



How many Hearing-Impaired Children/Young people within Mainstream Education receive additional support within Wales ?

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Aim & Objective

Research how many hearing - impaired children/ young people across Wales attend mainstream education

- To research the number of children who are hearing impaired in each county across Wales.
- To research the type of support which is being provided within the different counties in Wales.



What is Hearing Impairment?

Hearing impairment is when an individual's hearing is not effective. Hearing loss can influence the individual's ability to hear conversations, making it harder to concentrate (National Health Service, 2018).

Hearing loss can occur at any stage of an individual's life. For example, hereditary, or age related (World Health Organisation, 2021).

Individuals depend on other means of communication. Individuals who are hearing impaired communicate, visually, auditory, or use tactile methods (National Deaf Center on Postsecondary Outcomes, 2019)

Visual communications can be classed as lip reading, American Sign Language (ASL), or British Sign language (BSL) (National Deaf Center on Postsecondary Outcomes, 2019).

Communicating auditory, means the individual uses a hearing aid or cochlear implant. This means sound is transferred to their ear, enhancing the ability to hear sounds (National Deaf Center on Postsecondary Outcomes, 2019).



How are Hearing Impaired Children/ Young People supported within mainstream education?

There are several ways hearing-impaired children can be supported, such as :-

- Statement of Educational Needs
- Learning Support Assistant
- Teacher of the Deaf
- Equipment

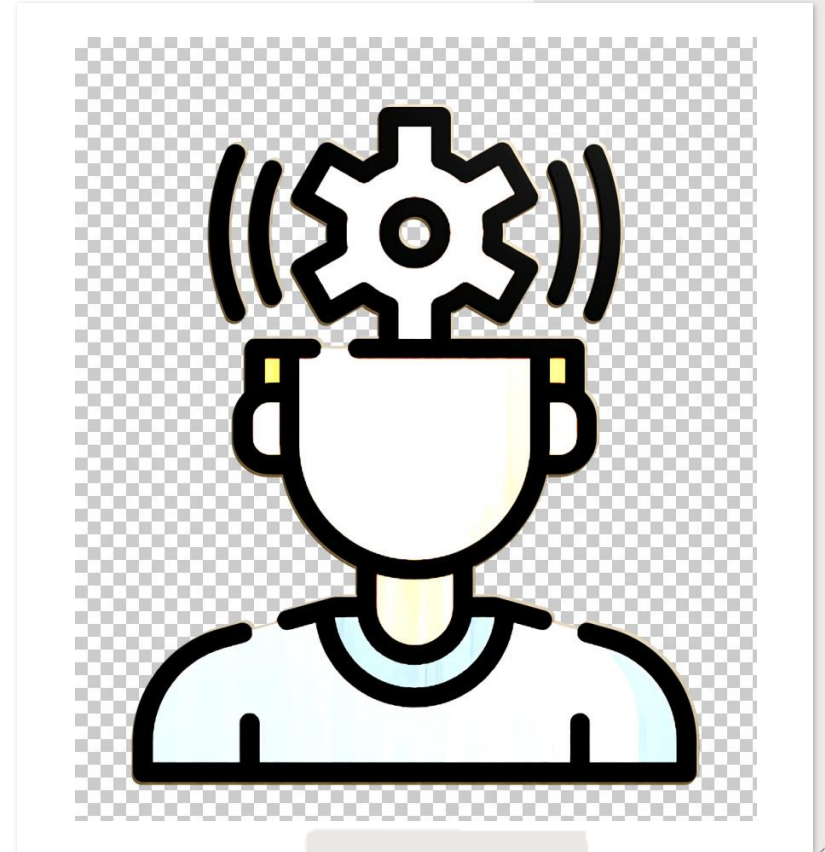


Reason Why ?

The purpose of this research is to establish if hearing impaired children/young people receive the appropriate support within mainstream education across Wales.

Being hearing impaired within mainstream education has many potential communication barriers that require addressing by relevant bodies, i.e., Specialist Teacher of the Deaf. These bodies give their recommendations to the local authority on how to enhance the pupils support and environment. Appropriate support is when a Teacher of the Deaf liaises with other members of staff to ensure that the child receives specific support to enable them to access the curriculum without barriers .

From a personal perspective, I have experienced communication barriers with mainstream education. My teacher of the deaf at the time, ensured that all staff members were aware of potential barriers, but also how the surrounding environment plays a crucial role.

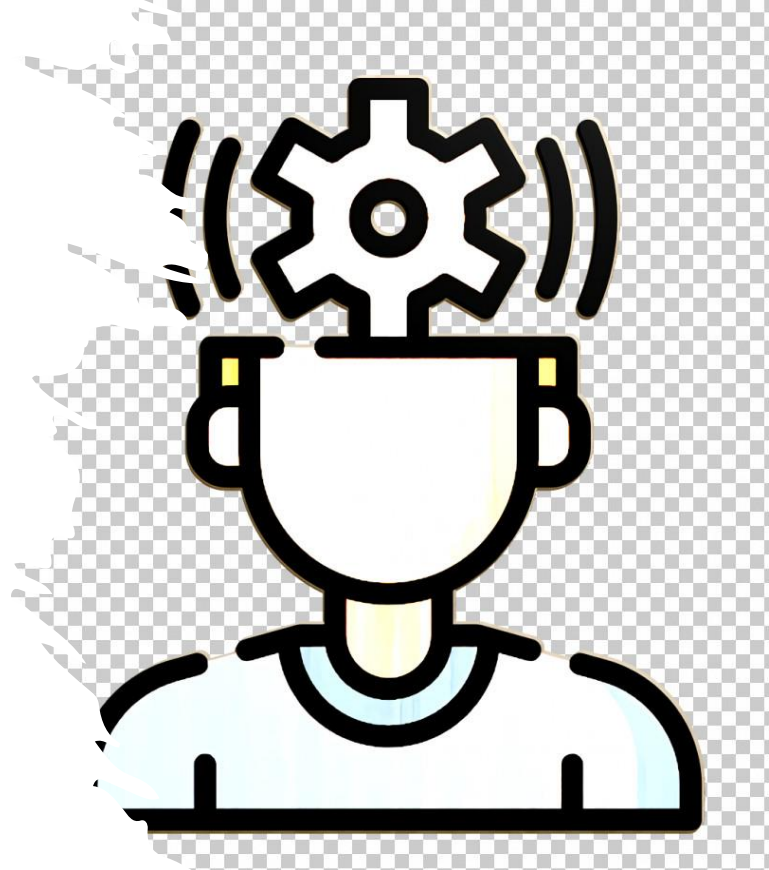


Reason Why ?

Since starting University, my level of support has changed, including how lessons are delivered. I am allocated a Notetaker who supports me in some lectures. These notes provide me with a better understanding of what was discussed within lectures.

As a result of the pandemic, my first year of University was online. This formed many communication barriers for me. One of these being, lectures were carried out via teams which meant I couldn't lip read, plus understand what was being said by peers. This resulted in, me relying heavily on my notetaker and the ability to review recorded lectures. This year, I am challenged even more, as some of my lectures are not being recorded and my note taker only attends my online lessons. This is a communication barrier in which I can overcome. However, for children/young people within mainstream education barriers like these may arise on a day-to-day basis which will result in disruptive learning.

Being hearing impaired myself and having gone through mainstream education, receiving the appropriate support. I want to find out if the same level of support is applied across Wales. For example, if they have access to a teacher of the deaf, speech language therapy, or a designated LSA.



How many Hearing-Impaired Children in Wales?

2018

The number of hearing-impaired children / young people was reported as 2,625 (The Consortium of Research into Deaf Education, 2018)

2019

It was reported 2,486 were hearing impaired within Wales (The Consortium of Research into Deaf Education, 2019)

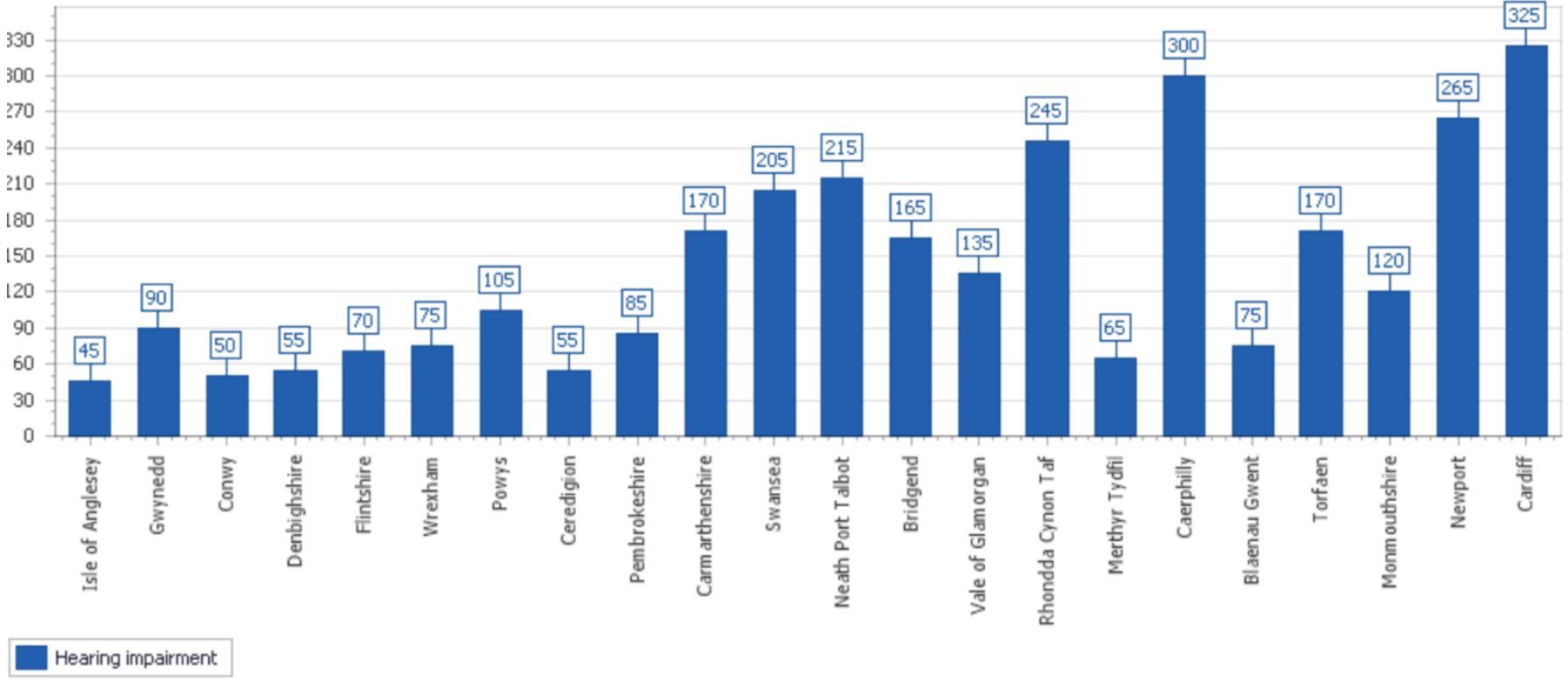
2020

It was reported 1,384 were hearing impaired (The Consortium of Research into Deaf Education, 2020) The figures were impacted as no monitoring was carried out during the early stages of the pandemic



Number of Hearing Impaired Children/ young people in each area within wales in 2018

StatsWales (2018, 2019, 2021) was a reliable informant when obtaining information on the number of hearing-impaired children/young people in each county within Wales. In 2018/19, the figures show that **3,085** children/ young people were hearing impaired.

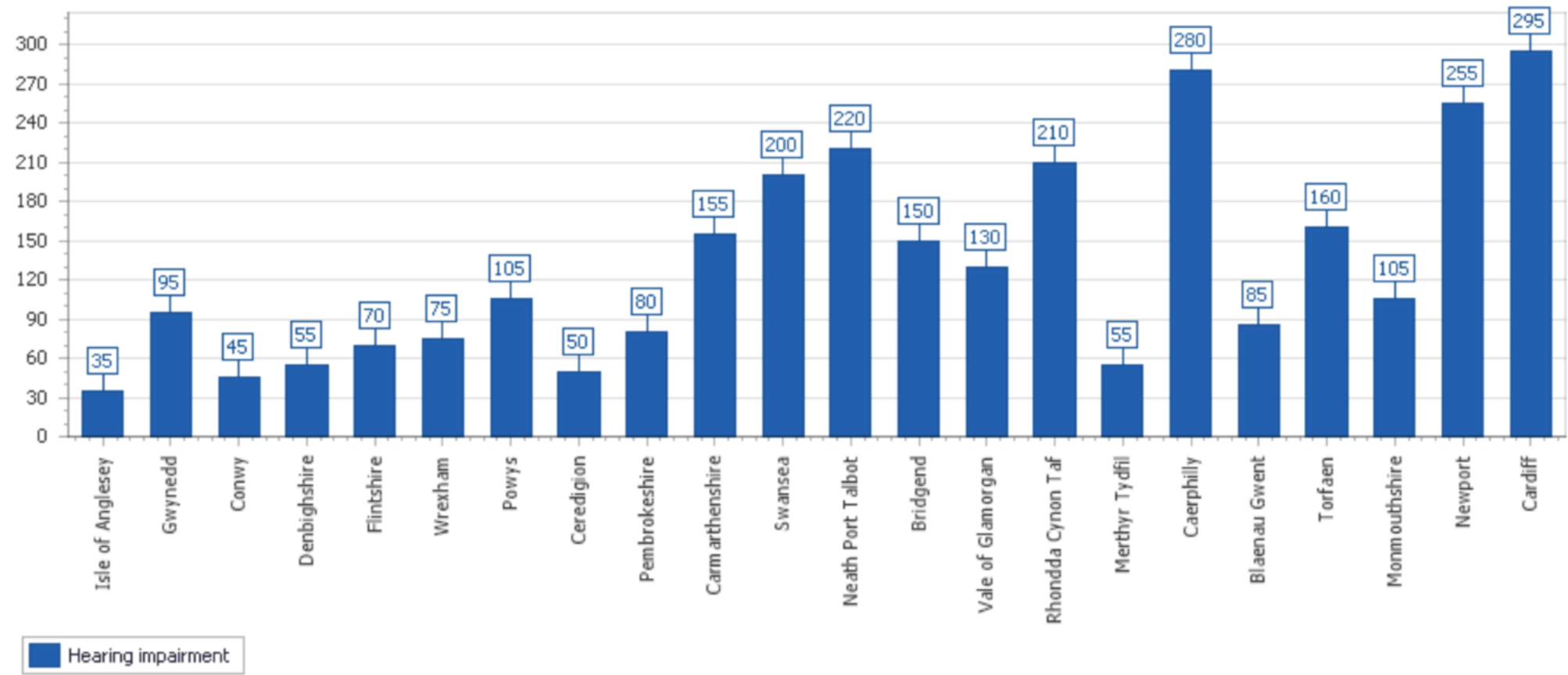


Graph Obtained from StatsWales (2018)



Number of Hearing Impaired Children/ young people in each area within wales in 2019

In 2019/20, StatsWales (2019) recorded, **2,910** children / young people who were hearing impaired within Wales

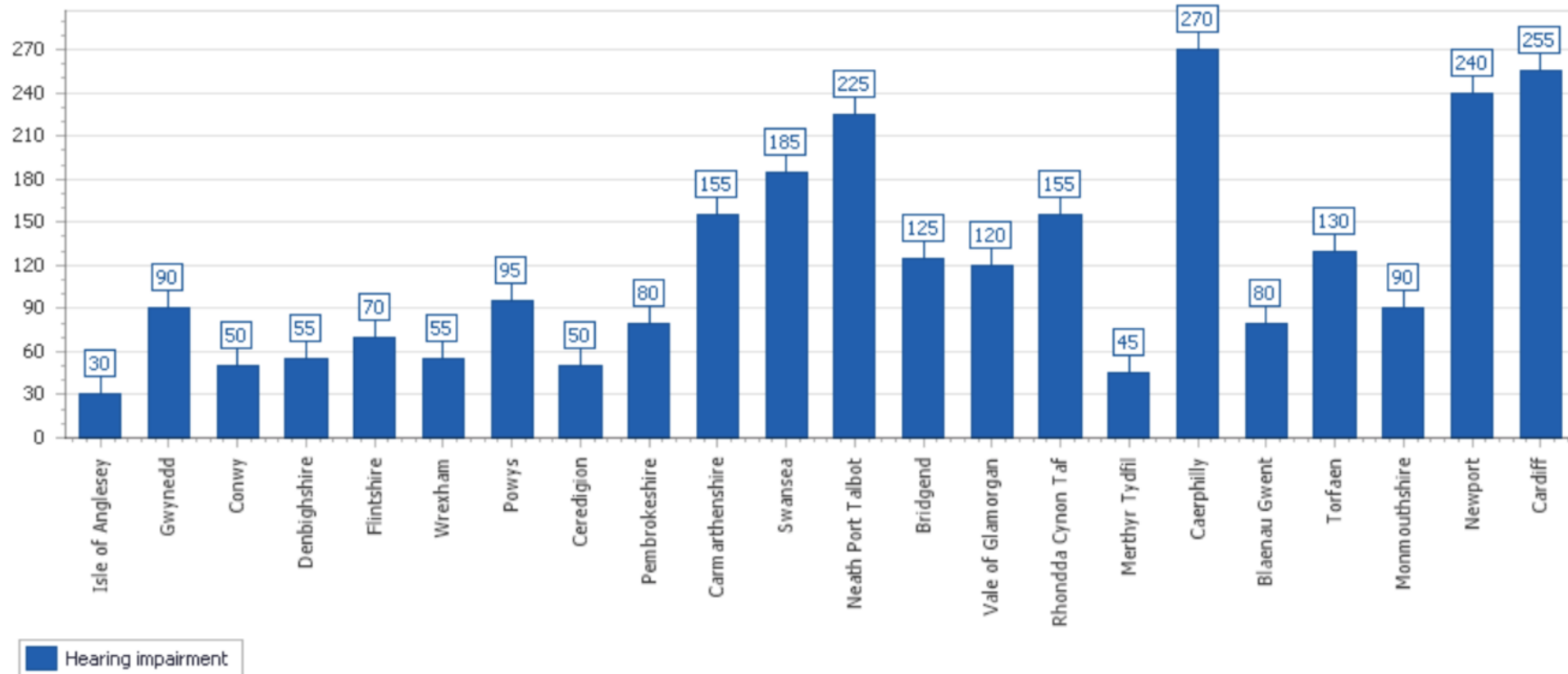


Graph obtained From StatsWales (2019)



Number of Hearing Impaired Children/ young people in each area within wales in 2020

StatsWales (2021) shows that in 2020/21, **2,650** children/ young people are hearing impaired



Graph obtained from
StatsWales (2021)



What is a Teacher of the Deaf ?

According to the National Deaf Children Society (2021) Teachers of the Deaf are qualified teachers who have taken additional training to support individuals with a hearing loss.

They arrange support that is tailored for the hearing-impaired individual and their family, but also give guidance to professionals who may be included within the individual's education. A Teacher of the Deaf is the main individual responsible for the support of the child/young person throughout their education (National Deaf Children Society, 2021).



How many Teacher of the Deaf were supporting Hearing Impaired Children/ Young People in 2018, 2019 and 2020 ?



Table 11: Data by local authority



	Number of permanent ly deaf children living in the geographical area covered by your service	Number of children with permanent or temporary deafness on the caseload for your service	Number of children with temporary deafness on the caseload for your service	Teachers of the Deaf in the specialist peripatetic service	Teachers of the Deaf in resource provisions	Teachers of the Deaf working mainly in a special school or college not specifically for deaf	Teachers of the Deaf working flexibly
Bridgend	166	222	56	2	1	0	0
Cardiff	229	795	666	4.8	5	0	0
Carmarthenshire	140	199	54	2.2	3	0	0
Ceredigion	80	72	0	0.8	1	0	0
Conwy	74	75	<5	1	0	0	0.1
Gwynedd and Anglesey	171	212	41	2	0	0	0
Merthyr Tydfil	64	63	0	0	0	0	0.5
Neath Port Talbot	118	195	77	2	3	0	0
North East Wales (Flintshire, Denbighshire, Wrexham)	283	306	37	3	4.225	0	0
Pembrokeshire	70	98	29	1	0	0	0
Powys	110	139	29	2.6	0	0	0
Rhondda Cynon Taf	343	220	8	3.1	1	1	0
South East Wales (Blaenau Gwent, Caerphilly, Monmouth, Torfaen, Newport)	443	1229	802	6	5	0	0
Swansea City	222	393	171	2	1.5	0	0
Vale of Glamorgan	112	40	27	1	2	0	0

During 2017/18, the figures show that each local authority has a designated Teacher of the Deaf. Looking at the table, it shows there were **33 Teachers of the Deaf** providing support in Wales to hearing impaired children. (The Consortium of Research into Deaf Education, 2018)

Table obtained from (The Consortium of Research into Deaf Education, 2018)



In 2019/20, compared with 2017/18, the statistics show that there was an increase in support for hearing impaired children.

The table shows **36 teachers of the deaf** were supporting children and young people (The Consortium of Research into Deaf Education, 2019). This shows that 3 more individuals were being supported.

Table 28: Data by local authority



	Number of permanent ly deaf children living in the geographic al 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
Bridgend	175	230	55	2	1	0	0
Cardiff	196	No answer	No answer	6	6	0	0
Carmarthenshire	161	216	54	2.2	3	0	0
Ceredigion	80	80	<5	0.8	1	0	0
Conwy	71	68	12	2	0	0	0
Gwynedd and Anglesey	166	126	12	1.7	0	0	0.5
Merthyr Tydfil	55	47	No answer	0	0	0	1
Neath Port Talbot	110	195	76	2	3	0	0
North East Wales (Flintshire, Denbighshire, Wrexham)	308	311	59	3.4	3.8	0	0
Pembrokeshire	70	98	29	1	0	0	0
Powys	110	118	18	2.6	0	0	0
Rhondda Cynon Taf	224	122	No answer	3.2	1	1	0
South East Wales (Blaenau Gwent, Caerphilly, Monmouth, Torfaen and Newport)	396	1265	869	6.5	4.8	0	0
Swansea City	254	304	50	2	1.5	0	0
Vale of Glamorgan	110	85	24	1	2	0	0



In 2020/21, the statistics show that **17 Teachers of the deaf** supported hearing-impaired children/ young people (The Consortium of Research into Deaf Education, 2020). In comparison to 2017 and 2019, this is a significant decrease.

Table 6: Data by local authority



	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
Bridgend	211	267	56	1	1	0	1
Carmarthenshire	159	171	37	2.2	3	0	0
Ceredigion	57	77	19	0.8	1	0	0
Conwy	65	80	15	1	0	0	0
Gwynedd and Anglesey	161	92	11	2.6	0	0	0
Merthyr Tydfil	54	39	9	1	0	0	0
Neath Port Talbot	110	203	93	2	2	0	0
Pembrokeshire	64	83	19	1	0	0	0
Rhondda Cynon Taf	143	189	12	3.2	1	1	0
Swansea City	260	303	43	2	1.5	0	0
Vale of Glamorgan	100	135	45	1	2	0	0

Table obtained from (The Consortium of Research into Deaf Education, 2020)



Statement of Educational Needs

Hearing Impaired Children / Young people are entitled to a statement of educational needs, a legal document which binds the local authority to the provision and delivery of support (Special Educational Needs Advice Centre, 2021).

A Statement of educational needs details the level of support the child/young person requires during their education. For example, Teacher of the Deaf, Learning Support Assistant (LSA) and other specific support they may need access to (Special Educational Needs Advice Centre, 2021).



How many Hearing-Impaired Children are supported in mainstream education within Wales in 2018 ?

Looking at the table, it shows that the total figure of hearing-impaired children/young people within Wales in 2018. The figure was 3,085.

It clearly shows that:-

- **613** hearing impaired children have a statement of educational needs
- **830** children / young people who have an action plan but do not receive support.
- **2,472** hearing impaired children who do not receive any type of support.

(StatsWales,2018)

Year (2018/19)					
Year					
SEN Provision					
All Special Educational Needs					
SEN	Statemented	Total: Special Educational Needs but no Statement of SEN		Total: Special Educational Needs but no Statement of SEN	
		School Action	School Action Plus	All Special Educational Needs	
Total	22,558	64,988	49,280	114,268	136,826
Moderate learning difficulties	2,026	8,763	3,973	12,736	14,762
General learning difficulties	1,152	26,854	8,384	35,238	36,390
Severe learning difficulties	2,408	58	462	520	2,928
Profound & multiple learning difficulties	682	21	133	154	836
Dyslexia	280	4,247	2,689	6,936	7,216
Dyscalculia	27	436	171	607	634
Dyspraxia	141	365	503	868	1,009
Attention Deficit Hyperactivity Disorder	711	729	1,551	2,280	2,991
Autistic Spectrum Disorders	4,553	931	2,916	3,847	8,400
Physical and medical difficulties	2,269	1,844	3,173	5,017	7,286
Hearing impairment	613	830	1,642	2,472	3,085
Visual impairment	460	316	669	985	1,445
Multi-sensory impairment	109	20	60	80	189
Speech, language and communication difficulties	4,296	8,986	11,370	20,356	24,652
Behavioural, emotional and social difficulties	2,831	10,588	11,584	22,172	25,003



How many Hearing-Impaired Children are supported in mainstream education within Wales in 2019 ?

It shows that the total figure of hearing-impaired children within Wales in 2019 was 2,926.

It clearly shows that: -

- **587** hearing impaired children have a statement of educational needs
- **798** children / young people who have an action plan but do not receive support.
- **2,329** hearing impaired children who do not receive any type of support.

(StatsWales,2019)

Year (2019/20)					
Year					
SEN Provision					
All Special Educational Needs					
SEN	Statemented SEN	Total: Special Educational Needs but no Statement of SEN		Total: Special Educational Needs but no Statement of SEN	All Special Educational Needs
		School Action	School Action Plus		
Total	23,324	59,363	47,749	107,112	130,436
Moderate learning difficulties	1,935	7,201	3,466	10,667	12,602
General learning difficulties	1,303	23,844	8,024	31,868	33,171
Severe learning difficulties	2,352	69	457	526	2,878
Profound & multiple learning difficulties	676	19	138	157	833
Dyslexia	254	3,824	2,311	6,135	6,389
Dyscalculia	25	338	119	457	482
Dyspraxia	132	371	435	806	938
Attention Deficit Hyperactivity Disorder	750	775	1,584	2,359	3,109
Autistic Spectrum Disorders	4,894	1,002	3,198	4,200	9,094
Physical and medical difficulties	2,346	1,757	3,079	4,836	7,182
Hearing impairment	587	798	1,531	2,329	2,916
Visual impairment	458	256	640	896	1,354
Multi-sensory impairment	103	25	67	92	195
Speech, language and communication difficulties	4,519	8,672	11,182	19,854	24,373
Behavioural, emotional and social difficulties	2,990	10,412	11,518	21,930	24,920



How many Hearing-Impaired Children are supported in mainstream education within Wales in 2020 ?

Looking at the table, it shows that the total figure for 2020 was 2,652.

It clearly shows that: -

- **559** hearing impaired children have a statement of educational needs
- **709** children / young people who have an action plan but do not receive support.
- **1,384** hearing impaired children who do not receive any type of support.

(StatsWales,2020)

Year (2020/21)						
Year						
SEN Provision						
All Special Educational Needs						
SEN	Statemented	Total: Special Educational Needs but no Statement of SEN		Total: Special Educational Needs but no Statement of SEN	All Special Educational Needs	
		School Action	School Action Plus			
Total	24,306	55,364	45,899	101,263	125,569	
Total	Moderate learning difficulties	1,906	6,367	3,114	9,481	11,387
	General learning difficulties	1,442	21,712	7,500	29,212	30,654
	Severe learning difficulties	2,253	62	432	494	2,747
	Profound & multiple learning difficulties	689	13	146	159	848
	Dyslexia	227	3,439	2,072	5,511	5,738
	Dyscalculia	16	282	111	393	409
	Dyspraxia	136	334	415	749	885
	Attention Deficit Hyperactivity Disorder	843	764	1,549	2,313	3,156
	Autistic Spectrum Disorders	5,265	1,154	3,399	4,553	9,818
	Physical and medical difficulties	2,373	1,635	2,883	4,518	6,891
	Hearing impairment	559	709	1,384	2,093	2,652
	Visual impairment	442	223	602	825	1,267
	Multi-sensory impairment	120	25	87	112	232
Speech, language and communication difficulties	4,763	8,536	11,183	19,719	24,482	
Behavioural, emotional and social difficulties	3,272	10,109	11,022	21,131	24,403	



Research Methodology

My key aim is to research if hearing impaired children are receiving support within mainstream education within Wales.

I plan to look at figures from 2017 to present day, which will provide an insight on various forms of support allocated.

The focus will be on the whole of Wales, highlighting the number of children and young people within each county that require support.

I will source my key findings to obtain the relevant information from the National Deaf Children Society (NDCS) and the Consortium of Research into Deaf Education (CRIDE).



Inclusion Criteria

- An interview with a current teacher of the deaf will allow me to obtain information on how realistically the current system functions.
- Report statistical data from 2017 to present day, will provide an insight on various forms of support allocated.

Exclusion Criteria

- No insight from parents/ guardians of children and young people.
- Information only obtained from specific sources.



How does it impact ?

There are many potential factors which may impact Hearing impaired children if they are not supported appropriately within mainstream education. For Example :-

- They are unable to gain full access to the curriculum
- They lose interest in schooling
- They feel worthless
- Parents not receiving feedback from school, teachers

Is there Support?

There are many support groups and charities which provide help and support for hearing impaired children and their families. According to Hearing Link (2021) there are several charities which provide help, such as

- UK Council on Deafness – Voluntary organisation which work with hearing impaired children within the UK.
- Royal National Institute for Deaf People – Charity which help deaf individuals with their day-to-day life.
- Ability Net – Provide help and assistance for disabled individuals by ensuring they have access to technology for education, work or at home.



Evidence

This is where I will conclude my findings, showing the potential impact children / young people may have within mainstream education. I will also outline how and where my secondary research was obtained



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