutor
- Administrative assistant
- Cued Speech family support practitioner
- Specialist nursery nurse
- Early years educator/practitioner
- MSI Intervenor
- Higher level teaching assistant
- Inclusion officer
- Specialist portage worker
- Bilingual specialist teaching assistant
- Social inclusion facilitator
- Behaviour and wellbeing officer.

Some services also referred to specialist staff who were provided by another service, for example, speech and language therapists being supplied by health services, or where services were provided externally on a casual basis or as needed.

There were also a total of 19.9 vacancies reported by services. 40% of these were teaching assistants, 33% of these were communication support workers, 13% of these were deaf instructors, 5% of these were speech and language therapists, 5% were social workers, and 4% were other support roles.

The following table looks at changes since 2011 in different types of other specialist staff. As categories used in this question have changed over the years, we have only included those options that have appeared

Table 31: Percentage change in number of specialist support staff

	Percentage change between 2010/11 and 2018/19	Percentage change between 2016/17 and 2018/19
Teaching assistants/ Classroom support assistants etc		

Table 32: Where services are based

Based in the local authority	112	85%
Based in a school with a resource provision	5	4%
Based in a special school for deaf children	1	1%
Provided by another body or organisation		

We asked services how many of the resource provisions were headed by a qualified Teacher of the Deaf – this applied to 192 (78%) of the resource provisions. When services provided comments on this, they included mentions of the resource provisions being managed by SENCOs, Team Leaders, Teachers of the Deaf in training, Heads of Inclusion, Educational Audiologists, and Assistant Head of the Sensory Service.

Services were asked if there had been any changes to their support allocation between the 2017/18 and 2018/19 academic years. 22 services (17%) reported that there had been changes whilst 108 (83%) reported that there had been no changes. Two services did not answer this question.

Some of these reported changes were negative:

fewer Teachers of the Deaf due to vacant posts being held or frozen
lower levels of staffing for part of the year
permanent reduction in staff numbers resulting in caseload being reduced
moving to visits on request for some children, with advice letters being sent to schools
reduction in numbers of specialist support assistants
long term absences caused by staff illness
resource provisions closing
NatSIP banding being shifted down one band to allow for a reduction in staffing.

There were also some positive changes reported:

a review resulting in an increase in Teacher of the Deaf fte posts
appointment of an additional full time teacher
refining use of the NatSIP Eligibility Framework to include Early Years for the first time
new funding to appoint a full time permanent Communication Support Worker
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Services were asked if they collected data on educational outcomes achieved by deaf children at the end of Key Stage 4. 24 services (19% of services) said they did, for all deaf children living in the local authority or authorities covered by their service. 55 services (43% of services) said they did, but only for children who receive support from the service. 50 services (39% of services) said they did not. Three services did not answer this question.

Services were then asked if this data was shared with the Children's Hearing Services Working Group (CHSWG) in their area. Of the 79 services that stated they collected this data above, 78 answered this question. 23 services (29% of services) stated that they did share this data with the CHSWG in their area, 51 services (65% of services) said they did not, and 4 of the services (5%) said there was no CHSWG in their area.

Services were asked which quality 95.2 841.92id not

available if purchased, whilst nearly all services to early settings (barring some ad hoc training) may be available at no cost.

Services were asked if they charge for the delivery of services for any children or young people with an Education, Health and Care plan in different education settings.

Table 36: Charging of services for children with an Education, Health and Care plan

Service does not charge for any of the settings below	75	57%
Early years setting	1	1%
Mainstream state-funded schools	4	3%
Mainstream independent schools	25	19%
Special school or college not specifically for deaf children	3	2%

advice would be free but direct teaching would be commissioned by the school/setting bespoke training packages.

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: the British Association of Teachers of the Deaf (BATOD), City, University of London, consultants with expertise in deafness, the Ear Foundation, the National Deaf Children's Society, the