



DEBATE PACK

Number CDP-0192, 10 September 2018

Deaf children's services

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Summary

On 13 September 2018, there will be a Westminster Hall debate on Deaf children's services, sponsored by Jim Fitzpatrick MP. The debate will start at 1:30pm.

The House of Commons Digital Outreach Team, in conjunction with Jim Fitzpatrick MP, are running a corresponding [Facebook](#) page and [webpage](#) to gather public opinion on this topic.

This debate pack will outline the support provided for children with special educational needs (SEN) in England. This is the framework under which children with hearing impairments will usually receive assistance. This pack also collates some recent news articles, press releases, parliamentary material and research that considers the provision of services for deaf children across the UK.

The House of Commons Library prepares a briefing in hard copy and/or online for most non-legislative debates in the Chamber and Westminster Hall other than half-hour debates. Debate Packs are produced quickly after the announcement of parliamentary business. They are intended to provide a summary or overview of the issue being debated and identify relevant briefings and useful documents, including press and parliamentary material. More detailed briefing can be prepared for Members on request to the Library.

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1. Background

Jim Fitzpatrick's spoke to the Backbench Business Committee in support of this debate:

It is an issue that affects tens of thousands of school children with the disability of deafness. [...]

The Government are preparing for the next spending review, and we want to have the opportunity to raise a number of issues, including the schools block and the fact that 99.5% of the national funding formula is ringfenced, which means that it is harder for local authorities to respond to special educational needs and disability pressures. We are told that a third of local authorities are planning to cut £4 million from educational support for deaf children this year, there has been a 14% cut in the number of teachers for deaf children over the past seven years, and an estimated 50% of the remaining teachers for the deaf are due to retire in the next 10 to 15 years.

We would hope to ask the Department for Education if it can do more to broker and incentivise local authorities to work together to commission services for deaf children. We would like to explore that. There are some 30,000 more children with statements in 2017 than there were in 2016, and the Children and Families Act 2014 places greater responsibilities on local authorities to support them.

Finally, to return to my original point, the Government are preparing for the next spending review. We would like to explore with the Minister the different pressures that we are aware of from the different regions, hopefully to help the Government address issues that, naturally, because they affect deaf children, do not command the highest profile. We want to try to raise that.

1.1 Special educational needs support in England

The type of support that children and young people with SEN receive may vary widely, as the types of SEN that they may have are very different. However, two broad levels of support are in place: SEN support and formal Education, Health and Care Plans.

- **SEN support** - support given to a child or young person in their pre-school, school or college. In schools, it replaces the previously existing 'School Action' and 'School Action Plus' systems. For children of compulsory school age, the type of support provided might include extra help from a teacher, help communicating with other children, or support with physical or personal care difficulties.
- **Education, Health and Care Plans** - for children and young people aged up to 25 who need more support than is available

through SEN support. They aim to provide more substantial help for children and young people through a unified approach that reaches across education, health care, and social care needs.

Local authorities should have a 'local offer' in place setting out the services that are available for children and young people locally with SEND, as well as their parents and carers.

It is important to note that the development of a local offer is intended to be an ongoing process, with local offers developed and revised over time through regular review and consultation.

Background information on the local offer and SEND support as a whole is available in the relevant Library briefing, [Special Educational Needs: support in England](#), SN07020.

Funding

Funding for SEN in England is not allocated as a separate amount per pupil. SEN funding is part of the overall Dedicated Schools Grant allocated to each local authority to fund their schools budget. It is for local authorities, in consultation with their schools forums, to determine the individual allocation to schools.

The Government is undertaking major reforms to the way schools in England are funded. As part of this, the Government introduced a national funding formula to allocate 'high needs' funding to local authorities – largely, this is for special educational provision.

Prior to 2018-19, the Dedicated Schools Grant has been split into 3 blocks: the schools block, the high needs block and the early years block. These blocks were notional, with local authorities are free to move funds between them.¹

Following the formula changes, this position is now more restricted:

131. The second stage of the consultation recognised that a degree of flexibility between the DSG funding blocks would be needed to ensure that local authorities could manage their high needs budget. Local authorities will therefore be able to transfer up to 0.5% of their schools block funding into their high needs budget, with the agreement of their schools forum.[...] [T]here will be a process for considering any reasonable requests for exceptions to these rules.²

These formula arrangements apply in 2018-19 and 2019-20, with future spending decision subject to future Spending Reviews.

Section 2 of the Library briefing, [Special Educational Needs: support in England](#), SN07020, provides more detail.

¹ Department for Education, [School revenue funding: Current funding arrangements](#), March 2016, p4

² Department for Education, [The national funding formula for schools and high needs Policy document](#), September 2017, p38

1.2 SEN in devolved administrations

For further background on SEN support in Scotland, Wales and Northern Ireland, each administration has produced codes of practice:

Scotland: [Supporting children's learning: code of practice](#), Scottish Executive, 2005. Talking Point has a useful website on [Additional support needs in Scotland](#).

Wales: The Welsh Government has a [list of publications related to special educational needs](#). Their [code of practice](#) was published in 2004.

Northern Ireland: The [Code of practice on the identification and assessment of special educational needs](#) was published in 1998. However the Northern Ireland Executive is passing new legislation and regulations and a new code is being developed. According to the website for the [New SEN framework](#), the framework is due to be operational in 2019.

2. News articles and press releases

2017 Ofsted report

The 2015 Government commissioned Ofsted and the Care Quality Commission to inspect the effectiveness of local authorities in fulfilling their duties in the '[Special educational needs and disability code of practice: 0 to 25 years](#)'. After 30 inspections, the organisations published their report, [Local area SEND inspections: one year on](#) in October 2017.

Their findings were critical of many aspects of the delivery of children's services at a local level. This was picked up by the [National Deaf Children's Society](#) (NDCS).

Latest data from the Consortium for Research in Deaf Education (CRIDE)

The NDCS, using the latest data from CRIDE, found in January 2018 that "councils have slashed numbers of specialist Teachers of the Deaf by 14% in the last 7 years, despite reporting a 31% increase in the number of deaf children." The authors of this press release also note that "57% of existing specialist staff are due to retire in the next 10 to 15 years."³

[Educational support for deaf children 'in disarray'](#), BBC News, 8 January 2018

[Educational support for deaf children in England 'in complete disarray'](#), Guardian, 8 January 2018

[Support for deaf children 'in crisis', study finds](#), Children and Young People Now, 8 January 2018

[Call for specialist support for 45,000 deaf children in 'crisis'](#), Nursery World, 8 January 2018

[Deaf Children Are Facing An Education 'Crisis', National Charity Warns](#), Huffington Post, 8 January 2018

May 2018 - FOI by National Deaf Children's Society

In May 2018, the NDCS published a press release announcing the results of a series of FOI requests. The NDCS found that a third of local authorities were planning to cut their funding for deaf children's services. According to the NDCS "deaf children in these areas will be losing £4million of support this year, with these councils on average cutting 10% from deaf children's services."⁴

³ [New research shows specialist support for 45,000 deaf children in crisis](#), National Deaf Children's Society, 8 January 2018

⁴ [New data shows councils cutting £4million of support for deaf children](#), National Deaf Children's Society, 15 May 2018

[Deaf children are suffering because of teacher cuts](#), written by Jim Fitzpatrick MP, Times, 14 May 2018

[Councils cut support for deaf children](#), Times, 14 May 2018

[Deaf children losing out as English councils cut support, charity warns](#), Guardian, 14 May 2018

[Cuts put deaf children's education at 'breaking point'](#), BBC News, 14 May 2018

[Deaf children's education support 'left at breaking point' after council cuts](#), Independent, 14 May 2018

[£4m cuts 'will threaten' deaf pupils' performance](#), Schools Week 14 May 2018

[The Government's Woeful Complacency Means Deaf Children Are Losing £4Million Of Support](#), Huffington post, 14 May 2018

- Blog by the Chief Executive of the National Deaf Children's Society

['Deaf Children's Futures Hang In The Balance' Charity Warns As Councils Slash £4million Of Support](#), Huffington Post, 14 May 2018

[Support for deaf pupils slashed by £4m](#), TES, 14 May 2018

[Deaf service cuts: a stark reminder of deaf education's troubled history](#), Independent, 4 June 2018

Attainment

[Deaf children fall further behind classmates at A-level due to government cuts, analysis finds](#), Independent, 18 August 2018

[Deaf pupils less likely to go to top universities](#), TES, 26 July 2018

[New government data shows deaf children's attainment getting worse](#), National Deaf Children's Society, 1 February 2018

[Attainment gap between deaf pupils and their peers widens](#), TES, 26 January 2018

[Too many deaf children are still failing to learn to read, says new study](#), City, University of London, 29 November 2017

[Deaf children lagging behind hearing peers in GCSEs](#), Guardian, 21 January 2016

British Sign Language GCSE

[Schools Could Soon Offer A GCSE In Sign Language Thanks To 12-Year-Old Boy's Campaign](#), Huffington Post, 3 August 2018

[Deaf boy's campaign for new GCSE in sign language takes step forward](#), ITV News, 2 August 2018

[Government open to new GCSE in British Sign Language following campaign](#), Independent, 31 May 2018

Scotland

[Deaf children face education crisis amid fall in specialist teachers](#), Telegraph, 8 August 2018 [available via Nexis news subscription]

[Steep fall in number of teachers for deaf children in Scotland](#), STV News, 7 August 2018

[Blind and deaf children suffering due to national teacher shortage, claims charity](#), TES, 24 April 2018

[Blind and deaf children 'being taught by unqualified tutors'](#), Herald, 2 May 2017

Wales

[Welsh deaf school pupils 'underachieve' at key stages](#), BBC News, 15 May 2017

Northern Ireland

[Stormont stand-off stalling recognition of Irish sign language](#), Irish News, 8 May 2018

- Reforms would have also led to more support for families of deaf children

[Fall in specialist teachers as number of deaf children in Northern Ireland increases](#), Belfast Telegraph, 8 March 2018

3. Research and other resources

[Speech, language and communication support for children](#), Commons Library debate pack, July 2018. This was prepared for the Commons debate on [Speech, Language and Communication Support for Children](#), HC deb 04 July 2018, Volume 644, cc109-132WH

[CRIDE \(Consortium for Research in Deaf Education\) Reports](#), British Association for Teachers of the Deaf

- Annual reports (based on survey responses) from 2015-17 looking at educational staffing and service provision for deaf children across the UK. It does individual reports on the constituent parts of the UK.

[One year on: impact of changes to the special educational needs system on deaf children](#), National Deaf Children's Society, September 2015

According to their survey of 500 parents, the NDCS found that,

Only 6% of parents said they had noticed any improvements to the support that their child receives over the past year

Only one in ten parents of deaf children were confident that their local authority is successfully implementing the changes.

Only 16% of families had seen the Local Offer for where they live

Of those that had seen their Local Offer, 24% said it was easy to find the information they were looking for and 28% reported that the Local Offer gave them information about support for deaf children in their area.⁵

The authors of the report also believe that there are problems with the quality of EHC plans, the variable content of, and consultation towards, Local Offers, and little evidence to suggest that access to services is improving.

[A report on the factors promoting and inhibiting the successful supply of specialist teachers of children with sensory impairment](#), DfE and NatSIP (National Sensory Impairment Partnership), March 2016

- This report, commissioned by the Government, found various funding problems as well as issues with teaching cover for study time and publicity for roles.
- The authors made several recommendations for the Government, including:
 - Making funding available from a "central source to allow mainstream teachers to train"
 - Encourage the development of regional sensory support consortia, which can pool resources
 - Advertise amongst mainstream staff the role of qualified teachers of children who have sensory impairment

⁵ [One year on: impact of changes to the special educational needs system on deaf children](#), National Deaf Children's Society, September 2015

- Making provision of work cover for training a mandatory condition of the arrangement with the school or local authority funding a course
- When commissioning services, making sure that having people with appropriate qualifications is a contractual obligation. Funding levels should 'reflect training costs'.
- Create a national commissioning framework
- "Ofsted and the Care Quality Commission should review what steps have been taken by the local authority to ensure there is an effective succession planning in place for [qualified teachers] within each area"

The National Deaf Children's Society has a [page of resources](#) which explain the 2014 SEND reforms in England from the perspective of those with a hearing impairment. This includes Education, Health and Care Plans and Personal Budgets.

[Getting it Right from the Start](#), National Deaf Children's Society, 2016

- This report, based on the situation in Scotland, "outlines the key issues for deaf children and their families in the early years." The report is also summarised in a [press release](#).

[SEND resources for healthcare professionals](#), DfE and DHSC, updated 11 March 2016

[Submission to the Scottish Parliament Attainment of school pupils with a sensory impairment](#), BDA Scotland, 2015

[NDCS research, National Children's Deaf Society](#)

- A list of research commissioned or supported by the National Children's Deaf Society. Reports of interest include:
 - *Service delivery to deaf children with complex disabilities: what families want (2010)*
 - *Social care services for deaf children and families (2009)* (looks at "the impact of integrated service provision into the scope, quality and delivery of social care services for deaf children and their families")
 - *Impact of ASL Act for Deaf Pupils in Scotland (2009)*. Looks at "the impact that the Additional Support for Learning (Scotland) Act 2005 has had on educational provision for children who are deaf or have a hearing impairment."

4. Parliamentary material

4.1 Parliamentary questions

PQ 152124, [Special Educational Needs: Hearing Impairment](#), 14 Jun 2018

Asked by: Lucas, Caroline | **Party:** Green Party

To ask the Secretary of State for Education, pursuant to the Answer of 4 June 2018 to Question 146815, what assessment he has made of the effect of reductions in local authority specialist education services on support to (a) deaf children in early years, (b) deaf children at school and (c) deaf young people over the age of 16.

Answering member: Nadhim Zahawi | **Party:** Conservative Party | **Department:** Department for Education

The Department is firmly committed to ensuring that children with special education needs and disability (SEND), including hearing impairments, receive the support they need to achieve in their early years, at school and college.

The Children and Families Act 2014 introduced new provisions for supporting children and young people with special educational needs and disabilities from birth until the age of 25, including those with sensory impairments, to ensure a joined up approach across the system. The focus of the reforms is on early identification of needs and a clear legal responsibility on education settings and local authorities to identify and address special educational needs, and the introduction of Education, Health and Care plans for those that need them.

It is for local authorities to determine how they allocate their resources to effectively meet the needs of their residents, including the provision of specialist services for the children and young people with a hearing impairment. However, to enable local authorities to provide services for those young people who have needs that are less common we are encouraging authorities to work together on such provision. For example, if one local authority does not have many young people with a hearing impairment they might work together with a neighbouring local authority and share the cost of providing services or resources.

For the early years, in April 2017 we introduced a Disability Access Fund, (<https://www.gov.uk/government/publications/early-years-business-sustainability-guides-for-providers/extra-sources-of-income-for-early-years-providers>), worth £615 per child, and local authorities are also required to have a SEN Inclusion fund to support children in getting the best from the free childcare entitlements. Our National Funding Formula (<https://www.gov.uk/government/publications/early-years-national-funding-formula-allocations-and-guidance>), has an additional needs factor directing more funding to local authorities with more need.

PQ 146815, [Special Educational Needs: Hearing Impairment](#), 04 Jun 2018

Asked by: Lucas, Caroline | **Party:** Green Party

To ask the Secretary of State for Education, if he will meet with the National Deaf Children's Society to discuss the Society's recent

research finding that over a third of local authorities are cutting funding from deaf children's education.

Answering member: Nadhim Zahawi | **Party:** Conservative Party
| **Department:** Department for Education

My right hon. Friend, the Minister for School Standards attended the All Party Parliamentary Group on Deafness on 12 March and recently met with the Chief Executive of the National Deaf Children's Society to understand the challenges facing children and young people with hearing impairments.

Officials will explore the findings of this research with the National Deaf Children's Society, as members of the National Sensory Impairment Partnership (NatSIP), to ensure schools have access to the support they need to support pupils with sensory impairments.

PQ 140763, [Special Educational Needs: Hearing Impairment](#), 14 May 2018

Asked by: Lewell-Buck, Mrs Emma | **Party:** Labour Party

To ask the Secretary of State for Education, how many school children with hearing impairments were subject to (a) Education Health Care Plans and (b) statements under the previous SEN and learning difficulties assessments in each of the last five years.

Answering member: Nadhim Zahawi | **Party:** Conservative Party
| **Department:** Department for Education

We publish the number and proportion of pupils with special educational needs (SEN), including the type of need in the annual 'Special educational needs in England' statistical release:

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>.

Pupils with SEN are recorded according to their primary type of need. The current types of need were defined in 2015 and do not include a specific breakdown for dyspraxia alone. These cases are expected to be recorded under 'Specific Learning Disability'. No estimates of the number of children with dyspraxia within this category have been made. Hearing Impairment is included as a type of need.

The table attached shows a breakdown of the number of pupils by each primary type of need available for the last five years (as at January each year).

[Oral questions to Secretary of State for Education](#), HE deb 14 May 2018, volume 246 c22

Asked by: Laura Smith (Crewe and Nantwich) (Lab) | **Party:** Labour Party

In the light of information obtained recently by the National Deaf Children's Society, will the Government review their funding decisions as a matter of urgency to ensure that an entire generation of children with special educational needs are not let down?

Answering member: Nadhim Zahawi | **Party:** Conservative Party
| **Department:** Education

This Government have launched the most ambitious reforms of special educational needs and disabilities provision in a generation, and are committed to improving outcomes for children with SEND, especially those who are deaf as well.

PQ 140764, [Special Educational Needs: Hearing Impairment](#), 11 May 2018

Asked by: Lewell-Buck, Mrs Emma | **Party:** Labour Party

To ask the Secretary of State for Education, whether his Department provides training for teachers to identify hearing impairments in primary school children.

Answering member: Nadhim Zahawi | **Party:** Conservative Party | **Department:** Department for Education

In relation to the identification and assessment of special education needs and disabilities (SEND) and the adjustments for GCSEs and A Levels, I refer the hon. Member for South Shields to the answer I gave on 3 May 2018 to Question [138480](#).

The framework of core content for Initial Teacher Training sets out that providers should ensure that trainees are equipped to identify the needs of all pupils, and make provision for them, including seeking the advice of colleagues with specialist knowledge and experience. Trainees should be able to recognise signs that may indicate SEND, and support common educational needs through review of their teaching, making adjustments to overcome any barriers to progress and ensuring that pupils with SEND are able to access the curriculum.

Since 2010, the department has funded the development of resources and training to ensure that the schools workforce is equipped to support pupils with specific types of SEND, including sensory impairment and development co-ordination disorder. They have produced a wealth of resources and training which are hosted on the SEND Gateway.

Our new contract, which will be delivered by the Whole School Send Consortium, brings together schools, SEND sector organisations and experts to ensure schools are equipped to deliver high-quality teaching that supports children with all kinds of SEND.

PQ 125275, [Special Educational Needs: Hearing Impairment](#), 01 Feb 2018

Asked by: Trickett, Jon | **Party:** Labour Party

To ask the Secretary of State for Education, whether a difference in grades exists between deaf and hearing children in (a) England, (b) Yorkshire and (c) Wakefield district.

Answering member: Nick Gibb | **Party:** Conservative Party | **Department:** Department for Education

The Department publishes pupil attainment in a number of headline and additional measures for England, including for pupils with hearing impairment. These figures can be compared to the national average for all pupils. At a regional and local authority level, the Department publishes these figures for pupils with and without Special Educational Needs (SEN); figures for pupils with

hearing impairments are included within these but they are not published separately due to the level of suppression that would be required.

For pupils at the end of key stage 2 study, the figures for 2016/17 are in the department's 'National curriculum assessments: key stage 2, 2017 (revised)' statistical first release[1].

For pupils at the end of key stage 4 study, the figures for 2016/17 are in the Department's 'Revised GCSE and equivalent results in England: 2016 to 2017' statistical first release[2].

For students aged 19, the figures for England are in the department's 'Level 2 and 3 attainment by young people aged 19' statistical first release for 2015/16[3].

[1] <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised>. Open the 'National tables' (either link) and select 'table_N8a' for figures for England; subsequent tables provide gender breakdowns. Open the 'Local authority and regional tables' (either link) and select 'table_L9a' for figures for each region and local authority. Previous years' data can be accessed in a similar manner from this link: <https://www.gov.uk/government/collections/statistics-key-stage-2>. Select the revised publication for each year.

[2] <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2016-to-2017>. Open the 'characteristics national tables' and select the 'characteristics summary' table for figures for England. Open the 'characteristics local authority tables' and select table 'LA12; for figures for each region and local authority. Previous years' data can be accessed in a similar manner from this link: <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>. Select the revised publication for each year.

[3] <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2016>. Open the 'National tables 6 to 15' link, pertinent figures for England can be found in tables 'T8', 'T9', 'T10' and 'T11'. Open the 'Local authority tables 16 to 24' link and select table 'T20' for figures for each region and local authority. Previous years' data is also available in this publication. In March 2018, 16-18 headline measures will be published broken down by student characteristics.

PQ 125274, [Special Educational Needs: Teachers](#), 01 Feb 2018

Asked by: Trickett, Jon | **Party:** Labour Party

To ask the Secretary of State for Education, what estimate he has made of the number of specialist teachers for deaf children in the last period for which figures are available; and what estimate he has made of that number will be in (a) 2023 and (b) 2028.

Answering member: Nick Gibb | **Party:** Conservative Party |
Department: Department for Education

The information requested is not collected centrally.

PQ 123684, [Pre-school Education: Hearing Impairment](#), 26 Jan 2018

Asked by: Perkins, Toby | **Party:** Labour Party

To ask the Secretary of State for Education, whether local authorities can use the Special Provision Capital Fund to purchase radio aids for use by pre-school age deaf children.

Answering member: Nadhim Zahawi | **Party:** Conservative Party
Department: Department for Education

The government has committed £215 million of capital funding to help local authorities create new school places and improve existing facilities for children and young people with special educational needs and disabilities, in consultation with parents and providers. The funding is not intended for individual equipment, however this capital is not ring-fenced and local authorities can use it as they see fit to improve special provision for children and young people with education, health and care (EHC) plans.

The government has a range of funding available for local authorities to support early years providers and families of children with special educational needs and disabilities. This includes high needs funding, which can be spent on services for children under compulsory school age, regardless of whether they have an EHC plan.

PQ 121149, [Hearing Impairment: Children](#), 15 Jan 2018

Asked by: McDonagh, Siobhain | **Party:** Labour Party

To ask the Secretary of State for Education, how many and what proportion of local authorities provide radio aids hearing technology to assist deaf children in educational settings.

Answering member: Nadhim Zahawi | **Party:** Conservative Party
Department: Department for Education

We do not collect data on the provision by local authorities of radio aids to deaf children in educational settings.

Schools and local authorities are required to provide auxiliary aids as part of the reasonable adjustment duty under the Equality Act 2010. Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. All such decisions depend on the facts of each individual case. Where there is a centrally organised visual or hearing impairment service it may be reasonable for the local authority to provide more expensive aids or support through that service but not reasonable for an individual school to have to provide them.

Local authorities must have regard to the statutory responsibilities placed upon them by the Children and Families Act 2014 to determine appropriate provision for children and young people with special educational needs or a disability (SEND) in their area and to keep it under review. They are also required to consult children and young people and their families on their published Local Offer of SEND provision. This is especially important for low incidence types of SEND such as hearing impairment.

PQ 702, [Children: Mental Health](#), 27 Jun 2017

Asked by: Onwurah, Chi | **Party:** Labour Party

To ask the Secretary of State for Health, what action the Government is taking to tackle the disproportionate levels of mental health issues among deaf children.

Answering member: Jackie Doyle-Price | **Party:** Conservative Party | **Department:** Department of Health

The Children and Families Act 2014 requires local authorities and clinical commissioning groups to work together to secure education, health and social care services to meet the needs of children with special educational needs and disability, including those with hearing loss.

Over the past six years, the Department for Education has funded a partnership of charities through the National Sensory Impairment Partnership to help local authorities to compare their services, learn from the best in the country and make sure that services for deaf children and their families (as well as those with other sensory impairments) are effective and meet local needs. This has included work on how local authorities and clinical commissioning groups can jointly commission services for children and young people with sensory impairment.

PQ 62190, [Schools: Hearing Impairment](#), 02 Feb 2017

Asked by: McGinn, Conor | **Party:** Labour Party

To ask the Secretary of State for Education, how much funding her Department provided for support for deaf awareness training in schools in (a) St Helens North constituency, (b) the North West and (c) England in the last 12 months for which figures are available.

Answering member: Edward Timpson | **Party:** Conservative Party | **Department:** Department for Education

We have not provided any funding specifically for deaf awareness training. However, over the past six years, we have provided £2.25million of funding to a partnership of sensory impairment charities through the National Sensory Impairment Partnership (NatSIP), to improve outcomes for children and young people with sensory impairment. Through NatSIP, we have worked with charities such as the National Deaf Children's Society to produce resources such as the 'Supporting the achievement of deaf children' pack, a comprehensive set of guides on how teachers can support children and young people with hearing impairment. In addition, as set out in the Equality Act 2010, we expect all schools to support disabled children and young people, including by making reasonable adjustments to prevent them from suffering discrimination.

PQ 53097, [Special Educational Needs: Hearing Impairment](#), 24 Nov 2016

Asked by: Fitzpatrick, Jim | **Party:** Labour Party

To ask the Secretary of State for Education, how many children for whom hearing impairment is a primary special educational need attended a grammar school in each of the last five years.

Answering member: Nick Gibb | **Party:** Conservative Party | **Department:** Department for Education

The table below shows the number of children with hearing impairments who have attended a grammar school in each of the last five years:

Pupils with Hearing Impairment as their Primary SEN Type in Grammar Schools by Year

January 2012 - 2016

England

Year	Total Pupils	Grammar Schools	
		Total pupils with Hearing Impairment as their Primary SEN Type	
		Number	% (1)
2012	161,012	177	0.1
2013	161,482	186	0.1
2014	162,629	202	0.1
2015	164,149	297	0.2
2016	166,517	327	0.2

Source: School Census

(1) Percentages are rounded to the nearest 0.1.

PQ 49844, [Pre-school Education: Finance](#), 02 Nov 2016

Asked by: Fuller, Richard | **Party:** Conservative Party

To ask the Secretary of State for Education, pursuant to the Answers of 8 September 2016 to Questions 44446 and 44447, what steps she plans to take to ensure that specific language and communication, including sign language, guidelines are in place to ensure that deaf and hard of hearing pre-school children benefit from the financial investment and the early years workforce strategy referred to in those Answers.

Answering member: Caroline Dinenage | **Party:** Conservative Party | **Department:** Department for Education

As part of our recent consultation on early years funding, the government is proposing to introduce a new targeted Disability Access Fund, which will support early years providers to make initial reasonable adjustments and build the capacity of their settings to support disabled children. The government is also proposing that all local authorities should set up an early years SEN inclusion fund. Such a structure will help settings and local authorities to work together to identify children with SEN in the early years, and to ensure that the appropriate support is in place to best support child development. We are currently considering responses to the consultation and are planning to publish the government's response in the autumn.

The workforce strategy will set out how government will support early years staff to access training that equips them with the knowledge and skills to support the development of all children including those with special educational needs and disabilities. This will build on the work of the SEND champions programme which is funded through government and delivered by the National Day Nurseries Association. The programme identifies and trains SEND specialists to support other staff to provide appropriate learning opportunities for children with SEND.

PQ 29351, [Children: Hearing Impairment](#), 09 Mar 2016

Asked by: Fitzpatrick, Jim | **Party:** Labour Party

To ask the Secretary of State for Education, how many deaf children attended mainstream schools in England in each of the last 10 years; and how many such children were taught British Sign Language in each of those years.

Answering member: Edward Timpson | **Party:** Conservative Party | **Department:** Department for Education

The number of children with special educational needs (SEN) who have 'hearing impairment' listed as their primary need can be found in the annual statistical first release 'Special Educational Needs in England' on GOV.UK. Table 1, below, provides collated figures for the last ten years, for pupils attending state-funded primary and secondary schools. These figures include children in resourced provision or SEN units but not children in special schools. There will be children whose primary need is not 'hearing impairment' but who, nevertheless, have a hearing impairment. These children are not covered by this information.

From September 2014 the 'SEN support' category replaced the 'school action' and 'school action plus' categories. Those recorded, in 2015, as having 'SEN support' but who were formerly included in the 'school action' category will not previously have had a primary type of need recorded. This is likely to have contributed to the large increase – between 2014 and 2015 – in the numbers of children recorded as having a hearing impairment.

The Department does not collect statistics on the number of deaf children in mainstream schools who are being taught British Sign Language.

Table 1:

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
State funded primary schools	6,390	6,570	6,650	6,860	7,230	7,370	7,510	7,610	7,915	9,275
State funded seconda ry schools	5,510	5,670	5,980	6,350	6,730	7,080	7,125	7,225	7,125	8,705

Total	11,90	12,24	12,63	13,21	13,96	14,45	14,63	14,83	15,04	17,98
	0	0	0	0	0	0	5	5	0	0

The links to published data can be found here:

- 2015 <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015>
- 2014 <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2014>
- 2013 <https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2013>
- 2012 <https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2012>
- 2011 <https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2011>
- 2010 <https://www.gov.uk/government/publications/special-educational-needs-in-england-january-2010>
- 2009 <http://webarchive.nationalarchives.gov.uk/20130401151655/http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00196058/special-educational-needs>
- 2008 <http://webarchive.nationalarchives.gov.uk/20130401151655/http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00195802/pupils-with-special-educational-needs>
- 2007 <http://webarchive.nationalarchives.gov.uk/20130401151655/http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00195520/special-educational-needs-in-england-january-2007>
- 2006 <http://webarchive.nationalarchives.gov.uk/20130401151655/http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00195201/special-educational-needs-in-england-january-2006>

PQ 4268, [Special Educational Needs: Hearing Impairment](#), 02 Jul 2015

Asked by: Drummond, Mrs Flick | **Party:** Conservative Party

To ask the Secretary of State for Education, what information her Department holds on the effectiveness of Teachers of the Deaf and the quality of support they provide to deaf children and their families.

Answering member: Edward Timpson | **Party:** Conservative Party | **Department:** Department for Education

The Department for Education does not hold this information.

Ofsted, through its inspection of individual schools, considers the extent to which education provided meets the needs of disabled pupils and those with special educational needs. Inspectors will consider the quality of teaching provided to improve learning for pupils, including those with hearing impairments.

Teachers of classes of children with sensory impairments must hold a relevant mandatory post-graduate qualification, currently provided by six approved training providers.

PQ 1749, [Children: Mental Health](#), 16 Jun 2015

Asked by: Green, Kate | **Party:** Labour Party

To ask the Secretary of State for Education, what steps she is taking to promote good mental health among (a) deaf children and young people in mainstream education and (b) such children and young people in other contexts.

Answering member: Mr Sam Gyimah | **Party:** Conservative Party
Department: Department for Education

The Government is committed to improving the mental health and wellbeing of all children and young people. Mainstream and special schools have a vital role to play in helping to promote good mental health for all their pupils as well as providing early support where mental health problems have been identified.

To support them to do this, we have funded the PSHE Association to publish age-appropriate guidance to improve teaching about mental health within PSHE. This will be followed by a set of lesson plans spanning key stages 1-4 which will be available for schools to use by September 2015. More information can be found online here: https://www.pshe-association.org.uk/news_detail.aspx?ID=1435

We recognise that prevalence of mental health problems is greater among deaf children. For children, the impact of deafness on their social & psychological development as well as their communication, literacy and educational achievement can be dramatic. Good mental health is one of the four positive outcomes for all children and young people with special educational needs or disabilities (SEND) that are at the heart of the recent SEND reforms. These reforms created a holistic and responsive approach to meeting the education, health and care needs of disabled children and young people, including those with hearing impairments.

For those with more complex needs, including pupils in special schools, statements are being replaced by Education, Health and Care Plans. These are intended to cover the full range of the child or young person's needs, including consideration of their mental health and wellbeing. This is to recognise the interaction between the issues they face and the need for joined up support. Children and young people should be involved in developing their EHC plan to ensure that their ambitions and the things that are important to them are reflected. The statutory guidance is available here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Where mental health needs are identified it is important that suitable effective provision can be made. The Department of Health has begun identifying and taking forward actions on how we can provide therapeutic support to deaf people. In the

meantime, Clinical Commissioning Groups are expected to recognise the importance of commissioning mental health services that are accessible to British Sign Language users and deaf people more generally.

Debates

[Support for Deaf Children: South Gloucestershire](#)

09 May 2018 | Debates | House of Commons | Westminster Hall | 640 cc285-292WH

[Deafness and Hearing Loss](#)

30 Nov 2017 | Proceeding contributions | House of Commons | Westminster Hall | 632 cc197-242WH

[Deaf Students \(Educational Achievement\)](#)

13 Jan 2015 | Proceeding contributions | House of Commons | House of Commons chamber | 590 cc839-848

The Library also produced a corresponding debate pack on [Deafness and Hearing Loss](#) (November 2017)

4.3 Petitions

[British Sign Language: National Curriculum](#), HC deb 05 Mar 2018, volume 637 c1WH

I beg to move,

That this House has considered e-petition 200000 relating to British Sign Language being part of the national curriculum.

It is an honour to serve under your chairmanship, Mr Austin. Last September, I had the pleasure of meeting Erin, a young woman involved in the National Deaf Children's Society. Erin told me very clearly that many young people like herself who are deaf feel strongly that British Sign Language should be taught in schools, and that it should become a GCSE subject. As a result, more young people would be able to learn BSL, and it would be properly recognised as a language qualification, equal to other GCSEs. Erin's determination, and her clear explanation of why BSL should be a GCSE subject made a lasting impression on me. When today's petition, created by Wayne Barrow, who is in the Gallery, came before the Petitions Committee, I was keen to speak on it, and to introduce it on behalf of Wayne, the many other petitioners and Erin.

Other hon. Members on the Committee were very conscious that, although the petition had not reached 100,000 signatures, which is the normal threshold, the issue should be considered by the House, because it is difficult to ask for 100,000 signatures when fewer than 100,000 people speak BSL as their first language. The Committee was also very keen that the debate be signed, so that young deaf people, and the not so young, could follow the debate as it happened—a first for a live debate in this House. I hope it is the first of many, as Parliament reaches out and

becomes more inclusive. I thank our signers, the Committee and the House staff who made it possible.

What a day to be holding this debate, after the British film “The Silent Child” won the Oscar for best live-action short film last night. Furthermore, the acceptance speech by actress Rachel Shenton was signed—another achievement, and another step forward.

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