

2022 report for Wales

Education provision for deaf children in Wales in 2021/22

Introduction

In 2022, we carried out the 12th Consortium for Research into Deaf Education (CRIDE) annual survey on educational staffing and service provision for deaf children.¹ This report sets out the results of the survey for Wales and is intended for heads of services, policy makers 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 2021/22 academic year.² Thematic questions covered support to families to learn sign language, free school meals and reforms to the additional learning needs framework.

The analysis in this report is based on responses from 15 services in Wales, covering 22 authority areas and giving a response rate of 100%

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¹ For the purpose of this section of the survey, unless otherwise stated, years, 11 months with sensori-neural or permanent conductive deafness. See footnote on page 5 for more detail.

Interpreting the results

Services were asked to give figures for the position as of 31st January 2022.

In the survey, we acknowledge that services and children do not always fit into the boxes or options provided. Services were able to leave comments or darify where needed throughout the survey. This report notes particular issues that emerged in some areas.

As we see later, it is clear that some services still experience 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 may sometimes vary and anomalies occasionally appear. We make every effort to investigate any inconsistencies that appear particularly strange. However, services do not always respond to such queries. Therefore, the results should continue to be used with caution. Caution is also needed due to differences in response rates to individual questions and potential mistakes in data provision between surveys.

Please note that percentages in this report have been rounded up or down to the nearest whole number. Please also note that where there is a reported cohort of less than five children in any of the tables in this

the totals in that table. This is indicated by an asterisk against the total.

Free school meals

No services record whether a school-aged child is eligible for free school meals. No services appear to be involved in discussions around how additional funding related to levels of free school meals (e.g. the Pupil Deprivation Grant) in a school is used for deaf children.

Additional Learning Needs (ALN) reforms

73% of services have issued Individual Development Plans to pre-school deaf children since the ALN reforms began to be phased in, in September 2021.

A total of 26 pre-school deaf children are reported to have received an Individual Development Plan, as reported by 11 services.

PART 1: Deaf children in Wales

How many deaf children are there?

Services were asked to give details of deaf children living in the geographical area covered by their service.³

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

Coming up with a clear answer to the question of how many deaf children there are is therefore not straightforward. For this report, we have taken the approach of using the highest figure given from either the overall total or the total generated through the sum of the broken-down figures. We do this because ave done this, we refer

15 services responded to this question. Based on these responses, the adjusted total number of deaf children in Wales is 2,329. This is up slightly from 2,324 in 2021 when 15 services responded. However, it is still down from the pre-pandemic figure of 2,486 in 2019.

Unadjusted figures are provided in the table that follows.

Table 1: Figures generated when calculating the number of deaf children

Table 2: Number of deaf children reported, over successive years

	Number of children reported
CRIDE 2022 (adjusted total)	2,329
CRIDE 2021 (adjusted total)	2,324
ORIDE 2020*	1,384
CRIDE 2019 (adjusted total)	2,486
CRIDE 2018	2,625
CRIDE 2017 (adjusted total)	2,642
CRIDE 2016	2,374
ORIDE 2015 (adjusted total)	3,288
ORIDE 2014	2,880
ORIDE 2013 (adjusted total)	2,904
ORIDE 2012 (adjusted total)	2,743
ORIDE 2011 (adjusted total)	2,755

^{*} In 2020, there were 11 responses to this question.

Issues or gaps in the data

Ten services (67%) indicated there were known issues or gaps in the data they provided for the number of children and young people. These included:

services only having figures for children who are receiving support from the service (53% of all services) services not holding figures for children who have left school (27%) services only having figures for children who are hearing-aid wearers (13%) other (13%). Other reasons given included:

- o some gaps in data on permanent/temporary hearing loss.
- o figures represent children that attend regular audiology appointments and for whom the service have received audiology reports. Service does not get information from ENT.

The extent of these issues and gaps is a reminder that the figures generated from the CRIDE survey need to be used with caution. The data in this report are only as good as the data held by and

Table 3: Number of children, living in the area, by educational setting

Type of educational provision		Number of deaf children	Percentage of total (where known)	
In local Sup authority	oported only at home	re-	·	

Table 4: Breakdown of types of educational provision

Type of educational provision (regardless of	Number of	Percentage	Percentage of total school-
whether in or out of local authority)	deaf	of total	aged children (i.e. excluding
	children		pre-school children and
			young people post-16)
Supported only at home pre-school children	77	3%	

The definit

When considering changes to the 2021 survey, and in consultation with services, we decided to use a going forward (rather than more than once a year). The following table sets out caseload figures over the

going forward (rather than more than once a year). The following table sets out caseload figures over the years, alongside the definition used in that survey.

Please also note that in 2016, 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.

Table 6: Number of deaf children on caseloads reported, over successive years

Year	Number of children	Definition of caseload	Number of
	on caseload		services
2022	3,178	Some form of support at least once a year	15
2021	3,430	Some form of support at least once a year	15
2020	1,639*	Some form of support more than once a year	11
2019	3,265	Some form of support more than once a year	14
2018	4,258	Some form of support more than once a year	15
2017	3,968	Some form of support more than once a year	15
2016	3,722	Some form of support at least once a year	15
2015	3,022	Some form of support more than once a year	15
2014	2,345	Some form of support more than once a year	15
2013	2,530	Some form of support more than once a year	17 ⁶
2012	2,905	Some form of support more than once a year	21
2011	2,638	Gear definition not provided	16

young people are monitored and service links with their post school provider, attends audiology clinics if requested, provides transfer of equipment to the post 16 further education provider and training and support on transition and beyond as required

service may support some deaf young people over the age of 19 as an exception, for example, if they remain in a special school post-19.

How do CRIDE's 2022 figures compare to School Census figures?

Because of the differences in how data have been collected and definitions used, we recommend the following figures be used as a basis for further debate and analysis, rather than to reach firm conclusions.

The 2022 CRIDE survey reports there are 2,329 deaf children in Wales. However, School Census⁸ figures indicate there are 2,183 pupils⁹ with a hearing impairment, and 232 pupils with a multi-sensory impairment. It should be noted that Welsh government data no longer indicates whether hearing impairmen

PART 2: Teachers of the Deaf and other specialist staff

In the 2022 survey, we u same language when reporting on the findings from this survey. For the 2023 survey and going forward, we

We asked how many Teachers of the Deaf are working in different settings, including those in a peripatetic role, working in resource provisions¹⁰ and/or working in a special school or college not specifically for deaf children or young people. We found that:

overall, there are at least 62.8 fte teachers working as Teachers of the Deaf in Wales.

92% of these posts are occupied by a fully qualified Teacher of the Deaf with the remaining posts occupied by teachers in training for the mandatory qualification (8%).

at the time the survey was completed, there were at least 2.4 fte vacant posts reported if the vacant posts are added to the total number of Teachers of the Deaf in employment, this would indicate there are at least 65.2 fte Teacher of the Deaf posts, of which 4% are vacancies.

The following table provides a breakdown by type of setting.

Table 7: 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)	Teacher of the Deaf posts overall (total and percentage)
Teachers of the Deaf	34.9	21.9	1	57.8
with the mandatory	(97%)	(85%)	(100%)	(92%)
qualification				
Teachers in training	1	4	0	5
for the mandatory	(3%)	(15%)	(0%)	(8%)
qualification within				
3 years				
Qualified teachers	0	0	0	0
without the	(0%)	(0%)	(0%)	(0%)
mandatory				
qualification and not				
in training				
Total of figures given	35.9	25.9	1	62.8
	(100%)	(100%)	(100%)	(100%)

The following table summarises the above by just showing the numbers of Teachers of the Deaf in employment by their role only.

¹⁰ In the CRIDE survey, w resource provision are employed by the local authority or by the school.

Table 8: Number of Teachers of the Deaf in employment overall by role

	Total Teachers of the Deaf in post	Percentage
Working mainly as a peripatetic Teacher of the	35.9	57%
Deaf		
Working mainly in a resource provision	25.9	41%
Working mainly in a special school or college	1	2%
not specifically for deaf children or young		
people		
Total of figures given	62.8	100%

There were no Teachers of the Deaf reported as working flexibly between a peripatetic service, resource provision and/or special schools not specifically for deaf children or young people.

Figures for Teachers of the Deaf in cochlear implant programmes across Wales were collected in a separate survey. A response was received from the South Wales Paediatric Cochlear Implant Programme. There were at least 1.4 fte fully qualified Teachers of the Deaf reported in post, and no vacancies reported.

Changes in numbers of Teachers of the Deaf

The following table looks at changes in the number of qualified Teachers of the Deaf in employment and posts over successive years.

Table 10: Percentage change in numbers of Teachers of the Deaf

Percentage change over past 11 years (between 2011 and 2022)

Percentage change over past year

PART 3: Post-16 support

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.

Table 14: Support on careers advice and moving into employment

Category	Yes	No	Not sure	Total
	(number and	(number and	(number and	
	percentage of	percentage of	percentage of	
	services)	services)	services)	
Engaging with careers advisors in schools on	13	2	0	15
careers advice to deaf young people	(87%)	(13%)	(0%)	(100%)
Engaging with careers advisors in colleges	7	8	0	15
on careers advice to deaf young people?	(47%)	(53%)	(0%)	(100%)
Provision of advice on the accessibility of	8	6	1	15
work placements being undertaken by deaf	(53%)	(40%)	(7%)	(100%)
young people				
Provision of information to deaf young	8	6	1	15
people about the support available through	(53%)	(40%)	(7%)	(100%)
the Access to Work scheme for employment				
support				
Provision of information to deaf young	9	5		·
people about their rights under the Equality	(60%)			

people about their rights under the Equality

Act to reasonable adjustments in the

PART 4: Support provided

All 15 services (100%) stated that the service was based in the local authority (as opposed to being based in a school or another body).

Number of resource provisions

In the CRIDE survey, w with a

schools (mainstream or special)

PART 5: Support following the identification of deafness

We asked services how many referrals they received over the calendar year of 2021.

Table 17: Referrals

Number and percentage of referrals

Table 18: Arrangements for referrals made during the summer holidays

	Number of services	Percentage of services
Cover arrangements are in place to enable a	3	20%
Teacher of the Deaf to provide a visit during		
the summer holidays within ten working days		
Cover arrangements are in place to enable a	3	20%
Teacher of the Deaf to provide a visit during		
the summer holidays but not necessarily		
within ten working days		
A Teacher of the Deaf visits as soon as	8	53%
possible after the school holidays		
Other	1	7%
Total	15	100%

PART 6: Thematic questions: Family sign language

Five services (33%) said they directly provided informal opportunities (e.g. family groups or coffee se sign language, whilst ten services (67%) said they did not.

13 services (87%) said they did not directly provide¹⁶ training in sign language to families: Of the two services (13%) that said they did provide courses, these were:

Other courses supporting the use of sign language specifically in a family context - provided by two services (13% of services) at no cost to the family.

course that seeks to improve knowledge of BSL but without necessarily leading to any of the below - provided by one service (7%) at no cost to the family.

No services stated that they directly provided:

t
a course that leads to a BSL level 1 qualification
a course that leads to a BSL level 2 qualification
a course that leads to a BSL level 3 or higher qualification.

Separately, 13 services (87%) said they did not fund or commission courses to families to enable them to learn sign language on a course delivered by an external provider. Of the two services (13%) that did, these were:

Other courses supporting the use of sign language specifically in a family context - commissioned or funded at no cost to the family by two services (13% of services)

ourse that focused on teaching of BSL but without necessarily leading to any of the below qualifications - commissioned or funded at no cost to the family by two services (13%). a course that leads to a BSL level 1 qualification - commissioned or funded at no cost to the family by two services (13%).

No services stated that they fund or commission:

t a course that leads to a BSL level 2 qualification a course that leads to a BSL level 3 or higher qualification.

We asked about the frequency of the courses that were provided, funded or commissioned:

0 a0 Ck035A004B019A2<015A24<011E018CZ<000323<01103<017D01B527<018

PART 9: Background and methodology

ORIDE 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

Annex: Information by local authority

The table that follows sets out some individual data from services. Local authorities were asked to provide figures as of 31 January 2022.

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

Figures for the average population of deaf children covered by each resource provision are intended to show the spread of resource provisions across each area. It is calculated by dividing the number of children living in the area covered by a service and number of resource provisions in a service area. Where there is no resource provision in the area, this is indicated by a ratio of the population in the area to 0. Care should be used in interpreting these figures. In some cases, the ratio may be influenced by the presence of special schools in the area or other resource provisions in neighbouring areas. It should be noted that 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.

Table 20: Data by local authority

	Number of	Number of	Number of	Teachers of the	Teachers of the	Teachers of the	Teachers of the	Theoretical	Average
	permanently	children with	children with	Deaf in the	Deaf in	Deaf mainly in	Deaf working	caseloads for	population of
	deaf children	permanent or	temporary	specialist	resource	a special school	flexibly	peripatetic	deaf children
	living in the	temporary	deafness on	peripatetic	provisions	or college not		Teachers of the	covered by
	geographical	deafness on	the caseload	service		specifically for		Deaf	each resource
	area covered	the caseload	for the service			deaf children			provision
	by the service	for the service				and young			
						people			
Bridgend	164	193	29	1	2	0	0	154:1	82:1
Cardiff	272	232	56	4.8	5.6	0	0	51:1	136:1
Carmarthenshire	152	195	43	2.2	3	0	0	59:1	76:1
						None	None		
Ceredigion	63	78	15	0.8	1	reported	reported	64:1	63:1
					No resource				
					provisions	None	None		
Conwy	72	83	11	1	reported	reported	reported	71:1	72:0
,	1	ı	1	1	No resource			ı	I I
Gwynedd and					provisions	None	None		
Anglesey	139	162	23	2.6	reported	reported	reported	53:1	
7 t 191000 y	100	102	20	2.0	гороггоа	roportou	roportou	00.1	

	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	Teachers of the Deaf in resource provisions	Teachers of the Deaf mainly in a special school or college not specifically for deaf children and young people	Teachers of the Deaf working flexibly	Theoretical caseloads for peripatetic Teachers of the Deaf	Average population of deaf children covered by each resource provision
Powys	92	114	17	2.6	No resource provisions reported	None reported	None reported	35:1	92:0
Rhondda Cynon Taf	142	142	0	4	1	1	0	33:1	142:1
South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Torfaen and	450	4.050	607	0.5	2.2	None	None	CE:4	220.4
Newport)	452	1,059	607	6.5	3.2	reported	reported	65:1	226:1
Swansea City	148	232	84	2	1.5	0	0	63:1	74:1
Vale of Glamorgan	114	35	None reported	1	2	None reported	None reported	98:1	57:1