



Consortium for Research in Deaf Education

CRIDE survey for the 2025/26 academic year

for services in England

Notes:

All questions refer to the position as of **31st January 2026**.

CRIDE alternates yearly between a standard survey and a survey with a mix of core and thematic questions. The 2026 survey is the core survey and includes some thematic questions on deaf children with other needs.

In this survey, unless otherwise stated, we use the term children in the broadest sense, to include children and young people under the age of 20.

Given the statutory responsibility of local authorities to oversee provision for children with special educational needs and disabilities, we ask that the respondent to this survey collate any information as necessary for deaf children in resource provisions or special schools and include in their response.

We recognise that services, and children do not always fit into the boxes or options we've included in this survey. **There are spaces for comments or information on your responses at the end of sections where it is helpful to clarify or caveat your answer if you would like to, or to let us know if there any known gaps in your response.**

You can also contact cride@ndcs.org.uk if you have any questions about the survey.

Your service

1. Local authority or authorities (LA/LAs) covered by the service	Barnsley Metropolitan Borough Council
2. Name of your service	Hearing Support Service, Education Inclusion Service
3. Your name	Dr Naomi Robinson
4. Your job title	Principal Educational Psychologist
5. Your email address	naomirobinson@barnsley.gov.uk

6. Is the peripatetic service... (please select one)

- based in the local authority?
- based in a school with a resource provision?
- based in a special school for deaf children?
- based in a special school not specifically for deaf children?
- provided by another body or organisation? Please specify below:

Resource provisions

Notes

- This section asks for information about each of the resource provisions in your area. If you don't have any resource provisions in your area, please go to the next section on Teachers of Deaf Children and Young People (TODs).
- We use the term 'resource provision' to include all schools with any specialist resource provision, base or unit specifically for deaf children.

7. How many specialist resource provisions for primary-aged deaf children are there in your area?		0
8. Of these, how many are managed and delivered...	... by the local authority service for deaf children?	
	... by the school?	

9. How many specialist resource provisions for secondary-aged deaf children are there in your area?		0
10. Of these, how many are managed and delivered...	... by the local authority service for deaf children?	
	... by the school?	

11. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response, any changes since the last survey or any change in how deaf children in resource provisions in your area are supported):

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Teachers of Deaf Children and Young People (TODs)

In this section, we ask about the number of people working as TODs and who are employed specifically in this capacity or role. The following questions ask for numbers of people working in this role as of the 31st January 2026. We also ask about vacant or 'unfilled' posts.

In this survey, we ask for information about TODs under these 'categories':

- 1. working mainly as a peripatetic TOD*
- 2. working mainly in a resource provision*
- 3. working mainly in a special school or college not specifically for deaf children or young people*
- 4. working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people.*

Please do not include:

- people who happen to be TODs but who are not working in this capacity or role*
- TODs in special schools for deaf children or auditory/cochlear implant centres – we collect this information separately.*

If any TODs also hold leadership roles or have other responsibilities that do not involve working directly with deaf children (for example, as a Head of Service or SENCO), please estimate and only record the time spent working as a TOD directly with deaf children. In other words, please only include TODs with an active caseload of deaf children.

FTE figures:

- Please provide all figures as 'full time equivalent' (FTE). For example, a FTE TOD working half of the week as a TOD with deaf children should be recorded as 0.5.*

TODs in resource provisions for deaf children:

- If you do not hold information about staffing in any of the resource provisions in your area, please either gather this information from the schools in question or ask for this information from the relevant person responsible for strategic oversight of SEND provision and/or placements in specialist provision in your local authority. Please incorporate this information into your response back to us.*

TODs who work across different settings:

- Please estimate and record an FTE figure for the time spent in each setting. If a TOD works, for example, 3 days a week as a peripatetic TOD and 2 days a week in a resource provision, **and these are set hours**, please put 0.6 FTE in category 1 and 0.4 FTE in category 2.*
- The category "Working flexibly..." is intended for those staff whose hours in different settings vary from week to week and there is no notional 'average' between the different categories. If this is the case, please put the relevant FTE in category 4 (i.e. if full-time, working flexibly across settings, please put 1 FTE in category 4).*

TODs providing cover (e.g. supply or maternity cover):

- As set out earlier, we are asking for numbers of people working as TODs as of the 31st January. You should therefore include any TODs who are providing cover for a vacant or 'unfilled' post.*
- You will see the table includes a column for you to provide information about vacant or 'unfilled' posts. Please do not include as vacant or 'unfilled', posts that have been filled by maternity or supply cover in this column.*

- For the avoidance of doubt, please make sure there is no double counting. If a TOD is providing maternity cover, they should be included in your figures for people working as TODs. In this scenario, you should not include the TOD on maternity leave as a vacant or 'unfilled' post as the post has been filled on a temporary basis.

Vacant or 'unfilled' posts:

- Please include FTE figures for any posts that are vacant or that are not currently (as of the 31st January) being filled by someone with an active caseload. We use these terms to include the following kind of scenarios:
 - post is frozen and being held vacant with no active advertisement or recruitment in place
 - post is being advertised as of the 31st January
 - post has been advertised for which no suitable candidate has been found
 - you have a member of staff who is currently on maternity or long-term sick leave and you have not been able to recruit cover (see earlier section on cover arrangements).

We acknowledge that someone on maternity or long-term sick leave is still technically employed by the service. However, for the purpose of this survey, we ask that these be treated as 'unfilled' roles. This is because CRIDE is aiming to capture a snapshot of the numbers of TODs with an active caseload as of the 31st January.

12. Please complete the following table with information on the number of:

- people working as TODs under each of the categories shown (FTE)
- number of vacant and unfilled TOD posts under each of the categories shown (FTE)

Category	People working as TODs			D: Vacant and unfilled TOD posts (FTE)	Total number of posts (FTE) (this should match the sum of the figures given in columns A to D)
	A: With the mandatory qualification (MQ) (FTE)	B In training for the MQ or intending to train within 3 years (FTE)	C: Qualified teachers without the MQ and not in training (FTE)		
1: Working mainly as a peripatetic TOD	2.9				2.9
2: Working mainly in a resource provision					
3: Working mainly in a special school or college not specifically for deaf children or young people					
4: Working flexibly as a peripatetic TOD, in a resource provision and/or in a special school or college not specifically for deaf children or young people					

Recruitment of TODs

13. Have there been any instances over the past year where you have sought to advertise for a TOD but been unable to, because there has been a recruitment freeze in place by your local authority?

- Yes
 No

14. Have there been any instances over the past year where you have sought to recruit a TOD but been unable to recruit a qualified TOD (i.e. someone who already holds the mandatory qualification)?

- Yes
 No

15. If you could not advertise or appoint a qualified TOD, please indicate what steps were or are being taken in response:

16. If you could not advertise or appoint a qualified TOD, please outline what impact this is or was having on deaf children or families in your area:

Support for deaf children

17. Have there been any wider policy changes to how your service determines support allocations to deaf children in the past year? (for example, any changes to your service policies or on how your service uses eligibility criteria to determine levels of support for given needs)

- Yes
 No

18. If yes, please outline what the change is. Please include information on whether any specific groups of deaf children have been affected and how:

19. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps or changes since the 2025 survey in your response):

Other specialist staff

In the following section, we ask about budgeted posts for specialist staff (other than TODs) who are **directly and only employed** by the peripatetic service. Please **do not** include specialist staff who are not directly employed by the peripatetic service (e.g. staff employed by schools).

As with TODs, please provide figures as 'full time equivalent' (FTE), i.e. a FTE teaching assistant working half of the week should be recorded as 0.5.

For each role, please tell us first about the number of posts (FTE) in the second column for the role. Please then tell us the FTE for any budgeted posts that are vacant and which have not been filled. If the third column is blank, we will assume that any posts shown in the second column are all being filled.

Staff who work as part of any 'traded services' offer should be included if they are directly and only employed by the peripatetic service. Please provide an FTE estimate for the time they work for your service.

For the avoidance of doubt, you should not place deaf members of staff in the row for Deaf instructors/Deaf role models unless those members of staff are occupying a role that has been specifically designated in that way.

20. Please tell us about the number of posts for other specialist staff who are directly and only employed by your service.

Role	Posts (in total) (FTE)	Vacant and unfilled posts (FTE)
Teaching assistants/Classroom support assistants/Learning support assistants etc		
Communication support workers etc		
NRCPD registered BSL/English interpreters		
Deaf instructors/Deaf role models/Sign language instructors etc		
Educational audiologists/Audiologists in Education who do not also hold a qualification as a TOD		
Technicians, etc		
Speech and language therapists		
Family support workers/Liaison officers		
Social workers/Social workers for deaf children and young people		
Other staff	2.8	0.2

21. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps or changes since the 2025 survey in your response or if there are any issues around the use of specialist staff who are directly employed by schools):

We now have three specialist support workers in post. Two further posts have been added to the structure and were appointed in January 2026.

Deaf children aged 0 to 19 who live in your area

Please note that for the purpose of this section of the survey we use the term 'children' to include children and young people under the age of 20.

Please also note that we use the term permanent deafness to include those children with a syndrome known to include permanent conductive deafness, microtia/atresia, middle ear malformation, or those who have had middle ear surgery such as mastoidectomy. It also includes those children with glue ear who are not expected to 'grow out' of the condition before the age of 12 years (such as those born with a cleft palate, Down's syndrome, cystic fibrosis, or primary ciliary dyskinesia). Under temporary conductive deafness, we include those children with glue ear who may have been fitted with hearing aids as an alternative to grommet surgery but who are expected to 'grow out' of the condition before the age of 12 years.

22. How many children with **permanent deafness** live in the geographical area covered by your service?

The answer below should, as much as possible, include:

- All children who have a unilateral or bilateral sensori-neural or permanent conductive deafness, at all levels from mild to profound, using [BSA/BATOD descriptors](#). **Children with temporary deafness should not be included in your response to this question.**
- **All deaf children, regardless of whether they receive support from the service.**
- Children under the age of 20.
- Children who attend education provision outside of your area but who normally live in your area.

If you are not able to provide figures that meet the above criteria, please provide the best available figures you have for deaf children living in the area, and indicate in Q23 where the gaps occur.

143

23. Please indicate if there are any known issues or gaps in the figure you have provided above for the number of permanently deaf children living in your area (please select all that apply).

- Not applicable - no known issues or gaps in data
- You only have figures for children who are receiving support from the service
- You only have figures for children who are hearing-aid wearers
- You do not hold figures for children who have left school
- You are not able to split out figures for children with permanent or temporary deafness
- The audiology service does not refer children with unilateral deafness to your service
- The audiology service does not refer children with mild deafness to your service
- The ENT service does not refer children with mild deafness to your service
- The ENT service does not refer children with unilateral deafness to your service
- Other – please specify:

24. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response, or about any changes since the 2025 survey):

Support following identification of deafness

25. Between 1/1/25 and 31/12/25, how many referrals did your service receive for children who were newly identified as permanently deaf?

For the avoidance of doubt, please do not include referrals of children from other local authorities who have already been identified as deaf (for example, deaf children who happen to have moved into your area from a neighbouring area).

Category	Number of referrals
For children identified as deaf through the newborn hearing screening programme	1
For children identified as deaf outside of the newborn hearing programme and before they had started statutory education	2
For children identified as deaf outside of the newborn hearing programme and after they had started statutory education	8
Total	11

26. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response, about delays in referrals because of audiologist shortages, or about any changes since the 2025 survey):

Thematic questions: Deaf children with other needs

In this section, we ask about deaf children with additional special educational needs.

- By additional, we mean any *other* special educational need apart from deafness, regardless of whether this need is recognised as a 'primary' or 'secondary' need.
- For the purpose of this survey, special educational needs should be taken to have the same meaning as used by the Department for Education.

27. Does your service collect information on any additional special educational needs that deaf children living in your area are known to have?

- Yes – for all children
 Yes – but not for all children
 No (please go to Q31)

28. If you have said yes, how many deaf children living in your area have been identified as having an additional special educational need?

66

29. Is your service able to provide a breakdown of the different additional special educational needs that deaf children in your area are known to have?

- Yes – for all children
 Yes – but not for all children
 No (please go to Q31)

30. If you have said yes, and are able to, please provide a breakdown of the additional needs that have been identified in deaf children living in your area. If you would like to comment on

the information provided for this question, please use Q36 to do this. Please note:

- We have used the same categories for special educational needs as that used by the Department for Education in the School Census.
- Each deaf child should only be recorded **once** in the table according to their identified main primary or secondary need.

	Number of children
Specific Learning Difficulty	
Moderate Learning Difficulty	
Severe Learning Difficulty	
Profound & Multiple Learning Difficulty	
*C and L combined	24
Social, Emotional and Mental Health	14
Speech, Language and Communication Need (including ASD)	25
Visual Impairment	3
Multi-Sensory Impairment	
Physical Disability	
Autistic Spectrum Disorder	
Other	
Known to have an additional special educational but awaiting formal diagnosis	
Not known	
Total	

31. Which of the statements below best summarises your view on how the prevalence of additional special educational needs (other than deafness) has changed among deaf children in your area since 2020?

- The prevalence of additional special educational needs in deaf children in my area has **increased** since 2020
- The prevalence of additional special educational needs in deaf children in my area is **about the same** as it was in 2020
- The prevalence of additional special educational needs in deaf children in my area has **decreased** since 2020
- Don't know/not sure

32. If you said that the prevalence of other additional special educational needs has **increased**, please indicate below if there are any conditions for which you have observed this increase.

- Specific Learning Difficulty
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Profound & Multiple Learning Difficulty
- Social, Emotional and Mental Health
- Speech, Language and Communication Need
- Visual Impairment
- Multi-Sensory Impairment
- Physical Disability
- Autistic Spectrum Disorder
- Other. Please specify:

33. Do peripatetic TODs in your area provide support to any deaf children that have been placed in special schools in your area that are not specifically for deaf children?

- Yes (please go to Q35)
- No
- Not applicable – there are no special schools that are not specifically for deaf children in this area (please go to Q36)

34. If no, which of the below sums up the reasons for this? Please select all that apply.

- The service is not expected or mandated to provide this support by the local authority
- The service does not have the capacity to provide this support
- The service is not commissioned to provide this support by the special school
- The service is not resourced to provide this support
- The service is not adequately trained to provide this support
- Their deafness needs are met by TODs that work directly in the special school
- Their deafness needs are met by other professionals (who are not TODs)
- The children would not, regardless of any additional special educational needs, meet the criteria for support from the service
- None of the above

35. To the best of your knowledge, are hearing checks carried out in children in residential special schools for disabled children in your area?

- Yes – in all residential special schools for disabled children
- Yes – in some (but not all) residential special schools for disabled children
- No
- Not applicable – there are no residential special schools in this area
- Don't know/Not sure

36. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section (for example, if there are any known gaps in your response):

Question 30 - We collect information around additional needs broken down into the four categories of SEN.

Thematic questions: Causes of deafness

37. Does your service collect information on the aetiology or causes of deafness in deaf children living in your area?

- Yes – for all children
 Yes – but not for all children
 No (please go to Q39)

38. If yes, and you are able to, please provide information on the number of deaf children whose deafness has been identified as caused by one of the below.

Each deaf child should only be recorded **once** in the table according to the main identified cause. The below list has been developed with reference to the [BATOD A-Z list of causes of deafness](#).

	Number of children
Alport syndrome	
ANSD (auditory neuropathy spectrum disorder)	
Branchio-oto-renal syndrome	
CHARGE syndrome	
Cholesteatoma	
Cleft palate	
Congenital cytomegalovirus (cCMV)	
Connexin 26	
Down syndrome (trisomy 21)	
Enlarged vestibular aqueducts (EVA)	
Goldenhar syndrome	
Mastoiditis	
Ménière's disease	
Meningitis	
Microtia	
Otitis media with effusion (glue ear)	
Otosclerosis	
Pendred syndrome	
Prematurity	
Rubella (German measles)	
Stickler syndrome	
Treacher Collins syndrome	
Usher syndrome	
X-linked deafness	
Waardenburg syndrome	
Wolfram syndrome	
Other	

39. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

We are aware that some of our children have these causes of deafness but we do not collect this information.

Thematic questions: Auditory processing disorder

40. Does your service provide support to any children who have been identified as having an auditory processing disorder **but** where there is no underlying deafness?

- Yes
- No (please go to Q42)

41. If yes, how many children with APD (where there is no underlying deafness) are known to be currently supported by your service?

42. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

Thematic questions: Temporary conductive deafness

43. Does your service provide support to any children who have been identified as having temporary conductive deafness (such as glue ear) **but** where there is no underlying permanent deafness?

- Yes
- No (please go to Q45)

44. If yes, how many children with temporary conductive deafness (where there is no underlying permanent deafness) are known to be currently supported by your service?

45. Please use this space if you have any comments or if there is anything else you want to tell us about your responses in this section:

Wider issues or challenges

46. Other than those mentioned elsewhere in this survey, are there any other issues or challenges that have emerged over the past year that have had a significant impact on the support that you are able to provide to deaf children that you would like to tell us about?

47. Please use this space if you have any final comments or if there is anything else you want to tell us about your responses in this survey:

This is the end of the survey. **Thank you for your time and support.**

If you have any questions about this survey, please contact cride@ndcs.org.uk.