



The Education of Children and Young People with a Sensory Impairment in Scotland

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Executive summary

Background

The aims of this report were: to establish the numbers of children and young people aged 0 to 18 with a sensory impairment currently attending publicly funded mainstream schools in Scotland or one of the grant-aided schools for sensory impairment; to investigate the qualifications and age range of specialist teachers; and, to consider the level of support and CPD opportunities for non-specialist teachers and support staff. To achieve the aims publicly available data, mainly drawing on the pupil census, were used as well as data from surveys of local authorities. The two grant aided special schools for children with a sensory impairment were also invited to contribute; one responded to the survey and one did not.

It is intended to use this information to identify possible shortfalls and to provide recommendations to enhance the provision for children and young people with sensory impairment across Scotland. The recommendations were further developed during a meeting with the Heads of Sensory Services facilitated by the Scottish Sensory Centre at the end of May 2012 and are reflected in Section 6.

Key points from survey of Heads of Service with responsibility for children and young people with hearing impairment

Background

- This survey reports the feedback from 26 authorities, 3 of which offered a joint service. This represents a response rate of 81%.
- The organisation of support and the remit and responsibilities of those supporting children and young people with a hearing impairment varied across the authorities. Some were responsible for ASN support in the authority whilst others had a more limited remit for children/young people with a sensory or a hearing impairment.
- All authorities apart from 1 had information available about the provision for children with a hearing impairment and around half had a separate policy document on provision for children with a hearing impairment. Twenty-three authorities reported having information for parents, 21 for teachers and 10 for children. Twelve authorities also provided information for other organisations or professionals.

Children and young people with a hearing impairment and their educational support

- More than 80% of school age pupils with a hearing impairment were educated in mainstream schools. Eight per cent attended special schools within the LA and around 7% attended special units attached to either a primary or a secondary school. Our survey reported slightly higher numbers of pupils with a hearing impairment than were reported by the authorities in the official statistics. There was variation between the authorities in relation to the proportion of pupils who were recorded as requiring additional support; the proportion of pupils with a hearing impairment as a proportion of the total pupil population also varied between authorities.
- Around 250 preschool children were known to the local authorities as receiving additional support because of their hearing impairment. Forty-five per cent were younger than 3 and 55% were 3 to 5 years old. The publicly available data on preschool children does not provide specific information about preschool children

- with a sensory impairment.
- Just under two thirds of preschool children with a hearing impairment had a hearing impairment only, 5% had a hearing impairment and a physical impairment, 14% had a hearing impairment and a cognitive impairment and 13% had a hearing impairment and a physical and cognitive impairment. Around 5% were reported as having a dual sensory impairment.
- Most authorities offered preschool children with a hearing impairment peripatetic service home visits and peripatetic service in mainstream nurseries. Two thirds provided peripatetic service in private nurseries (65%) and about half of authorities offered preschool children peripatetic service in family centres or provision outwith the LA.
- The most commonly used support plan for children younger than 3 were Family Support Plans, followed by IEPs. For 3 to 5 year olds the most commonly used plans were IEPs. Some authorities also used Family Support Plans for this age group and a small number of children had CSPs. A large number of preschool children with a hearing impairment had no support plans.
- Thirteen authorities (including the 3 operating a joint service) had made arrangements with another authority to provide support for children and young people with a hearing impairment. These arrangements related to attending mainstream or special school in another LA. Authorities collaborated with other agencies to provide support for children and young people with a hearing impairment with the most commonly mentioned being health professionals, psychological services and social work services.

Challenges in supporting children and young people with a hearing impairment and strategies used

- Challenges in supporting children and young people with a hearing impairment included geographical distance and cost of CPD, lack of qualified staff and age profile of ToDs in some authorities, communication with schools, parents and other professionals, lack of access to expert diagnosis and the supporting children whose first language was not English.
- One strategy used to deal with geographical distance was to arrange caseloads according to location; to handle lack of trained staff, development plans were advocated as well as training mainstream staff to offer more effective support. Also mentioned were communication protocols to ensure that data could be shared with other professionals.

Information about teachers working with children and young people with a hearing impairment

The Requirements for Teachers (Scotland) Regulations 2005 (Scottish Statutory Instrument 2005/355) came into force in September 2005. The Regulations state that where an education authority employs a teacher *wholly or mainly* to teach pupils who are hearing impaired, vision impaired or both hearing and vision impaired, then that teacher must possess an appropriate qualification to teach such pupils. It was within this context that survey respondents were asked to provide details of staff working wholly or mainly with pupils with a hearing impairment. The findings show that:

- The respondents reported 131 teachers working wholly or mainly with children and young people with a hearing impairment. Sixty-nine per cent of these were above the age of 45. Seventy per cent of teachers worked as peripatetic/visiting teachers. Just under one fifth (19%) worked in special units in mainstream schools, 9% in

- special schools and 2% in mainstream schools.
- Eighty per cent of ToDs were fully qualified and 86% had a BSL qualification but generally at level 1 or 2. Twenty-four teachers were not qualified; of these, 6 had been with their employer for less than 5 years. A further 11 were currently in training and 5 were not training but had been with their employer for more than 5 years. Data were missing for 2 teachers.
- Eleven authorities (13 in total as this includes the 3 Ayrshire authorities that offer a joint service) employed an educational audiologist. Of those not employing an educational audiologist, all apart from two mentioned alternative ways of accessing an audiology service.
- Around half of authorities stated that there were no challenges in ensuring that teachers working wholly or mainly with children with HI were qualified within 5 years of taking up post. Where challenges were identified, this related to funding, cover for staff when on training and distance to courses.
- Most authorities felt that CPD for specialist teachers was adequate but for some distance and expense impacted on ability to undertake CPD.
- Respondents reported on a range of CPD for class teachers, mainly provided by specialist teachers. Specialist teachers were also the main source of information on best teaching practice and best ways of supporting children/young people with a hearing impairment in class.
- Teachers of the Deaf in all except 1 authority only supported children and young people with a visual impairment if that child also had a hearing impairment and then only alongside a VI teacher.

Key points from survey of Heads of Service with responsibility for children and young people with a visual impairment

Background

- This survey reports the responses from 27 authorities and 1 grant-aided school for pupils with a visual impairment. Four of the authorities included here offered a joint service and 2 other local authorities cooperated; one authority offered support for pupils with a visual impairment in primary schools; and the other for the same group of pupils in secondary schools. The response rate for the local authority survey was 84%. Overall, the number of pupils reported in our survey was below the official statistics for the participating authorities. The official statistics indicated differences between authorities in relation to overall population identified as requiring additional support needs as well as the proportion of pupils with a visual impairment in relation to the overall local authority school population.
- Some of the respondents were responsible solely for supporting children with a visual and/or sensory impairment other held this role within a wider remit such as the entire ASN service. The work remit of the respondents therefore varied across the local authorities but all were responsible for supporting children with a visual impairment. The headteacher of the grant-aided school completed the questionnaire.
- In 14 of the authorities, information relating to children and young people with a visual impairment was included in a general ASN policy document. Twenty authorities stated that they had specific information relating to children/young people with a visual impairment. In most cases this was aimed at parents and/or teachers. The grant-aided school did not have a policy on support for learning but it had a wide range of information relating to pupils with a visual impairment aimed at parents, local authority personnel and social care/social work staff.

Children and young people with a visual impairment and their educational support

- More than 70% of school-aged children with visual impairment were educated in mainstream primary and secondary schools; around 16% were placed in special schools and around 10% in specialist units. The grant-aided school for pupils with a visual impairment had 60 pupils who were funded by Scottish local authorities. Fifteen of these children were primary age, 30 were secondary age and 23 were over 16. Most of these children had other additional support needs in addition to their visual impairment.
- Around 295 preschool children were known to the authorities as requiring additional support because of a visual and/or additional impairment; of these 60% were in the 3 to 5 age category and the remainder below the age of 3. Thirty-nine per cent of preschool children with a visual impairment also had a physical and cognitive impairment.
- The grant-aided school provision focused on school age children as the local authority had withdrawn support for preschool provision. It offered a playgroup once a week to children with multiple impairments which included a visual impairment and this was attended by 3 children below the age of 3.
- The majority of local authorities offered preschool children with a visual impairment peripatetic service home visits and/or peripatetic service in mainstream and private nurseries. Very few local authorities offered preschool children with a visual impairment support outwith the local authority of residence.
- A total of 105 preschool children with a visual impairment were reported as having some type of support plan. A larger number of 3 to 5 year old children had plans than did those aged below 3. There was considerable variation between the local authorities in relation to the number of children reported with a visual impairment and in the extent to which these children had support plans. The publicly available data on preschool children does not provide specific information about preschool children with a sensory impairment.
- Around half of the local authorities responding to the survey had made reciprocal arrangements with other local authorities to support children and young people with a visual impairment. Collaborations with health professionals such as occupational therapists, speech and language therapists and physiotherapists were also common. The special school collaborated with local authorities and schools on an 'as needed' basis.

Challenges in supporting children and young people with a visual impairment and strategies used

- Challenges in supporting children and young people with a visual impairment included providing support across a wide geographical area, communication at all levels, lack of time for training, lack of qualified staff, management issues within the local authority and a move away from specialisation. Strategies to deal with these challenges included regular reviews of cases and prioritisation, communicating using a wide range of media, using qualified staff to support and mentor those not yet qualified and developing the skills in staff and pupils at school level to reduce the need for specialist input.
- The main challenge for the special school was getting pupils enrolled at the schools; whilst supportive of inclusion in mainstream, the school felt it could offer specialist support which is not always available in mainstream schools. The respondent was of the view that late referrals (e.g. secondary education) did not allow for the development of a solid foundation. A further concern was that some

local authorities questioned the placement of pupils aged 16 to 18 which could lead to pupils not having sufficient time to gain the qualifications required for further study or to enter gainful employment.

Information about teachers working with children and young people with a visual impairment

The Requirements for Teachers (Scotland) Regulations 2005 (Scottish Statutory Instrument 2005/355) came into force in September 2005. The Regulations state that where an education authority employs a teacher *wholly or mainly* to teach pupils who are hearing impaired, vision impaired or both hearing and vision impaired, then that teacher must possess an appropriate qualification to teach such pupils. It was within this context that survey respondents were asked to provide details of staff working wholly or mainly with pupils with a visual impairment. The findings show that:

- There were a total of 88 specialist VI teachers working in the 27 authorities. Nearly 60% of these were aged 45 and over but the age profiles of the specialist VI workforce varied across the authorities. The special school had 40 teachers and 55% of these were aged above 45.
- Fifty-three teachers (60%) had at least a VI postgraduate qualification and the same number had Braille level 2; five had Braille level 1. Thirty-five teachers were not yet qualified and 12 of these teachers were currently in training. Eighteen of those with no qualification had worked in their local authority for less than 5 years and 3 had more than 5 years of service but no qualification. In the special school, 22 teachers were fully qualified and 7 were undertaking training. Nine of the unqualified teachers had been working at the school for less than 5 years and 5 had been there for more than 5 years.
- The main challenges identified in relation to ensuring that specialist VI teachers were fully qualified were funding, lack of time, commitment by staff, staff cover and distance from the provision.
- Most of the teachers were in a peripatetic/visiting teacher role, just under one third were based in a special unit attached to a mainstream school and a small number were in mainstream or special schools. In 3 authorities, teachers operated across several of these locations with no 'main' location.
- Fifteen of the 27 authorities stated that they employed a person to provide Habilitation and Independence training; a further 8 said that they had access to such training, albeit of varying quality, through other departments or by buying it in; four did not have access to such training. The grant-aided school employed 1 full-time Habilitation specialist and a Habilitation Assistant working towards the full qualification as well as 1 member of staff training to become a Habilitation Assistant.
- All respondents emphasised the importance of a well qualified workforce and several stressed the need and value of the postgraduate qualification as these courses develop a wider understanding of visual impairment than a competence based qualification can do.

CPD opportunities for specialist VI teachers and non-specialists supporting children and young people with a visual impairment

- The most commonly used provider of CPD for specialist VI teachers was the Scottish Sensory Centre followed by local authority provided courses. Other providers included organisations such as RNIB, Sense Scotland, CALL Scotland, professional bodies such as SAVIE and local networks of special interest groups

e.g. in relation to technology or maths and science. This was the case for local authority staff as well as special school staff.

- All apart from 1 authority mentioned a range of CPD opportunities for classroom teachers and school support staff with very similar opportunities for preschool staff. A considerable amount of this training was delivered by the local authority's specialist VI teachers.
- According to the respondents, specialist VI teachers within 16 authorities also supported children/young people with a hearing and/or dual sensory impairment but these teachers liaised closely with specialist HI teachers and support was tailored to individual need. One local authority had a member of staff with a dual sensory qualification. The special school also supported a small number of pupils with a dual sensory impairment but none with profound hearing loss.

Key points from the analysis of official statistics

Additional support needs and educational plans

- There has been an increase in pupils recorded as having additional support needs (ASN) since 2004 whilst the overall total school population has decreased. The increase in the ASN population is largely due to changes in recording of ASN rather than any major changes in prevalence.
- In 2006, more categories were added to the reasons for additional support. From 2006 onwards, reasons for additional support included, for example, children looked after by the local authority, children with interrupted learning, children with English as an additional language and more able children. The expanded categorisation system meant that more children with additional support needs appeared in the statistics. In addition, pupils multiple support needs were recorded in all categories where they require support.
- In the 2010 and 2011 pupil census, information on additional support needs was gathered in a different way. For the first time, information on reasons for support and nature of support was collected separately for each type of additional support need (Co-ordinated Support Plan, Individualised Educational Programme, disability, other). The 'other' category includes Child Plans, short term or temporary support and support that is not covered in the CSP or IEP. Pupils may have more than 1 type of plan (e.g. a CSP and Child Plan). For the purposes of the pupil census, a child with any combination of support needs is categorised as having additional support needs.

Pupils with a sensory impairment

- There has been an increase in the number of pupils with a visual or a hearing impairment but a slight decrease in the number with dual sensory impairment.
- There are currently more boys with either a hearing or a visual impairment than there are girls but marginally more girls with a dual sensory impairment than boys
- Prior to the changes in the system of recording additional support needs, there were more pupils recorded as having a hearing impairment than a visual impairment
- Pupils with a visual impairment are more likely to have further additional support needs than are pupils with a hearing impairment. This is likely to be one of the reasons for the considerable increase in pupils with a visual impairment
- The majority of pupils with a sensory impairment are being educated in mainstream schools but there is a greater proportion of pupils with a visual impairment in special schools than pupils with a hearing impairment.

Socioeconomic status and ethnicity

- There is an association between social deprivation (as measured by SIMD 2009) and hearing impairment but less so for visual impairment. This contrasts with other categories of ASN, such as being identified as looked after, having a learning disability or social, emotional and behaviour difficulties, where the association between social deprivation and having this particular type of ASN is much stronger. There are limited statistics relating to ethnicity and sensory impairment. The small number of pupils of ethnic minority groups with a sensory impairment makes comparison with a larger population problematic.

Achievement of pupils with a sensory impairment compared to those with no ASN and all ASN

- Unsurprisingly pupils with no ASN achieve better national qualifications than those with ASN. Pupils with a visual impairment are significantly more likely than those with a hearing impairment and some other categories of ASN to achieve no or low qualifications; however, around the same (low) proportion of pupils with a hearing or a visual impairment achieve Highers and Advanced Highers.

Introduction

Education is a fundamental right for all children and young people. The Scottish Government also recognises that some of these children and young people, including those with a sensory impairment, may require additional support in order that they achieve to the best of their ability. This is enshrined in legislation, which includes duties on local authorities to provide, within reason, the support required. There is further legislation relating specifically to children and young people with a sensory impairment as teachers who work with this group of pupils require a specialist teaching qualification in addition to their general teaching qualification. In addition to legislation relating to additional support needs, there has been an increasing emphasis on children with additional support needs being educated in mainstream classrooms. This stems from the publication of the Warnock Report (1978) which stressed the principle of common provision:

Moreover, we have made very clear our determined opposition to the notion of treating handicapped and non-handicapped children as forming two distinctive groups, for whom separate educational provision has to be made. It follows that we wholeheartedly support the principle of the development of common provision for all children. (Warnock Report, 1978, p. 100)

There has been considerable debate both in terms of whether this works for all children and also what this means for staff supporting children and young people with additional support needs in the classroom as well as local authorities who have to manage the service. There is currently an independent review, led by Peter Doran, of learning provision for children and young people with complex additional support needs. It has been commissioned by the Scottish Government and is due to deliver its findings in late spring 2012. It will make recommendations based on its considerations of how well the assessment, support, funding and decision making processes that already exist locally and nationally are working.

This report aims to examine how local authorities manage the support for children and young people with a sensory impairment and will also consider the professional requirements of those who support them in schools. The research was conducted by the Scottish Sensory Centre in conjunction with the Centre for Research on Education Inclusion and Diversity at University of Edinburgh. It consists of two parts: two surveys of local authorities and of one grant-aided school; and, an analysis of Scottish Government statistics on children and young people with a sensory impairment set into the context of those with additional support needs. The surveys explored how national policy and guidance on the education of children with visual and hearing impairments is understood and implemented at local level. This included gathering data on the qualifications of teachers specialising in supporting children with a sensory impairment and gathering data on school age pupils and preschool children with a sensory impairment.

The report is organised into the following main sections:

- Section 1: Background and context
- Section 2: Methods
- Section 3: Findings from the survey of Heads of Service for children and young people with a hearing impairment
- Section 4: Findings from the survey of Heads of Service of children and young people with a visual impairment (incorporating data from the grant-aided school for children with a visual impairment)

Section 5: Analysis of Scottish Government statistics on children and young people with a sensory impairment

Section 6: Key themes, recommendations and suggestions for future research

Appendix: Questionnaires for Heads of Service of children with a hearing/visual impairment and questionnaires for Headteachers of grant-aided schools for children with a hearing/visual impairment

References

Glossary

Section 1: Background and context

The legislative context

The Education (Additional Support for Learning) (Scotland) Act 2004 (the ASL Act) came into force in 2005. This Act replaced the concept of special educational needs with the new concept of additional support needs (ASN). Duties were placed on local authorities to identify children's additional support needs and provide appropriate support, as well as monitoring the effectiveness of the additional provision. Children with significant and complex needs requiring significant support from agencies outwith education were entitled to a Co-ordinated Support Plan. The Act set out rights for parents who, amongst other things, were empowered to request particular types of assessment. The Act also established independent mediation services, a new dispute resolution service (adjudication) and the Additional Support Needs Tribunals for Scotland.

The Education (Additional Support for Learning) (Scotland) Act 2009 amended the 2004 Act. This legislation placed a duty on local authorities to assess disabled children aged 0 to 3 and provide them with additional support, if required, in agreement with their parents. Local authorities were also required to publish and make available information for parents and carers about additional support needs in their area and the rights of parents and carers. Finally, the legislation made provision for parents/carers of children with additional support needs to make placing requests to any local authority run school or independent special school in Scotland including schools outwith the local authority of residence.

In addition to the education legislation, the rights of disabled children and young people are underpinned by the Equality Act 2010, which replaced earlier disability discrimination legislation. Since 2001, it has been unlawful to discriminate against disabled children and young people in the provision of educational services. Discrimination is defined in the following ways: (i) the provision of less favourable treatment to a disabled child compared with a non-disabled child for a reason relating to their disability, or (ii) failure to make reasonable adjustments. Finally, the public sector equality duty requires responsible bodies for education to monitor services provided to disabled children and young people and to demonstrate that action is being taken to make progress towards equality for all groups.

The wider policy context

Provision for children with visual and hearing impairments is also underpinned by wider policy developments. All children in Scotland are entitled to access the national curriculum, *Curriculum for Excellence*, which covers everything which happens in schools including the educational and social experiences on offer. Schools in Scotland are intended to help children become successful learners, confident individuals, effective contributors and responsible citizens. Children are entitled to personal support, which will enable them to benefit from available learning opportunities.

Curriculum for Excellence is supported by the *Getting it Right for Every Child* (GIRFEC) programme, which aims to improve the learning outcomes of all children, including children and young people with disabilities and learning difficulties. Three levels of assessment and planning are identified within GIRFEC. Level 1 involves identifying needs, which can be met from within school resources, possibly backed up by an Individualised Educational Programme or other type of plan such as an Additional Support Plan. Level 2 assessment involves identifying needs which cannot be met from within school resources alone, but also require education resources which are located outwith the school (e.g. support from a

peripatetic service for children with visual or hearing impairment). An Individualised Educational Programme (IEP) is required for children receiving Level 2 support. Level 3 assessment involves identifying needs, which require support from agencies outwith education, such as social services and health. A Co-ordinated Support Plan may be required at this stage. Further details are provided in the Scottish Government's *Code of Practice: Supporting Children's Learning* <http://www.scotland.gov.uk/Publications/2011/04/04090720/0>. Whilst CSPs and IEPs have been the main educational plans for children with additional support needs, GIRFEC also introduced Child or Young Person Plans. These plans focus on all aspects of the child's development, including health and well-being (see <http://www.scotland.gov.uk/Resource/Doc/163531/0044420.pdf>). A Family Support Plan is sometimes used by early years local authority teams to identify priorities for preschool children with additional support needs (Scottish Sensory Centre, 2011). Since 2010 children and young people with Child Plans and other types of plans have been included in the official statistics; prior to that date only those with CSPs and IEPs were included.

As noted earlier, Peter Doran is conducting a review of services for children with complex additional support needs. This includes the two grant-aided schools, designated for children with sensory impairments and the Scottish Sensory Centre

Mainstream or special school provision

As mentioned above, the Warnock report led to an emphasis on children and young people being educated in mainstream schools wherever possible rather than being placed in special schools. The Education (Standards in Scotland's Schools etc) Act 2000 includes the rights for pupils to be educated alongside their peers in their local community unless this is detrimental to the child's education (Doran Review, Interim Report, 2011). This area is contentious area with proponents for mainstream placements arguing that children are best educated in their community alongside their peers with those against contending that, for some children, the specialist provision that can be offered in special schools offers (at least some) children a better education. In Scotland, as in the UK, the proportion of children in special school is low. It has remained at 1% for the past decade. This contrasts with countries such as the Netherlands where around 5% of children attend special schools. Most of the children in special schools are supported by the local authority of their domicile which may mean that for local authorities there are resource implications. The recent legislation which provide parents with the rights to make placing requests present local authorities with challenges as they have to manage budgets and ensure equity and fairness for all the children and young people in their area. It is clear that this is an issue for some children and young people with a sensory impairment, for example, profoundly deaf children whose first language is BSL, being part of the Deaf community can be of vital importance. Mainstream provision may not allow the additional support needs of children and young people who have a visual impairment as well as other complex needs, to be met or to allow them to develop and flourish to the best of their ability.

Children and young people with a sensory impairment

Visual impairment

The term visual impairment refers to a wide range of different eye conditions including those, which cause a loss in visual acuity or clarity of vision and those that cause a loss in the field of vision or area that we can see. It does not include children whose visual difficulties can be corrected by wearing glasses or contact lenses. Pupils with the same eye condition may require different degrees and types of support depending upon: (i) the

age at which they developed sight loss; (ii) if they have had access to early intervention allowing them to develop strategies to overcome any barriers; and, (iii) whether they have any additional impairment. The children described above refer to children and young people whose visual difficulties are ocular and relate to the structure of the eye. However, many children present with cortical or cerebral visual impairment (CVI). Visual problems for this group of pupils are related to the visual pathways and processing of information. According to Roman-Lantzy (2007) the primary contributing factor to the incidence of CVI in developed countries is the survival of very low weight babies born prematurely. Medical success has resulted in growing numbers of neurologically affected infants and children. Other research has estimated that around one third of pupils with a visual impairment also have an additional impairment (Keil, 2003). According to report from Visual Impairment Scotland Research, 57.1% of children with a visual impairment also had additional impairments (<http://www.ssc.education.ed.ac.uk/viscot/visrep03.html>).

Hearing impairment

Children with a hearing impairment can have a range of hearing loss from mild (difficulty hearing conversation in noisy environments) to profound (unable to hear a range of sounds, usually reliant on lipreading or sign language). In this report we have referred to hearing impairment as this is the term used by the Government in the Pupil Census. However, people will often use the term 'deaf' regardless of the severity of their hearing loss. Some children are born with hearing impairments sometimes due to prenatal or hereditary conditions, other children become deaf during childhood, for example, as a result of illnesses such as meningitis.

Early diagnosis as a result of Universal Neonatal Hearing Screening has led to widespread early intervention and increased uptake of cochlear implants. This has had a huge impact on the lives of many hearing impaired children. The Scottish Standards for Deaf Children (0 - 3) (SSC, 2011) emphasise the importance of a real choice for the families of deaf children, and the right of the deaf child to establish a fluent language by the age of five. At present many families choose early implantation and many have had great success with developing speaking and listening skills. Local authorities vary in how far they are able to provide a BSL or SSE environment for deaf babies and toddlers. The outcomes for deaf children choosing different options still vary a great deal, and the organisational choices made by local authorities have an impact on deaf children's future achievement. Few fluent BSL users work in the education and preschool system, thus restricting in practice the possibilities for some deaf children of developing a fluent language by the time when they start school.

Deafblind

Deafblind children have a combination of visual and hearing impairments. These impairments can be of any type or degree. Most children who are deafblind have some useful vision and/or hearing. There are many different causes of deafblindness. Some conditions are progressive such as Usher's Syndrome, some conditions such as CHARGE commonly causes hearing and sight loss as well as other disabilities. Children who are deafblind use a variety of the strategies available to deaf or visually impaired children including sign language (tactile or visual), braille, mobility and habilitation skills.

Training of specialist teachers of children and young people with a visual or hearing impairment

The Requirements for Teachers (Scotland) Regulations 2005 (Scottish Statutory Instrument 2005/355) came into force in September 2005. These Regulations set out the requirements to be met by education authorities in employing teachers in the course of

discharging their duty under section 1 of the Education (Scotland) Act 1980, as amended, and section 2(1) of the Standards in Scotland's Schools etc. Act 2000. The Regulations state that where an education authority employs a teacher *wholly or mainly* to teach pupils who are hearing impaired, vision impaired or both hearing and vision impaired, then that teacher must possess an appropriate qualification to teach such pupils. The guidance in relation to this document does not define what this appropriate qualification should be but acknowledges that there is a range of pathways, for example, through completion of a postgraduate diploma, accredited prior learning and/or local authority-based competence training, or indeed other forms of training (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>).

In Scotland, Teachers of the Visually Impaired and Teachers of the Deaf have traditionally completed a postgraduate diploma at a higher education institute. However, the recent guidelines have advised that a more flexible approach to qualification is required, and competence-based routes to a postgraduate qualification are now available. It is expected that all teachers working with pupils who have a sensory impairment within Scotland will be appropriately qualified within 5 years of taking up post.

Summary

Legislation is in place to ensure the support for children with additional support and, in addition, there are specific requirements relating to specialist teacher training for those working specifically with children and young people with a sensory impairment. The new curriculum aims to improve the learning outcomes of all children, including children and young people with disabilities and learning difficulties. GIRFEC, the strategic framework makes provision for assessment at different levels to ensure that children are well supported.

The assumption that most children are best provided for in their community and in mainstream classrooms has underpinned provision in recent years. This can be challenging for mainstream class teachers, support staff as well as for local authorities who have to manage support and budgets. It is possibly particularly challenging at a time when ring-fenced budgets are no longer available and the economic climate is difficult for all.

Section 2: Methods

Introduction

In this section, we provide a brief overview of the methods employed in the research and the strengths and weaknesses of our approach.

Statistical analysis

The statistical analysis consists of secondary analysis of official statistics gathered by the Scottish Government. The supplementary tables published by the government in conjunction with the *Pupils in Scotland* annual report, available online, were the main source of data. In addition, government data on preschool education, SQA attainment and school leaver qualifications were consulted. We also investigated the use of relevant National Health statistics. However, not all health boards were able to supply these data which were therefore not included in the analysis.

Surveys

Two questionnaires were developed for administration to local authority staff, one for Heads of Service for pupils with a visual impairment and one for Heads of Service for pupils with a hearing impairment. We also wished to obtain the views of the head teachers of two grant aided schools, 1 for pupils with visual impairment and 1 for pupils with hearing impairment. The questionnaires were developed in consultation with the Advisory Committee and piloted on a small number of Heads of Service (see appendix 1). The purpose of the questionnaires was to ascertain the number of school age pupils and preschool children with visual and/or hearing impairment in each local authority, the qualifications of teachers working wholly or mainly with children with visual and hearing impairments, and the organisation of services. Considerable effort went into determining which individual(s) had responsibility for the support of children and young people with a sensory impairment in each local authority. The person identified was sent a hard copy of the questionnaire through the post as well as e-mailed with an electronic version. In some cases it was the same person who filled in both local authority questionnaires. A date was set for the return of the questionnaire and those who had not returned the questionnaire by that date were contacted again by email and by phone. The questionnaires returned related to city authorities, large rural authorities and smaller rural and island authorities. Data were gathered during the period November 2011 to January 2012. One local authority responded stating that they did not intend to fill in the questionnaire due to time constraints and other commitments.

A total of 24 questionnaires were returned relating to children and young people with a hearing impairment. One questionnaire covered 3 authorities because of shared HI services across these authorities. This means that we have data for 26 local authorities, which represents a response rate of 81%.

Twenty-four questionnaires were returned relating to children and young people with a visual impairment. Since 1 of the questionnaires covered 4 authorities with shared VI services, we have data for 27 authorities, representing a response rate of 84%.

The questionnaire for the grant-aided school supporting children with a visual impairment was returned in time for inclusion in the report. However, the questionnaire for the grant-aided school supporting children with a hearing impairment was not returned.

Section 3: Survey of Heads of Service with responsibility for children and young people with a hearing impairment

Introduction

This section reports the results of the survey of Heads of Service sent to all 32 Scottish local authorities responsible for the support of children and young people with a hearing impairment. The survey was conducted to gain information about numbers of children and young people with a hearing impairment as well as on teachers who support these children. The main focus was on preschool children with a hearing impairment as there is little publicly available data on this group of children and on Teachers of the Deaf.

This section is structured as follows:

- Background information
- Educational support for children and young people with a hearing impairment
- Teachers working wholly or mainly with pupils with a hearing impairment
- Conclusion

Background Information

Roles and responsibilities of the respondents

Twelve of the respondents were in some kind of teaching role (Principal teacher ASN, Area teacher, or Teacher of the Deaf). Ten respondents were Heads of Service with some having a remit for sensory services only whilst others had wider duties in relation to ASN. One of these coordinated services for hearing impaired children and young people across 3 authorities. One respondent was an Education Officer and 1 was Quality Improvement Officer for the local authority. It is possible that the role of the respondent may have impacted on the access to data on all children within the authority and that this has had an effect on the numbers reported.

The responses showed that support for children and young people with a hearing impairment was organised differently across the authorities. While 1 local authority had divided responsibility for support into 7 clusters within the authority, 1 respondent was coordinating the joint support for 3 authorities. A number of respondents were based in special schools for pupils with a hearing impairment and provided peripatetic support to other children and young people in the local authority based in mainstream education, nursery or in their homes.

All respondents were responsible for children with a hearing impairment aged 0 to 18. Two local authorities specifically stated that they also were responsible for the transitional and school leaving stages. Many respondents were responsible for a team of specialised staff including those working with children and young people with visual impairment to offer support with communication difficulties, support for families, school and communities. Eight of these respondents stated that they had additional responsibilities that included children with visual impairment and communication difficulties.

Policy documents

The respondents were asked if they had a separate policy document or specific provision/guidance within a general ASN policy document on provision for children with a

hearing impairment. Twelve of the respondents reported that they had such a policy. However, all apart from one respondent stated that they had information available on the provision for children with a hearing impairment. This information was mainly aimed at parents and teachers. It was available to parents in 23 authorities and to teachers in 21 authorities. Twelve of the authorities provided information for other service users such as preschool providers, voluntary organisations, health professionals and educational psychologists. Ten authorities also provided information for children. One local authority reported that they were about to launch an online information document which was to be accessible to all. Another authority was currently reviewing their information in order to provide accessible information for children, parents and teachers.

Educational support for children and young people with hearing impairment

School-aged children and young people with a hearing impairment

Local authorities were asked how many school-aged children and young people were receiving support as a result of a hearing impairment in their authority as well the location of these pupils. Table 3.1 shows the total number of pupils with a hearing impairment by their location. More than 80% of the pupils with a hearing impairment were educated in mainstream schools. Around half of the children attended mainstream primary school and around one third attended mainstream secondary. Eight per cent attended special schools within the local authority of residence. A very small number of pupils attended specialist units within a mainstream school with 3% attending specialist units within a primary school and 4% attending specialist units within a secondary school. One local authority reported that they had 30 'checklist' children who were visited once per term. These children are likely to have been educated in mainstream schools but sector was not indicated and they are therefore shown as a separate entry.

The respondents stated that only 10 pupils were educated in a grant-aided school, 16 in a special school outwith the authority and 4 in independent special schools. Two pupils were noted as being in 'other' educational provision; one was in a specialist unit within a mainstream secondary; one in resource base. It was suggested by the Advisory Committee that these data are not necessarily reliable as the respondents of this survey may not be fully aware of the number of children educated outwith the local authority. The figures in the shaded area of table 3.1 should therefore be treated with caution.

The official statistics from the pupil census show that the combined number of children and young people with a hearing impairment in the authorities that did not respond was 510 in 2011. Adding this number to our data gives a total figure of 2106 children and young people with a hearing impairment in Scotland. This is higher than the 2011 official statistics of 1935, but the difference is not great. It also has to be noted that these data were collected at different time points and that the data relating to some pupils, especially those educated outwith the authority were not necessarily accurate (Advisory Committee comment). The official statistics for those educated in special schools showed 159 for the participating authorities compared to 128 (144 if special schools outwith authority are included) reported in our survey; however, it is not clear whether the official statistics referred only to pupils at special schools within the authority.

Table 3.1: Total number of children and young people with a hearing impairment and their location

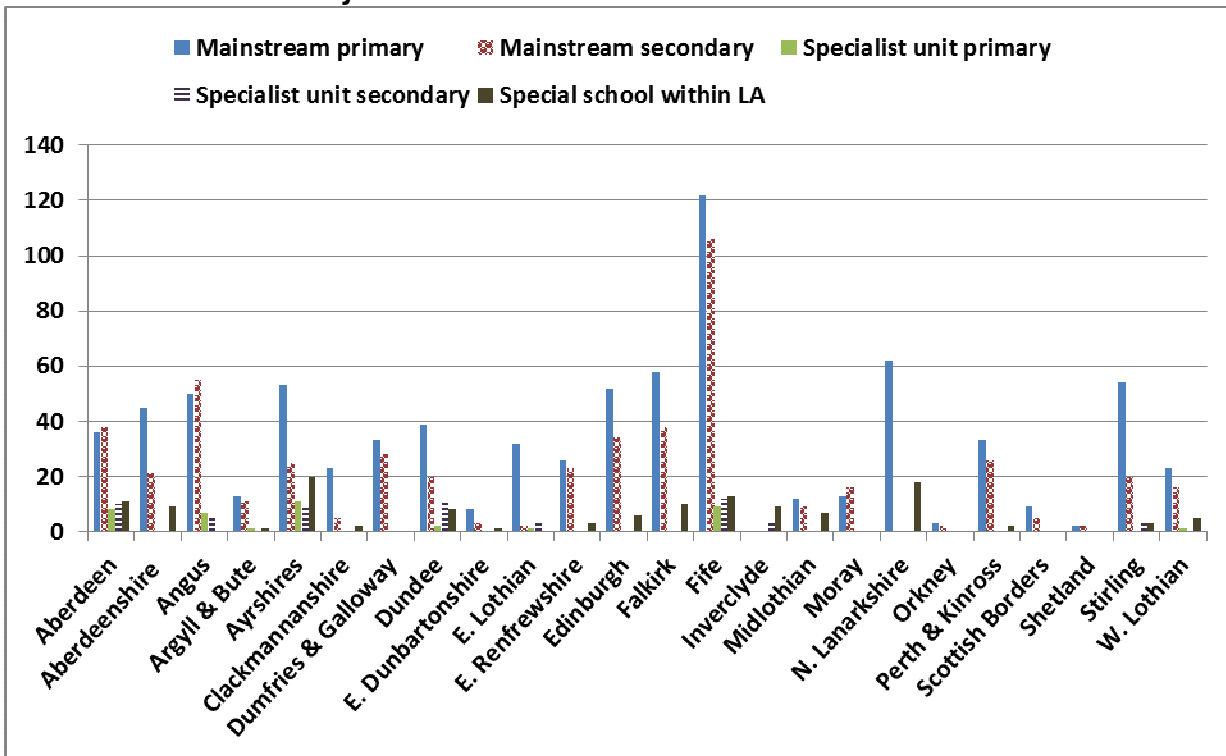
Location	Number of pupils	%
Mainstream primary school	801	51
Mainstream secondary school	505	32
Specialist unit within a primary school	40	3
Specialist unit within a secondary school	60	4
Special school within your local authority	128	8
Other within local authority	30 ¹	2
Total local within local authority provision	1564	100
Local authority special school outwith your authority	16	
Grant aided special school	10	
Independent special school	4	
Other provision	2	
Total	1596	

1. This includes what one respondent referred to as '30 checklist children' visited once per term.

Figure 3.1 provides number of school-aged children and young people with a hearing impairment known to each local authority and their location. It is difficult to interpret the numbers because of the variation in the total pupil population within each authority. Figure 3.2 therefore sets these figures into context within the total mainstream pupil population within each authority by sector. Only mainstream primary and secondary schools are included here as numbers of pupils in special schools vary considerably by authority and are small, as are the numbers for pupils in special units. Figure 3.2 shows that Stirling had the highest proportion of primary pupils with a hearing impairment followed by Clackmannanshire and Angus. Angus had the highest proportion in secondary schools; Falkirk and Fife also had relatively high proportions of pupils with a hearing impairment in both sectors. East Dunbartonshire, Scottish Borders and Shetland had among the lowest proportions in both sectors. North Lanarkshire reported no pupils in secondary schools and it is not clear if this is because they have an arrangement with South Lanarkshire to support this group of pupils. These figures demonstrate considerable variation across the authorities.

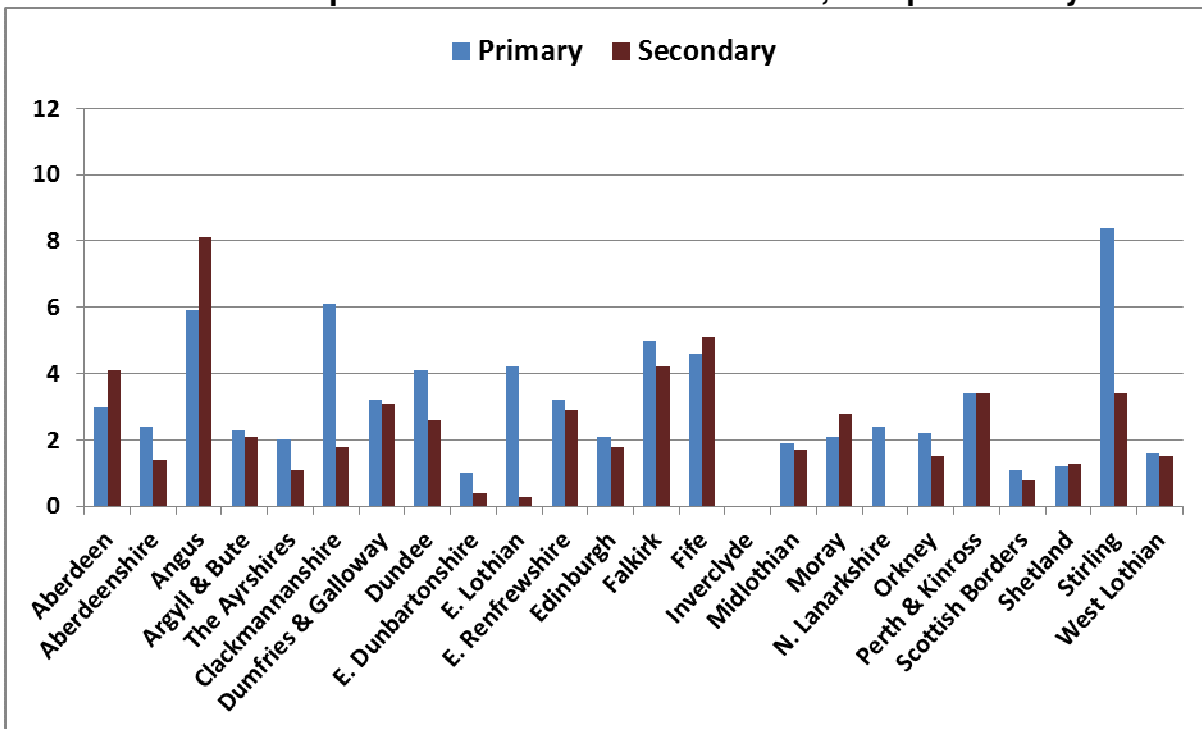
Ten local authorities stated that they had pupils with a hearing impairment attending special schools outwith the authority, an independent special school or a grant-aided school. However, as mentioned above these figures are not necessarily accurate.

Figure 3.1: Number of pupils with a hearing impairment known to each local authority and their location



Note: Number for 'Ayrshires' include North, South and East Ayrshire

Figure 3.2: Proportion of pupils known to each local authority with a hearing impairment in mainstream schools, rate per 1000 by sector¹



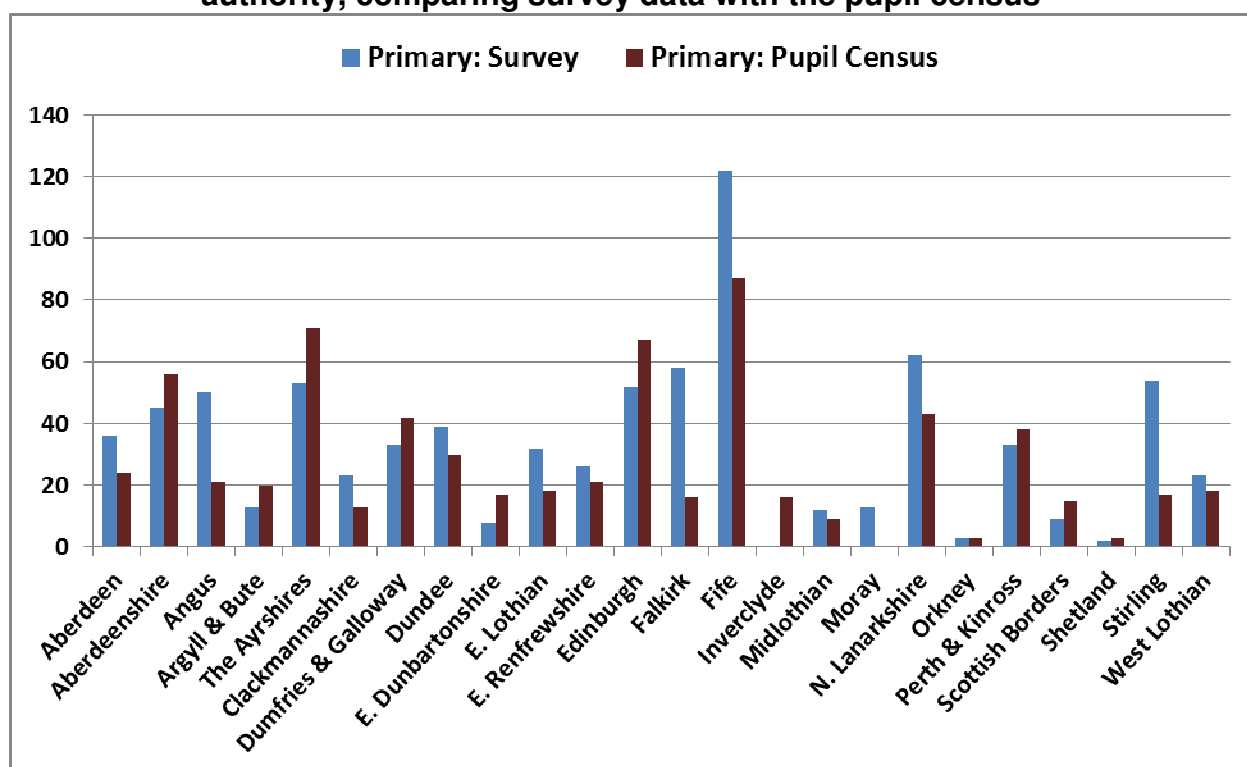
1. <http://www.scotland.gov.uk/Resource/0038/00387066.xls>
(supplementary data 2011)

Note: Number for 'Ayrshires' include North, South and East Ayrshire.

To set our survey data into the wider context of data gathered on pupils in Scottish schools, data on pupils with a hearing impairment by local authority from the official statistics are also presented here. We use only data from mainstream schools as the data relating to special schools are more difficult to use in a comparison of this nature. Some local authorities do not have special schools; however, they may have special units which perform a similar role to special schools. These are not shown separately in the official statistics.

Figure 3.3 show the number of pupils with a hearing impairment in primary schools comparing the data from our survey with the official statistics for the local authorities that returned the survey. Thirteen of the authorities reported a higher number in our survey and the remaining authorities reported fewer in our survey than shown in the pupil census. The two sets of data were gathered at different time points and some discrepancies would therefore be expected; however, in some authorities the discrepancies seemed to be particularly great. Angus, Falkirk and Stirling reported more than double the number of pupils with a hearing impairment in our survey compared to the pupil census. East Lothian, Fife and North Lanarkshire also showed relatively large discrepancies. In contrast, Inverclyde reported no primary pupils in our survey and the numbers across the 3 Ayrshires, Aberdeenshire, Dumfries and Galloway, Edinburgh, Perth and Kinross and Scottish Borders were lower in our survey.

Figure 3.3: Number of primary school pupils with a hearing impairment by local authority, comparing survey data with the pupil census^{1,2}

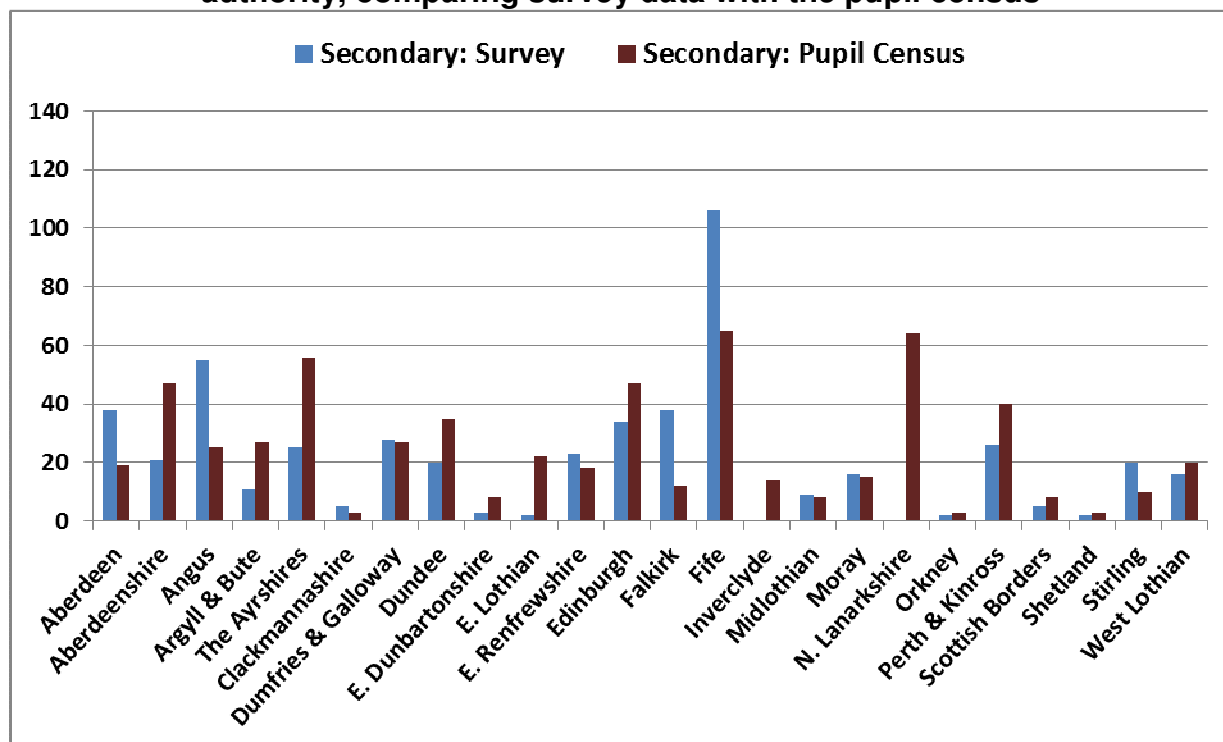


1. Scottish Government, 2011e
2. Please note that where numbers are less than five in the pupil census they are not disclosed. In order to indicate that there are some pupils in the authority we have estimated that there are 3. This is the case for Moray, Orkney and Shetland in this graph.

Figure 3.4, relating to secondary schools, also show some discrepancies. Angus, Falkirk and Stirling reported higher numbers in our survey as did Aberdeen. The numbers for the 3 Ayrshires, Aberdeenshire, East Lothian, Dundee and Perth and Kinross were

considerably larger in the pupil census than in our survey and North Lanarkshire reported no secondary pupils in our survey. As mentioned above, some discrepancies are to be expected; however, the larger discrepancies raise issues in relation to gathering data of this nature. It is likely that there are differences, at least in some authorities, relate to the person completing the survey and the person compiling the census returns. It would seem that the most effective way of gathering data of this nature is through a process such as the pupil census. It would be helpful to know what guidelines are given to local authority staff when completing the pupil census in relation to which pupils to include in ASN population.

Figure 3.4: Number of secondary school pupils with a hearing impairment by local authority, comparing survey data with the pupil census^{1,2}

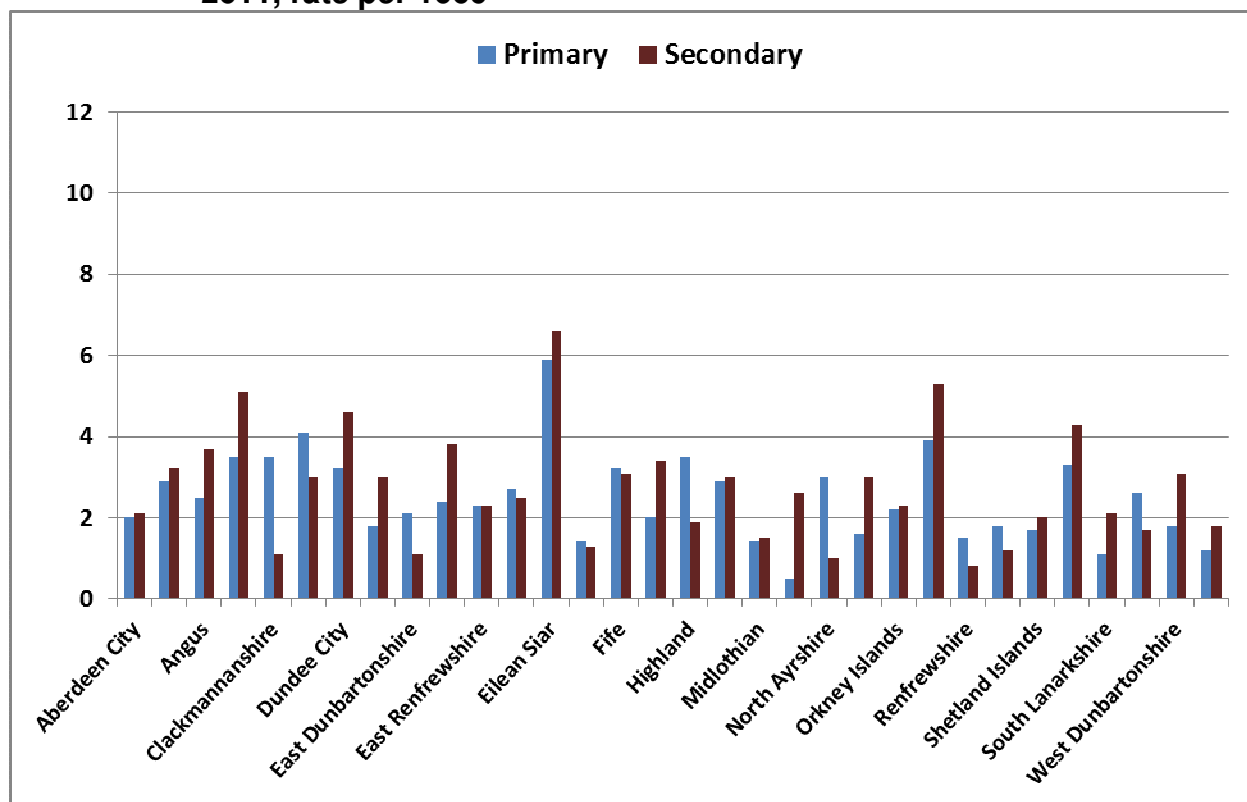


1. Scottish Government, 2011e
2. Please note that where numbers are less than five in the pupil census they are not disclosed. In order to indicate that there are some pupils in the authority we have estimated that there are 3. This is the case for Orkney and Shetland in this graph.

The last three graphs relating to pupils of school age draw on the pupil census data. Figure 3.5 shows the proportion of hearing impaired pupils as a rate per 1000 of the total pupil population in the local authority by sector. The overall proportion of primary pupils with a hearing impairment in Scotland is 2.4 per 1000; the equivalent rate for secondary pupils is 2.7. It is evident from the data that the proportion of children with a hearing impairment varies across the local authorities. Eilean Siar, Dumfries and Galloway and Perth and Kinross have rates well above the national average for primary pupils; Moray, South Lanarkshire, West Lothian and Falkirk are below the national average for this group of pupils. Eilean Siar also has the highest rate for secondary pupils as do Argyll and Bute, Dundee, Perth and Kinross and South Ayrshire. It is clear that in the smaller authorities a small change in number of pupils will affect the rate; however, it does not necessarily account for all the variation. If hearing impairment is normally distributed throughout the population then it would be reasonable to expect less variation between authorities. Some

of the variation is therefore likely to be due to different mechanisms for identifying pupils with a hearing impairment and what counts as a hearing impairment.

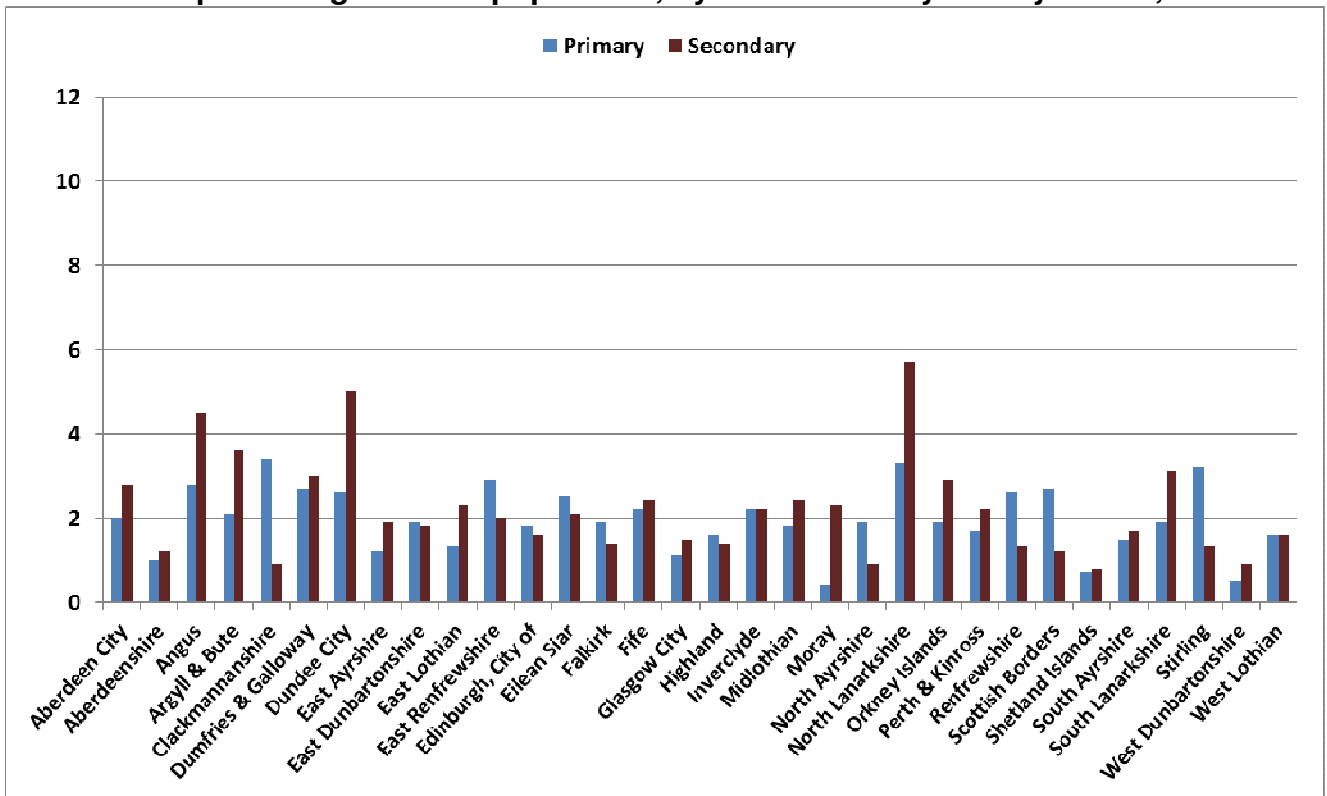
Figure 3.5: Proportion of mainstream school pupils with hearing impairment as a rate of the total pupil population in the local authority and by sector, 2011, rate per 1000



Source: Scottish Government, 2011e

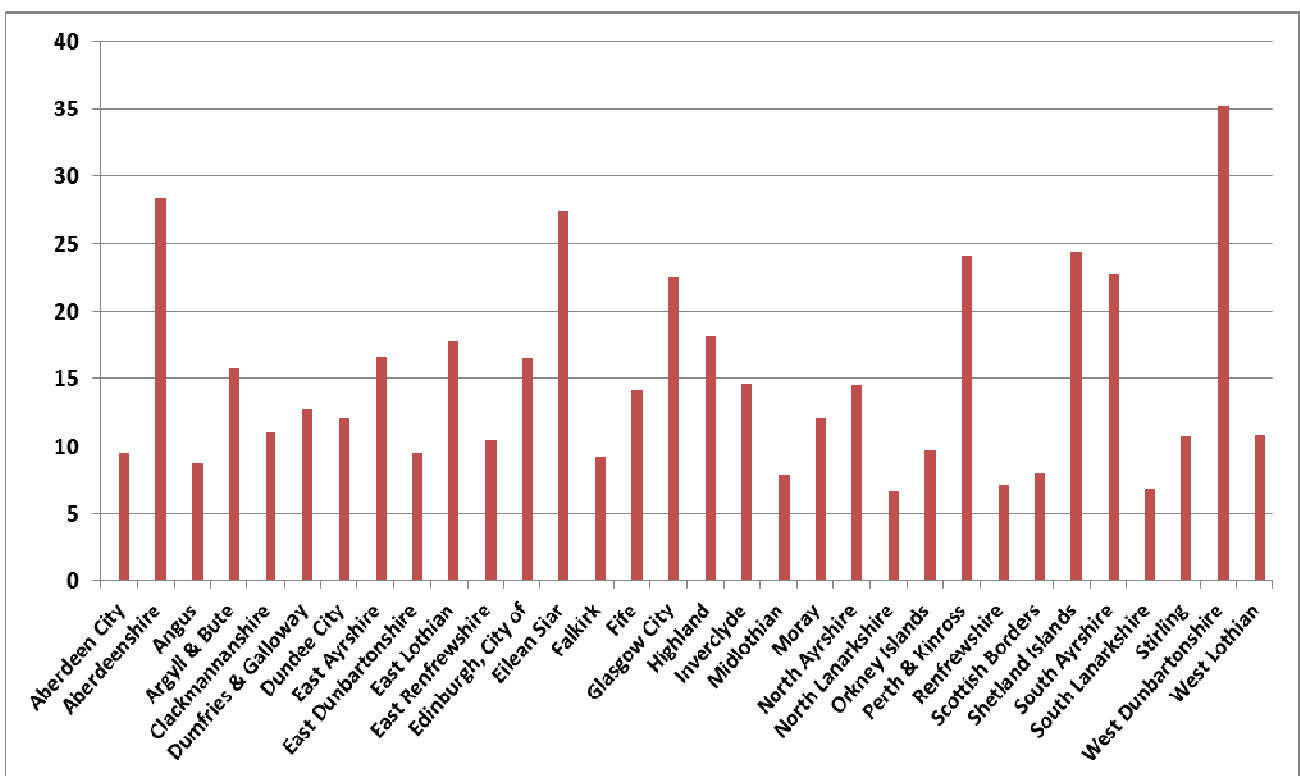
The proportion of pupils with a hearing impairment as a percentage of the total ASN population is currently 2% (see figure 5.4 below). The percentage for primary pupils is 1.7% and for secondary 2%. Figure 3.6 shows that in Stirling, North Lanarkshire and Clackmannanshire pupils with a hearing impairment form over 3% of the total ASN population. In contrast, in West Dunbartonshire, Shetland and Moray they form less than 1% of the ASN population. It is clear that these figures are affected by the overall composition of the ASN population but the evidence also points to some differences between local authorities in terms of identification and recording of pupils with different types of additional support needs. The final graph, figure 3.7 also indicates variation in practice across local authorities in relation to ASN. West Dunbartonshire has a very high proportion of pupils recorded as having additional support needs; more than a quarter of these pupils have social, emotional and behaviour difficulties. In contrast, North and South Lanarkshire have the lowest percentage of pupils with additional support need and pupils with a hearing impairment form a larger percentage of the ASN population.

Figure 3.6: Percentage of mainstream school pupils with a hearing impairment as a percentage of ASN population, by local authority and by sector, 2011



Source: Scottish Government, 2011e

Figure 3.7: Total ASN¹ population in each authority as a percentage of the total pupil population, 2011



Source: Scottish Government, 2011e

1. Based on 'Pupils for whom reason for support is reported'

Number of preschool children with hearing impairment

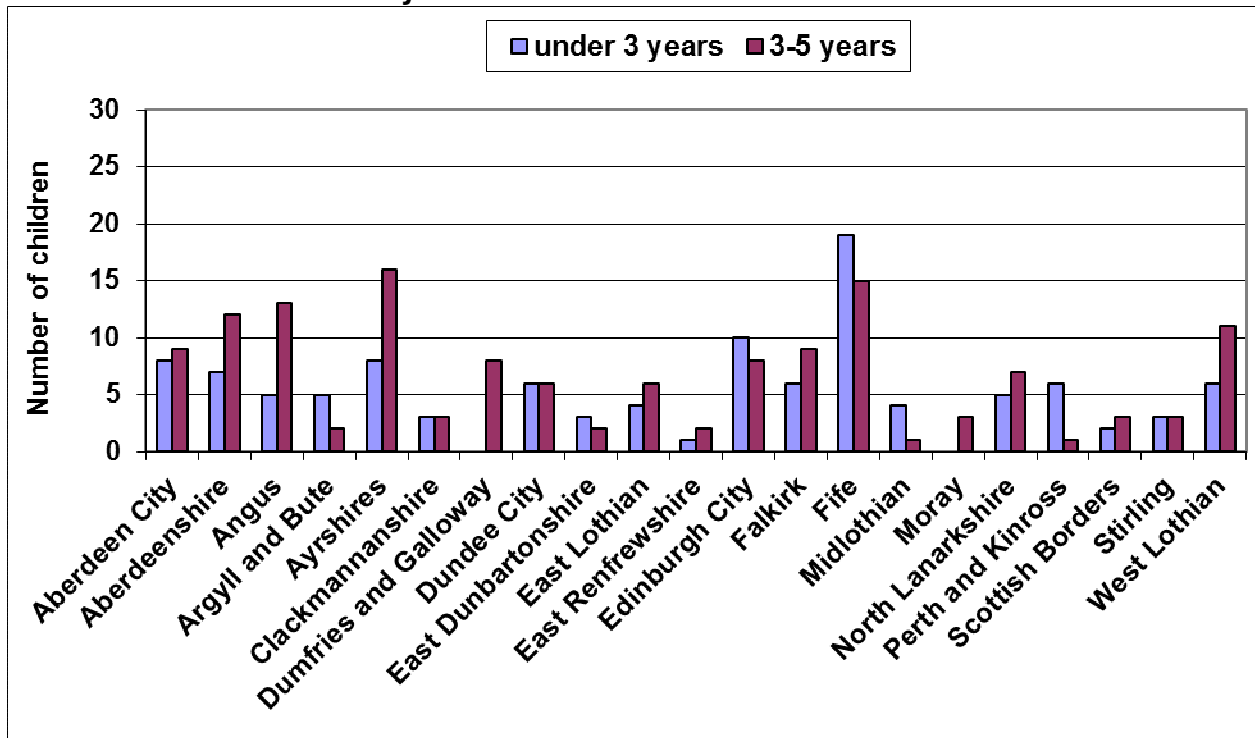
Local authorities were asked how many preschool children with a hearing impairment were known to the local authority, regardless of whether they were recorded as receiving additional support or not. They were also asked to indicate the ages of the children. According to the responses to this particular question, there were 251 preschool children in the authorities that participated in the survey (see table 3.2). Around 45% of these were under 3 years of age and 55% between 3 and 5 years of age. One authority did not respond to any of the questions relating to the number of preschool children. The respondent from this authority was a teacher in a primary school and may therefore not have had access to information about preschool children. It should be noted that there are some discrepancies in the data provided by the respondents to the 3 questions relating to numbers of preschool children (see tables 3.2, 3.3 and 3.5). Table 3.3 indicates that that a total of 257 were known to the authorities; whilst table 3.5 which reports on children with/without support plans only accounted for 176 children. It is likely therefore that there were around 250 children known to the local authorities as a result of their hearing impairment, some of these children also had other support needs.

Table 3.2: Total number of preschool children known to local authorities as a result of their hearing impairment

Age of preschool children with hearing impairment	Number
Under 3 years	111
3 to 5 years	140
Total	251

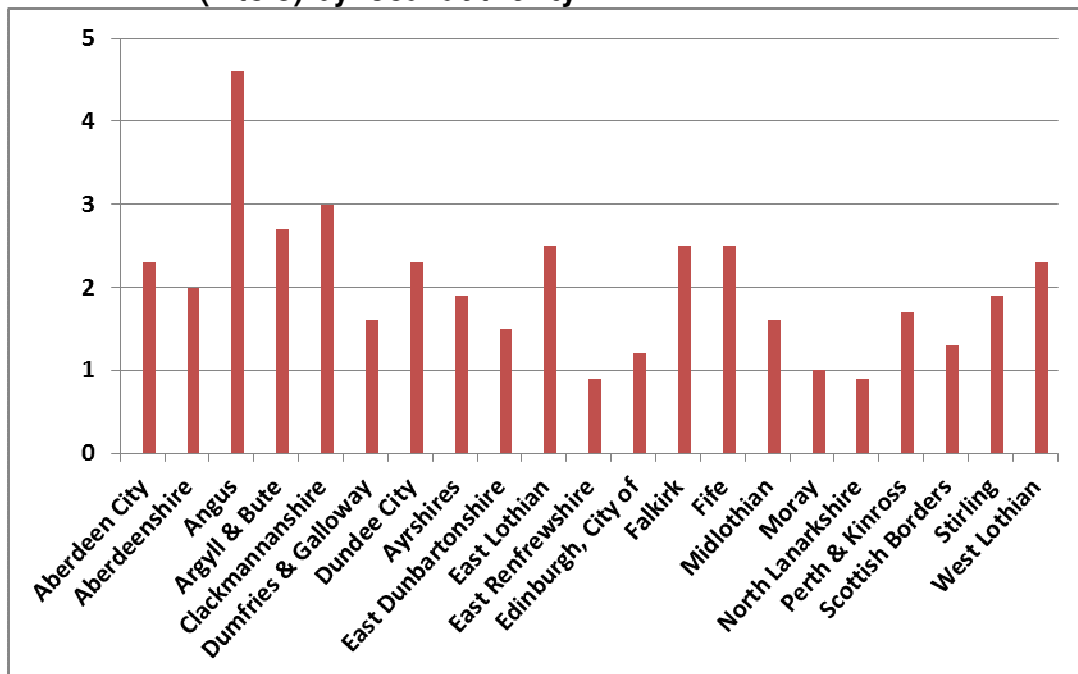
Figure 3.8 below provides the number of preschool children with a hearing impairment by local authority. As the population within these local authorities varied, figure 3.9 shows the number of children known to the authority as a rate per 1000 of the estimated number of preschool children from the *Preschool and childcare statistics* published by the Scottish Government. Although this is based on estimated numbers, it offers a better way of comparing local authorities than raw numbers. Figure 3.9 indicates that the rate varies from 0.9 (East Renfrewshire and North Lanarkshire) to 4.6 in Angus. This shows that there was variation between the local authorities. However, we do not know the extent to which health and social work cooperate with education and share statistics and how this kind of relationship impacts on the number of children recorded and known to education in each authority.

Figure 3.8: Number of preschool children with a hearing impairment known to each local authority



Note: Number for 'Ayrshires' include North, South and East Ayrshire

Figure 3.9: Preschool children known to the local authority as having a hearing impairment, rate per 1000 of estimated number of preschool children (2 to 5) by local authority



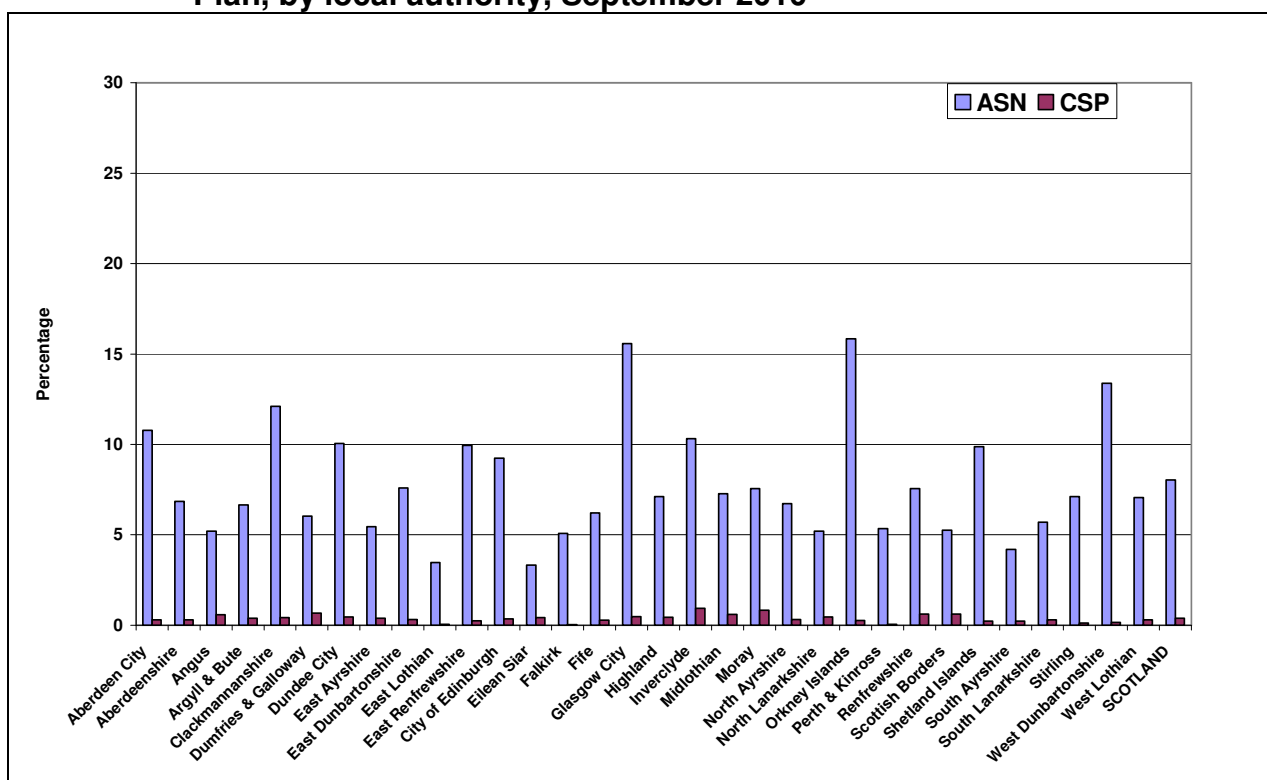
Source: Scottish Government, 2011f (Preschool and childcare statistics 2010 – Appendix 1)

There are very limited data published on preschool children with additional support needs and no publicly available data with a breakdown according to support need. The data that exist show the proportion of pupils with additional support needs and the proportion of this group that have a CSP. There are also problems with these data as children who attend

more than 1 centre are counted for each centre they attend. This is likely to lead to considerable double counting as parents who work may well use more than one form of childcare. This is likely to affect children in the 3 to 5 age group particularly who are entitled to free preschool education. This entitlement provides five 2 ½ hour sessions during the school hours which means that parents whose children require longer hours of day care would need to find an alternative. In addition to this, data were not available for all children which led to some data from 2009 to be used.

According to the data available, the overall proportion of preschool children with ASN was 8% and 0.4% of children with ASN had a CSP in September 2010 (figure 3.10).

Figure 3.10: Proportion of preschool children with ASN or a Coordinated Support Plan, by local authority, September 2010



Source: Scottish Government, 2011f

Table 3.3 provides a breakdown showing the number of children by age group and whether they have a hearing impairment only or a hearing impairment and (an) additional impairment(s). Around two thirds (62%) of preschool children were reported as having a hearing impairment only, a very small proportion (5%) had a hearing impairment and a physical impairment. Fourteen per cent had a hearing impairment and a cognitive impairment and a slightly smaller proportion had a hearing impairment as well as a cognitive and physical impairment. A smaller proportion of children with a hearing impairment had additional complex impairments than do children with a visual impairment. The proportion of children with a dual sensory impairment was small with only 5% in this category.

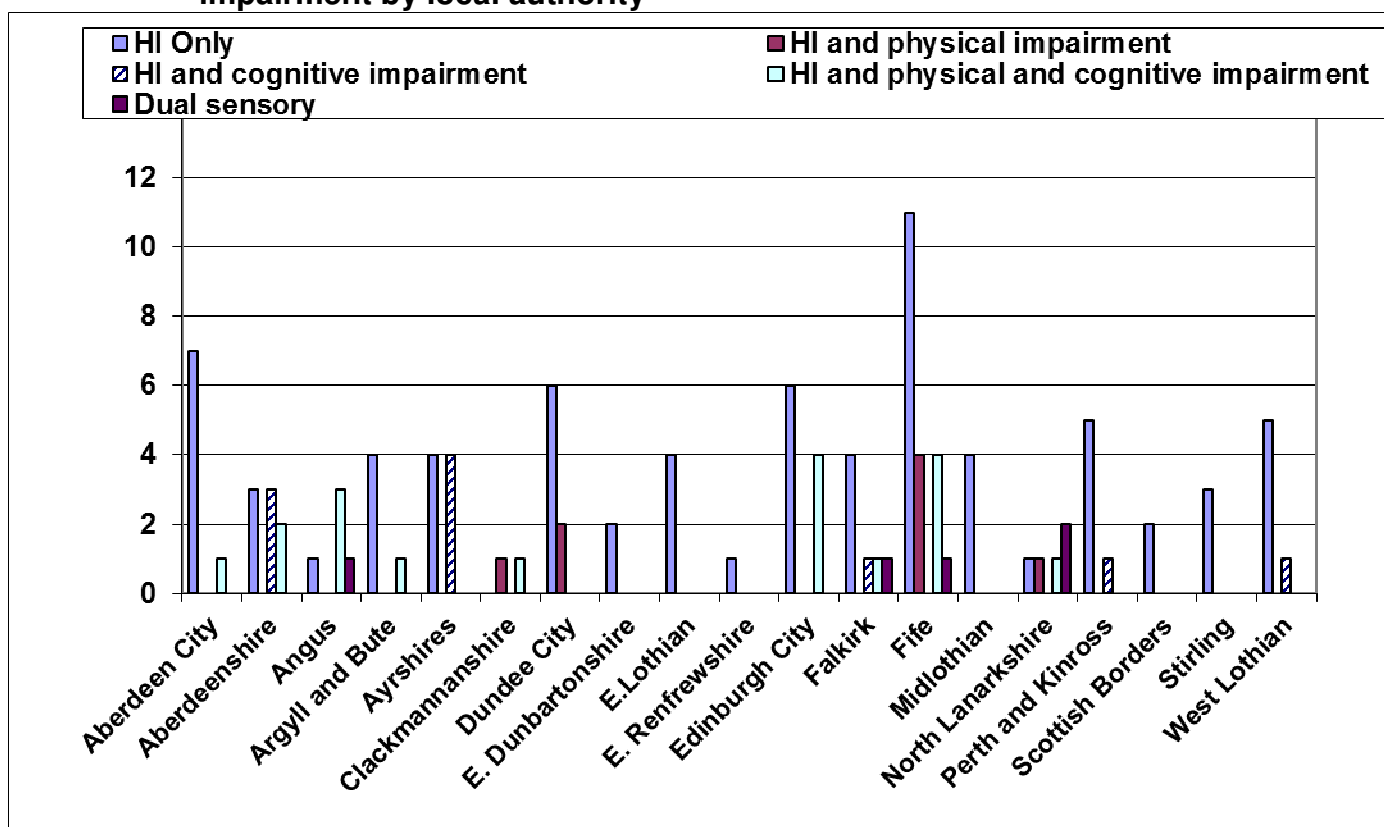
Table 3.3: Number of preschool children with a hearing impairment only or a hearing impairment and an additional impairment by age groups

Type of additional	Age and number		Total
	below 3	3 to 5	
Hearing impairment only	73	88	161

Hearing impairment and a physical impairment	8	5	13
Hearing impairment and a cognitive impairment	10	26	36
Hearing impairment as well as physical and cognitive impairments?	18	16	34
Dual sensory impairment	5	8	13
Total	114	143	257

Figure 3.11 presents the data for children under 3 years by local authority using the categories from table 3.3. As can be seen, 18 local authorities (including the 3 Ayrshires) reported having children under 3 with a hearing impairment only, 3 authorities had children with a hearing impairment and a physical impairment. Five (including the 3 Ayrshires) reported having children under 3 with a hearing impairment and a cognitive impairment, 7 that they had children under 3 with a hearing impairment and multiple impairments. Three authorities had children under 3 with a dual sensory impairment. The actual numbers vary across the authorities. Whilst this to some extent reflected the preschool population, this was not the case in an authority such as Edinburgh with a high number of children under the age of 3 but a low number identified as having a hearing impairment only. However, alongside Fife, Edinburgh had the greatest number of children under the age of 3 with both a hearing impairment and multiple impairments.

Figure 3.11: The number of children under 3 with a hearing impairment, a hearing impairment with another additional support need or dual sensory impairment by local authority

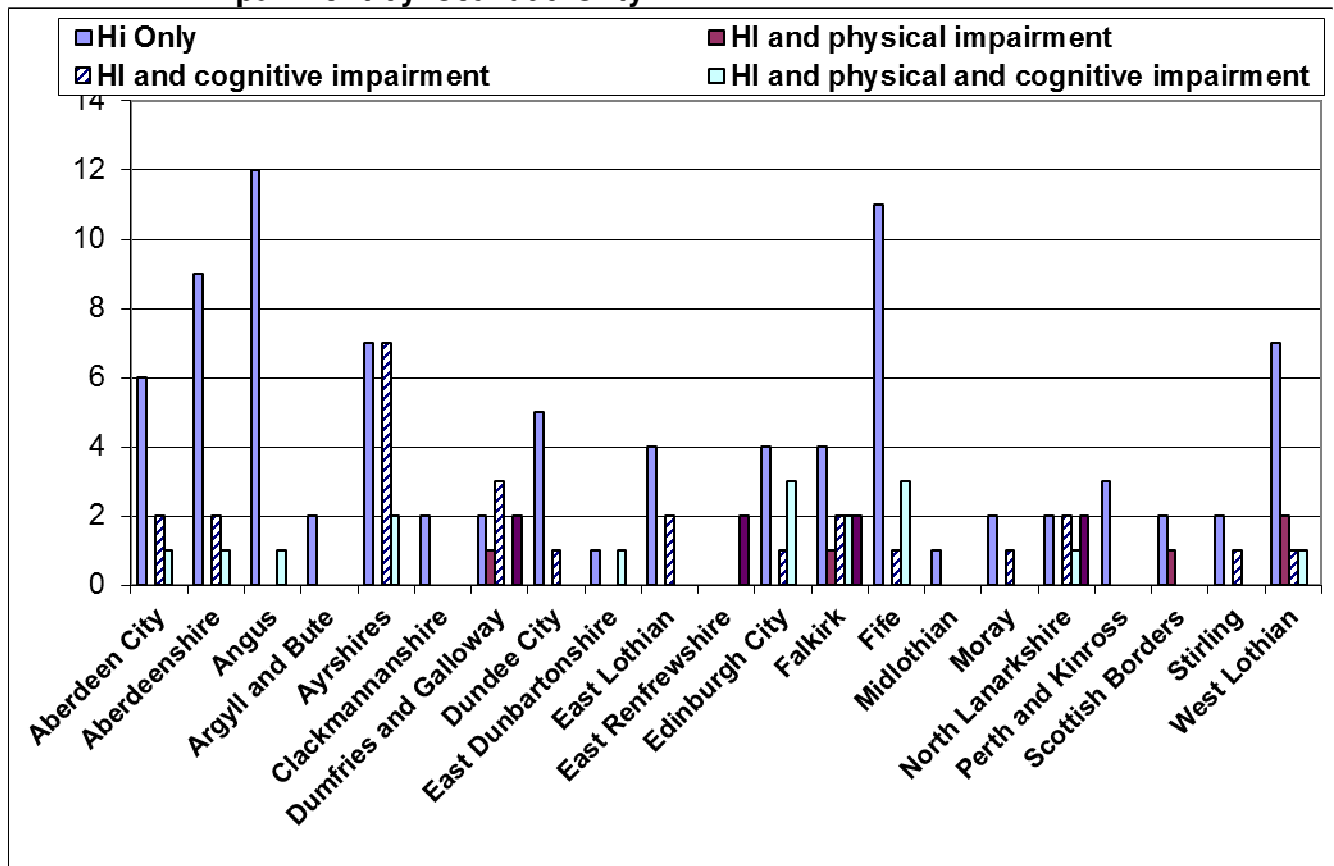


Note: Number for 'Ayrshires' include North, South and East Ayrshire

Figure 3.12 provides the data on 3 to 5 year olds by local authority using the categories in table 3.3. Eighteen authorities (including the 3 Ayrshires) reported having children of this age with a hearing impairment only; 13 (including the 3 Ayrshires) stated that they had children aged 3 to 5 with a hearing and a cognitive impairment. Four authorities indicated that they knew of children with a hearing and physical impairment, the same number (but

not the same authorities) had children with a dual sensory impairment and 10 (including the 3 Ayrshires) were aware of children from this age group with hearing and multiple impairments. As for the previous figure, it is difficult to interpret the raw numbers. However, Angus stands out as having a high number of children with a hearing impairment whilst having a relatively small preschool population (estimated number is 3,946, see Scottish Government, Preschool and childcare statistics 2010 – Appendix 1, Scottish Government, 2011f). Fife also had large numbers but its estimated population is 13,599.

Figure 3.12: The number of 3 to 5 year olds with a hearing impairment, a hearing impairment with another additional support need or dual sensory impairment by local authority



Note: Number for the Ayrshires include North, South and East Ayrshire

Support for preschool children with a hearing impairment

Local authorities were asked what provision they offered preschool children with a hearing impairment. The type of support offered is shown in table 3.4 below. Virtually all authorities offered peripatetic support either at home or in mainstream nurseries. Just over half provided peripatetic support in private nurseries and in family centres. Twelve of the authorities offered places in special nurseries within the authority. Four authorities mentioned other provision and this included support in playgroups, places in the nursery of a school for the deaf and visits to the homes of the grandparents. One authority stated that there was no child requiring direct, regular support but should the need arise they would buy the services of a teacher of the deaf through consultancy. This had worked well for them in the past.

Table 3.4: Type of provision for preschool children with a hearing impairment by number of local authorities

Type of preschool provision	Number
Peripatetic service home visits	23
Peripatetic service family centres	12
Peripatetic service private nursery	16
Peripatetic service mainstream nursery	22
Special nursery provision within local authority	13
Special nursery provision outwith local authority	0
Other provision	4

Support plans for preschool children

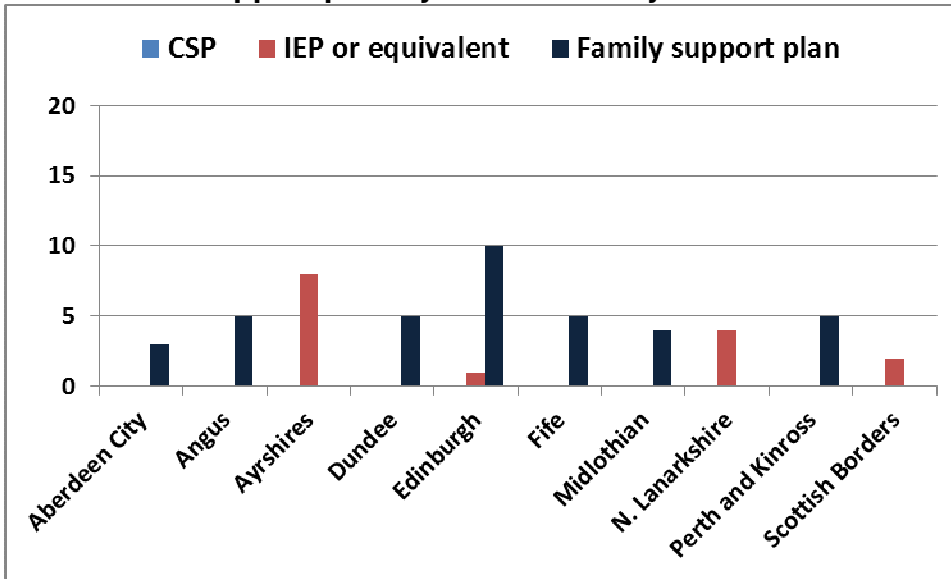
Respondents were asked if preschool children with a hearing impairment had a support plan and, if so, what type of plan they had. The most commonly used plan for children under 3 was a Family Support Plan (FSP); whilst the most commonly used for 3 to 5 year olds was an IEP suggesting that local authorities move from family plans towards educational plans as the child approaches school age. However, it is worth noting that only 8 authorities out of the 23 reported using FSPs with children under 3, with 5 of these authorities continuing to use them for 3 to 5 year olds. In contrast, 17 authorities accounted for the 64 IEPs provided to 3 to 5 year olds. Six authorities reported using CSPs for 9 children in total. It was reported that 35 children had support needs relating to a hearing impairment but no plan. However, as the overall figure of preschool children with a hearing impairment is closer to 250 (see table 3.5), it is likely that the proportion of children not having a plan is considerably larger.

Table 3.5: Number of preschool children with HI with a support plan

Type of support plan	Number under 3	Number aged 3 to 5	Total
CSP	0	9	9
IEP or equivalent	15	67	82
Family support plan	40	16	56
Additional support related to hearing impairment but no plan	11	24	35
Total	66	116	182

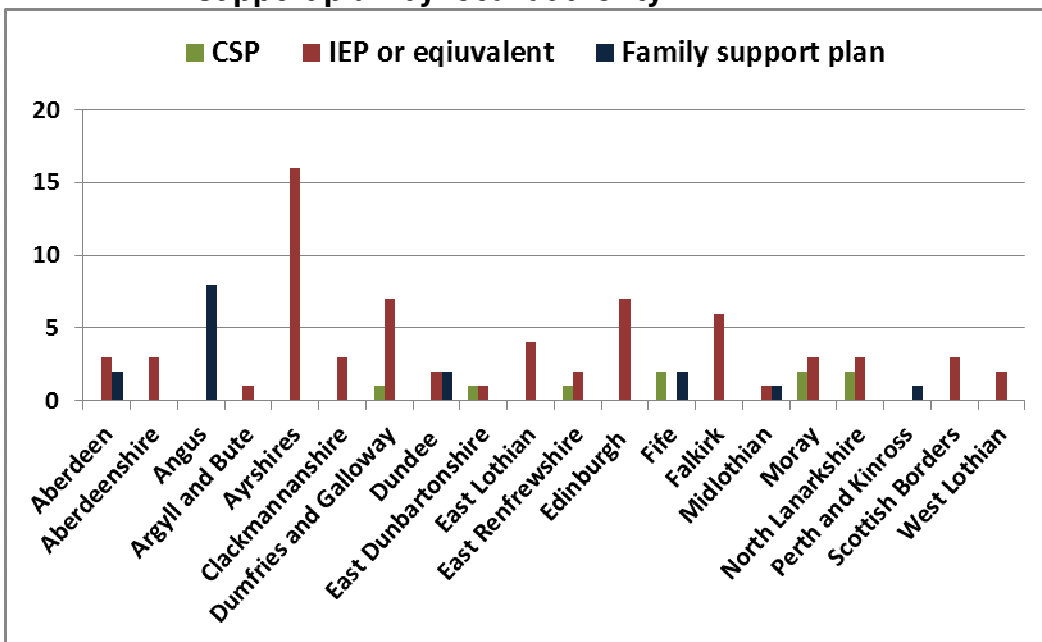
Figure 3.13 relating to children below 3 shows the 7 local authorities that used Family Plans, and the 6 (including all three Ayrshires) which used IEPs. Figure 3.14 provides the same information for children aged 3 to 5. Individualised Educational Programmes (IEPs), used by 19 authorities (including the 3 Ayrshires), were the most common plan for children in this age group. The 3 Ayrshires had the largest number of children with IEPs. These authorities (which operate a joint service) had no preschool children in the older age group on Family Plans suggesting that they move from that type of plan to one more relevant to education as a child approaches school age. This pattern was not apparent in Angus and Perth and Kinross which seemed to use only Family Plans for all preschool children. Six of the local authorities accounted for the 9 CSPs. These data, once again, provide evidence of the variability in practices across local authorities in relation to support plans for children with additional support needs.

Figure 3.13: Number of children under 3 with a CSP, IEP or equivalent or a family support plan by local authority



Note: Number for 'Ayrshires' include North, South and East Ayrshire

Figure 3.14: Number of children aged 3 to 5 with a CSP, IEP or equivalent or a family support plan by local authority



Note: Number for 'Ayrshires' include North, South and East Ayrshire

Arrangements with other local authorities and services

The respondents were asked if they collaborated in some way with other local authorities to provide support for children and young people with a hearing impairment. Thirteen authorities had some form of arrangements with other authorities or schools in other authorities. These included 3 authorities (the Ayrshires) which operated a joint service for children and young people with a hearing impairment. The type of arrangements varied but included:

- a child requiring BSL attending secondary education in a neighbouring authority
- reciprocal arrangements for different types of need, e.g. in relation to BSL or oral communication
- offering provision to children requiring BSL from neighbouring authorities
- organising trips together to widen social friendship networks of deaf children
- accessing educational audiology support
- making provision for children in foster care or who are looked after

Local authorities were also asked what other agencies they worked with in order to provide support for children and young people with a hearing impairment. Table 3.6 below shows that all authorities collaborated with health professionals and most of them also worked with psychological and social work services. The main health professionals that they worked with were audiologists and speech and language therapists. However, they also worked with a wide range of other health professional including occupational therapists, community paediatricians, ear, nose and throat (ENT) consultants, cochlear implant teams, health visitors, school nurse and educational audiologists.

The majority of respondents stated that they used voluntary agencies. The most commonly mentioned agencies were NDCS and Action on Hearing Loss (n=18), the local Deaf Children's Society (n=9), Deaf Action (n=4), RNID (n=4) and NESS (n=3). Other voluntary agencies mentioned were Sound Sense, Deaf Connections, Enquire, Kindred, Vocal, Barnardo's, CHILDREN 1st, Sleep Scotland, Sign Community (BDA), Ear Foundation, West of Scotland Deaf Children's Society (WSDCS), Disability Shetland, Befrienders and Bridges. Nearly half of respondents also stated that they used other services including educational support such as learning support teacher (n=4), implant teacher of the deaf and pre-5 support teacher. Other services mentioned were SSC (n=2), Vision Support Service, Skills Development Scotland, universities (Oxford and Edinburgh, n=2) and Donaldson's school for the deaf.

Table 3.6: Type of agencies providing support for children/young people with HI

Type of agency	Number
Psychological services	22
Social Work services	22
Health professionals	24
Voluntary agencies	20
Any other agencies	11

Challenges in supporting children/young people with a hearing impairment

The respondents were asked about the main challenges for the local authority in supporting children/young people with a hearing impairment. The main challenges identified were the following:

- geographical spread and caseloads across a wide area; this was also seen as a problem for the children and young people themselves as well as teachers of the deaf not having collegiate support;
- lack of qualified staff/age profile of staff and problems in training staff due to cost as well as identifying staff willing to train in this area;
- lack of resources and access to and cost of BSL training, including training for parents;
- communication at different levels, with schools, with other agencies and also issues in relation to the legal aspects of sharing information between professionals which could lead to delays in communicating with families after diagnosis;
- lack of access to medical expertise in terms of ascertaining level of deafness, type of deafness and cause (if known) was mentioned by 1 authority; and
- English as a second language and preschool assessment of BSL was noted as a difficulty by 1 authority.

Three of the respondents mentioned that they faced no main challenges at present but that interagency working was always challenging and that any increase in the number of pupils with a hearing impairment, particularly those with a profound hearing impairment would stretch the services to breaking point.

Strategies to address challenges in supporting children and young people with a hearing impairment

In order to deal with the challenges identified, respondents stated that they had developed a number of strategies, summarised below:

- To overcome problems associated with geographical distance, caseloads were arranged to cut down on travel time and cost. Caseloads were also monitored to ensure best use of time and 1 authority was exploring the use of video-conferencing as a means of contact.
- More than half of local authorities reported that there was a challenge in ensuring that there was a sufficient number of staff with adequate qualifications. One authority mentioned advertising in BATOD and through SSC as well as liaising with Heads of Service in order to secure the services of part-time staff. Another authority mentioned having a 5 year development plan to ensure continuity of staff in the area and yet another mentioned that they used child support workers with high standards of signing as well learning assistants with relevant knowledge. One respondent mentioned that any further referrals might lead to children and young people with glue ear or who used hearing aids having to rely more on schools for support. Training mainstream staff to offer more effective support for these children and young people with a hearing impairment was the strategy chosen by another authority.
- Communication with other agencies posed an on-going problem. One authority mentioned working with the NHS to produce the necessary documentation; others mentioned sharing information with schools as well as using different forms of communication including face to face, telephone and email. One respondent mentioned that in order to have perfect communication it would be necessary to work 7 days a week!
- There were challenges in meeting the needs of children with hearing impairment whose first language was not English. One authority worked closely with the EAL service and translated materials into other languages as well as liaising closely with colleagues.

Summary

More than 80% of school age pupils with a hearing impairment were educated in mainstream schools. Eight per cent attended special schools within the local authority of residency and around 7% attended special units. Our survey reported slightly higher numbers of pupils with a hearing impairment than were reported by the authorities in the official statistics. There was variation between the authorities in relation to the proportion of pupils who were recorded as requiring additional support; the proportion of pupils with a hearing impairment as a proportion of the total pupil population also varied between authorities.

There were approximately 250 preschool children known to the local authorities as receiving additional support because of their hearing impairment. Of these, 45% were under the age of 3 and 55% aged 3 to 5. Two thirds of preschool children with a hearing impairment had a hearing impairment only, 4% had a hearing impairment and a physical impairment, 16% had a hearing impairment and a cognitive impairment and 12.5% had a hearing impairment and a physical and cognitive impairment. Around 5% were reported as having a dual sensory impairment. Most authorities offered preschool children with a hearing impairment peripatetic service home visits (95%), peripatetic service in mainstream education (91%) and peripatetic service in private nurseries (65%). Around half of authorities offered preschool children peripatetic service in family centres or provision outwith the local authority. The most commonly used support plan for children under 3 was a Family Support Plan; for children aged 3 to 5 an IEP was used most frequently. However, a large number of children had no support plan.

Just under half of the local authorities had made arrangements with another authority to provide support for children and young people with a hearing impairment. These arrangements related mainly to attending mainstream or special school in another local authority. Local authorities collaborated with other agencies to provide support for children and young people with a hearing impairment with the most commonly mentioned being health professionals (100%), psychological services (91%), social work services (91%).

Challenges in supporting children and young people with a hearing impairment included geographical spread, distance to, cost of training and identifying staff willing to train, communications at all levels and interagency working. Strategies to address these challenges included managing caseloads by geographic location, advertise any new posts widely and have a development plan for the service and training mainstream staff to offer support wherever possible.

Details about teachers working wholly or mainly with hearing impaired pupils

Characteristics of specialist teachers of children with a hearing impairment

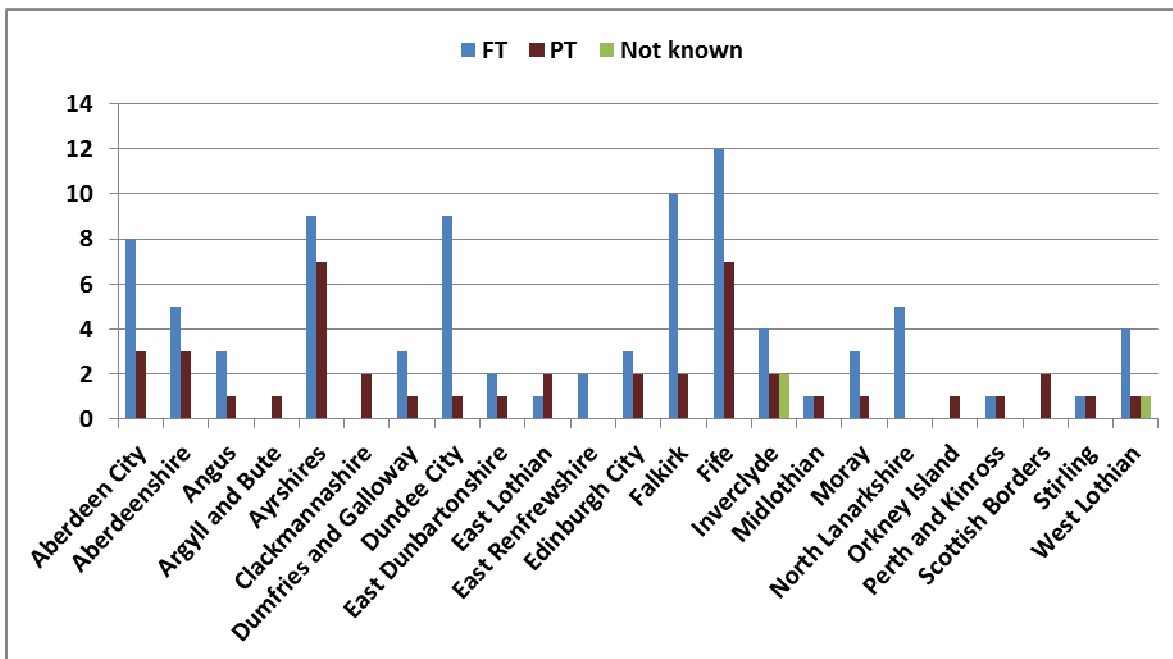
The respondents were asked about the number and characteristics of specialist teachers of the deaf (ToDs). A specialist teacher of the deaf was defined according to the relevant legislation (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>). According to the respondents, 133 specialist teachers were employed. Table 3.7 shows that around two thirds of teachers were on full-time contracts and the remainder on part-time contracts. Figure 3.15 shows the number of teachers by local authority and type of contract. As can be seen, most authorities make use of both full-time and part-time specialist teachers of the deaf and the number of teachers varies. To some extent, this is related to the number of children and young people within the authority. However, there is not a straightforward link between number of children/young people and number of teachers. Table 3.11 shows

the proportion of teachers of the deaf to the total pupil population within an authority (as a rate per 1000 pupils).

Table 3.7: Total number of teachers of the deaf

Total numbers	Full-time	Part-time	Type of contract unknown
133	86	45	2

Figure 3.15: Number of specialist teachers of the deaf by local authority and type of contract



Note: Numbers for the 'Ayrshires' include East, North and South Ayrshire

Figure 3.16 explores the age profile of the specialist teachers of the deaf. It shows that the majority are older than 45. Thirty-eight per cent fell into the 45 to 54 age group and 30% were in the 55 and over group. Nineteen per cent were aged between 35 and 44, 10% are 26 to 34 years old and only 2% were below 26; however, this is not surprising as teachers have to complete their initial teacher education before embarking on specialist training. Figure 3.17 provides a breakdown by authority which indicates that in East Dunbartonshire, Edinburgh, Moray, Scottish Borders and Stirling, all the teachers were aged 45 and over. Two of the smallest authorities had only 1 specialist teacher each; in one authority the teacher was in the 55 and over category, and in the other, the teacher was aged between 45 to 54. This would suggest that succession planning is more urgent for some authorities than for others, perhaps especially so for those with very few teachers.

Figure 3.16: Age profile of specialist teacher of the deaf

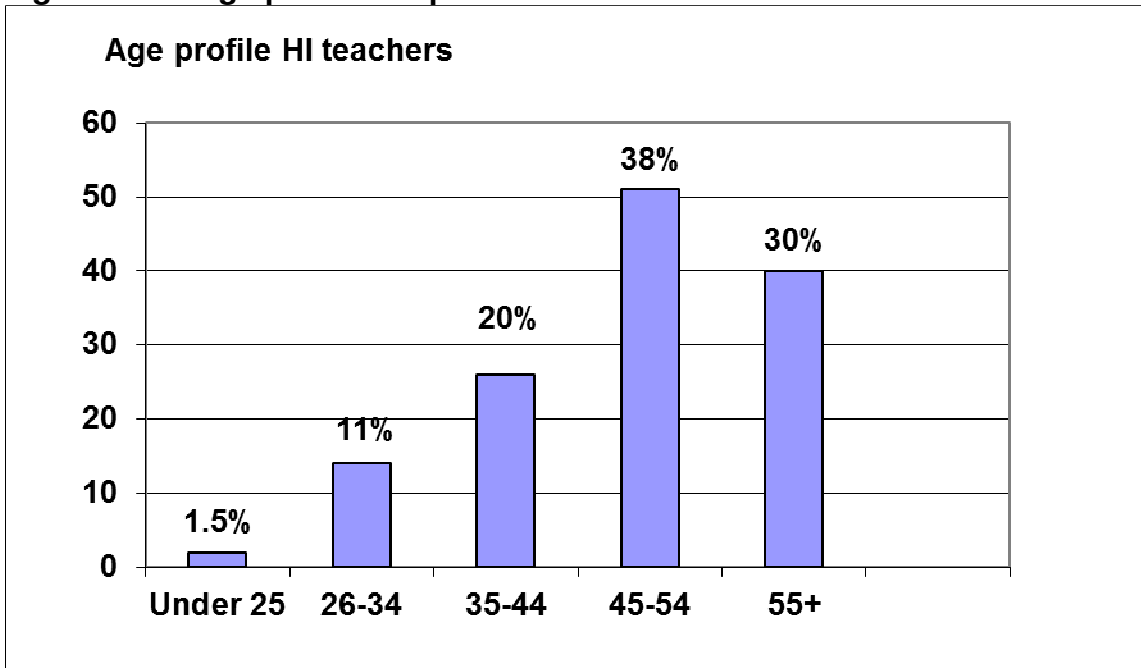
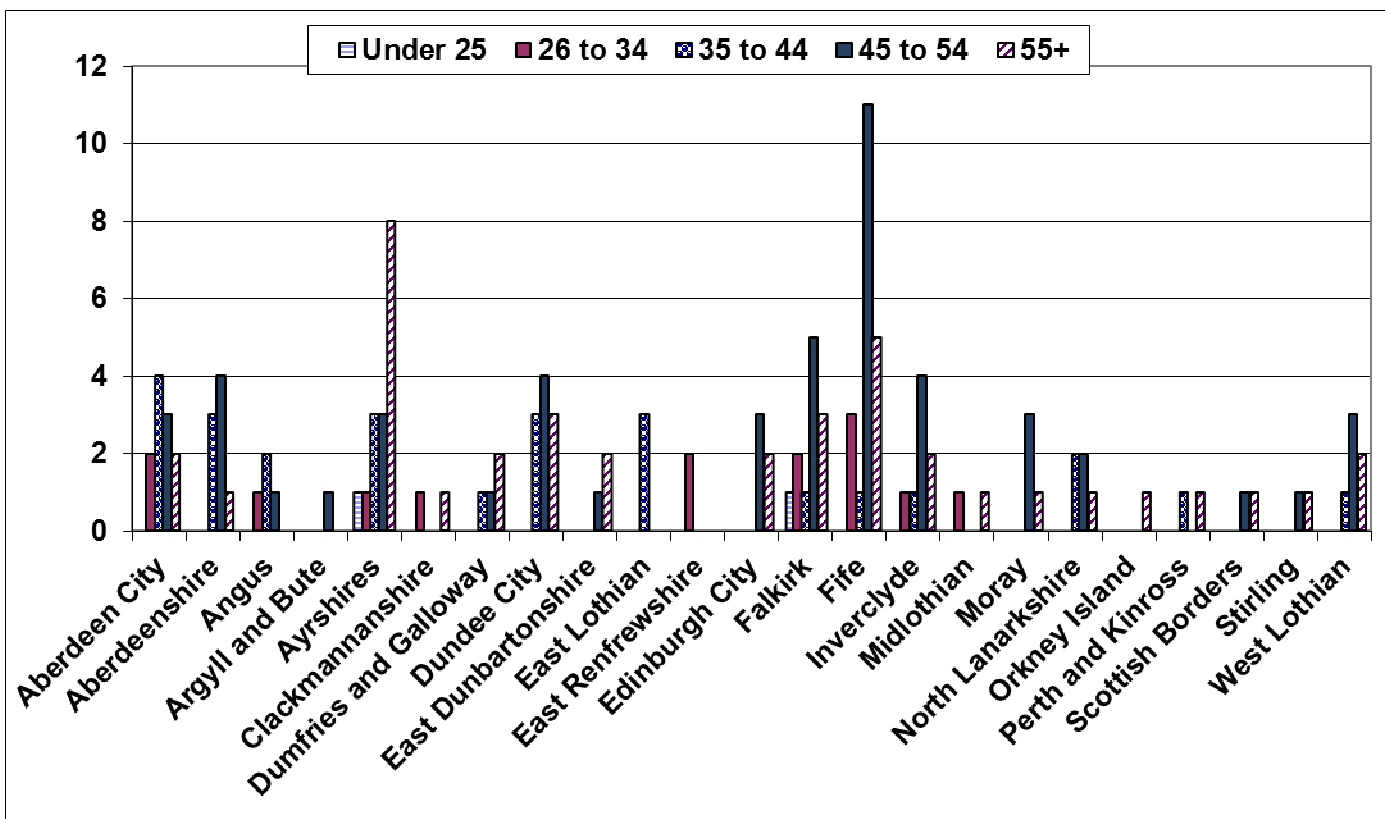


Figure 3.17: Numbers and ages of specialist teachers of children with a hearing impairment by local authority.



Note: Number for 'Ayrshires' includes North, South and East Ayrshire

Main place of work of specialist teachers of the deaf

Local authorities were asked to indicate the main place of work of specialist teachers of the deaf. The majority (70%) of teachers worked as peripatetic or visiting teachers. Just under one fifth (19%) of teachers were located in special units in mainstream schools and 9% in special schools. Only 3 teachers spent their time in mainstream schools; however, one of these teachers also worked as a peripatetic/visiting teacher (see table 3.8).

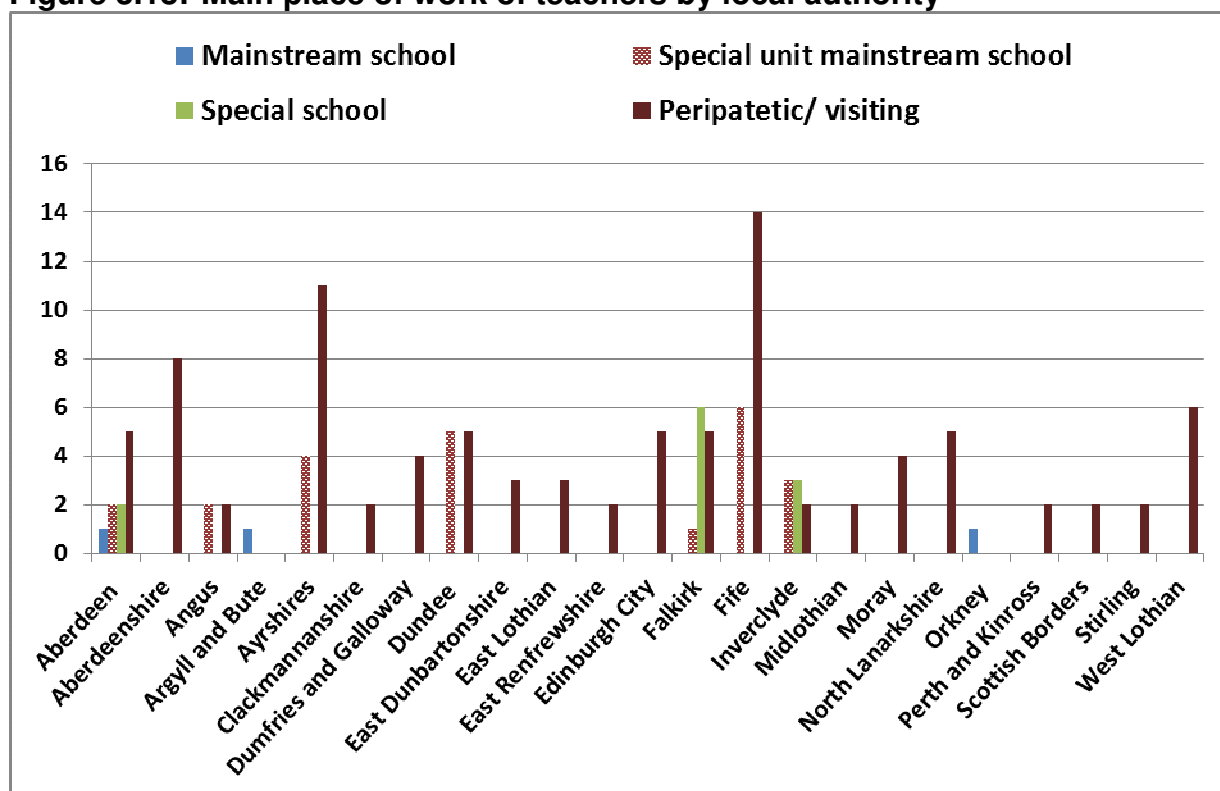
Table 3.8: Main place of work of all specialist teachers of the deaf

	Mainstream school	Special unit in mainstream school	Special school	Peripatetic/visiting teacher	Total
Numbers of teachers	3	24	11	92	130

Note: Data is missing from 3 teachers

Figure 3.18 below provides information about the main place of work of teachers by local authority. It shows that all authorities apart from Argyll and Bute and Orkney had most of their specialist staff working in a peripatetic role. Seven authorities had a small number of teachers in special units and 3 authorities had staff located in special schools. It should be noted that figure 3.18 shows all teachers irrespective of whether they work full- or part-time. The numbers on each type of contract by authority are shown in figure 3.15.

Figure 3.18: Main place of work of teachers by local authority



Note: Number for 'Ayrshires' include North, South and East Ayrshire

Qualifications held by specialist teachers of the deaf and years of service

Specialist teachers of the deaf are required to have a postgraduate qualification in deaf education. If they are not qualified on being appointed to a specialist teacher of the deaf post then they have to acquire the qualification within 5 years. For this reason authorities

were asked to state the number of years the specialist teachers of the deaf had been working as a specialist with the local authority and whether they were qualified or not. Table 3.9 shows that the majority of teachers had been in their current employment less than 15 years. One third of teachers for whom number of years in the current position had been provided had been in their post 5 years or less.

Table 3.9: Number of years working as a specialist with the local authority by number of teachers and percentage

Number of years in the local authority as ToD	Number of ToDs
Five years and under	41
Six to ten years	23
Eleven to fifteen years	18
Sixteen to twenty years	12
Twenty-one to twenty-five years	12
Twenty-six to thirty years	13
Thirty-one years or more	4
Total	123

Note: Data on length of service are missing from 10 teachers

Table 3.10 provides an overview of the qualifications held by specialist teachers of the deaf. It shows that over three quarters of teachers were fully qualified as they held a postgraduate qualification. Three teachers had used the competence route to gain a qualification; two of those through the SSC and 1 through an alternative route. Eleven teachers were currently undertaking the postgraduate qualification. A further 7 did not have a qualification but had been employed in the specialist role for less than 5 years. Five teachers had been in service for more than 5 years without the relevant qualification, 4 of these were over 55 years of age. Overall most of the specialist teachers were qualified or undertaking training. There were a small number of teachers with less than five years of service but with no mention of them undertaking training. A few of these had been in post for a very short time and it may also be that some were on temporary contracts which are likely to affect access to training. Most of the teachers held a BSL qualification but few had this above level 2. Four teachers had an Interpreter qualification.

Table 3.10: Qualifications held by specialist teachers of the deaf

Qualification	Number
Postgraduate Deaf Education	106
SSC Competence route	1
Competence route: other	1
BSL level 1 or 2	103
Interpreter/BSL level 3	11
Signature/CACDP/SQA	23
No qualification but in training	13
No qualification less than 5 years in service	7
No qualification more than 5 years in service	5
No qualification but no data about age in service or training	2

Table 3.11 below shows the number of specialist teachers of the deaf by qualification and number of children with a hearing impairment (official statistics and our survey), total pupil population in the authority and the proportion of teachers of the deaf in relation to the overall pupil population. Three authorities, Inverclyde, Falkirk and Aberdeen, had a high proportion (0.5 to 0.6) of teachers per 1000 pupils. In contrast, 8 authorities, including

both large urban and smaller rural authorities such as Edinburgh and Argyll & Bute, had a low proportion (0.1). If it can be assumed that hearing impairment is normally distributed across the population, it could be argued that the total number of children and young people with a hearing impairment in each authority should be fairly similar and that level of staffing should not vary to the extent that it seems to vary. However, that does not allow for different ways of operating within an authority, for example, in relation to the way that support is managed and shared with mainstream school staff.

Table 3.11: Specialist teachers of the deaf by qualification and number of school-aged children with HI and total pupil population by local authority

Local authority	Number of teachers		Qualifications			No of school-aged children with HI ¹	Total pupil population in LA	Proportion FTE ToD ² per 1000 pupils
	FT	PT/missing	No. un-qualified/ data missing	Post-graduate/ Competence route	BSL			
Aberdeen	8	3	3 ³	8	8	53 (103)	21,365	0.4
Aberdeen-shire	5	2 (1)	2 ⁴	6	8	109 (77)	33,990	0.2
Angus	3	1		4	4	46 (121)	15,237	0.2
Argyll and Bute		1		1	1	47 (26)	11,075	0.1
Ayrshires ⁵	9	7	7 ⁶	9	15	151 (119)	49,006	0.3
Clackmannanshire		2	1 ⁷	1	1	16 (42)	6,561	0.2
Dumfries and Galloway	3	1	1 ⁸	3	4	72 (61)	19,571	0.2
Dundee	7	(2)	1 ⁹	8	10	73 (80)	17,316	0.5
East Dunbartonshire	2	1		3		28 (12)	15,847	0.2
East Lothian	1	2		3	3	40 (39)	13,301	0.2
East Renfrewshire	2		1 ¹⁰	1	1	42 (53)	16,195	0.1
Edinburgh	3	2		5	5	171 (97)	44,433	0.1
Falkirk	10	2	1 ¹¹	11	12	41 (108)	20,733	0.5
Fife	12	8	4 ¹²	16	20	162 (263)	47,732	0.3
Inverclyde	6	2	2 ¹³	6	7	49 (13)	10,330	0.7
Midlothian	1	1		2	2	29 (29)	11,638	0.1
Moray	3	1	1 ¹⁴	3	4	18 (29)	11,899	0.3
North Lanarkshire	5			5	5	134 (80)	48,751	0.1
Orkney Islands		1		1	1	*(5)	2,667	0.2
Perth and Kinross	1	1	1 ¹⁵	1	2	84 (63)	17,368	0.1
Scottish Borders		2		2	2	23 (14)	14,825	0.1
Shetland	1		1		1	*(5)	3,293	0.3
Stirling	1	1	1 ¹⁶	1	2	30 (81)	12,422	0.1
West Lothian	5	1		6 ¹⁷	6	45 (45)	25,801	0.2
Total	88	45	26	105	113	1447 (1523)	484,795	

Note: Numbers in brackets for part-time teachers indicate contract not known

1. Numbers without bracket come from the Pupil Census; numbers in brackets are those reported in our survey
2. Part-time teachers are counted as being half time for the purpose of this calculation
3. One teacher had been with the LA for 3 years; one for 2 years; one for 1 year
4. Two teachers currently training
5. Numbers for the Ayrshires includes North, South and East Ayrshire

6. Three of these were aged under 25, 26-34 and 35-44 respectively, the two older ones were in 2nd year of training, the youngest one was starting in 2012. They had less than 5 years of service in the LA. Three of the others were 55+ and had been with the authority for 30+ years; one was 45-54 and had been with the authority for 25 years; data missing for 1 teacher
7. Teacher currently training
8. Teacher currently training
9. Teacher currently training
10. Teacher currently training with emphasis on VI
11. Teacher currently training
12. Two of these had been with the LA for 1 month; one for 4 years and 1 for 8 years and was over 55 years old
13. One teacher had been with the LA for 7 years and 1 had just started (3 weeks)
14. Teacher currently training
15. Teacher currently training
16. Teacher currently training
17. PG qualification pending for 1 teacher

Challenges in ensuring that specialist teachers of the deaf are fully qualified

The Heads of Service were asked what, if any, challenges they faced in order to ensure that all staff were fully trained within 5 years of taking up a post as a specialist teacher. Twelve out of the 23 authorities (including the 3 with a joint service) said that there were no problems as staff were trained or in training. The most important challenges identified by others were:

- Funding and appropriate cover for staff who were away on training, mentioned by 7 authorities.
- Two authorities referred to the willingness (or lack of it) of staff to undertake the training.
- Access to the courses was mentioned by 2 authorities, distance from the 2 universities (Edinburgh and Birmingham) was considered problematic and more flexible delivery would be helpful.
- Long-term absences of staff as well as maternity leave also presented challenges in ensuring that there were sufficient numbers of staff who were fully qualified. The temporary nature of some contracts could also hamper efforts of ensuring that all staff were fully trained.
- Finally, 1 small authority mentioned that the (small) number of children who were deaf meant that teachers would be involved with ASN more generally and not just deaf children. Therefore there was no training specifically for deaf education.

Availability of educational audiologists

An educational audiologist is a qualified teacher of deaf children who has received additional qualifications in audiology. The educational audiologist works closely with the health service audiologist in diagnosis, selecting and reviewing equipment. They work with other teachers of deaf children regarding the child's educational progress within the learning environment, reporting on the acoustics of classrooms and providing additional equipment such as Radio Aids. Educational audiologists will also provide information and advice to families (<http://www.educational-audiologists.org.uk>).

The respondents were asked to state whether their authority employed an educational audiologist. Eleven (13 if counting the 3 authorities with a joint service) of the local authorities responded that they did and 13 did not. Three authorities without an educational audiologist mentioned that they bought in the service of an educational

audiologist. Two mentioned accessing it through an arrangement with another local authority or a specialist school for the deaf. Five of the authorities said that they worked closely with NHS audiologists; this included two of the smaller island authorities. Three authorities stated that they had no access to an educational audiologist and no means of accessing one. One of these authorities mentioned that they had bought in the service of an educational audiologist but that there was currently no budget for this. This suggests that children and young people with a hearing impairment might not be able to access specialist educational audiology support in up to 8 of the authorities.

CPD for teachers working with children and young people with hearing impairment

Local authorities were asked what CPD opportunities were available for the specialist teachers of the deaf. As shown in table 3.12, all respondents stated that they used the SSC to provide courses and around 70% of respondents said the local authority provided CPD for the staff. Two of these authorities mentioned that they had joint CPD agreement with another local authority. Just over half of respondents used CPD courses offered by voluntary agencies and around two thirds mentioned other course providers. Although the respondents were asked to list voluntary agencies and other providers, the responses indicated that the boundaries between these two categories were blurred. The most commonly listed were BATOD, Ear Foundation, NDCS, Deaf Action and Phonak. Several authorities also mentioned joint events with other authorities, working with the NHS audiology teams and specialist schools.

Table 3.12: CPD opportunities available to HI teachers by type of training provider and number of local authorities using each service

Type of course	Number of local authorities
Courses provided LA	17 (71%)
Courses provided by the SSC	27 (100%)
Courses provided by voluntary agencies	13 (54%)
Other course providers	16 (67%)

Most of the respondents felt that the CPD opportunities offered above provided sufficient professional learning for staff as well as allowing the authority to meet the legislative needs of provision for children/young people with a hearing impairment. Five authorities said that availability of courses was not a problem but that there were difficulties in accessing the courses. In the main this was related to finance; in some cases for the course fee, but the cost of staff cover, travel and accommodation could also be a problem for authorities more distant from the location of the course. Timing of the courses was also noted as potentially problematic and 1 authority mentioned that members of staff in that authority were limited to 1 course per year.

CPD opportunities for class teachers working with children and young people with a hearing impairment

In addition to being asked about CPD opportunities for specialist teachers, respondents were also asked to comment on the opportunities available to class teachers. Virtually all authorities mentioned that specialist teachers were involved in delivering training and awareness-raising sessions for class teachers. The format of these sessions varied. Some were delivered as Inset or Twilight sessions, whilst others were more individually tailored to individual schools or teachers. Some authorities offered training on an annual basis. It was clear that the format of the training was influenced by the local context. Two authorities mentioned offering sign language training to class teachers. One of these authorities also mentioned audiology training which was also offered by a further 2

authorities. Two authorities stated that it was also possible for class teachers to shadow a teacher of the deaf as a form of training. In addition class teachers from 2 authorities were offered opportunities to attend SSC courses if appropriate. Several of the authorities stated that CPD opportunities of this type were also available to support staff.

Advice on teaching methods for class teachers, support staff and preschool staff

The respondents were asked about what advice on best teaching methods was available for class teachers, support staff and preschool staff working with children and young people with a hearing impairment to ensure that adequate educational support was provided. In general, advice and guidance offered to class teachers was also seen as relevant to other support staff and preschool staff but tailored to specific context. The specialist teachers of the deaf or the sensory service offered this guidance. Several authorities also mentioned having a range of information sheets about best classroom practice as well as best type of equipment. Ten authorities mentioned making use of NDCS information and guidance and 1 authority said that they could draw on advice from a senior educational psychologist with specific responsibility for sensory impairment. Maintaining good communication and liaising on a regular basis with staff as well as providing assistance with provision of educational plans was stressed by several respondents.

Organisation of support for children with hearing impairment, visual impairment and/or dual sensory impairment

In 10 authorities teachers working with children and young people with hearing impairment also supported children and young people with a visual and/or dual sensory impairment; however, this was generally done in collaboration with the specialist VI teacher. In 1 authority where there was a vacancy for a specialist teacher of the deaf and the VI specialist teacher was providing cover.

Additional comments

Respondents were asked if there were any other comments or suggestions they would like to add in relation to the qualifications of teachers working in any capacity with children/young people with a hearing impairment. Nine respondents added comments. Two such comments stressed the benefits of and need for the postgraduate qualification as the only route to qualifying. In the words of 1 respondent 'the postgraduate ToD qualification needs to be mandatory to do these children justice'. However, a third respondent added that it was important to recognise complementary qualifications such as those covering the 0 to 3 age group and generic ASN qualifications. One respondent felt that the time taken for teachers to engage with Curriculum for Excellence was impacting on support for pupils with a hearing impairment as it reduced time for this group of pupils. In addition, her view was that the new curriculum advocated ways of working that was not always in the best interest of a child with a hearing impairment. Finally, 1 respondent asked for recognition of the fact that specialist teachers of the deaf have additional qualifications and not just experience of working in the area and 1 respondent added that there should be additional pay for fully qualified specialist teachers.

When asked to make general comments about providing education for children and young people with a hearing impairment 11 respondents made comments. Two respondents focused on support for children and their families. One of these stressed the need for individual assessment and good communication with parents whilst noting that new referrals were very time consuming; the second emphasised preschool education and support for families. Six of the respondents commented on funding and CPD. One of

these felt that it would be beneficial if funding for ASN provision was ring-fenced (as it used to be), 1 noted the need for the SSC, another that specialist CPD was needed and yet another respondent made a plea for electronically delivered CPD. On a different matter, the ageing workforce concerned 1 of the respondents who noted that there was a need to train younger teachers – both male and female. Finally, 1 respondent felt that it was necessary to stress that CPD for teachers of the deaf needed to include training on how to deal with other types of additional support needs as a number of children had more than one support need.

Summary

The respondents reported 133 specialist teachers of the deaf. Sixty-eight per cent of these were above the age of 45. Seventy per cent of teachers worked as peripatetic/visiting teachers. Just under one fifth (19%) worked in special units in mainstream schools and 9% in special schools. Four fifths of teachers of the deaf had a postgraduate qualification and 86% had BSL but generally at level 1 or 2. Twenty-seven teachers were unqualified and 13 of these were currently in training.

Around half of authorities employed an educational audiologist. Out of the other authorities, 5 bought in the service and 8 had no access to an educational audiologist.

Around half of authorities stated that there were no challenges in ensuring that specialist teachers were qualified within 5 years of taking up post. Where there were challenges, these were mainly due to funding, staff cover and distance to courses. Looked at through a different lens, half of the local authority respondents believed that there was a problem in ensuring that staff were appropriately qualified. Furthermore, the age profile of the special staff is likely to lead to an intensification of these problems in the future.

Most of the respondents were satisfied with the opportunities for CPD for specialists. Class teachers were normally provided with CPD relating to deaf education by the sensory services or teachers of the deaf. The sensory services and/or teachers of deaf also provided advice and guidance to support staff. Few teachers of the deaf supported children with a visual impairment and, in the case of support for children/young people with a dual sensory impairment they worked collaboratively with specialist VI teachers.

Conclusion

This survey has provided further information about children and young people with a hearing impairment and the specialist teachers who support this group of children and young people. There were some discrepancies between the number of school aged pupils reported in our survey and the official statistics; in some authorities the numbers in our survey were higher, in others they were lower. The timing of collection of the data differed and this may have impacted on the results. The survey data on preschool children show that specialist teachers of the deaf are working with a number of pupils within this group in a range of settings as well as providing some children with educational support plans, especially for the 3 to 5 year olds. There are no publicly available data on preschool children with a hearing impairment and the survey has therefore added to our knowledge about provision for this age group. The majority of teachers are qualified to work with this group of children and young people. Those not already qualified have generally been in post for less than 5 years and most are undertaking a relevant qualification. Nearly 70% of specialist teachers are older than 45 and there was concern some in some authorities in relation to succession planning. The main challenges identified both in relation to support for children and young people with a hearing impairment and in ensuring that specialist teachers of the deaf have a recognised qualification were financial constraints, time and

geographical barriers. All the data suggest considerable variation between local authorities in relation to identification of hearing impairment, provision of educational plans, qualifications and age of the specialist teacher of the deaf workforce.

Section 4: Survey of Heads of Service with responsibility for children with a visual impairment

Introduction

This section reports the results of the survey of local authority Heads of Service responsible for the support of children and young people with a visual impairment and the survey completed by the principal of the grant-aided special school for pupils with a visual impairment. The survey was conducted to gather information about numbers of children and young people with a visual impairment as well as on teachers who support these children. The main focus was on preschool children with a visual impairment as there is little publicly available data on this group of children.

This section is structured as follows:

- Background information
- Educational support for children and young people with a visual impairment
- Teachers working wholly or mainly with pupils with a visual impairment
- Conclusion

Background information

Roles and responsibilities of the respondents

Thirteen of the respondents were Heads of Service or in a similar role and the remaining were either Principal VI teachers or held another teaching role. The principal of the special school completed the questionnaire. While some of the respondents were responsible solely for supporting children with visual and/or sensory impairment others held this role within a wider remit within the entire ASN service. The work remit of the respondents therefore varied across the local authorities but all were responsible for supporting children with a visual impairment aged 0 to 18. This included providing emotional and educational support, preparing material for teaching and preparing teachers to be able to provide support for pupils with a visual impairment. Many were also responsible for peripatetic support and home visits for children under the age of 5. One of the VI teachers summarised this as offering support, with a colleague, to all primary and secondary schools as well as all types of nurseries and a special school catering for children with complex needs within their authority. Their aim was to provide flexible support to children, the families of these children and other professionals.

A small number of authorities collaborated with each other to provide services across these local authority areas. In one case, support for children and young people with a visual impairment was provided across 4 neighbouring authorities with 1 lead person based in 1 of the authorities. In another case, 2 authorities split the work with 1 authority providing support to children and young people with a visual impairment in mainstream primary schools and the other to mainstream secondary pupils with a visual impairment.

Policy documents

The respondents were asked if their local authority had a separate policy or information within their ASN policy setting out provision and guidance for children with a visual impairment. Fourteen of the local authorities stated that they had such a policy. The respondents were also asked if they had information available specifically about visual impairment and 21 respondents reported that this information was available. In most

cases, the information was aimed at parents or teachers with a number also providing information to other services such as educational psychologists and health professionals. In very few authorities was there information provided for children or young people. It was not clear whether information was available in all 4 authorities that shared responsibility for delivery of services or whether each of these authorities produced their own information. One local authority mentioned that they had produced a 'service handbook' for VI services; it was not clear if this was mainly for staff. One local authority stated that they were currently reviewing their policy in order to provide accessible information to children, parents and teachers. Whilst the special school did not have a specific policy document on support for learning, it had information on the provision for children with a visual impairment aimed at parents, teachers, local authority personnel and social care/social work personnel.

Educational support for children and young people with visual impairment

School-aged children and young people with a visual impairment

Respondents were asked to state the number of children and young people of school age that were being supported by their authority and where these children were located. Table 4.1 shows the total number of children being supported in all the authorities and the location of these pupils. Just under three quarter of pupils were educated in mainstream schools, with around 17% in special schools within the local authority where the child lived. A relatively small proportion (10%) was educated in special units within either a primary or a secondary school.

Six pupils were noted as being educated in a special school outwith the authority, 18 in a grant-aided and 6 in an independent special school. Six pupils were described as being 'other' provision. This included 1 pupil who was being educated at home, 2 in units in neighbouring authorities and 3 in general special schools outwith the authority. The data on pupils relating to pupils educated outwith the authority is problematic and we were advised by the Advisory Committee that these numbers were likely to be inaccurate. The reason for this was that children or young people educated in these settings may not fall within the remit of the respondents of the questionnaire and that the respondents might therefore not have all the necessary information. This view was reinforced by the data from the special school for children with a visual impairment, which had 60 pupils at the school who were funded by Scottish local authorities. Fifteen of these children were primary age, 30 were secondary age and 23 were over 16 years of age. All the primary age children had multiple impairments, which included a visual impairment, 5 of secondary age children had a visual impairment only with the remaining having multiple impairments. Eight of the post-16 group had a visual impairment only and 15 had multiple impairments. We were given detailed information about 58 of the 60 children relating to educational support plans. All 15 primary aged children had IEPs and 10 had CSPs; 53 of the secondary aged children had IEPs and 28 of these also had CSPs.

Data from the pupil census indicated that the 5 authorities who did not return the questionnaire had 478 pupils with a visual impairment. If these are added to the total shown in table 4.1, the total number of children supported by local authorities is 2266, which is below the officially published figures of 2593 in 2011. Figures 4.3 and 4.4 below show the differences between the official statistics and our survey for primary and secondary schools by local authority. It is most probable that the underreporting relates to children supported by the local authority outwith the local authority.

In the officially published statistics there are no data showing the number and percentage of pupils located in special units. The data reported on here provide us with some information about these pupils and it showed that only around 10% are located in units. However, this figure has to be interpreted with care as at least 1 respondent was unclear about the meaning of a 'specialist' unit and interpreted it as a unit for children with ASN rather than a unit specifically for children with a visual impairment.

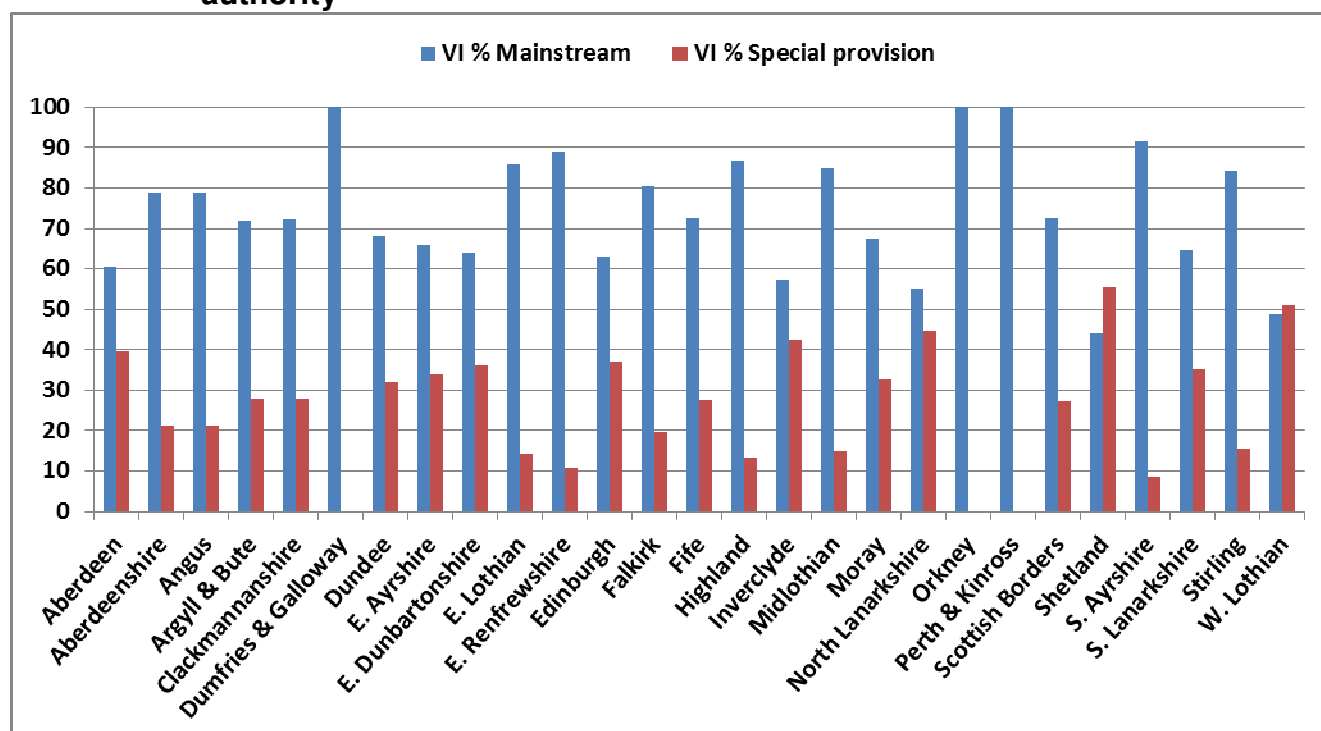
Table 4.1: Total number of children and young people with a visual impairment and their location

Location	Number of pupils	%
Mainstream primary school	796	45
Mainstream secondary school	487	28
Specialist unit within a primary school	83	5
Specialist unit within a secondary school	94	5
Special school within your local authority	292	17
Total within local authority provision	1752	100
LA special school outwith your authority	6	
Grant aided special school	18 (60) ¹	
Independent special school	6	
Other	6	
Total	1788	

1. Figure in brackets refers to number of pupils in the grant-aided school for pupils with a visual impairment who are supported by Scottish local authorities. They are not included in the overall total.

Figure 4.1 provides an overview of the number of pupils with a visual impairment by local authority and by school location. As can be seen, there is variation between the authorities in relation to the proportion of pupils special schools compared to mainstream schools. Shetland and West Lothian have a higher proportion of their pupils in specialist provision, Moray also has a high proportion in specialist provision. In contrast, Perth and Kinross, Orkney and Dumfries and Galloway report no pupils in specialist provision. These data may be influenced by the pupils included in the count in each authority, for example, those authorities with a high proportion in specialist provision may not have included pupils with a less severe visual impairment. However, it is not possible to ascertain whether this is the case from these data. It is clear that there are implications for how support for this group of pupils is managed at the authority level. In authorities with less specialist provision class teachers may require more support and training in supporting pupils with a visual impairment.

Figure 4.1: Pupils known to each local authority with a visual impairment and their location: percentage in mainstream vs specialist¹ provision by authority

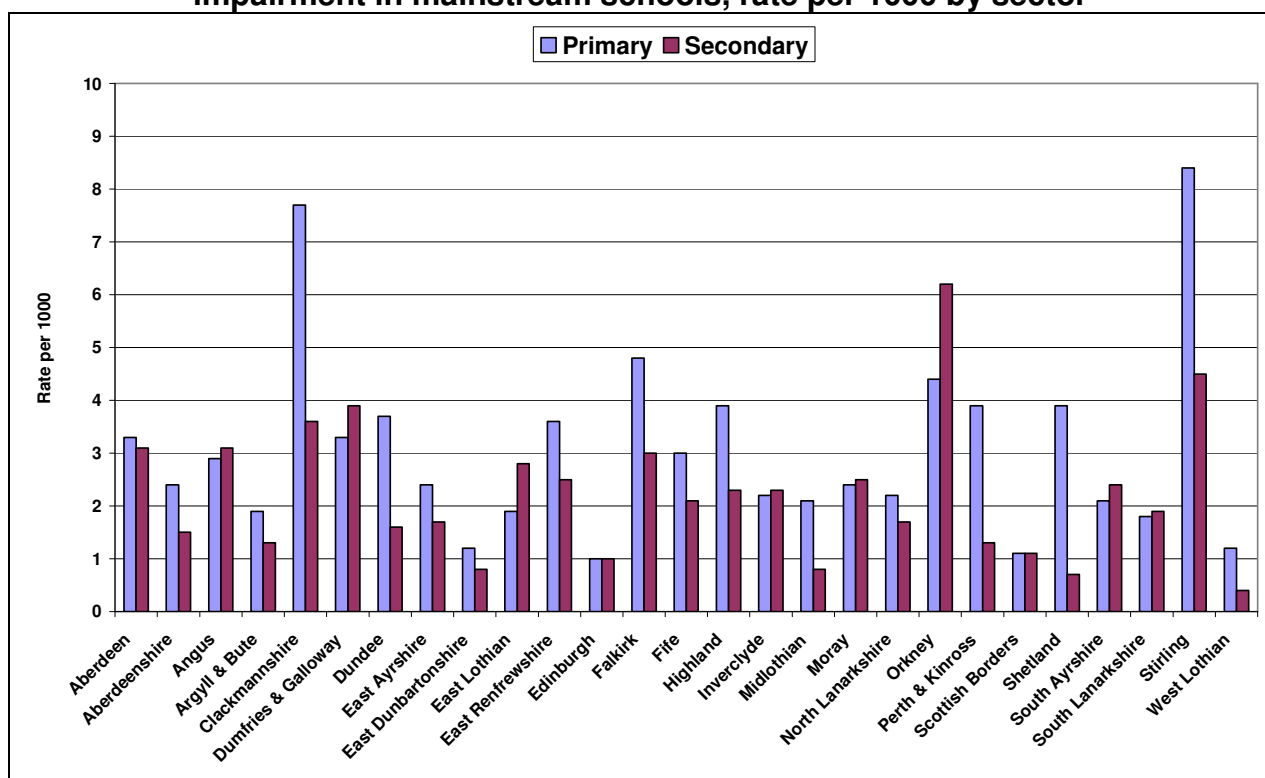


1. Specialist provision includes special units in primary/secondary and special schools

Note: Secondary mainstream numbers for North and South Lanarkshire are based on a total of 73 (37 allocated to North Lanarkshire; 36 to South Lanarkshire)

Figure 4.2 shows the proportion (rate per 1000) of primary pupils with a visual impairment as a proportion of the total primary school population within the authority and the proportion of secondary pupils with a visual impairment as a proportion of the secondary pupil population within the authority. This figure indicates variation across the local authorities; Stirling and Clackmannanshire had the highest proportion of pupils in primary schools with a visual impairment. However, it should be noted that these authorities have relatively small pupil populations (fewer than 7000 in primary schools in Stirling and fewer than 4000 in Clackmannanshire) and are therefore more affected by relatively small changes in the numbers of pupils with a visual impairment and/or total pupil population. Edinburgh, East Lothian and Scottish Borders had the lowest proportion of primary pupils with a visual impairment. In 17 authorities, the proportion of pupils with a visual impairment was higher in primary schools than in secondary schools. West Lothian, Shetland, Midlothian, East Dunbartonshire and Edinburgh had the lowest known proportion of secondary pupils attending mainstream secondary schools. These authorities, apart from Shetland, also had the lowest known proportion of primary pupils with a visual impairment.

Figure 4.2: Proportion of pupils known to each local authority with a visual impairment in mainstream schools, rate per 1000 by sector¹



1. <http://www.scotland.gov.uk/Resource/0038/00387066.xls> (supplementary data 2011)

In order to set our survey data into the context of the data gathered annually in the pupil census, figures 4.3 and 4.5 compare our survey data with the official statistics. The first figure shows the data for primary schools and the second for secondary schools. Figure 4.3 shows some variation, as would be expected; however, the discrepancy between our data and the official statistics is particularly large in Aberdeenshire, Clackmannanshire, East Ayrshire and Stirling. In the case of Aberdeenshire and South Ayrshire the numbers reported in our survey are considerably below those of the official statistics. The opposite is the case for Clackmannanshire and Stirling.

In the case of the secondary school data Aberdeenshire and East Ayrshire also report considerably larger numbers in the official statistics, this is also the case for Argyll & Bute, Edinburgh and West Lothian. The explanation for the discrepancies in the authorities where the official statistics indicate higher number may be due to the person completing our survey not having access to all the relevant information about pupils with a visual impairment. Overall, the number of pupils with a visual impairment reported in the official statistics is higher than the numbers reported in our survey. This could be due to the respondents not including all pupils who have complex needs which include a visual impairment. In the official statistics these pupils would be recorded in the visual impairment category as well as in other categories.

Figure 4.3: Number of primary pupils with a visual impairment by local authority, comparing survey data with the pupil census¹

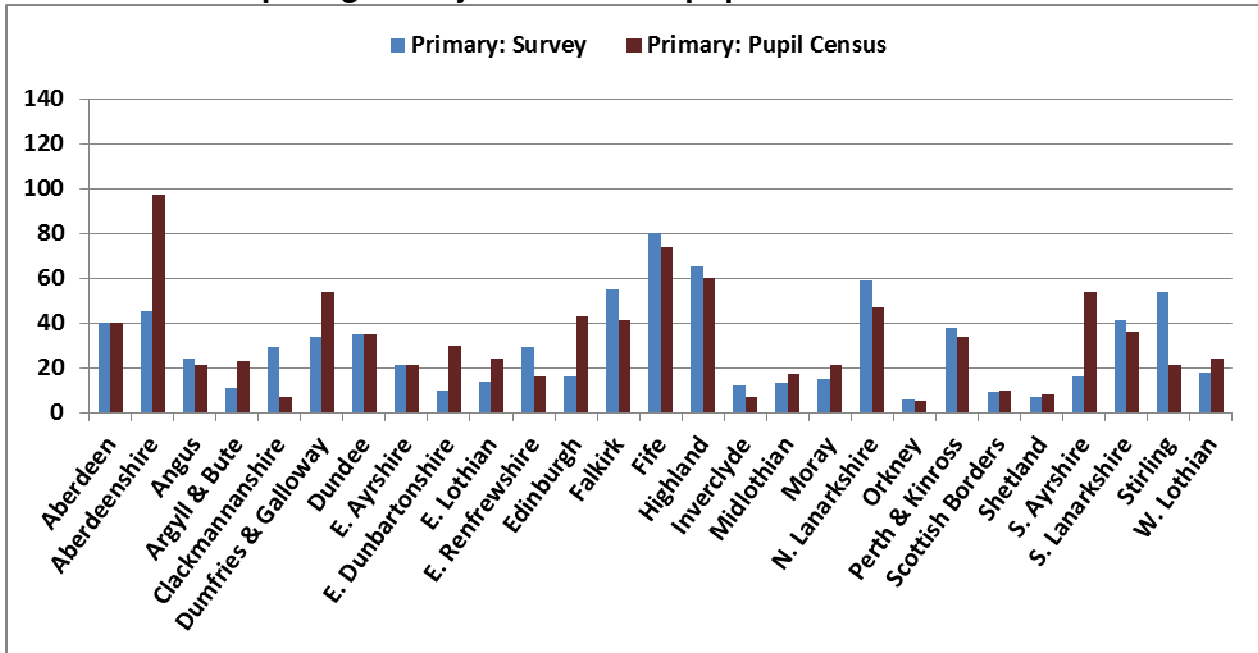
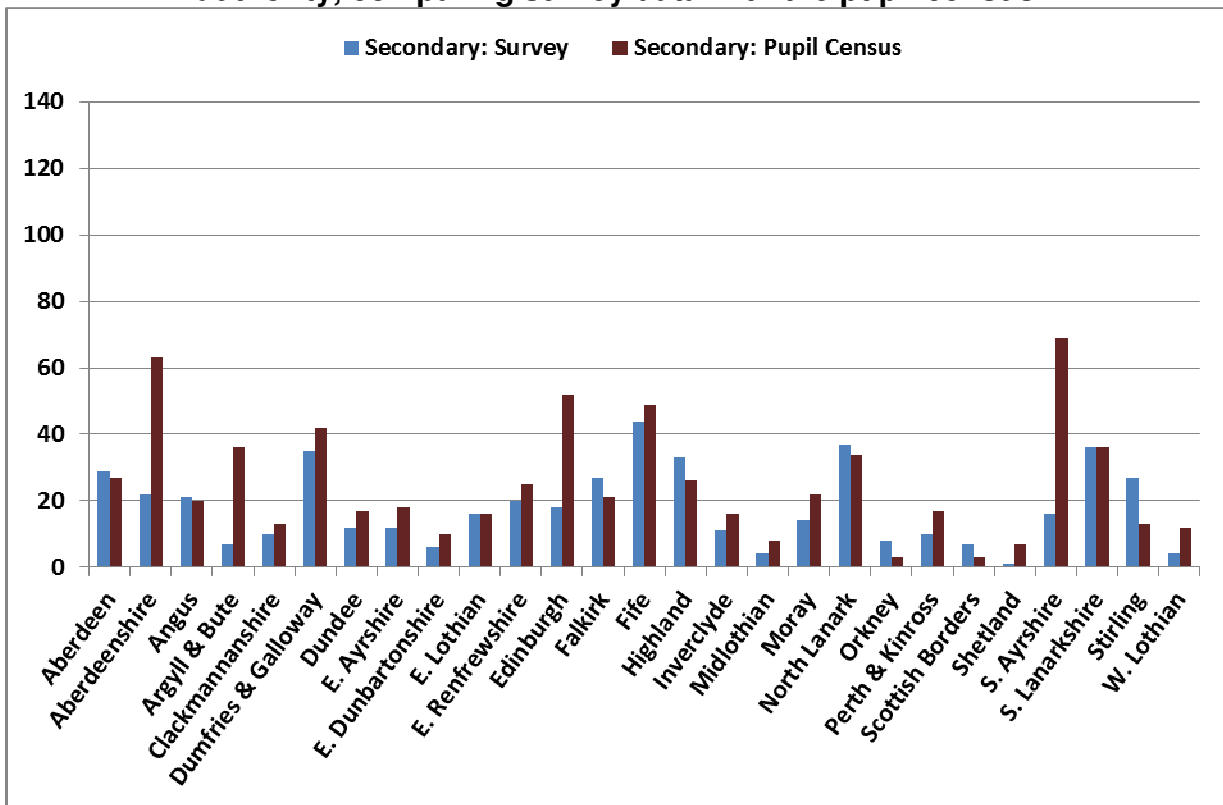


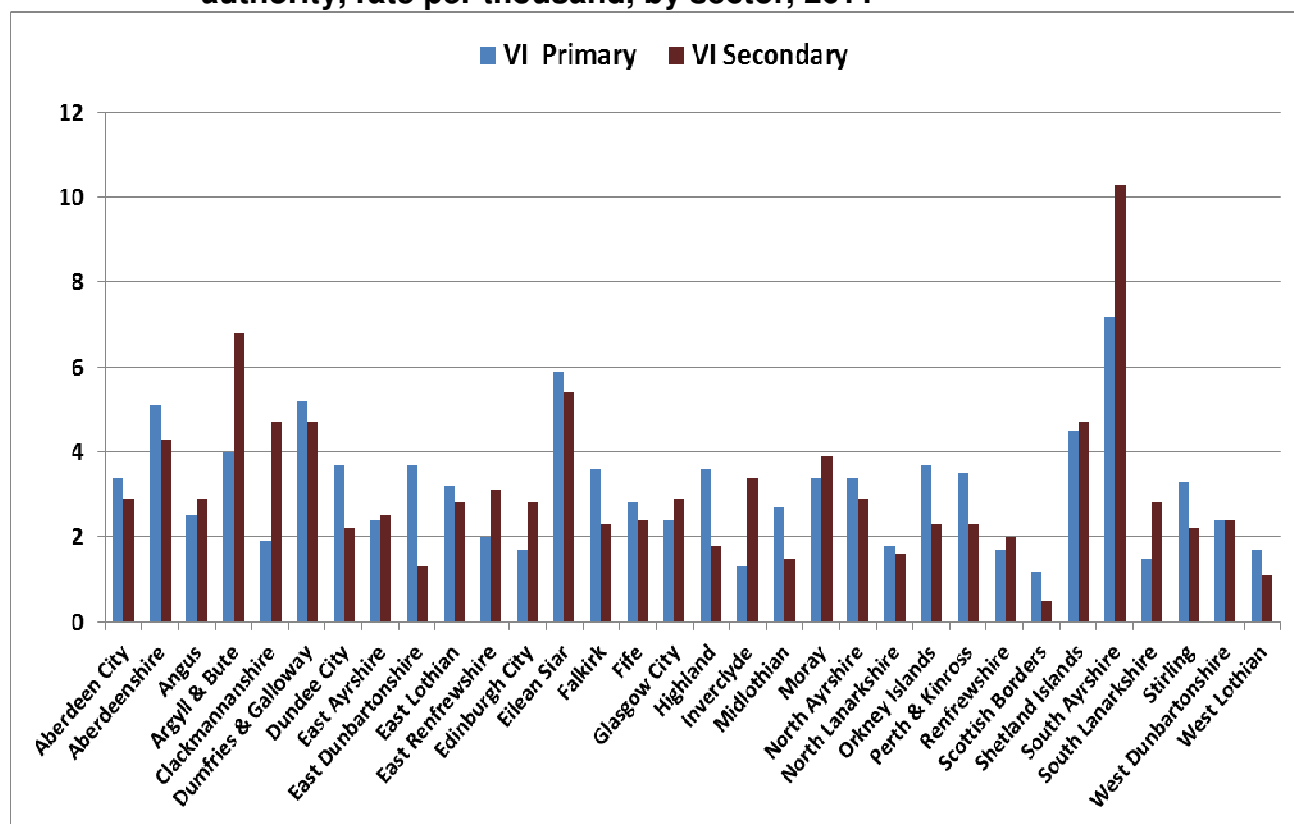
Figure 4.4: Number of secondary pupils with a visual impairment by local authority, comparing survey data with the pupil census¹



The final three graphs in this section draw on the official statistics at local authority level. The first one examines the relationship between pupils with a visual impairment and the total pupil population in an authority and the second, shows the relationship between pupils with a visual impairment and the ASN population. The final graph shows the proportion of pupils recorded with ASN as a proportion of the total pupil population in the local authority. In 18 of the authorities the proportion of pupils with a visual impairment is greater in primary schools than in secondary schools; in 12 it is higher in secondary

schools; and in one authority it is the same. The difference in terms of a higher proportion in primary schools is greatest in East Dunbartonshire, Highland, Dundee, Midlothian, Orkney, Perth and Kinross and Scottish Borders. However, small pupil numbers in authorities such as Orkney means that the overall proportion can change from year to year. The overall proportion of pupils in primary schools in Scotland with a visual impairment is 2.8% and the rate is the same for secondary pupils. Whilst the majority of local authorities vary around this rate, the proportion of pupils recorded as having a visual impairment is particularly high in South Ayrshire, in Argyll and Bute in relation to secondary pupils and it is also relatively high in Eilean Siar, Dumfries and Galloway, Aberdeenshire and Shetland. It is clear that authorities with small populations will see a greater fluctuation in the rate as numbers go up and down. However, authorities such as Aberdeenshire are not affected by such fluctuations to the same extent.

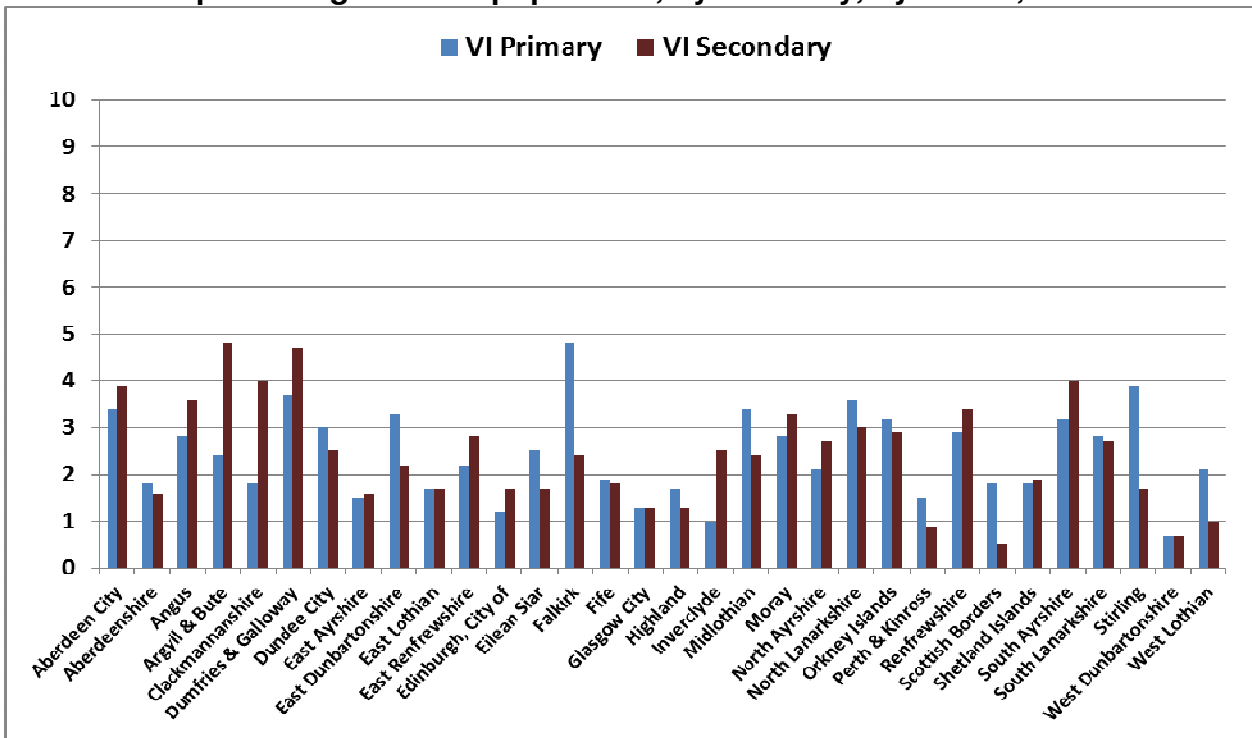
Figure 4.5: Proportion of mainstream pupils with a visual impairment by local authority, rate per thousand, by sector, 2011



Source: Scottish Government, 2011e

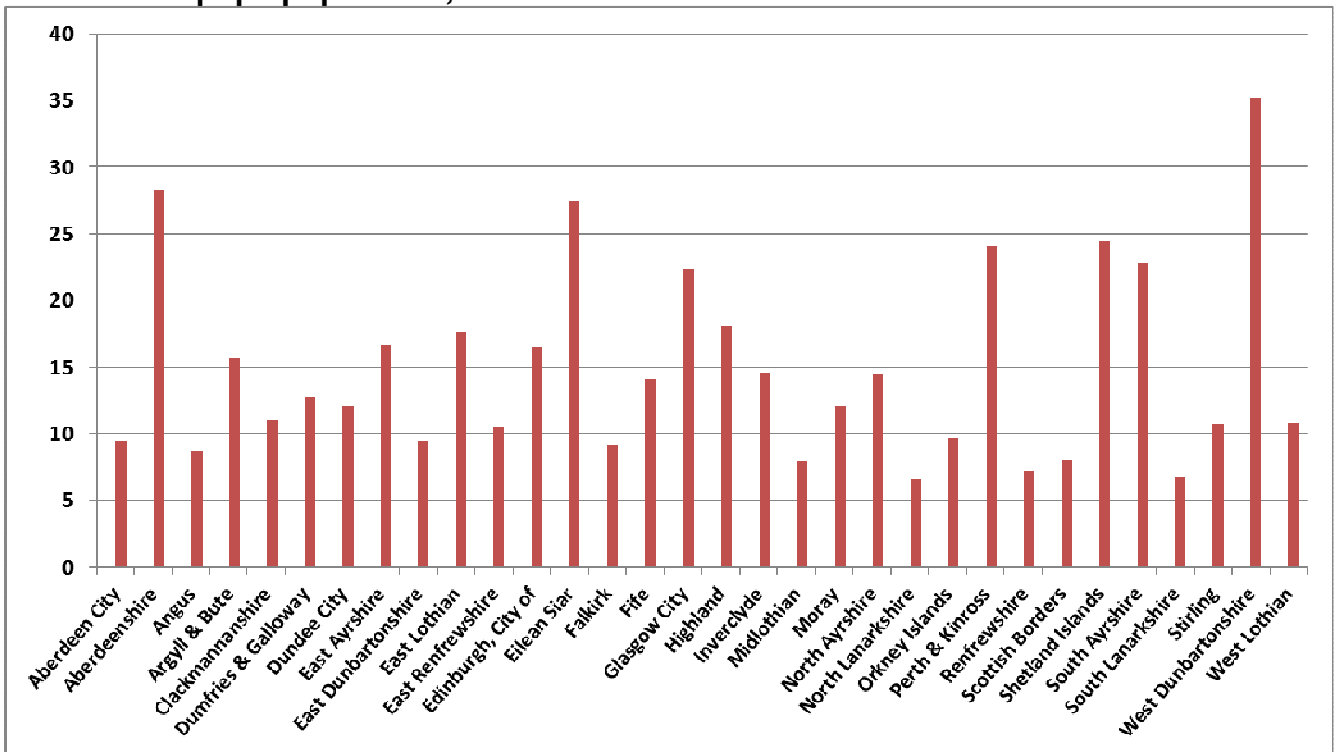
Pupils with a visual impairment account for 2.7% of the ASN population nationally. For the primary sector overall the proportion is 2% and it is the same for the secondary sector. Variation between the local authorities is also evident in this figure. Falkirk has a particularly high proportion in the primary sector and the same applies to Stirling, East Dunbartonshire and Midlothian. Dumfries and Galloway and South Ayrshire have a higher proportion among secondary pupils as well as above average in the primary sector. Argyll and Bute and Clackmannanshire have above average in the secondary sector but close to average in the primary sector. West Dunbartonshire has a particularly low proportion in both sectors. The final graph (also included in the survey on hearing impairment) which shows the percentage of pupils recorded as having additional support needs in relation to the total pupil population in each authority and here there is also variation. The average for Scotland (shown in figure 5.2) is 14.2; 10 authorities have a rate below 10%, 7 are above 20% and the remaining 15 authorities have percentages between 10 and 20.

Figure 4.6: Percentage of mainstream pupils with a visual impairment as percentage of ASN population, by authority, by sector, 2011



Source: Scottish Government, 2011e

Figure 4.7: Total ASN population in each authority as a percentage of the total pupil population, 2011



Source: Scottish Government, 2011e

Number of preschool children with a visual impairment

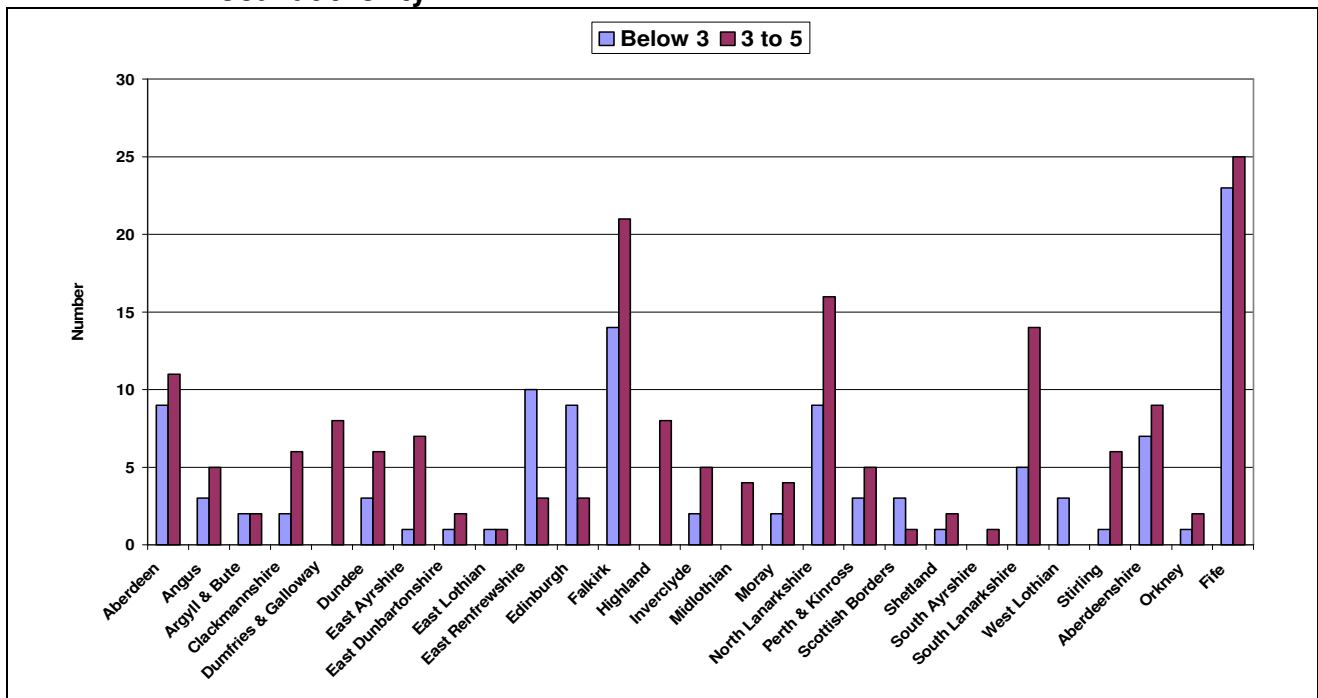
Respondents were asked to state the number and ages of preschool children with a visual impairment known to the local authority irrespective of whether they were receiving additional support. As can be seen from table 4.2, a total of 293 preschool were known to the authorities and around two thirds were aged 3 to 5. It should be noted that there were some discrepancies in the data provided by the respondents to the 3 questions relating to numbers of preschool children (see tables 4.2, 4.3 and 4.5). Table 4.3 indicated that a total of 298 children were known to the authorities and table 4.5 indicated that there were 157. It is likely therefore that there were around 295 children known to the local authorities as a result of their visual impairment; some of these children also had other support needs.

Table 4.2: Total number of preschool children with a visual impairment known to the local authorities

Below 3	116
3 to 5	177
Total preschool	293

Figure 4.8 provides a breakdown by authority showing that in East Renfrewshire, Edinburgh, Scottish Borders and West Lothian there were slightly fewer children below 3 known to the local authority than there were 3 to 5 year olds. The highest overall numbers of preschool children known to local authorities as having a visual impairment were reported by Falkirk (n=35), North Lanarkshire (n=25), Aberdeen City (n=20) and South Lanarkshire (n=19).

Figure 4.8: Number of preschool children with a visual impairment known to each local authority

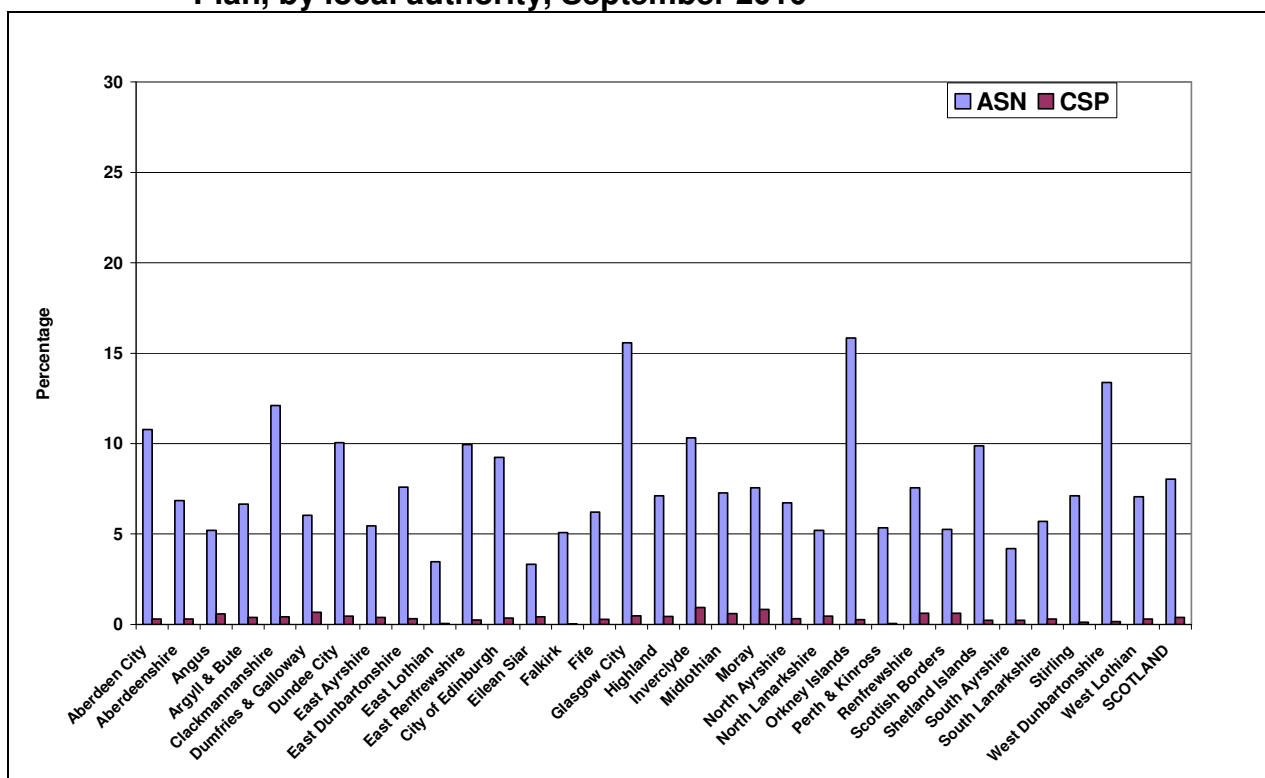


There are very limited data published on preschool children with additional support needs and no publicly available data with a breakdown according to support need. The data that exist show the proportion of pupils with additional support needs and the proportion of this group that have a CSP. There are also problems with these data as children who attend more than 1 centre are counted for each centre they attend. This is likely to lead to

considerable double counting as parents who work may well use more than one form of childcare. This is likely to affect children in the 3 to 5 age group particularly who are entitled to free preschool education. This entitlement provides five 2 ½ hour sessions during the school hours which means that parents whose children require longer hours of day care would need to find an alternative. In addition to this, data were not available for all children which led to some data from 2009 to be used.

According to the data available, the overall proportion of preschool children with ASN was 8% and 0.4% of children with ASN had a CSP in September 2010 (figure 4.9).

Figure 4.9: Proportion of preschool children with ASN or a Coordinated Support Plan, by local authority, September 2010



Source: Scottish Government, 2011f

Table 4.3: Total number of preschool children with a VI, a VI and another support need or dual sensory impairment

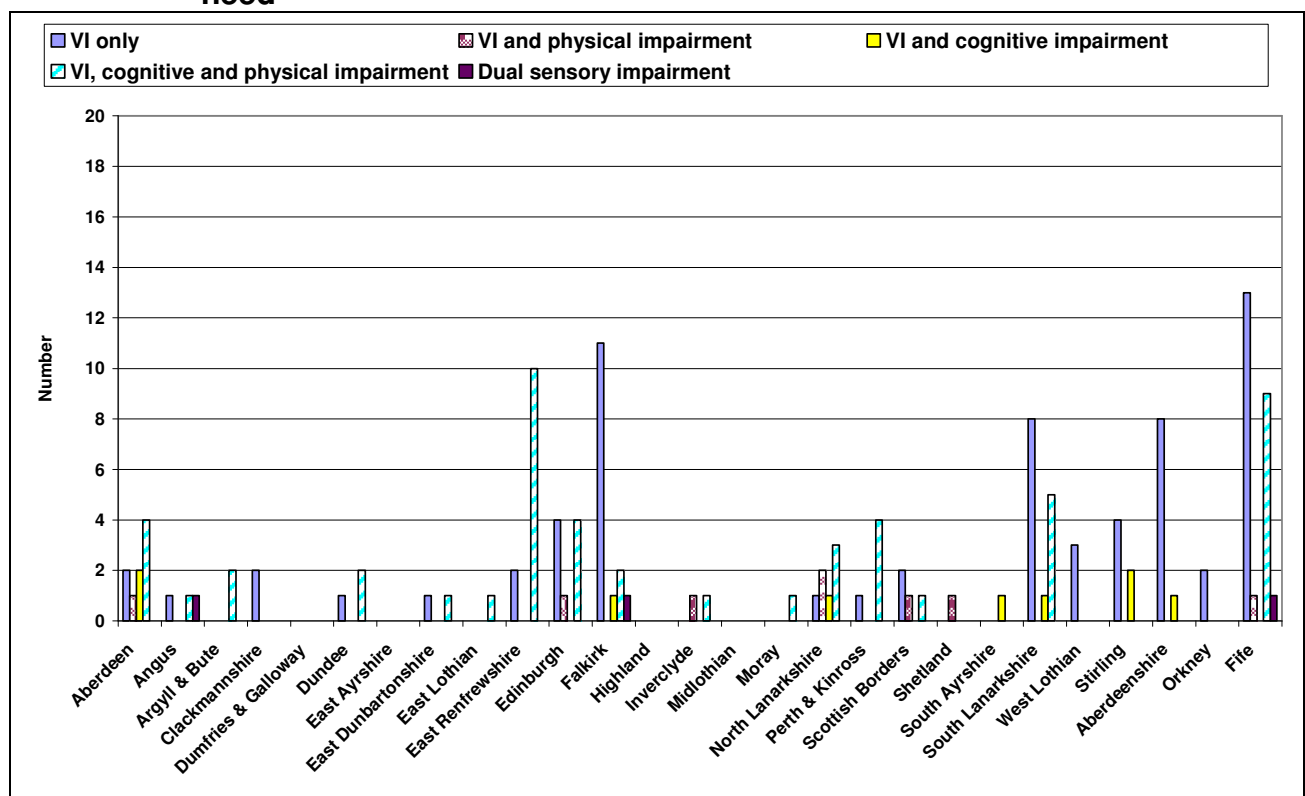
Type of additional support need	Age and number		Total
	below 3	3 to 5	
Visual impairment only	66	56	122
Visual impairment and a physical impairment	8	6	14
Visual impairment and a cognitive impairment	9	19	28
Visual impairment as well as physical and cognitive impairments?	51	66	117
Dual sensory impairment	9	8	17
Total	143	155	298

Table 4.3 above shows that the majority of preschool children were known to their local authority either because they had a visual impairment only (41%) or because they had multiple impairments which included a visual impairment (39%). Figure 4.10 shows the number of children below 3 by local authority and their type of impairment. Although there are relatively few children in total in the 'below 3' category being supported there is some

indication that the variation between local authorities seen in the official statistics is also in evidence here. Fife, Falkirk and East Renfrewshire reported relatively high number of pupils requiring support in comparison to Edinburgh; whilst Fife had a large pupil population, Falkirk and East Renfrewshire had considerably smaller school populations than Edinburgh and presumably also smaller preschool populations (the number of pupils in recorded as being in preschool provision was much higher in Edinburgh than in these two authorities). Fife had the largest number of pupils with a visual impairment as well as the largest number with a visual impairment, cognitive and physical impairment; however, Fife was the authority with the largest number of children recorded as being in preschool education. East Renfrewshire had the second highest number of under-3s with multiple impairments.

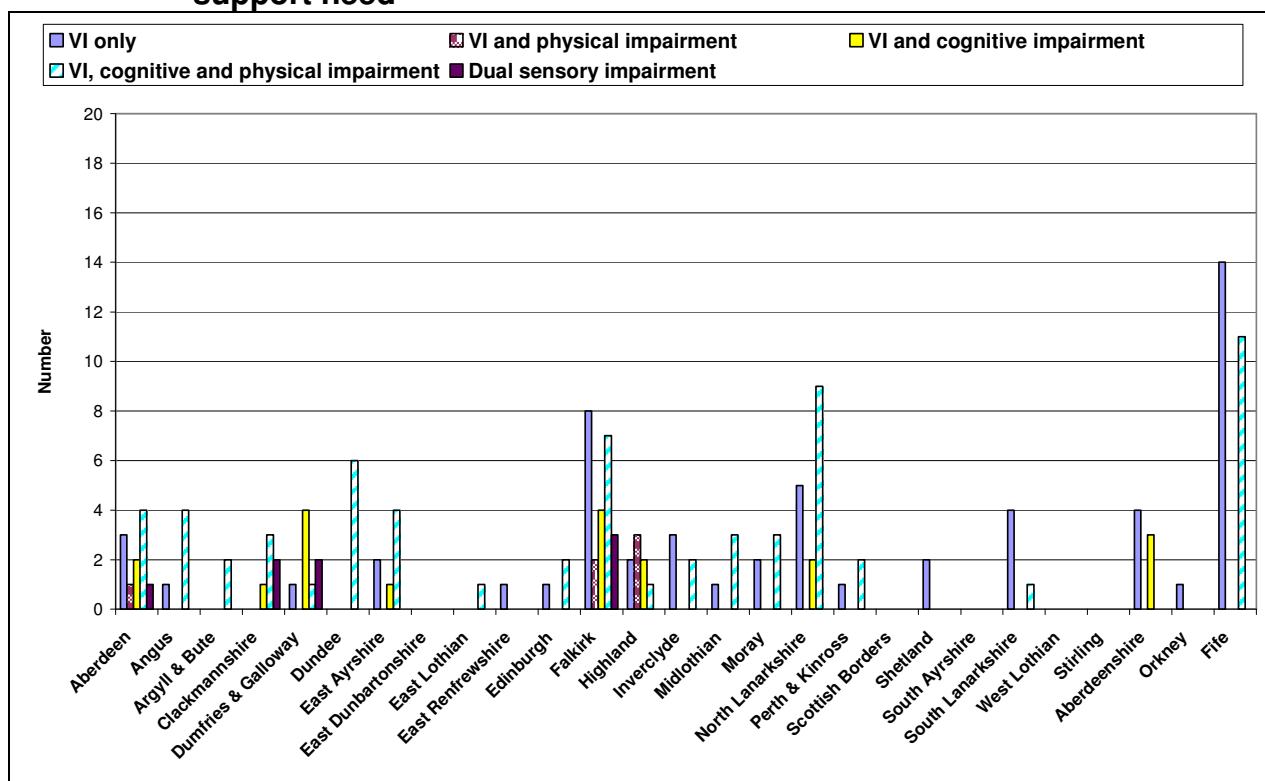
There were 3 children below the age of 3 in a voluntary playgroup at the grant-aided school for children with a visual impairment and all had multiple impairments. This voluntary playgroup was offered once a week as the support for the nursery service, which had been offered in partnership with the local authority, had been withdrawn due to lack of support from the local authority.

Figure 4.10: Number of children below 3 with a visual impairment known to the local authority as a result of VI only or VI and another additional support need



Fife had the highest number of children aged 3 to 5 with a visual impairment only, followed by Falkirk. It also had the greatest number of children with VI and other impairments. North Lanarkshire had the second largest number of 3 to 5 year olds with multiple impairments. Dundee and Angus also reported relatively high numbers in this category (figure 4.11). It is possible that the variation between local authorities is due to the different structures within the authorities, for example, there may be different teams responsible for preschool children in some authorities and the data on preschool children may have been more accessible to some respondents than others. It could also have been affected by local interpretation of the level of other impairment meriting inclusion.

Figure 4.11: Number of 3 to 5 year old children with a VI only or a VI and another support need



Support for preschool children with a visual impairment

The local authorities were asked about what type of service they provided for preschool children with a visual impairment and table 4.4 below shows the range of provision. All local authorities apart from 1 offered peripatetic home visits and a peripatetic service to mainstream nurseries. Twenty authorities included private nurseries in their peripatetic provision and 15 authorities had family services with peripatetic support. Sixteen authorities offered placements in a special nursery within the authority and 5 offered such a service outwith their local authority.

Table 4.4: Type of provision for preschool children with visual impairment by number of local authorities

Type of provision	Number of LAs
Peripatetic service home visits	26
Peripatetic service family centres	15
Peripatetic service private nursery	20
Peripatetic service mainstream nursery	26
Special nursery provision within your local authority	16
Special nursery provision outwith your local authority	5

Some local authorities mentioned that there were restrictions on what was provided. In 1 local authority, children with a visual impairment were normally placed in mainstream nurseries; however, for those with complex needs in addition to their visual impairment there were places in specialist nurseries. One local authority restricted its support to private nurseries that were in partnership with the authority. Two other local authorities mentioned that there were few specialist nurseries within the authority and the VI support team therefore visited any nursery where a child with a visual impairment was placed. Five local authorities offered preschool children with a visual impairment other type of

provision; in 1 authority this included support for toddler groups. The respondent explained that this involved 1 afternoon session during the week for any preschool child with a sensory impairment; a morning session on a different day was provided for children with a visual impairment and additional, complex needs. The aim was to provide support to parents/carers in an informal and relaxing setting for parents and children. One local authority mentioned that restructuring had led to the preschool service being provided by another team within the authority. This would suggest that there is variation between local authorities in type of provision as well as differences between the teams responsible for the provision. It is clear that such variation would be expected as local authorities are expected to respond to local demands; however, it may also be that the variation means that parents/carers and children get better support within in one authority than they would in another. The example of the toddler group provision suggests some good practice, which could potentially be developed by local authorities where no such support exists.

Support plans for preschool children

Respondents were asked if preschool children with a visual impairment and those with support needs in addition to their visual impairment had any form of support plan. A total of 111 preschool children with visual impairment were reported as having some type of support plan as can be seen in table 4.5. A larger number of 3 to 5 year old children had plans than did those aged below 3. This is not surprising as 3 to 5 year olds are entitled to a certain amount free preschool care and are therefore more likely to be in an educational setting than those under 3 who may be in other types of childcare provision. As CSPs and IEPs are educational plans these are also likely to be more relevant to children close to school age. It should also be noted that children with CSPs may also have an IEP, the total therefore does not refer to the total number of children with support plans.

Table 4.5: Number of preschool children with a VI or a VI and additional support needs with a support plan

Type of support plan	Number under 3	Number aged 3 to 5	Total
CSP	8	28	36
IEP or equivalent	11	42	53
Family support plan	13	9	22
Additional support related to visual impairment but no plan	25	21	46
Total	57	100	157

Figures 4.12 and 4.13 below show the variation between authorities in the extent to which preschool children have support plans. Eight children below 3 had CSPs and 6 of these were in 1 authority (North Lanarkshire) and East Renfrewshire had the highest number with IEPs. More under 3 year olds had Family Support Plans than either a CSP or an IEP, and Fife had the largest number of Family Plans. Five authorities, used CSPs with 3 to 5 year old children, these were North Lanarkshire, Highland, East Ayrshire, Clackmannanshire and Argyll and Bute. Dumfries and Galloway had the largest number of 3 to 5 year olds with IEPs. Twelve authorities had between 1 to 6 children with IEPs. The variation noticed between authorities in relation to provision of support plans (see section 3) is also in evidence here.

Figure 4.12: Number of children below 3 with a visual impairment by type of support plan by local authority

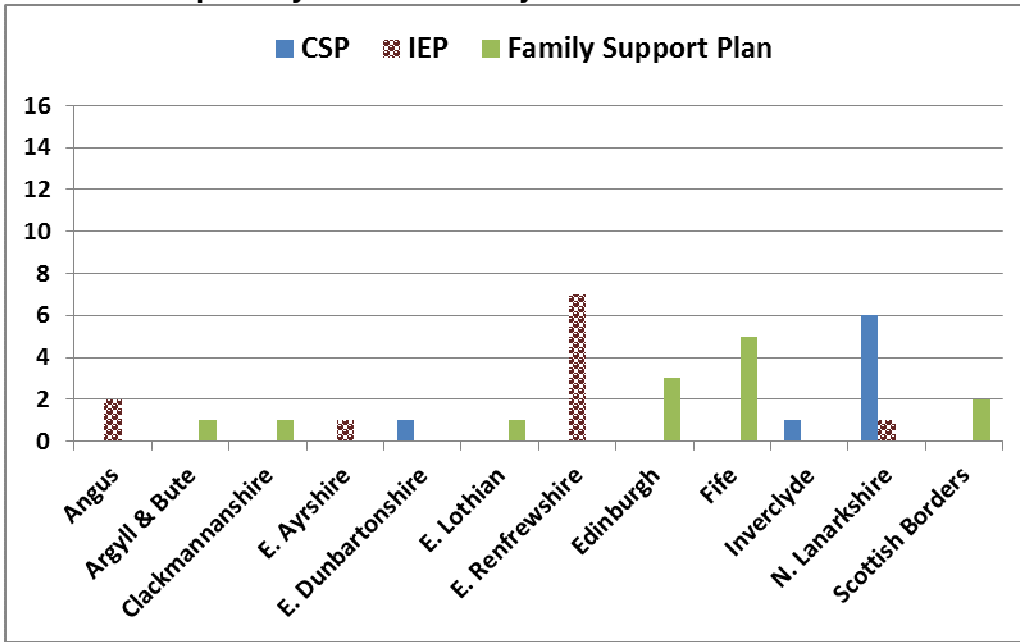
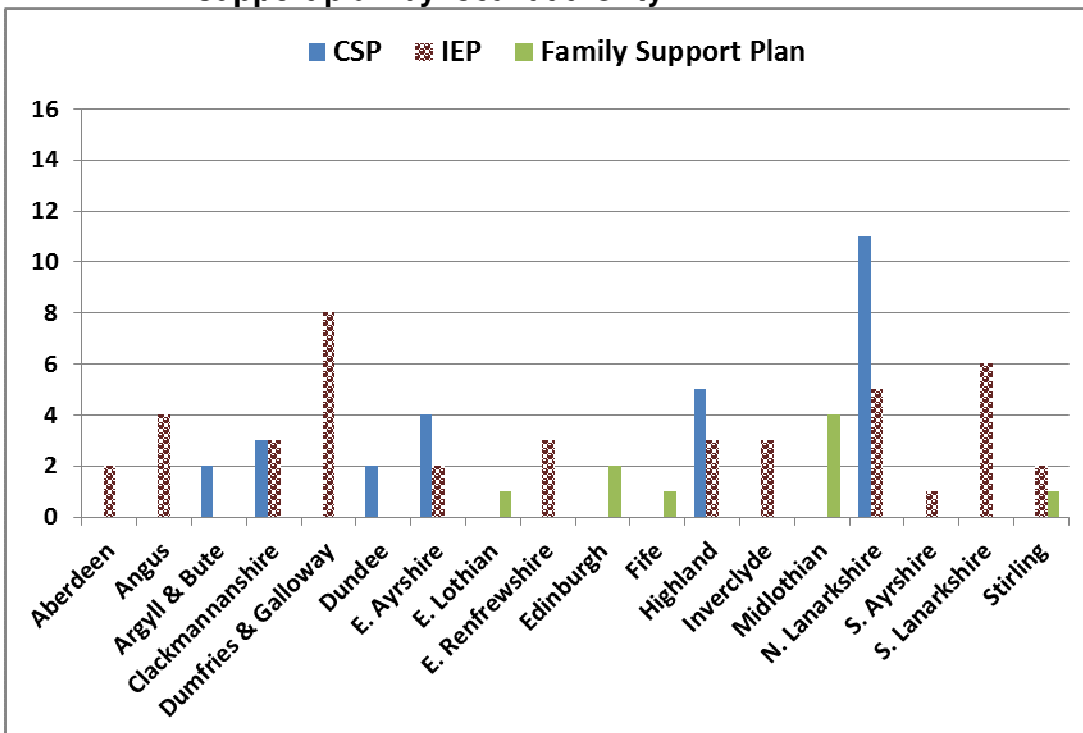


Figure 4.13: Number of children aged 3 – 5 with a visual impairment by type of support plan by local authority



Arrangements with other local authorities and services

The respondents were asked if they had any arrangements with other authorities to provide support for children and young people with a visual impairment. Twelve out of the 27 local authorities that responded to the survey had made reciprocal arrangements with other local authorities to provide support for these children and young people. In 6 of these authorities there was a formal arrangement. Four of these authorities cooperated

with a lead person based in 1 of the authorities. The other two authorities had made an arrangement which involved 1 authority supporting secondary pupils with a visual impairment in mainstream education, whilst the other authority supported mainstream primary pupils.

Other local authorities had made arrangements specifically for children with complex needs and dual sensory impairment and children requiring specialist placements. In some cases this involved the authority providing places in their special schools for children from elsewhere; for other authorities this meant placing children in settings outwith the home authority. Two local authorities stated that while they had had arrangements with other local authorities in the past they had now developed their own specialist services. One local authority mentioned that specialist services had been organised following a request from a parent who had asked for their child to be schooled in the local authority of residence instead of going to a specialist school for children with a visual impairment. This meant that they now had a Braille user in a mainstream school which, according to the respondent, worked well. Shetland Islands authority had developed their own mobility and orientation service as well as supplying Braille to other authorities.

The special school for children/young people with a visual impairment collaborated with local authorities and schools on a regular 'as needed' basis. The school did not employ an educational psychologist but the educational psychologist from their local area supported pupils. The school employed social work, health professionals and habilitation specialists.

Respondents were also asked what other agencies they worked with in order to support the children and young people with a visual impairment. As can be seen in table 4.6, they all worked with psychological, social work services and health professionals. Most of them also worked with voluntary and other agencies.

Table 4.6: Services and agencies that local authorities work with

Psychological services	27
Social Work services	27
Health professionals	27
Voluntary agencies	23
Other agencies	18

The most commonly mentioned health professionals were occupational therapists, speech and language therapists and physiotherapists. These were mentioned by more than 20 of the authorities. Local authorities also worked with paediatricians, ophthalmologists, orthoptists, health visitors, optometrists, nursing staff, GPs and rehabilitation officers. The most frequently used voluntary agency was RNIB but Visibility and Kindred were also mentioned by several authorities. A small number of authorities mentioned working with the Scottish Sensory Centre and the CALL Scotland.

The special school also worked with local authority psychological services, social work services, a range of health professionals as well as voluntary and other agencies. The voluntary agencies included the RNIB, Scottish Council of Visual Impairment (SCOVl), guide dogs and the cross party working group on visual impairment. In terms of other agencies they worked with other grant-aided schools, Scottish Council for Independent Schools (SCIS), Educating Through Care Scotland (ECTS), MDVI Euronet, Education Scotland, SQA, Care Inspectorate and 3 universities (Edinburgh, Birmingham and London).

Challenges in supporting children and young people with a visual impairment

Respondents were asked to reflect on the challenges they met in supporting children and young people with a visual impairment. Only two authorities stated that there were no challenges and 1 failed to respond to the question. The others mentioned a range of issues, including the following:

- Difficulties in providing a service due to having to support children and young people across a wide geographical area.
- Increasing referrals and changing needs of pupils leading to large monitoring caseloads. Ensuring equity of provision across the authority and building capacity within schools were also considered challenging.
- Transitions were identified as particularly difficult as pupils moving from one setting to another required additional support which impacted on the support given to other needy pupils.
- Lack of qualified staff and/or lack of funding for training of staff. Within this was also included the problems of providing cover for staff attending training, lack of opportunities to engage with new technologies and little time to train and/or consult with other education staff and/or to train pupils, e.g. provision of mobility training.
- Interagency working was flagged up as problematic and 1 authority mentioned that this was particularly the case when working with voluntary agencies, as they were not accountable in the same way as public agencies. One authority respondent with social work contacts in 2 different authorities mentioned that the arrangements worked well in 1 authority but not in the other. This example suggests that it might be worth looking at these cases to try to identify features of effective interagency collaboration.
- In some of authorities there was concern with the overall management structures, which included a change away from specialism towards generic support. This, according to some, had led to a lack of appreciation of the requirements of pupils with a visual impairment and the need for succession planning in relation to specialist VI teachers.
- The main challenge for the special school was ensuring a large enough pupil body to guarantee the school's survival. Whilst supportive of inclusion in mainstream, the respondent felt the school could offer specialist support, which is not always available in mainstream schools. The respondent was of the view that this led to pupils being referred at a relatively late stage (e.g. secondary education) which did not allow for the development of a solid foundation. A further concern was that some local authorities questioned the placement of pupils aged 16 to 18 which could lead to pupils not having sufficient time to gain the qualifications required for further study or to enter into gainful employment.

Respondents were also asked to identify any strategies they had developed to deal with the difficulties that they had identified. The main ones mentioned by several respondents included:

- Regular review of cases in order to prioritise according to severity, trying to allocate caseloads to particular geographical locations wherever possible and reviewing cases to consider whether specialist VI teacher input can be reduced.
- Emphasising communication through a range of means such as phone calls, emails, meetings which include school staff, parents and other professionals.

- Using qualified teachers to support those not yet fully qualified and in-house mentoring, have regular information and training sessions in school and use SSC courses for training.
- The need to prioritise according to level of severity was considered particularly important.
- Support plans were also mentioned as an aid to communication. However, communication was also improved by frequent contacts by phone and email, running after schools clinics and meetings and, wherever possible offering training through Inset. In spite of strategies like these, 1 authority noted that attempts to improve communication were fraught with difficulties and seemed to have limited impact. One respondent mentioned that helping school staff and children and young people with a visual impairment to work more independently freed up time for the support team to deal with more severe cases.

The specialist school for pupils with a visual impairment identified a range of strategies to support pupils with a visual impairment:

- Pupils were supported by individualised educational programmes, offered a differentiated programme with access to a wide range of subjects in small groups and individual lessons.
- The school used integrated care and education plans and provided pupils with opportunities to be involved in the life of the school.
- Staff were organised into multidisciplinary teams, the physical environment was modified and specialised communication strategies were used.

Summary

More than 70% of school-aged children with a visual impairment were educated in mainstream primary and secondary schools; around 17% were placed in special schools and around 10% in specialist units. Sixty children supported by Scottish local authorities were receiving their education at the grant-aided school for pupils with a visual impairment. Overall, the number of pupils reported in our survey was below the official statistics for the participating authorities. The official statistics indicated differences between authorities in relation to the overall population identified as requiring additional support needs as well as the proportion of pupils with a visual impairment in relation to the overall local authority school population. Around 295 preschool children were known to these authorities as requiring additional support because of a visual and/or additional impairment; of these 60% were in the 3 to 5 age category and the remainder below the age of 3. Thirty-nine per cent of preschool children with a visual impairment also had a physical and cognitive impairment.

The majority of local authorities offered preschool children with a visual impairment peripatetic service home visits and/or peripatetic service in mainstream and private nurseries. Very few local authorities offered preschool children with a visual impairment support outwith the local authority of residence. A total of 105 preschool children with visual impairment were reported as having some type of support plan. A larger number of 3 to 5 year old children had plans than did those aged below 3. There was considerable variation between the local authorities in relation to the number of children reported with a visual impairment and in the extent to which these children had support plans. Most of the pupils at the specialist school had at least one educational plan but several had more than one.

Around half of the local authorities responding to the survey had made reciprocal arrangements with other local authorities to support children and young people with a visual impairment. Collaborations with health professionals such as occupational therapists, speech and language therapists and physiotherapists were also common. The specialist school also collaborated with local authorities and a range of health professionals as well as employing social work and health professionals at the school.

Challenges in supporting children and young people with a visual impairment included providing support across a wide geographical area, communication at all levels, lack of time for training, lack of qualified staff, management issues within the local authority and a move away from specialisation. Strategies to deal with these challenges included regular reviews of cases and prioritisation, communicating using a wide range of media, using qualified staff to support and mentor those not yet qualified and developing the skills in staff and pupils at school level to reduce the need for specialist input. The main challenge for the specialist school was to get local authorities to agree to send pupils to the school, and to send them early enough for the pupils to develop a sound foundation for their education.

Details about teachers working wholly or mainly with pupils with a visual impairment

Characteristics of specialist VI teachers

Respondents were asked to state the approximate age, length of service and type of contract held by specialist VI teachers in their authority. A specialist VI teacher was defined according to the relevant legislation (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>). Table 4.7 provides a summary of all specialist VI teachers and the type of contract held if known. Figure 4.14 shows the number of teachers by local authority as well as the type of contract held, where this information was provided. There is variation across the authorities; South Lanarkshire had the largest number of teachers and also the largest number on full-time contracts, followed by North Lanarkshire, Aberdeen, Aberdeenshire and Dundee. There was some correlation between overall pupil population in the authorities and the number of teachers of VI. However, there was variation not accounted for by the number of pupils in a particular local authority. For example, Shetland had 3 teachers, 1 full-time and two part-time with a pupil population of around 3,200, whilst Edinburgh and the Lothians had 5 teachers and a total population of more than 44,000 in Edinburgh alone. However, Shetland had no special school; whilst Edinburgh and the Lothians had access to special schools, which will impact on the number of specialist VI teachers employed. At the time of the survey, Orkney did not have a VI specialist teacher due to retirement but was in the process of recruiting one. The data in this section is therefore based on 26 authorities.

The grant-aided school for pupils with a visual impairment had a total of 40 teachers, 22 were on full-time contracts and 18 on part-time contracts.

Table 4.7: Total number of VI teachers by type of contract

Total numbers	Full-time	Part-time	Type of contract unknown
88	48	23	17

Figure 4.14: Total number of VI teachers by local authority and type of contract

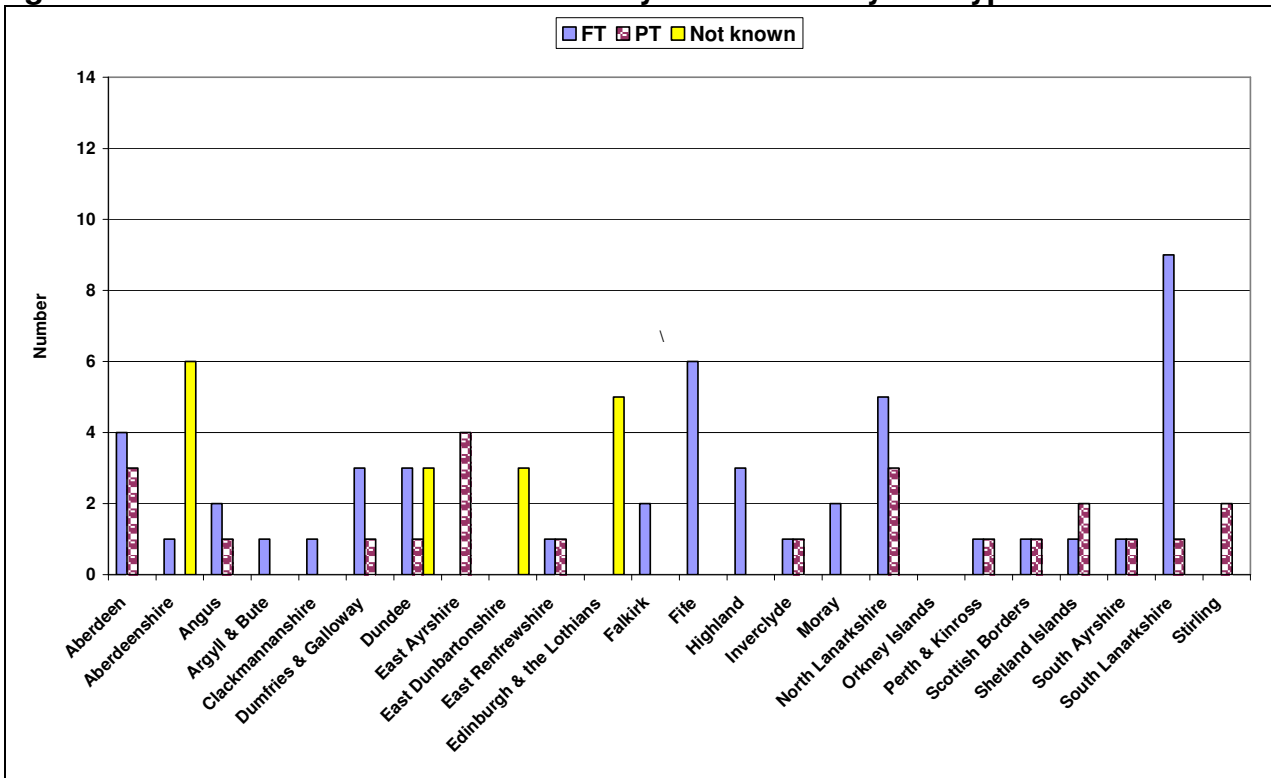


Figure 4.15a shows the overall age profile of specialist VI teachers and it can be seen that nearly 60% are aged 45 or over. Twenty-three per cent were between 35 and 44 and a further 14% were between 25 and 34. Only 1 teacher was below 25, reflecting the fact that teachers do not normally become qualified non-specialist teachers until the age of 21 or 22 at the youngest. However, potentially more worrying is that only one third were 44 or below, given the concerns voiced by the respondents about lack of access to training and the effect of cutbacks on training.

Figure 4.15a: Age profile of VI teachers, percentages

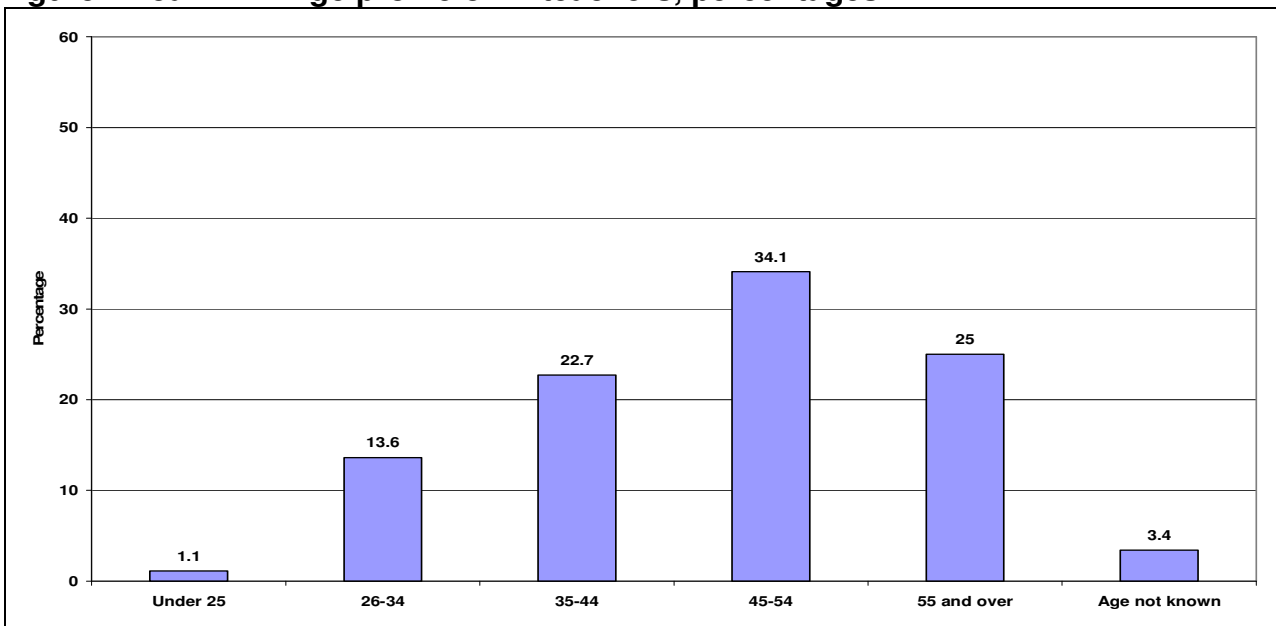


Figure 4.15b shows that the age profile of the teachers in the special school reflects the wider picture, with a large proportion (35%) in the 55+ age group. However, one quarter

were aged 26 to 34 compared to only 14% among the local authority staff which could indicate that the special school has less of a problem with an ageing workforce.

Figure 4.15b: Age profile of teachers in special school for pupils with a visual impairment

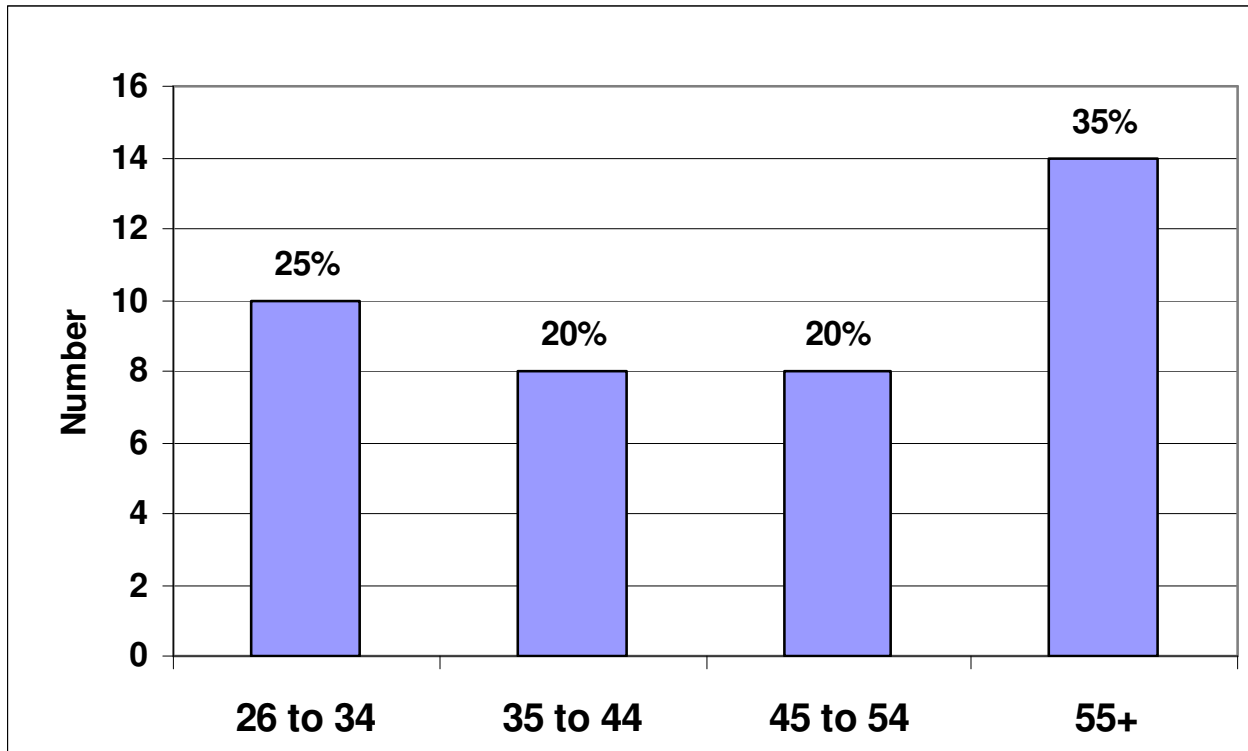
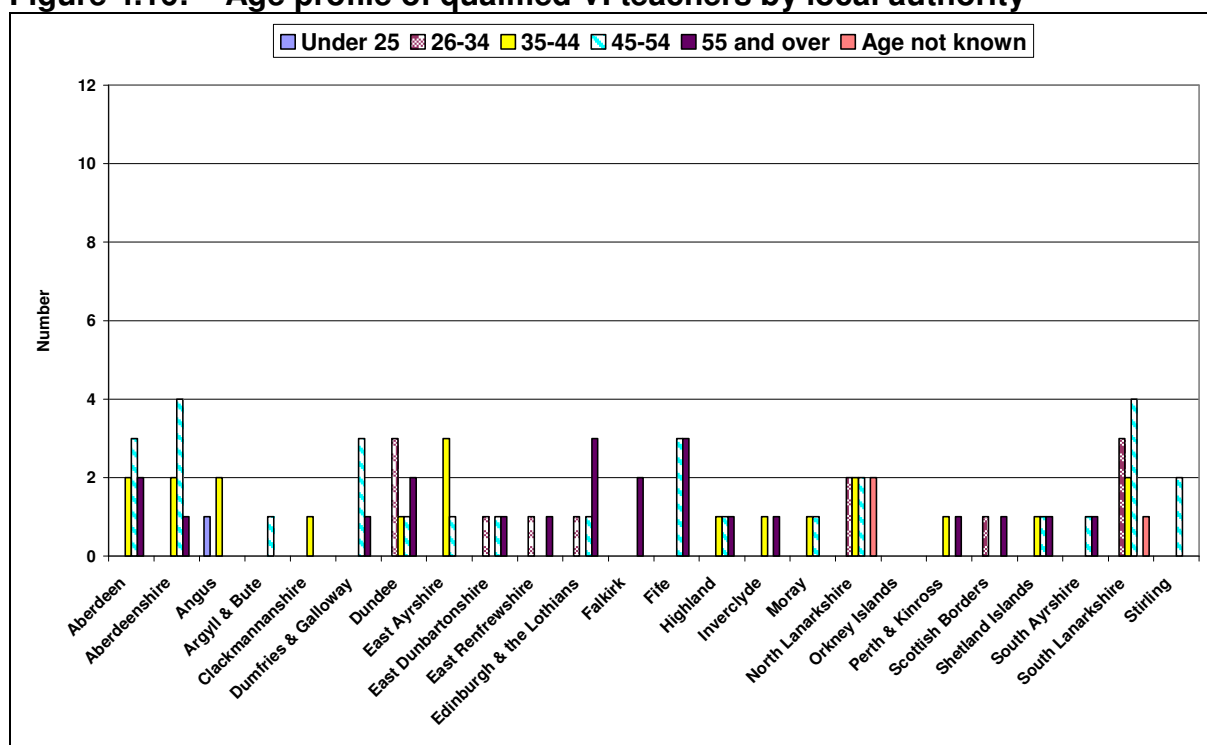


Figure 4.16 provides a breakdown of age profile by local authority and shows that some authorities are more likely to experience difficulties due to an ageing specialist VI teacher workforce than others. For example, in Fife half of the VI specialist teachers were aged 45 to 54 and half 55 and over. In contrast, in East Ayrshire there were more specialist VI teachers in the 35 to 44 age group.

Figure 4.16: Age profile of qualified VI teachers by local authority



Respondents were asked to state the length of time that their specialist VI teachers had worked in the authority. This is of importance in relation to the training requirements as local authorities have a duty to ensure that staff working wholly or mainly with pupils with a visual impairment are qualified within 5 years of taking up a post as a specialist VI teacher. Table 4.8 below shows that half of the teachers had been in working as VI specialist teachers in their local authority for 5 years or less. In the special school, just under half (40%) of the teachers had been working at the school for no more than 5 years and only 5 had been with the school for more than 20 years.

Table 4.8: Specialist teachers' years in service in the local authority/special school by number of teachers¹

Number of years in the local authority as VI teacher	Number of VI teachers	Special school: Number of VI teachers
Five years and under	40	16
Six to ten years	12	7
Eleven to fifteen years	13	8
Sixteen to twenty years	9	4
More than twenty years	5	5
Total	79	40

1. Data is missing from 9 teachers

Main place of work of specialist VI teachers

The respondents were asked to indicate the main location of work of the specialist VI teachers.

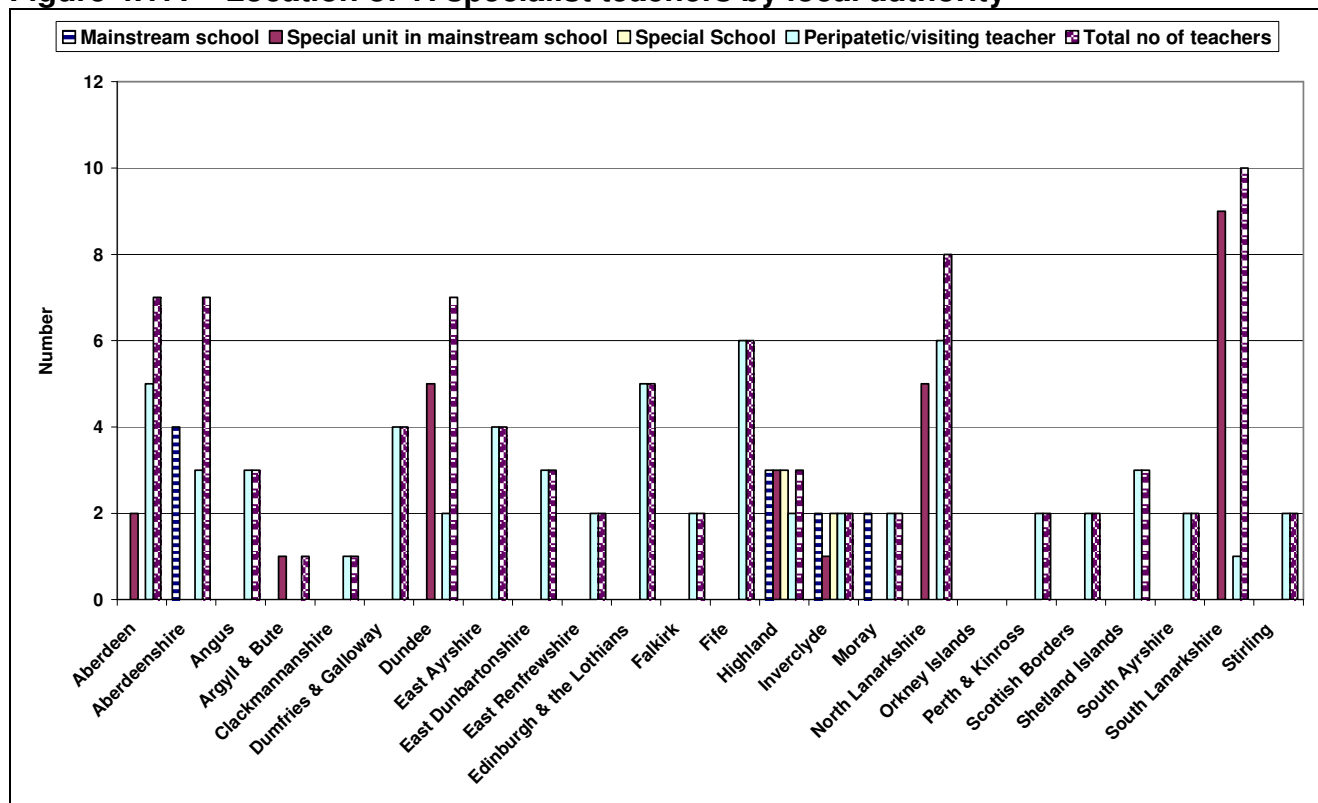
Most, 64, were peripatetic/visiting teachers, 26 teachers were based in special units within mainstream, 5 in special schools and 11 in mainstream schools (table 4.9). However, as can be seen in Figure 4.17, in two authorities teachers operated across all of these

different locations and in 1 authority, the teachers were based in mainstream or were peripatetic/visiting teachers.

Table 4.9: Total number of VI teachers by location

Location	Number of teachers
Mainstream school	11
Special unit in mainstream school	26
Special school	5
Peripatetic/visiting teacher	64

Figure 4.17: Location of VI specialist teachers by local authority



Qualifications held by specialist VI teachers

As there is a requirement for specialist VI teachers to hold a relevant qualification, the respondents were asked to state the qualifications held by the teachers in their authority. Table 4.10 provides an overview of the qualifications held by all these teachers. It shows that 60% of teachers held a postgraduate qualification and the same proportion (but not necessarily the same teachers) had Braille at level 2. Twelve teachers (14%) were currently in training. Eighteen were not in training but had been with the local authority as a VI teacher for less than 5 years (some were temporary or had only just started). Three teachers had no qualification but had been in post for more than 5 years. One of these teachers was on a career break and 1 had been in post for 16 years, 1 for 10 years.

In the special school 22 of the 40 teachers held a postgraduate VI qualification and 22 were qualified at Braille level 2. Four teachers were currently undertaking a postgraduate qualification and 3 were acquiring their qualification through the SSC competence route.

Table 4.10: Qualifications held by specialist VI teachers

Qualification	Number LAs	Number special school
Postgraduate (VI)	53	21
Competence route	3	
Braille level 1	5	
Braille level 2	53	22
No qualification but in training	12	7
No qualification less than 5 years in service	18	9
No qualification more than 5 years in service	3	5
Unknown	2	

Table 4.11 provides further detail on the number of VI specialist teachers and the type of qualifications held and sets this in the context of the total school population, pupils with a visual impairment recorded in the official statistics (pupil census) and those reported in our survey (shown in brackets). The number of pupils reported with a visual impairment in the official statistics was higher than the number reported in our survey. Aberdeenshire, Argyll and Bute, East Dunbartonshire, Edinburgh, West Lothian and, in particular, South Ayrshire reported numbers well below the official statistics in our survey; only Stirling and Clackmannanshire reported numbers considerably higher in our survey than in the official statistics.

Table 4.11 shows variation across the authorities in relation to the proportion of VI specialist teachers per 1000 pupils. Edinburgh had the lowest ratio and Shetland the highest. If it can be assumed that visual impairment is normally distributed across the population, it could be argued that the total number of children and young people with a visual impairment in each authority should be fairly similar and that level of staffing should not vary to the extent that it does. However, that does not allow for different ways of operating within an authority, for example in relation to the way that support is managed and shared with mainstream school staff.

Table 4.11: Qualifications held by specialist VI teachers by type of qualification and local authority

Local Authority	Number of VI teachers	Qualifications				School-aged children with VI ¹	Total school pupil population	Proportion VITs per 1000 pupils ²
		PG (VI)	Competence route	Braille level 1/ 2	Not yet qualified/ missing			
Aberdeen	7	4		4	3 ³	103 (115)	21,365	0.3
Aberdeenshire	7	5		6	2 ⁴	193 (88)	33,990	0.2
Angus	3	1		1	1 ⁵ , 1 ¹³	41 (64)	15,237	0.2
Argyll and Bute	1	1				59 ¹⁵ (27)	11,075	0.1
Clackmannanshire	1				1 ⁶	23 ¹⁵ (54)	6,561	0.1
Dumfries and Galloway	4	3		3	1 ⁷	99 ¹⁵ (69)	19,571	0.2
Dundee	7	4		4	3 ⁸	62 (69)	17,316	0.4
E. Ayrshire	4	3		3	1 ⁹	54 (50)	16,128	0.2
E. Dunbartonshire	3	2		2	1 ¹⁰	65 (26)	15,847	0.2
East Renfrewshire	2	1		1	1 ¹¹	54 (57)	16,195	0.1
East Lothian	5	4		4	1 ¹²	40 (35)	13,301	0.05
Edinburgh						160 (56)	44,433	
Midlothian						45 (21)	11,638	
West Lothian						86 (45)	25,801	
Falkirk	2	2		2		71 (106)	20,733	0.1
Fife	6	5		6		151 (174)	47,732	0.1
Highland	3	3	3	3		100 (113)	31,071	0.1
Inverclyde	2	1		1	1 ¹³	34 (41)	10,330	0.2
Moray	2	2		2		43 (43)	11,899	0.2
North Lanarkshire	8	2		3	4 ¹⁴	144 (174) (+2 in 'other')	48,751	0.2
Orkney Islands	Recruiting - retirement					8 ¹⁵ (14)	2,667	
Perth and Kinross	2	2		2		61 (48)	17,368	0.1
Scottish Borders	2	1		2		13 ¹⁵ (28)	14,825	0.1
Shetland Islands	3	2		1	1 ¹⁶	15 (18)	3,293	0.9
South Ayrshire	2	1		2	1 ¹⁷	134 (35)	14,299	0.1
South Lanarkshire ¹⁸	10	4		5	2	118 (119)	43,084	0.2
Stirling	2			1	2 ¹⁹	43 (96)	12,458	0.2
Total	88	53	3	58	27	2,019 (1,790)		

1. Numbers without brackets taken from Pupil Census; numbers in brackets are those reported in our survey
2. This is based on total number of teachers as a number of authorities did not provide data on type of contract (FT or PT)
3. Teacher on career break (has been with LA for 5 years) no information about qualification; 2 teachers doing/due to start PG
4. No information provided on these two teachers
5. Both are in training
6. In training
7. In training
8. Data on qualification missing but teachers have been with service for less than 5 year only
9. Not in training but has only been in post for 1 year
10. Not in training but has only been in post for 6 months
11. In training
12. In training
13. Teacher not in training but as only just started in post

14. Of those not qualified in N.L., 1 had been there for 5 years and was just completing training; 1 had been with N.L for 2 years and the other two had just started (less than 1 year service)
15. Allowed for 3 when total numbers are below 5
16. Not in training, had been service (P-T) for 10 years but is trained in Habilitation and Independence, she also supports foundational movement for MDVI
17. In training
18. Currently recruiting for a specialist VI teacher; of the 4 not qualified, 1 is a temporary appointment since Jan. 2011; 2 are currently doing PG and have been with LA for less than 5 years, 1 has been with the LA for 16 years and is not undertaking qualification.
19. 1 teacher is currently in training

Challenges in ensuring that specialist VI teachers are fully qualified

The local authorities were asked about the main challenges in ensuring that specialist VI teachers were appropriately qualified. In 7 of the local authorities, this was not considered a problem. However, the use of temporary contracts or staff ill-health could at times present a problem in terms of the service offered. In two authorities, the service had been affected by staff retiring and in 1 an embargo on permanent contracts was impacting on the service. Eleven of the respondents, including the head teacher of the special school, identified a range of challenges including:

- funding for course fees, staff cover and travel;
- time for staff to participate in training as well as the timing of the delivery of courses;
- lack of commitment to engage in training among some staff;
- distance to travel to the courses for those in local authorities that were not close to the central belt where most courses were located. Mixed mode delivery, including online and Skype was advocated by some respondents.

The head teacher of the special school noted the value of the competence route as a form of training but felt that its lack of recognition outside Scotland made it less valuable than the taught postgraduate course.

Availability of Habilitation and Independence training

One question asked the respondents to state whether they employed a person who could provide Habilitation and Independence training. Fifteen of the 27 local authorities responded to say that they did. These were: Angus, Argyll and Bute, Dundee, East Ayrshire, Edinburgh and East, West and Midlothian, East Renfrewshire, Falkirk, Fife, Highland, Perth and Kinross, Shetland Islands and South Ayrshire. Of the 12 who did not employ such a person, 8 mentioned that they could either access it within the local authority (e.g. Access Officer or Social Work) or that they bought in the service locally. One of these respondents added that the only available training was Rehabilitation rather than Habilitation training and that this was inadequate; however, funding was a major problem.

In the 4 authorities with no or limited access to Habilitation and Independence training, 1 respondent mentioned that the post had been vacant for several years. Some training was provided by social work but, according to the respondent, this was inadequate. One authority mentioned that they were currently recruiting for a specialist VI teacher but it is not clear whether this would be a person who could also deliver Habilitation and Independence training. In summary, 4 out the 27 authorities had no access to adequate Habilitation and Independence training. The remaining could access such training either

through a local authority employee or through buying in the service but in some cases the quality of it was considered inadequate. The special school employed 1 full-time Habilitation specialist and a Habilitation Assistant working towards the full qualification as well as 1 member of staff training to become a Habilitation Assistant.

It is felt that the term 'habilitation' may not have been fully understood by some of the respondents and that some may have confused with mobility training. The term habilitation is used to reflect the distinct needs of children as they move towards independence. Mobility training differs from habilitation training as most mobility specialists have been trained to work with adults who have lost their sight rather than working with children who may never had sight. Habilitation training involves learning about child development, the development of vision as well as how to teach a child about concepts that they cannot learn in the same way as seeing children learn them. An example of such a concept is a 'kerb'. The understanding of such concepts is essential for the development of more independent living. Miller et al (2011) have developed quality standards for the delivery of habilitation training which aim to ensure that children and young people with a visual impairment are enabled to achieve the greatest possible independence and maximize their educational outcomes and life chances. In England it is mandatory that mobility and independence specialists are appropriately qualified to teach to these standards. At present, there are very few people in Scotland who have this qualification or who are in the process of gaining it.

Continuing professional development (CPD) opportunities for specialist VI teachers

One question in the survey focused on CPD for specialist teachers. Most of the respondents felt that the training opportunities offered to VI specialist teachers were good. Table 4.12 provides an overview of the CPD providers used by local authorities and the special school. As can be seen, the Scottish Sensory Centre was the most commonly used source of CPD followed by in-house local authority (and in-school in the special school) provision. In addition a range of voluntary and other organisations were identified as CPD providers.

Whilst most felt that CPD provision was good, there were some areas highlighted where improvements could be made. This included more attention to emerging technologies and greater opportunities for networking and sharing practice. Time and costs were also identified as a problem in the same way as it was a problem for VI training especially for those distant from the central belt.

Table 4.12: CPD available to VI specialist teachers, by type of training provider and number of local authorities using each service

Type of course	Number		Details
	LA	Special school	
Courses provided LA	18	1	
Courses provided by SSC	25	1	
Courses provided by voluntary agencies	17	1	RNIB, Sense Scotland, Additional Needs Pupils, Action for the Blind, Independent Agencies for multi-sensory equipment, Sight Action, Visibility, Children in Scotland, PAMIS
Other course providers	14	1	CALL Scotland, Professional bodies e.g. SAVIE, Books for All, Training days, Maths and Science group, New Tech Group of VI teachers, Humanware, Royal Blind School

Continuing Professional Development and guidance for other staff working with preschool and school aged children and young people with a visual impairment

The Heads of Service were asked what CPD opportunities there were for non-specialist specialist teachers working with children and young people with a visual impairment. Most of the respondents felt that provision was adequate and that, in general, what was offered to mainstream class teachers was also offered to support staff and preschool staff but tailored to the particular setting. Only 1 local authority felt that CPD opportunities were inadequate.

Staff were asked to describe the range of provision on offer. The most commonly referred to was visual awareness raising training or other training provided in-house by the visual impairment team. Five of the authorities also mentioned that teaching staff had been made aware of or had attended courses at the Scottish Sensory Centre. When it came to offering advice and guidance to class teachers this came mainly from specialist VI staff in the local authority. Advice and guidance ranged from awareness training, specific subject specialist advice, information packs, advice on technology and how to adapt materials.

Whilst provision was considered adequate at the time of the survey, concerns were raised about the future. In 1 of these authorities, limited staff and resources had impacted on the annual Inset training and in the other authority it was becoming difficult for staff to find time to attend courses. A third authority with limited staff training mentioned that the only guidance available to non-specialist staff was an out-dated booklet.

One respondent mentioned specifically that specialist staff worked closely with preschool staff, in order to assess need prior to a child starting school; another that they provided guidance for NHS staff as well as education staff.

In the special school, support staff were aided and encouraged to learn Braille and access technology. This was provided in-house by more experienced colleagues. Support staff also took part in in-service training and were offered opportunities to attend courses and seminars outwith the school.

Supporting children and young people with a hearing or a dual sensory impairment

Respondents were asked if specialist VI teachers also supported pupils with a dual sensory impairment or pupils with a hearing impairment. Sixteen authorities (including Edinburgh and the Lothians) mentioned that they did but generally qualified this by stating that they worked closely with specialist HI teachers as required. A further 3 indicated that they would offer support as required and worked with HI teachers to ensure support where there was an identified need. In general, the main emphasis was that support would be provided according to the individual child's need and that specialist VI teachers worked closely with HI specialists to deliver the most appropriate support.

The special school did support a small number of pupils with dual sensory impairment but none with profound hearing loss, when needed they would consult with specialists in health and education.

Additional comments

The respondents were asked if they wanted to comment further on the issues relating to qualifications of specialist VI teachers or on the issues relating to teaching and supporting children with a visual impairment. Seven of the 9 who added a comment with regards to training stressed the need for all specialist VI teachers to hold a nationally recognised postgraduate qualification. The competence route was not considered adequate training, in the words of 1 respondent: *'learning "on the job" is doing it on the cheap and covering competences is inadequate'*. One of the respondents also mentioned the importance of experience in working in this area and suggested that newly qualified specialist VI teachers should shadow more experienced colleagues. Two of the respondents mentioned that doing the postgraduate qualification whilst working was challenging and difficult to achieve within the 5 year deadline for someone working full-time. In addition to acquiring the postgraduate qualification, a number of respondents commented on the need to develop proficiency in the use of Braille and on 'maintaining' the skill. The head teacher of the special school also commented on the increase in children with a visual impairment with other, often complex, support needs. This, according to her, impacted on the training that was required for staff. The age profile and the imminent retirement of staff in some authorities also meant the local authorities needed to consider succession planning.

A number of issues were raised in terms of supporting children and young people with a visual impairment. Funding and the impact of financial constraints on budgets concerned many of the respondents. This was, according to the respondents, impacting on training at all levels, including specialist training for new staff, CPD, and more generic training for additional support needs staff.

A further concern raised was that of inconsistencies of provision of service across Scotland and this concern is arguably supported by the variation between local authorities which show in the official statistics as well as the data gathered in this survey.

One respondent referred to the need to make greater use of technology as this could enable more mainstream teachers to take responsibility for the support of children and young people with a visual impairment. This respondent also noted that specialist VI teachers were having to deal with more children with difficulties due to cortical visual impairment (CVI) and noted that the specialist VI teacher was not always the best person to support these children.

Finally, several respondents referred to the need for a national centre such as the Scottish

Sensory Centre. It was considered essential as a provider of CPD as well as offering a link between practitioners and policymakers. It was suggested that the Centre could become more efficient by grouping together local authorities by type of CPD required. This, it was argued, would help maximise numbers on courses and provide a more cost effective delivery.

A key issue for the head teacher of the special school related to placing decisions. It was vital that any such decisions focused on what each individual child required and was not made on economic or political grounds. It was therefore necessary that full information on all options were provided to parents and carers.

Summary

There were a total of 88 specialist VI teachers working in the 27 authorities. Around 60% of these were aged 45 and over but the age profiles of staff varied across the authorities. In some, all specialist VI teachers were aged 45 and over, whilst in others there was more of a spread. In the special school there were 40 teachers. A relatively large proportion (35%) of these were in the 55+ age group; however, one quarter were aged 26 to 34 compared to only 14% among the local authority staff which suggest that the special school has less of a problem with an ageing workforce if they retain the younger members of staff. Most of the teachers were peripatetic/visiting teachers, 26 teachers were based in special units within mainstream schools, 5 in special schools and 11 in mainstream schools. In 2 local authorities teachers operated across all of these different locations and in 1 authority the teachers main locations were mainstream and peripatetic/visiting teacher.

Fifty-three teachers (60%) had at least a postgraduate qualification and the same number had Braille level 2. Twelve teachers (14%) are currently in training; 18 were not in training but had been with the local authority as a VI teacher for less than 5 years (some were temporary or had only just started). Three teachers had no qualification but had been in post for more than 5 years. One of these teachers was on a career break and 1 had been in post for 16 years, 1 for 10 years. In the special school 22 of the 40 teachers held a postgraduate VI qualification and 22 had Braille at level 2. Four teachers were currently undertaking a postgraduate qualification and 3 were acquiring their qualification through the SSC competence route. The main challenges identified in relation to ensuring that specialist VI teachers were fully qualified were funding, lack of time, commitment by staff, staff cover and distance from the provision.

Fifteen of the 27 authorities employed a person to provide Habilitation and Independence training; a further 8 had access to such training, albeit of varying quality, through other departments or by buying it in. Four authorities were not employing a member of staff to provide Habilitation and Independence training and were not able to access it in another way. In the special school there was 1 fully qualified Habilitation and Independence member of staff, 1 assistant who was training to gain the full qualification and 1 member staff training to become an assistant.

Local authorities and the special school stated that the Scottish Sensory Centre followed by local authority provided courses were the most commonly used for CPD. Other providers included organisations such as RNIB, Sense Scotland, CALL Scotland, professional bodies such as SAVIE and local networks of special interest groups e.g. in relation to technology or maths and science.

All apart from 1 authority mentioned a range of CPD opportunities for classroom teachers

and school support staff with very similar opportunities for preschool staff. A considerable amount of this training was delivered by the local authority's specialist VI teachers. Overall, the local authorities employed similar strategies in providing advice and guidance to staff working with children and young people with a visual impairment.

According to the respondents, specialist VI teachers within 16 authorities also supported children/young people with a hearing and/or dual sensory impairment but these teachers liaised closely with specialist HI teachers and support was tailored to individual need. One local authority had a member of staff with a dual sensory qualification. The special school also had a small number of pupils with a dual sensory impairment but none with a profound hearing loss.

All respondents emphasised the importance of a well qualified workforce and several stressed the need and value of the postgraduate qualification as these courses develop a wider understanding of visual impairment than a competence based qualification can do. However, for some authorities there were challenges in terms of time and commitment for staff who undertook the training whilst working. Lack of online mediated learning opportunities made it difficult for staff in authorities that were far from the central belt to engage in training. The special school stressed the importance of placing decisions being made in the best interest of the child rather than for economic or political reasons.

Conclusion

These surveys have provided further information about children and young people with a visual impairment and the specialist teachers who support this group of children and young people. The numbers of school aged pupils reported in the official statistics was slightly higher than those reported in our survey; however, there was variation between the authorities with some reporting higher numbers in our survey than those recorded in the official statistics. The timing of collection of the data differed and this may have impacted on the results; however, it may also be due to the system of recording pupils in more than one category in the official statistics. It would also seem that our survey did not capture all the pupils with a visual impairment supported by local authorities but receiving their education in the grant-aided school. The local authority respondents stated that 18 children in a grant-aided school; the grant-aided school reported 60 children supported by local authorities. The local authority statistics showed variation in terms of the proportion of children noted as requiring additional support; there was also variation in terms of the proportion of pupils with a visual impairment as a proportion of the total local authority school population. The data on preschool children show that local authorities were supporting a number of children within this age group in a range of settings as well as providing educational support plans for some, especially for the 3 to 5 year olds.

More than half of the specialist VI teachers were fully qualified. Those not already qualified had generally been in post for less than 5 years and some were undertaking a relevant qualification. The main challenges identified both in relation to support for children and young people with a visual impairment and in ensuring that specialist VI teachers have a recognised qualification were financial constraints, time and geographical barriers. An additional challenge identified by the special school was the relevant 'best' placement of children with a visual impairment. It was suggested that mainstream education cannot always provide for children with a visual impairment, especially those that have additional and complex needs.

Section 5: An analysis of Scottish Government statistics on children and young people with a sensory impairment

Introduction

This section reports on secondary data gathered on children and young people with a sensory impairment. It draws mainly on publicly available statistics published in the Scottish Government Annual Pupil Census, which covers all publicly funded schools including grant-aided schools. In addition, Scottish Qualifications Authority data on attainment and school leaver qualifications are analysed. The aim is to provide an overview of children and young people with sensory impairment and set this in the context of the total number of children and young people with additional support needs (ASN). The report also includes some limited data on the incidence of additional support needs in the preschool population. The team intended to analyse National Health statistics and compare these with education statistics. However, only limited data were available and these have therefore not been included in this report. The terms used for the different ASN categories in this report are those used in the official statistics.

This section of the report is structured as follows:

- Total pupil population and pupils with Additional Support Needs (ASN)
- Children with a sensory impairment:
 - a comparison of the number of those with a visual impairment, a hearing impairment or a dual sensory impairment
 - location (type of school placement) of children and young people with a sensory impairment
 - gender differences in numbers of children and young people with a sensory impairment
 - ASN, sensory impairment and socioeconomic status
- National qualifications of pupils with sensory impairment in comparison to those with other ASN and no ASN
- ASN in the preschool population
- Summary and conclusion

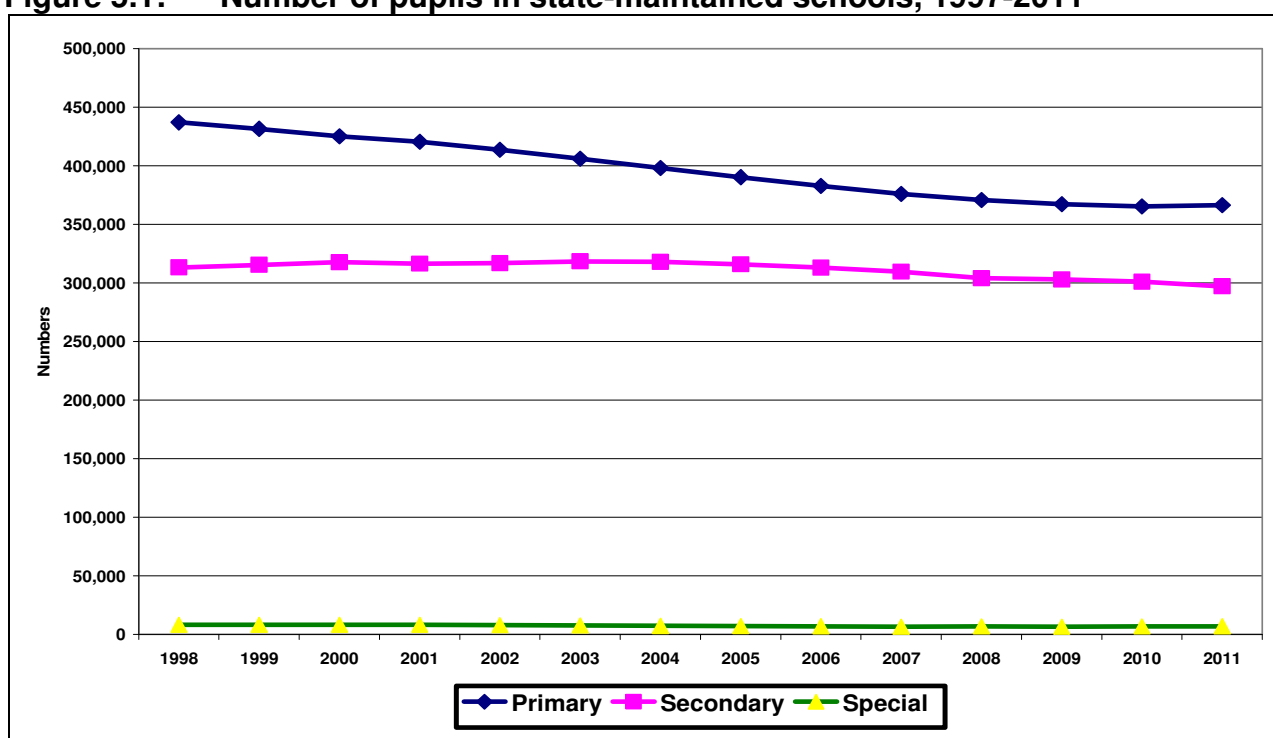
Total pupil population and pupils with Additional Support Needs (ASN)

Figure 5.1 shows the total pupil population in primary, secondary and special schools over the period 1998 to 2011. As can be seen, there has been a steady drop in numbers in primary schools from 1998 onwards. In secondary schools, numbers have been declining less and the drop in numbers is only noticeable in the last 3 years. This probably reflects the impact of measures, such as the educational maintenance allowance, aimed at encouraging pupils to stay on at school post 16. The pupil population in special schools has remained stable over this period. In contrast, figure 5.2 shows a steady increase in pupils recorded as having additional support needs from 2004 to 2011. In other words, the overall pupil population has declined whilst the number of pupils with additional support needs has increased. The main reason for the apparent increase in numbers is because methods of recording additional support needs have changed. From 2006 onwards pupils with multiple support needs have been included in *all* categories for which they require support. For example, a pupil with a visual impairment and a learning disability will be recorded in both these categories. Two further factors have impacted on the number of pupils recorded with additional support needs. The first one was changes in recording and processes related to capturing data in 1 of the largest local authorities which affected the

data relating to 2009; the second one relates to data from 2010 when pupils with other support plans as well as other support needs were included along those with IEPs and CSPs. The new category entitled 'Other types of support needs' includes 'Child Plans, short term or temporary support and support that is not covered in the CSP or IEP' (Scottish Government, 2011e). In 2011 there was a further considerable increase of pupils recorded as having ASN. It is not clear what led to this increase; however, it is likely that this was due to an increasing recording of pupils by local authorities in the 'Other' category.

The increase in numbers and the proportion of children with ASN per 1000 of the total school population can be seen in figure 5.2. However, as the above account suggests, these figures have to be treated with caution as the rise in numbers is mainly due to changes in recording procedures rather than an actual rise in the occurrence of ASN in the population.

Figure 5.1: Number of pupils in state-maintained schools, 1997-2011

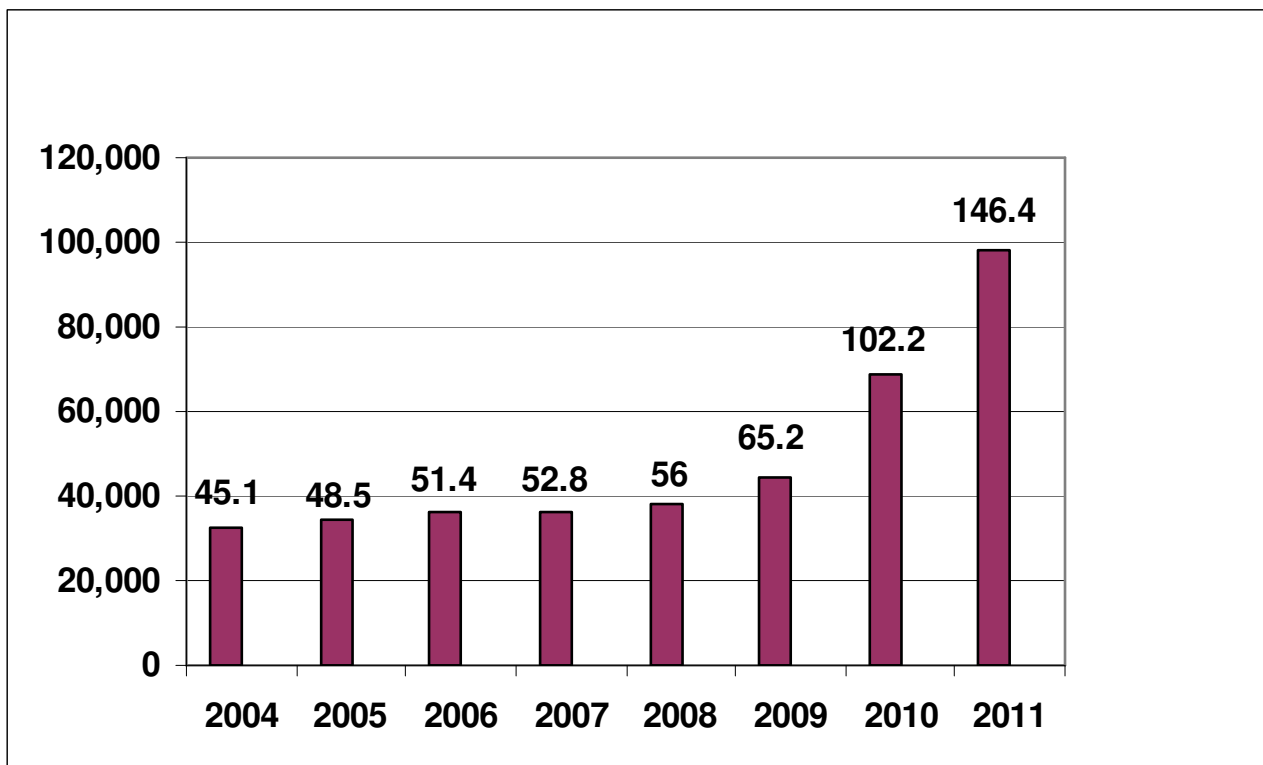


Source: Scottish Government, 2011e

Table 5.1: Number of pupils in state-maintained schools, 1999, 2002, 2005, 2008 and 2011, and percentage of total population

School sector	1999		2002		2005		2008		2011	
	Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
Primary	431,414	57.1	413,713	56	390,260	54.7	370,839	54.4	366,429	54.6
Secondary	315,356	41.8	316,903	42.9	312,979	43.9	303,978	44.6	297,109	44.3
Special	8,311	1.1	7,981	1.1	6,975	1	6,756	1	6,973	1
Total	755,081	100	738,597	100	713,240	100	681,573	100	670,511	100

Figure 5.2: Number of pupils with ASN, 2004-2011 (the figures on top of the bars show rates per 1000 pupils of the total pupil population)

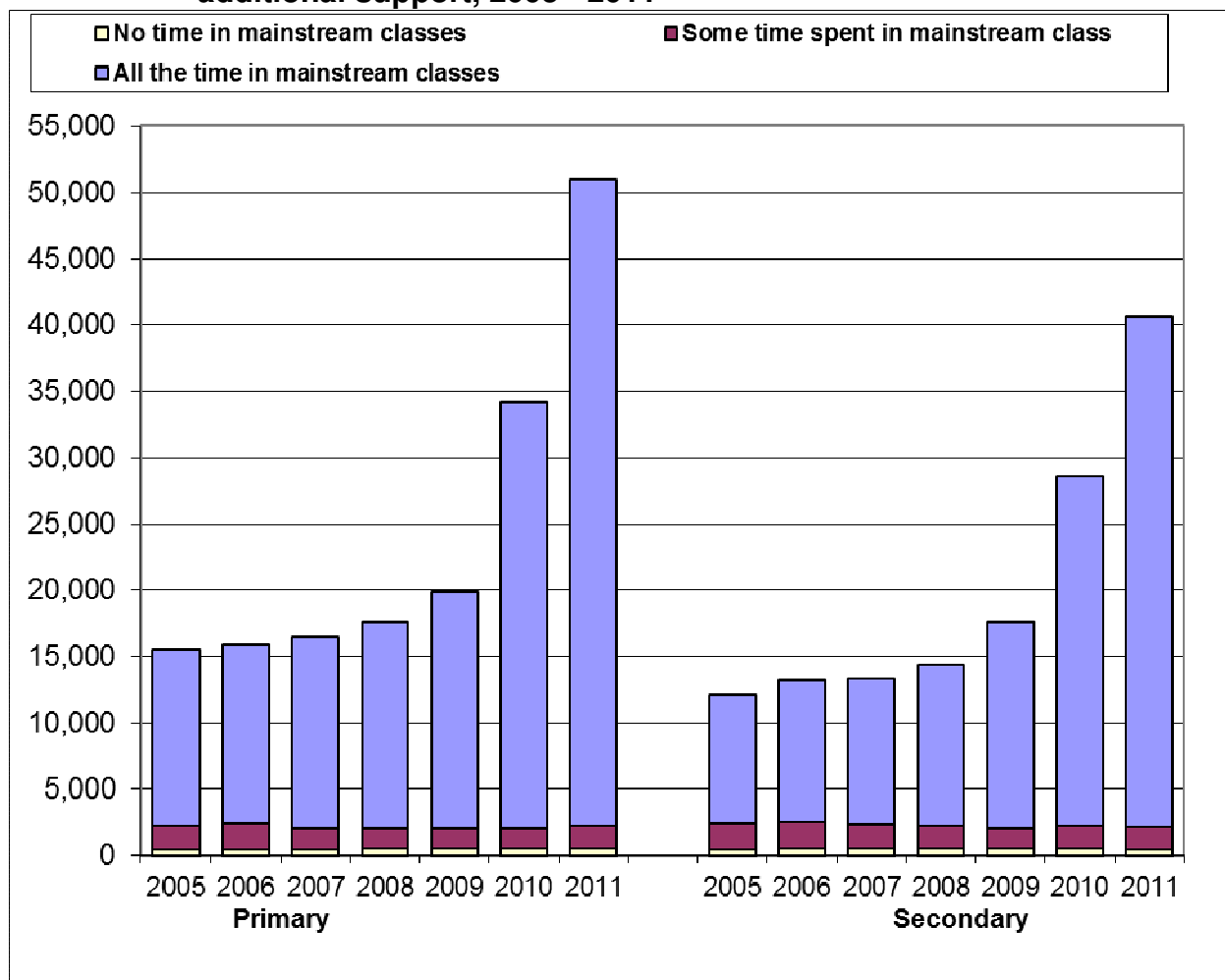


Source: Scottish Executive, 2004, 2005, 2006, Scottish Government, 2007, 2008, 2009a, 2009b, 2011b and 2011e

As mentioned above, the increase in the number of children with additional support is to a large extent due to improved recording procedures. The majority of these children are in mainstream education and figure 5.3 shows the proportion of time spent in mainstream classrooms by children recorded as having additional support needs. As can be seen the proportion has increased considerably between 2005 and 2011. This increase is to some extent due to more pupils being identified as having an additional support needs – they were probably in mainstream classrooms prior to being identified. However, once a child has been identified as requiring additional support, there is an expectation that support will be provided, often by mainstream class teachers. This increase in number therefore has implications for local authority managers in terms of the support they provide for teachers and the pupils, as well as mainstream teachers and support staff.

Figure 5.3 also shows (as does figure 5.1) that there has been no change in the number of children spending all their time in separate provision. In Scotland there are currently (September 2011) 1 grant-aided mainstream school with primary and secondary provision and 7 grant-aided special schools. Two of these grant-aided schools are specifically for children and young people with a sensory impairment. According to the 2011 statistics, there were a total of 1,329 pupils in grant-aided schools and 156 teachers working in these schools. There is no breakdown available for each individual school.

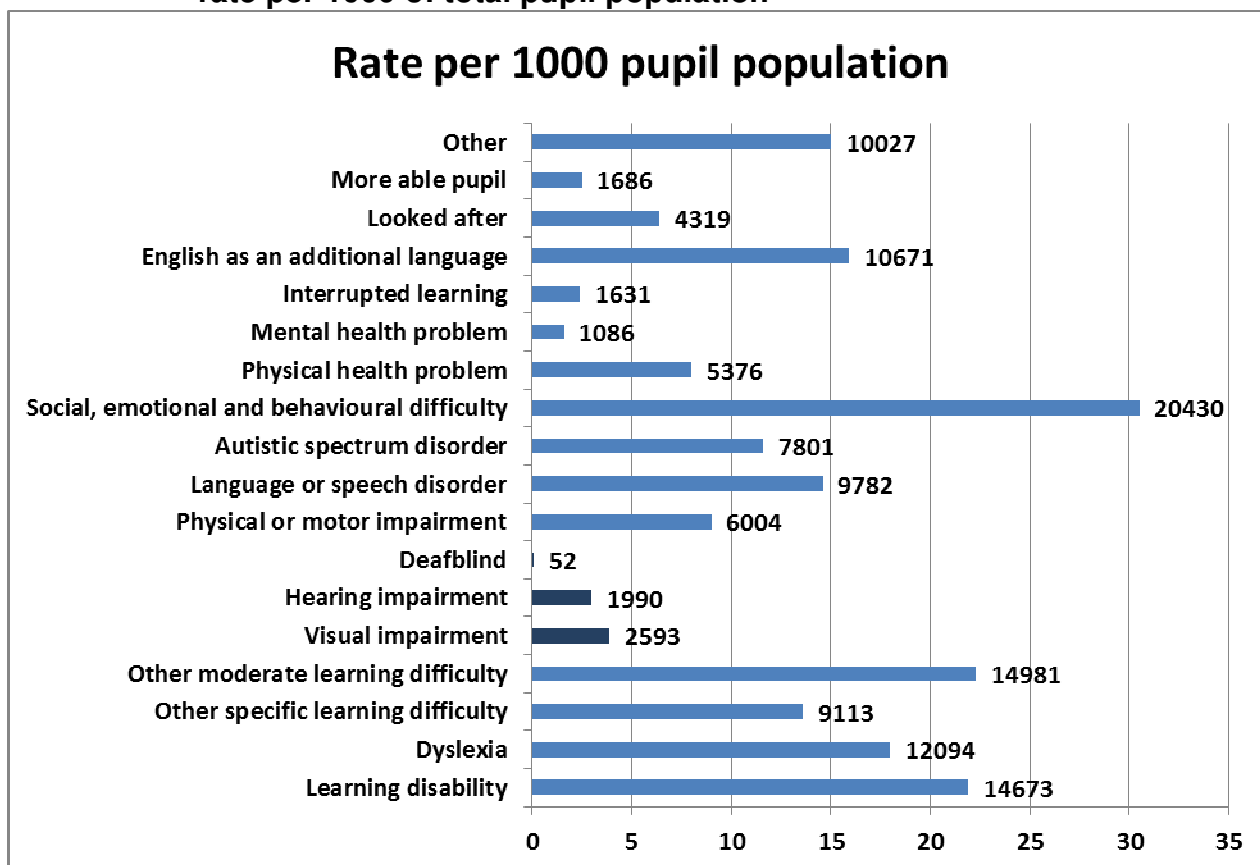
Figure 5.3: Proportion of time spent in mainstream classrooms by pupils with additional support, 2005 - 2011



The nature of difficulty of children with ASN

Figure 5.4 shows the nature of the difficulty of children with additional support needs. As can be seen the highest proportion of pupils fall within the social, emotional and behavioural difficulties category, followed by those with a learning disability and other moderate learning difficulties. The proportion of pupils with a sensory impairment is relatively low. Pupils with a hearing impairment account for 3 per 1000 of the total school population and those with a visual impairment for 3.9 per 1000. Those who are deafblind account for 0.1 per 1000 of the total school population. ‘The ‘Other’ category includes: Child plans, short term or temporary support and support that is not covered in the CSP or IEP’. This category is relatively large but because it is not clearly defined it is difficult to consider the impact it has on the management of educational provision and on the support that is required for this group of children in the classroom.

Figure 5.4: Reasons for support for pupils with Additional Support Needs, 2011, rate per 1000 of total pupil population



Source: Scottish Government, 2011e

Summary

There has been a slight fall in the overall pupil population over the last decade but the number of pupils with additional support needs has increased over the same period. This increase is largely due to changes in recording mechanisms and the inclusion of children on plans other than IEPs and CSPs. The proportion of pupils with sensory impairment is relatively small in comparison to those with social, emotional and behaviour difficulties, learning disabilities and other moderate learning difficulties. The number of pupils with a sensory impairment is examined in greater detail below.

Children and young people with a sensory impairment: numbers and location

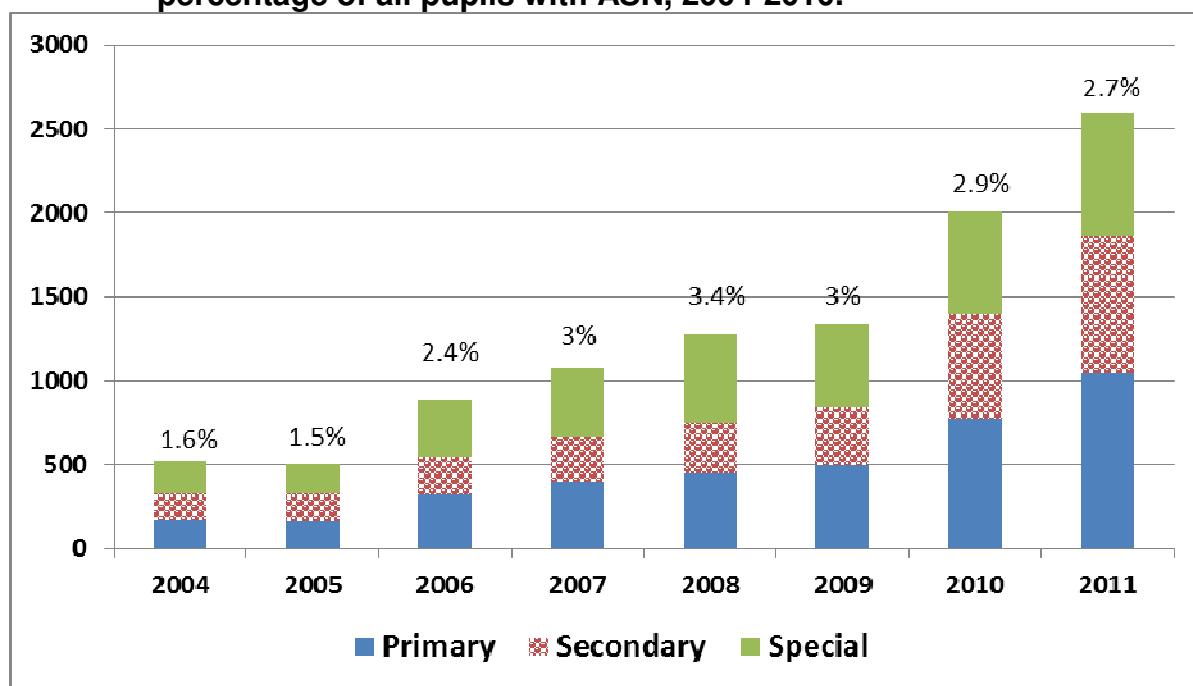
Visual impairment

As illustrated above there has been a gradual increase in the number of pupils recorded as having additional support needs over the period from 2004 to 2011. The number of pupils recorded as having a visual impairment has also increased considerably. In 2004 and 2005 there were around 500 by 2010 this had increased to 2000 (figure 5.5). This increase is likely to be a result of *all* reasons for support being recorded rather than just the main one. For example, if the main reason for support in 2005 was a learning disability but that pupil also had a visual impairment, only the learning disability would be recorded. In 2010 the pupil would be included in both categories. In addition to the increase in overall numbers, the proportion of visually impaired pupils within the ASN population has also increased from 1.5% to around 3%. This increase in overall proportion is likely to be due to a relatively high number of pupils who have a visual impairment also having an

additional impairment. Our survey of local authorities indicated that around 39% of preschool children with a visual impairment who were known to and supported by local authorities also had a cognitive and/or a physical impairment (see section 4). Other research has estimated that around one third of pupils with a visual impairment also have an additional impairment (Keil, 2003). In 2011 the numbers increased again but the total proportion of pupils with a visual impairment with the ASN population decreased marginally. The main reason for the reduction in proportion of pupils with a visual impairment is probably the considerable rise in the number of pupils now recorded as requiring additional support.

In 2004 a slightly larger proportion of pupils with a visual impairment were located in special schools than in either primary or secondary schools. This had changed by 2010 when the largest proportion were to be found in mainstream primary schools with around the same proportion in mainstream secondary schools or in special schools (figure 5.5).

Figure 5.5: Number and location of pupils with a visual impairment and as a percentage of all pupils with ASN, 2004-2010.



Source: Scottish Executive, 2004, 2005, 2006, Scottish Government, 2007, 2008, 2009a, 2009b, 2011b and 2011e

Hearing impairment

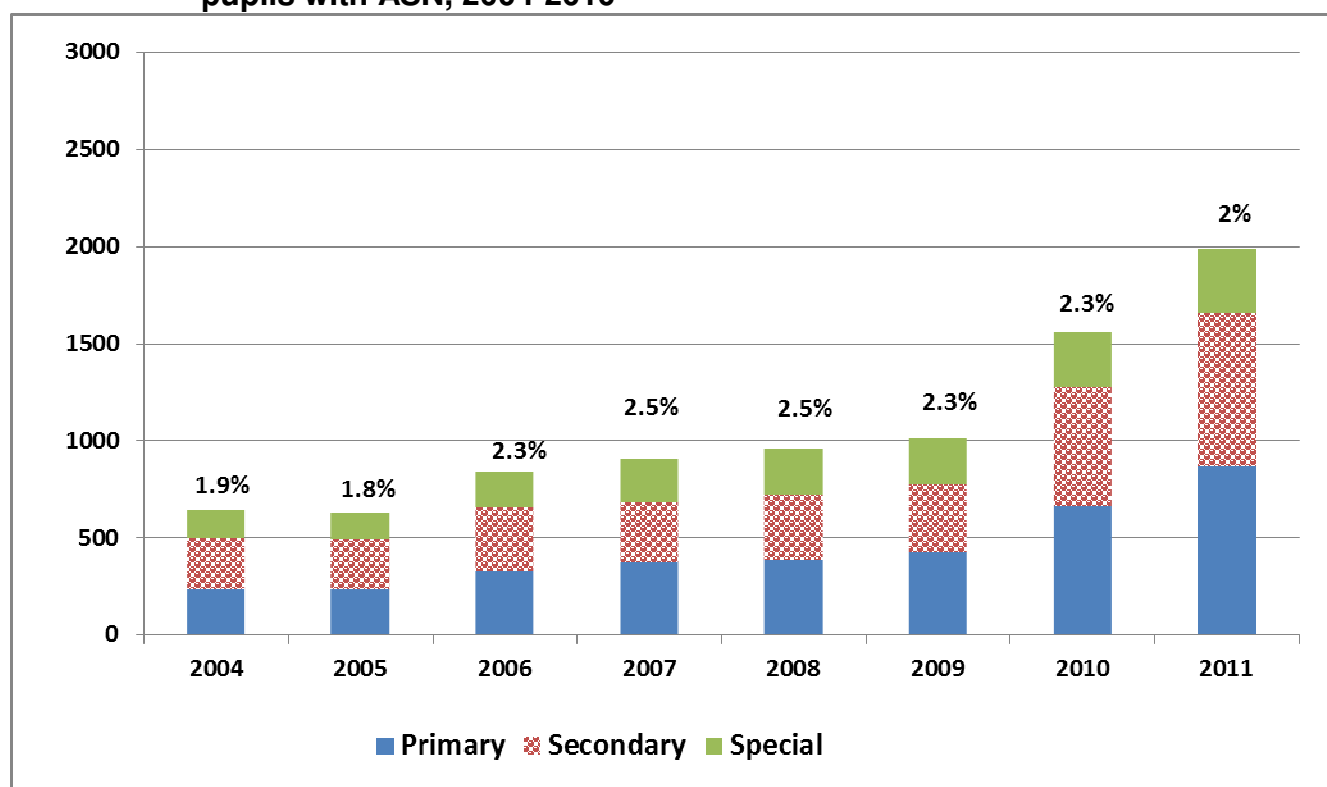
Similarly to pupils with a visual impairment, the actual number of pupils with a hearing impairment increased significantly but as the total population of children with ASN also increased, the proportion of those with a hearing impairment increased only marginally (see figure 5.6). In 2011 the proportion of those with a hearing impairment decreased slightly and the reason is likely to be the overall increase in number of pupils recorded as requiring additional support. It is also noteworthy that prior to the new system of recording additional support needs, the number of pupils with a hearing impairment was greater than those with a visual impairment as can be seen for the years of 2004 and 2005. It was also the case in 2003 (Scottish Executive, 2004). In England where only the main reason for additional need is recorded there are nearly twice as many pupils with a hearing impairment as there are pupils with a visual impairment (DfE, 2010). This lends further support to the suggestion that pupils with a visual impairment are more likely to be found in

more than 1 of the categories of support needs. It is likely that fewer pupils with a hearing impairment have an additional impairment.

Figure 5.6 also shows that pupils with a hearing impairment are more likely to be educated in mainstream schools than those with a visual impairment; just over 20% were educated in special schools in 2004 and in 2010 the equivalent figure was 18%. The difference in special school attendance between pupils with a visual and a hearing impairment may be explained by two factors. Firstly, previous research suggests that nearly one third of pupils with a visual impairment have additional complex needs including profound or multiple learning difficulties (Keil, 2003) which is likely to lead to a special school placement. Secondly, there has been a trend towards educating more deaf pupils, including those with cochlear implants, in mainstream education over the last 10 to 15 years (Thoutenhoofd, 2006, Archbold, 2002). An article in the Guardian published last year notes that 85% of deaf children in England are educated in mainstream schools (Swinbourne, 2011).

A further explanation might be that there is more provision for pupils with a hearing impairment in units attached to mainstream schools. The statistical records are problematic in this area as some local authorities record pupils in units attached to mainstream schools as being part of the mainstream school whilst others record them as being in a special school (see note 2.2 Scottish Government (2011b)).

Figure 5.6: Number of pupils with a hearing impairment and as a percentage of all pupils with ASN, 2004-2010



Source: Scottish Executive, 2004, 2005, 2006, Scottish Government, 2007, 2008, 2009a, 2009b, 2011b and 2011e

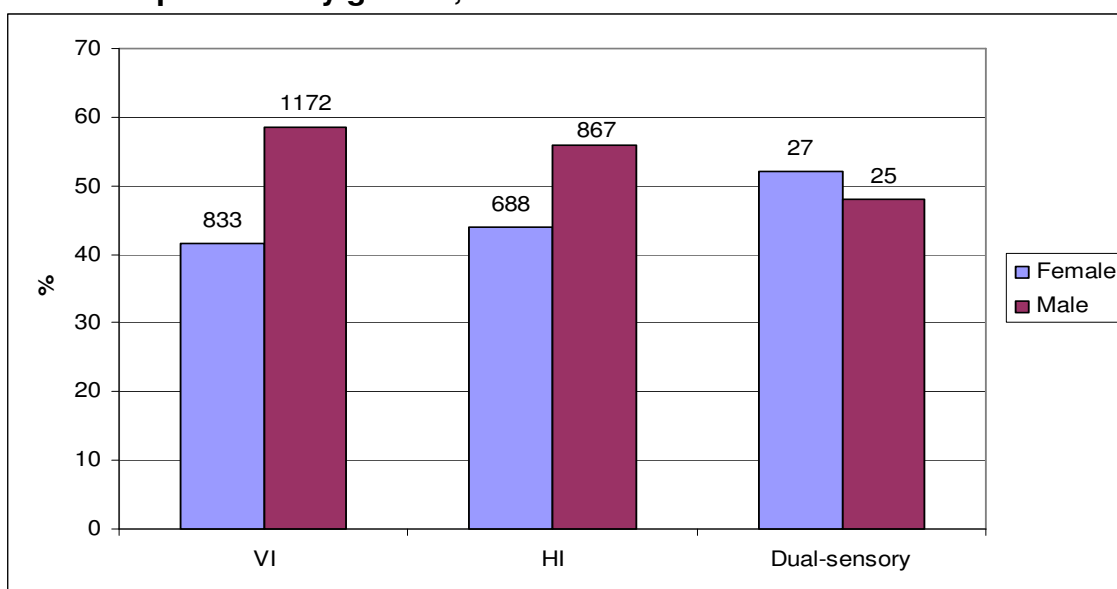
Dual sensory impairment

The number of pupils with a dual sensory impairment is very low. In 2010 there were a total of 52 children and only 13 of these children were educated in special schools. Over the period 2004 to 2010 the number of pupils in this group has fluctuated between 80 and 42.

Pupils with sensory impairment by gender and school location

Among the school-aged population more boys than girls were reported as having a visual or a hearing impairment. Although Scottish and English data are not comparable, it is worth noting that there were more girls with a statement due to a visual or a hearing impairment in England in 2010 (DfE, 2010). These discrepancies are likely to be due to different methods of recording additional support needs. There was an almost equal gender split in those with a dual sensory impairment. In 2010 there were slightly more girls (figure 5.7); however, in the period of 2004 to 2008 the number of boys with a dual sensory impairment was marginally higher than the number of girls.

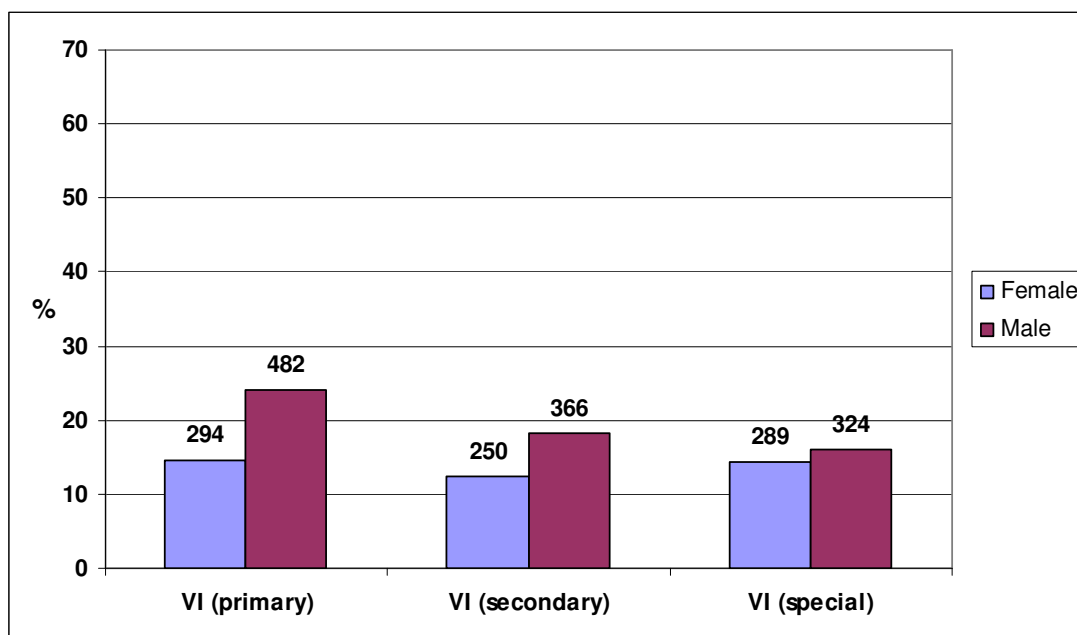
Figure 5.7: The percentage of pupils with a visual, a hearing or a dual sensory impairment by gender, 2010.



Source: Scottish Government, 2011b

Figure 5.8 focuses on pupils with a visual impairment and their gender and school location. In figure 5.7 it was shown that there were more male pupils with a visual impairment than females. In 2010 there were more pupils with a visual impairment in primary schools and there were around 10% more boys in this category than girls. In secondary schools the gender differences in terms of numbers were similar but the overall numbers were lower. However, as the total pupil population is greater in primary than in secondary schools, pupils with a visual impairment account for around 2% of the population in both primary and secondary schools. Although the overall number of boys in special schools was higher than girls, the percentage difference was much smaller than for mainstream education. The proportion of pupils in special schools with a visual impairment is around 9% of the total population of pupils in special schools. This relatively high proportion is likely to be due to the number of pupils with a visual impairment who also have other complex needs. It may also be that they stay on at school beyond the statutory school leaving age as the support and provision that can be offered by schools allows for a longer and supported transition period into adulthood.

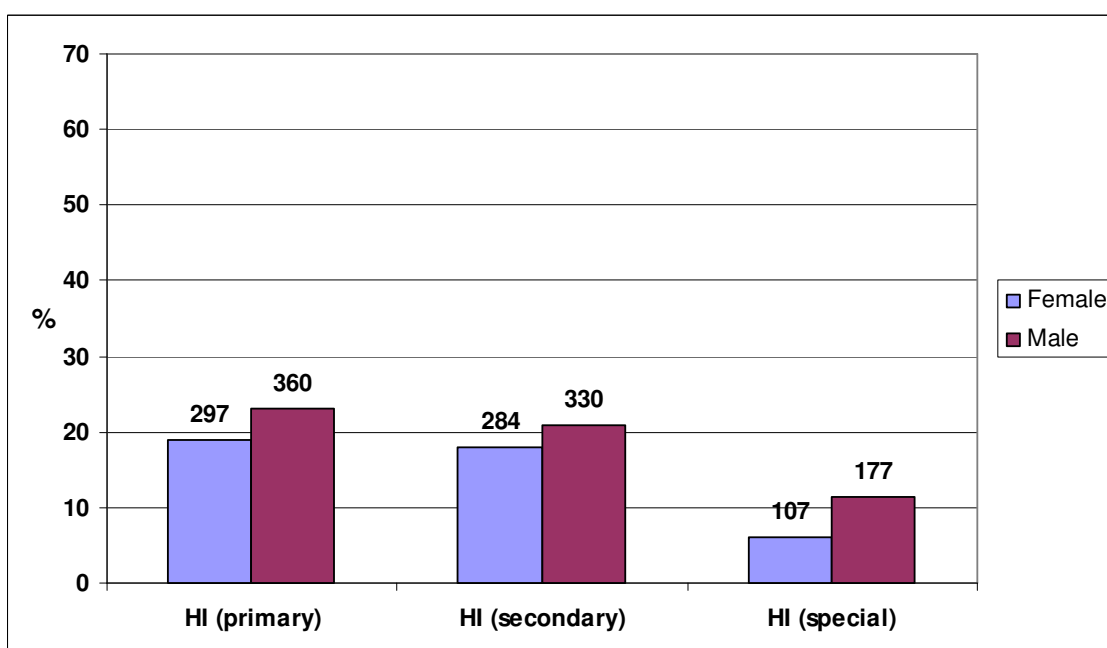
Figure 5.8: The percentage of pupils with a visual impairment by gender and school location as a percentage of all pupils with a visual impairment, 2010



Source: Scottish Government, 2011b

The number of boys with a hearing impairment also exceeded the number of girls. However, the overall pattern in terms of location differed from those with a visual impairment. There were considerably more boys with a hearing impairment in special schools than girls. There was less of a gender difference in mainstream schools. Pupils with a hearing impairment accounted for around 2% of the primary and secondary population and around 4% of the special school pupil population.

Figure 5.9: The percentage of pupils with a hearing impairment by gender and school location as a percentage of all pupils with a hearing impairment, 2010



Source: Scottish Government, 2011b

As mentioned above, the overall numbers of pupils with a dual sensory impairment were low. In 2010, there were slightly more females with a dual sensory impairment and just over half of them were in primary schools. The number of boys and girls in secondary schools was almost the same with a slightly higher proportion of boys in special schools.

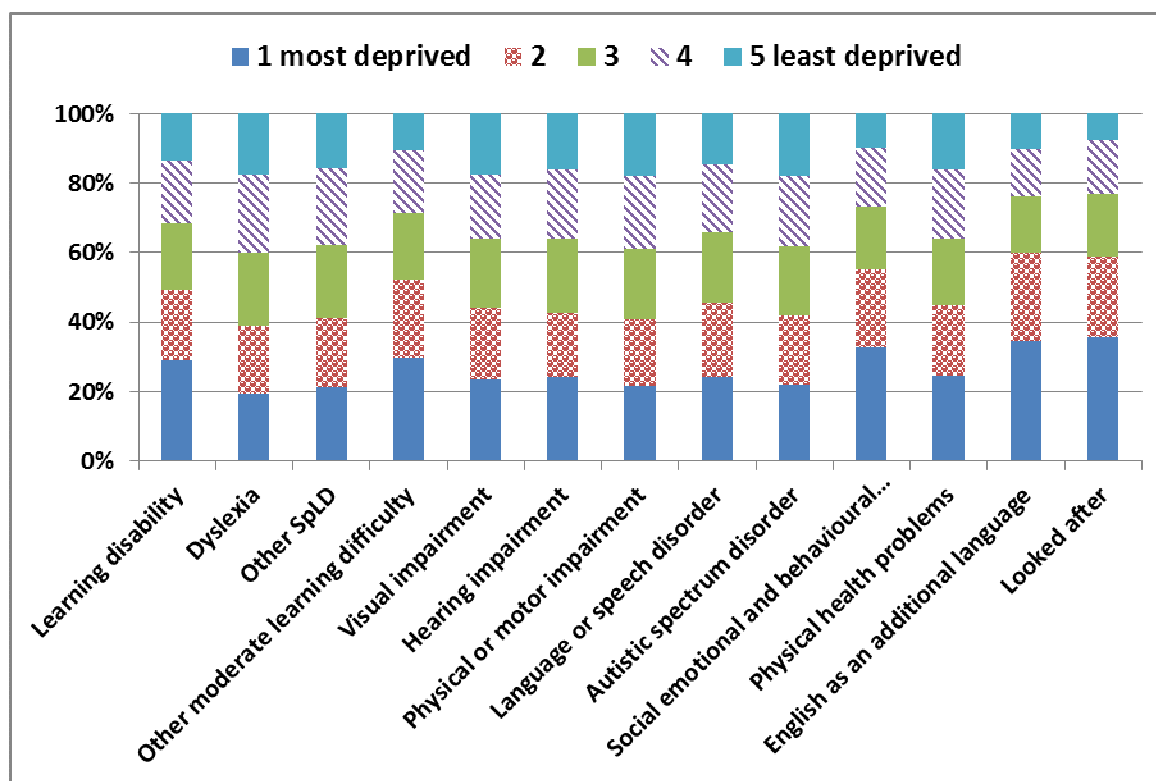
Additional support needs, sensory impairment and socioeconomic status

There is considerable evidence which shows the impact of socioeconomic status on educational attainment (see e.g. OECD, 2007). There is also evidence that some categories of additional support needs are more strongly linked to socioeconomic status than others. Tomlinson (cited in Riddell, et al, 2012) distinguishes between normative difficulties and non-normative ones; the former are more easily measured against an agreed norm, whilst the latter depend far more on professional judgement. Normative categories include sensory impairment and non-normative ones are categories such as social, emotional and behaviour difficulties.

Data is gathered in the pupil census on socioeconomic status using the Scottish Index of Multiple Deprivation (SIMD). It is the official measure of area based multiple deprivation used by the Scottish Government (<http://www.scotland.gov.uk/Topics/Statistics/SIMD>). In order to compare areas with different levels of deprivation this index is converted into deciles. SIMD decile 1 indicates the most deprived and SIMD decile 10 the least deprived category. To provide a simpler overview these deciles can be converted into quintiles as shown in figure 5.10. It is important to note that this is based on the location of the school, not a pupil's home address.

Figure 5.10 shows the proportion of pupils in state maintained schools within each quintile as a percentage of all the pupils with that particular type of additional support need. As can be seen, there is a strong association between additional support needs and having social, emotional and behaviour difficulties and being looked after. It was also the case for pupils who have English as an additional language; however, this is not surprising as this will include recent immigrants who are more likely to be located in areas where housing is cheaper or in social housing. In contrast there was little evidence that social deprivation was associated with a sensory impairment although a slightly higher proportion of pupils with a hearing impairment were found in SIMD 1 and 2 than were pupils with a visual impairment.

Figure 5.10: Reason for support by SIMD quintiles¹, as proportion of those with the same ASN



Source: Scottish Government, data supplied by government statistics department, Feb. 2012

1. SIMD 2009 is used here

Ethnicity, ASN and sensory impairment

Data is collected on pupils' ethnic background; however, these data also suffer from a relatively high number of unknowns. In addition, the total number of pupils from other ethnic backgrounds with a sensory impairment is very low which makes interpreting the data problematic and the data that exist have not been included for that reason. It is worth noting that a report carried out in England commented on a higher incidence (2 to 2.5 %) among Pakistani and Bangladeshi children of a range of special educational needs, including visual and hearing impairment (Lindsay, et al, 2006).

In summary, overall numbers of pupils with a visual or hearing impairment have increased and there are more pupils recorded as having a visual impairment than there are pupils recorded as having a hearing impairment. Around a third of the pupils with a visual impairment are located in special schools; the equivalent figure for those with a hearing impairment is much lower at around 18%. The number of pupils with a dual sensory impairment has decreased from 80 in 2004 to 52 in 2010. There are more boys with either a hearing or a visual impairment than girls and the gender differences are slightly larger for pupils with a visual impairment than for those with a hearing impairment. Overall there are slightly more girls with a dual sensory impairment than boys. Although the overall proportion of pupils with a visual or a hearing impairment in special schools have decreased slightly, the total numbers have gone up due to an overall increase in the number recorded with either a visual or a hearing impairment. There is some but very limited evidence of a link between social deprivation and hearing impairment but less for visual impairment.

SQA Attainment and school leavers' qualifications

The data on attainment presented in this section are compiled and published by the Scottish Government. The publication draws on 3 data sets: exam results from the Scottish Qualifications Authority; pupil census data; and social work department data. A pupil identifier is used to link these sets of data to provide an overview of attainment by pupil characteristics. Data on pupils with ASN include leavers from special schools as well as secondary schools. As the number of pupils with a dual sensory impairment is very low, these pupils are included in the category for visual impairment as well as for hearing impairment. School leavers with a Record of Need, Coordinated Support Plan and/or an Individualised Education Plan for whom the reason for support is not given have been included in the Other or Unknown category. Scottish qualifications are linked to the Scottish Credit and Qualifications Framework (SCQF) as shown below:

Table 5.2: Qualifications in Scottish schools and SCQF levels

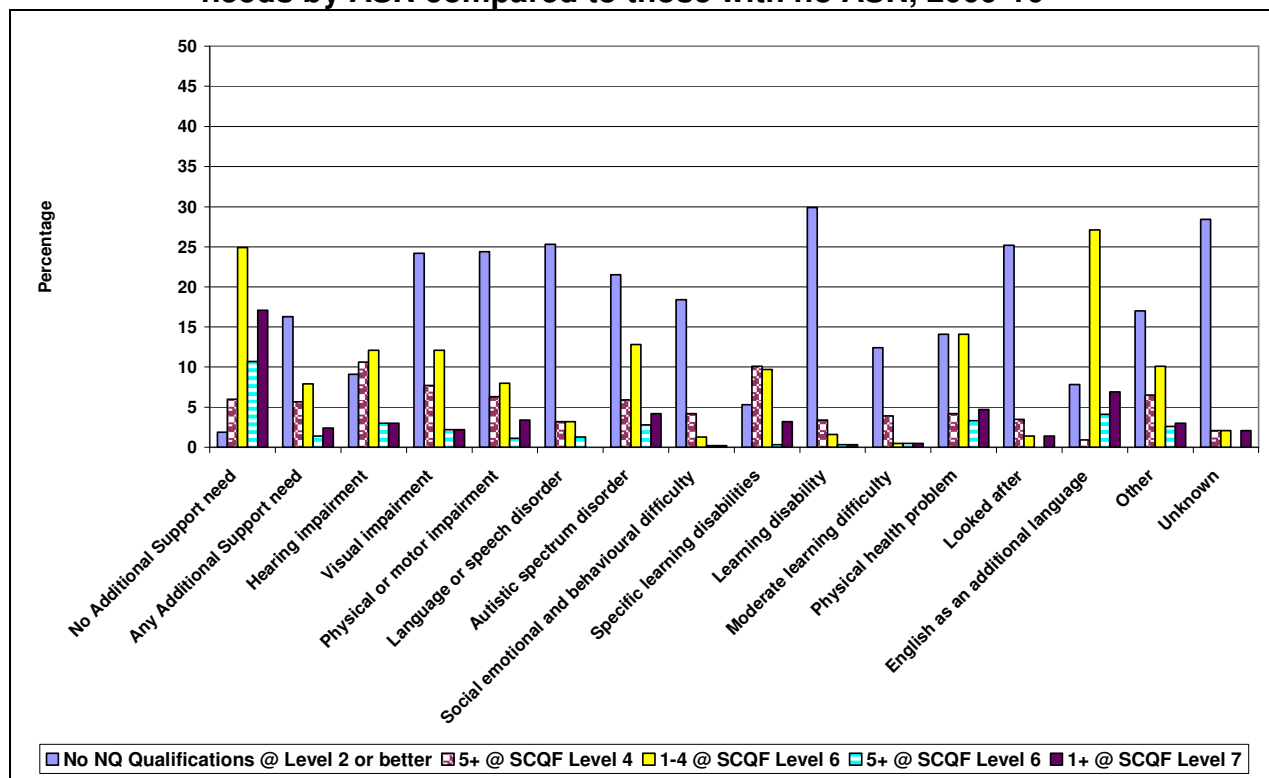
SCQF level	Qualification
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 cluster; Standard Grade at 5-6)
Level 2	Access 2 cluster

In order to gain entry to higher education pupils would normally require a number of Highers, the number and grade depending on the type of course and type of university.

Qualifications achieved by pupils with ASN

Figure 5.11 provides a comparison between the achievement of pupils with no additional support needs and those with additional support needs by type of need. Pupils who have a number of reasons for additional support are included in all of the categories relating to their needs. It can be seen that there was a considerable discrepancy between those with no additional support needs and those with additional support needs in terms of achievement of recognised qualifications as would be expected. Around half of those with no additional support needs acquired the qualifications needed to enter tertiary education, 1 to 4 Highers or above (level 6). On average, around 12% of those with additional support achieved these qualifications. However, this figure masks differences within ASN population as well as within specific groups of pupils with a particular impairment. Pupils with a learning disability, a language or speech disorder, those in the looked after group and those in the unknown group were most at risk of achieving no or low qualifications. A large proportion of pupils with a visual impairment also fall within this category; however, in contrast to the learning disabled and those looked after, more than 16% achieved 1 to 4 Highers or above. As discussed above, this group included, on the one hand pupils with a visual impairment as well as other complex needs including cognitive impairment and, on the other hand, pupils with a visual impairment that had no effect on cognitive ability. The group of pupils with a hearing impairment did not present a similar profile. This group had fewer pupils achieving very low qualifications and about the same level achieving tertiary level qualifications as the visual impairment group.

Figure 5.11: Highest qualifications^{1, 2} attained by leavers with additional support needs by ASN compared to those with no ASN, 2009-10



Source: Scottish Government, 2011b

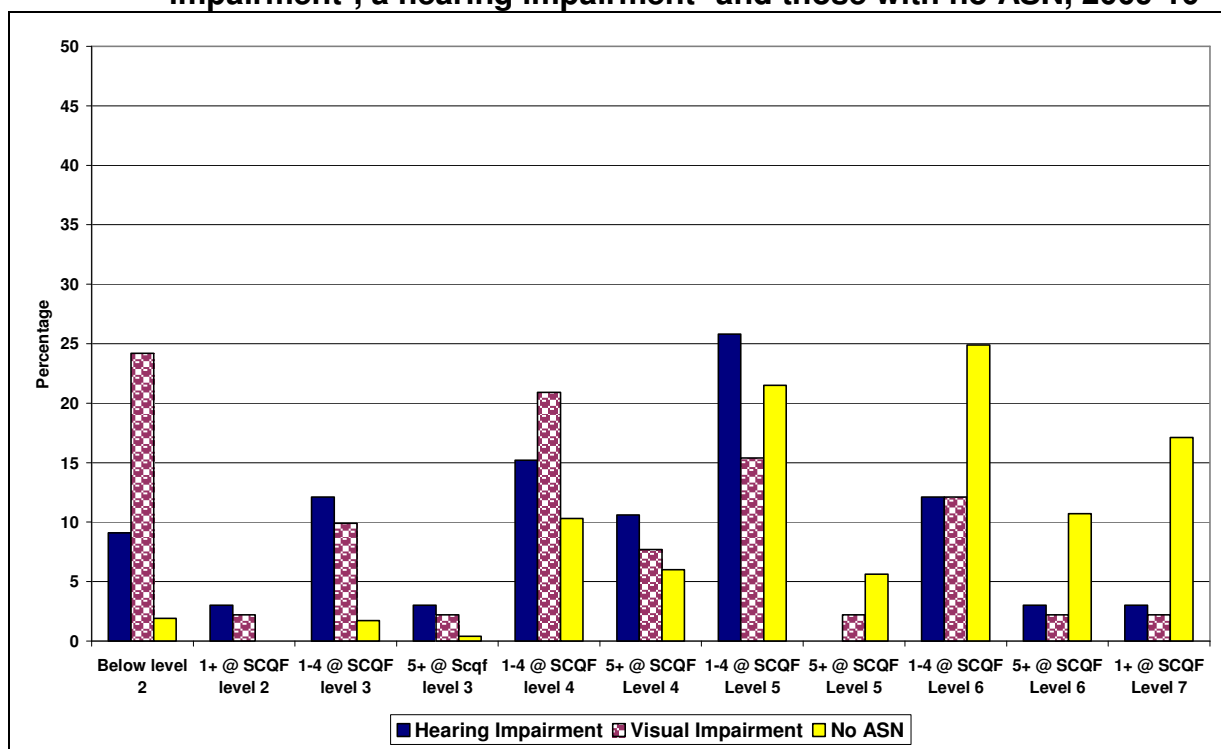
1. This figure shows a selection of all qualifications reported percentages therefore do not add up to 100
2. Where data are not disclosed due to low numbers (below 5) we have allowed for 2 pupils in order to show that some pupils achieved qualifications at a particular level

Qualifications achieved by pupils with a visual or hearing impairment

Figure 5.12 shows the full range of national qualifications and provides a comparison between those with no additional support needs and pupils with a visual or a hearing impairment. It can be seen that nearly a quarter of pupils with a visual impairment achieved no or below level 2 qualifications (Access 2) with less than 10% of pupils with a hearing impairment in this category. There was relatively little difference between the proportion of pupils with a visual impairment and pupils with a hearing impairment achieving Highers and Advanced Highers (level 6 and above) and, as shown in figure 5.12, the small numbers taking examinations at this level means that the proportion achieving at this level will fluctuate from year to year. Pupils with a hearing impairment were considerably more likely to achieve Standard Grade Credit qualifications (level 5) than pupils with a visual impairment. Pupils with a hearing impairment were also more likely than those with a visual impairment to gain a larger number of qualifications at Standard General. Thoutenhoofd's research on pupils with cochlear implants showed that when pupils with cochlear implants were compared to those with a similar hearing loss who did not receive an implant, those with an implant achieved better exam results. This, according to Thoutenhoofd, was particularly noticeable at Standard Grade level (Thoutenhoofd, 2006). According to NDCS Scotland around 32 children a year require cochlear implants and in February 2009 the Scottish Government announced that severely and profoundly deaf children would be offered bilateral cochlear implants on the NHS http://www.ndcs.org.uk/about_us/campaign_with_us/scotland/cochlear_implants/index.htm#contentblock3. Although this refers to a small number of children it may have an impact

on the overall educational achievement of deaf pupils over time as the overall number of pupils with a hearing impairment is relatively low.

Figure 5.12: A comparison of highest qualifications achieved by pupils with a visual impairment¹, a hearing impairment¹ and those with no ASN, 2009-10

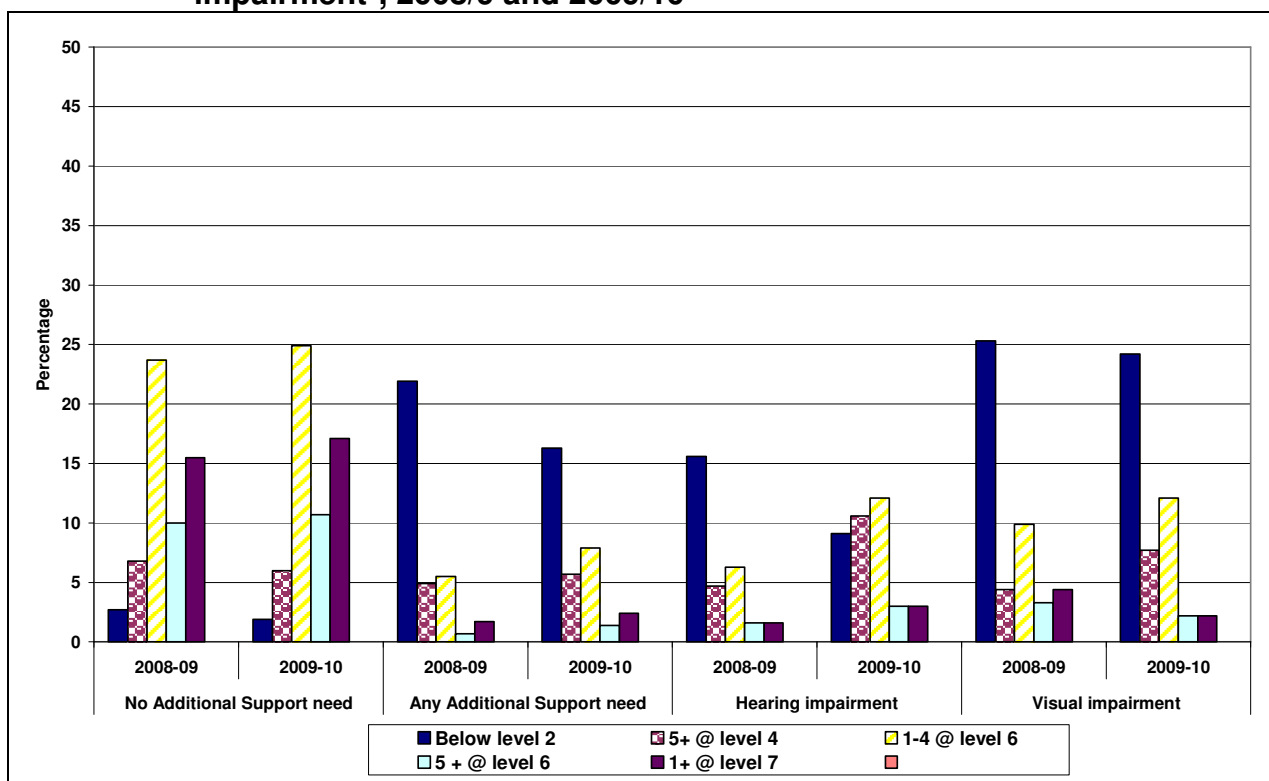


Source: Scottish Government, 2011d

1. Where data are not disclosed due to low numbers (below 5) we have allowed for 2 pupils in order to show that some pupils achieved qualifications at a particular level.

Figure 5.13 provides a comparison between pupils with no support needs, all those with support needs and pupils with a visual or a hearing impairment over a two year period. It confirmed the overall picture of a larger proportion of pupils with a visual impairment achieving no or low qualifications in comparison to those with a hearing impairment or no ASN which is linked to the high incidence of multiple impairment in addition to a visual impairment. It is also clear that as the number of pupils with sensory impairment who are taking national qualifications is low, there is fluctuation across the years. In 2008-09 a larger proportion of pupils with a visual impairment gained higher level qualifications than those with a hearing impairment; in 2009-10 this was not the case. This emphasises the need to treat data based on small numbers with caution.

Figure 5.13: Highest qualifications¹ attained by leavers with no additional support needs, any additional support needs, hearing impairment² and visual impairment², 2008/9 and 2009/10



Source: Scottish Government, 2011c; Scottish Government, 2011d

1. This figure shows a selection of all qualifications reported percentages therefore don't add up to 100
2. Where data are not disclosed due to low numbers (below 5) we have allowed for 2 pupils in order to show that some pupils achieved qualifications at a particular level

In summary, pupils with no additional support needs achieved higher qualifications overall than those with additional support needs. A relatively high proportion of pupils with a visual impairment achieved low or no qualifications; however, there was little difference between percentage of pupils with a visual impairment and a hearing impairment in terms of achievement of Highers or Advanced Highers (level 6 and 7).

Statistical data: availability and validity/reliability

The data in this section draw on data published or provided by the Scottish Government. The pupil census data are gathered annually from local authorities who access the data stored on the schools' management information systems. The data provide a comprehensive statistical record of pupils in publicly maintained schools in Scotland. As the numbers recorded in official statistics was relatively close to those gathered in our survey; in the survey for VI the numbers in our survey were below the official statistics; in the HI survey the official statistic numbers were lower. However, it is clear that gathering the data from all authorities at a set point in the year is a more efficient way of collecting the data than a survey that does not necessarily reach the person with local authority wide access to records. What our surveys have done is to provide additional information not gathered in the official statistics in relation to the preschool population. However, all data of this nature have their shortcomings and it is clear that any data gathered has to be interpreted with caution.

Summary

Data are gathered annually on the additional support needs of pupils in Scottish state maintained schools as well as some limited data on preschool children. It is difficult to identify long term trends due to changes in the recording procedures of time and changes in the categories used for classifying additional support needs. The data that exist show an increase in number of children recorded as having additional support needs against a backdrop of fall in the total pupil population over the last decade. Around 15% of pupils are recorded as having additional support needs although in a small number of cases this is a temporary need.

There has been an increase in the overall number of pupils with a sensory impairment. The increase has been most marked for pupils with a visual impairment. This is likely to have been affected by the higher survival rate of premature babies. Prematurity is one of the main causes of visual impairment as the eye continues to develop relatively late in pregnancy. However, the changes in recording practices with pupils being counted in more than one category are also likely to have had an effect. The old system recorded only main reason for support and under that system the number of pupils with a hearing impairment was consistently higher than the number of pupils with a visual impairment. In England, where that system is still in use, there are more pupils recorded with a hearing impairment than a visual impairment. Research suggests that a relatively large proportion (around a third) of pupils with a visual impairment also have another impairment which is likely to explain the considerable increase in the number of pupils with a visual impairment. It is also likely to be the explanation for a greater number of pupils with a visual impairment being located in special schools than pupils with a hearing impairment.

The numbers of pupils with dual sensory impairment have decreased from 80 in 2004 to 52 in 2010. There are more boys with either a hearing or a visual impairment than girls and the gender differences are slightly larger for pupils with a visual impairment than for those with a hearing impairment. Overall there are slightly more girls with a dual sensory impairment than boys. Although the overall proportion of pupils with a visual or a hearing impairment in special schools has decreased slightly the total numbers have gone up due to an overall increase in the numbers recorded with either a visual or a hearing impairment. Unlike other categories such as social, emotional and behavioural difficulties, there is only a weak association between social deprivation and either a hearing or a visual impairment.

Pupils with no additional support needs achieve higher qualifications overall than those with additional support needs. A relatively high proportion of pupils with a visual impairment achieve low or no qualifications; however, there is little difference between percentage of pupils with a visual impairment and a hearing impairment in terms of achievement of Highers or Advanced Highers.

Section 6: Key themes, conclusion and suggestions for further research

Introduction

In this section, we briefly summarise the key themes and issues emerging from the data and from a meeting¹ with Heads of Service of children and young people with a sensory impairment. We subsequently make some suggestions for future research.

Regional variation relating to provision and support for children and young people with a sensory impairment

The local authority data from our survey and the official statistics indicated variation in a number of areas, including:

1. Number of pupils and preschool children identified with a sensory impairment and its proportion of the total pupil population
2. The composition of the ASN population in a local authority

The data show wide variation across the local authorities in relation to the proportion of pupils assessed and identified as having visual and hearing impairments. It is likely to be due to local variation in terms of the triggers for assessment and identification. It was suggested by a group of practitioners that one such trigger might be the resources available in the local authority to support these pupils. This would lead to those with a less severe sensory impairment potentially not being offered additional support.

These differences may be particularly problematic for children who move between local authorities as well as leading to inequities in provision across authorities. The legislation makes clear that children with additional support needs or disabilities should receive comparable services irrespective of geographical location. The differences are also reflected in the proportion of pupils identified as having additional support needs as well as the composition of the ASN group.

It is not possible to explain these differences from the data gathered in this report. However, it raises questions which relate to how support for children and young people with additional support needs is managed within an authority particularly at time when there are considerable budget constraints. The survey data suggests that some authorities feel that they have to balance the need of the overall ASN population with that of the pupils with a sensory impairment. What impact does this have on support for children with a sensory impairment? It is worth noting that a report for the Department for Children, Schools and Families (DfCSF) covering England exploring local variation in incidence of special educational needs (SEN) and disability found considerable variation in recorded incidence. The report focused on hearing impairment and autism. It argued that incidence of SEN (recorded as total pupils with SEN per 1000) was not in itself a good indicator of better identification. According to this report, the high incidence related to the value attached to the SEN label as a means for gaining access to support and services and what they described as '*perverse incentives to over-identify*' (Lewis, et al, 2010, p. 116). This suggests that assuming that a high level of recording of ASN equals a better quality of support is a false assumption. On the other hand, unless children's needs are properly assessed and recorded, they are unlikely to be met. Particularly when children are moving from one local authority to another, or between Scotland and another part of

¹ This meeting was held on 29th May 2012 at the Forth Valley Sensory Centre, Camelon.

the UK, clear written records which can be easily referred to are essential, so that precious time is not wasted on re-assessment.

Recommendation

There is a need to investigate the underlying causes of variations in local authority assessment and identification practices, with a view to assessing the significance of these differences in relation to accessing services.

Preschool children with a sensory impairment

There are very limited data on preschool children with additional support needs and no data which show the number with a sensory impairment in the official statistics. There are some National Health statistics but these are patchy and unrepresentative. The data gathered in our two surveys therefore offer some useful data. These data are not robust but provide a starting point for considering what further data should be gathered in order to help monitor the level and quality of support provided for these children.

The survey data identified different practices across local authorities in the use of plans for preschool children with a sensory impairment, which raises questions about what leads to these differences. Are there policies and structures within particular local authorities that set out the planning mechanisms that are not in existence in other authorities or is it more likely to depend on the particular team and professionals that are involved in providing support for this group of children? As mentioned above, these kinds of differences can be confusing for parents if they move between different authorities.

The topic of plans for preschool children engendered considerable debate at the meeting for Heads of Service. They identified communication between Health and Education as a key issue. Screening for a sensory impairment in preschool children is carried out by the health service; however, in order to plan for effective support this information needs to be shared with education officers. This is often problematic and may be one reason for the local authority variation in number of preschool children reported in the surveys. A further reason for variation between authorities may be that some local authorities only support children with particular levels of need, e.g. in relation to a hearing impairment, only those with a hearing aid.

Recommendations

A number of recommendations could be considered relating to the topic above:

1. Sharing of information between health and education. One of the local authorities in the survey reported that it was developing strategies for sharing information between health and education. It would be useful to monitor how this works and explore whether this practice can be used in other authorities.
2. Support plans for preschool children. The extent and availability of plans could be examined further to consider whether there is a need for greater standardisation in planning mechanisms for preschool children.
3. Number of preschool children with a sensory impairment. There is no systematic recording of the incidence of sensory impairment among preschool children or the level/severity of the sensory impairment. There is also a lack of knowledge about how local authorities decide on cut off points relating to support.

Collaboration and inter/intra agency working

The surveys identified differences in the extent to which authorities collaborated with each other. In some authorities it involved shared services in mainstream schools; one authority catered for mainstream primary pupils and the other for mainstream secondary pupils. In

another authority there was one person who had oversight of the provision in four authorities. It is not clear whether this collaboration leads to an enhanced service provision or whether it presents additional challenges in terms of managing support across a wider geographical area and in relation to communicating across teams in a wider area. It was pointed out at the Heads of Service meeting that several authorities had informal agreements with other authorities; however, formalising such agreements can lead to difficulties in relation to service level agreements, salary variance and variance in roles and responsibilities. However, collaboration can provide collegial support among specialist teachers, especially in authorities where the number of specialist teachers are low.

The Heads of Service meeting also identified the need for effective collaboration across agencies such as health and with voluntary organisations.

Recommendation

Identifying the mechanisms of effective collaboration between authorities and other agencies may help to develop further collaboration to enhance the support for children and young people with a sensory impairment. However, there is need to examine how communication within and across authorities is managed as this is one key area identified as causing difficulties.

Qualifications of teachers and the renewal of the profession

Around 60% of specialist VI teachers and just over 80% of specialist HI teachers were fully qualified and a number of unqualified specialist teachers were currently in training. About half of local authority respondents believed that there were problems in recruiting appropriately qualified staff to work with children and young people with sensory impairments. The age profile of existing staff suggests that this problem might intensify over coming years. They also identified a number of challenges in this area. The main ones were funding, lack of time, commitment by staff, staff cover and distance from the provision. Two further issues were raised at the Heads of Service meeting: quality assurance of teacher training; and, the fact that gaining the additional qualification provided only limited promotion prospects and no financial gains (in contrast with the Chartered Teachers qualification).

Recommendation

There is a need to monitor over time the qualifications of staff working wholly or mainly with children and young people with sensory impairments, to ensure that there is no deterioration, and preferably an improvement, in the qualification levels of such staff. There is also a need for authorities to consider succession planning, especially in authorities where most specialist teachers are aged 45 and over. In order to ensure that the qualification levels are maintained it may also be worth examining career prospects and additional pay for the extra qualification.

Access to appropriate postgraduate qualifications

The Donaldson Review of teacher education recommended that there should be a development of CPD opportunities for mainstream and specialist teachers in particular areas, one of which was additional support needs.

Recommendation

There is a need to monitor closely the availability of post-graduate qualifications, and the suitability of existing provision in terms of accessibility and geographical spread. Blended

learning approaches in the delivery of postgraduate qualifications should be encouraged, to ensure that teachers in remote rural areas are able to access provision.

Use of different types of school and teaching methods

It is evident that the vast majority of children with sensory impairments in Scotland are being educated in mainstream schools. Whilst the overall population of pupils with additional support needs and sensory impairment have increased the special school population has stayed constant. At the same time, there are variations in the amount of time spent in mainstream classes and the use of specialist staff. Furthermore, there are considerable variations in the type of special school provision which is available and the extent of expertise in different types of special settings. This variation, according to the Heads of Service, is to some extent due to inherited provision and assets within a particular authority. Whilst the Heads of Service supported inclusion in mainstream provision, it was also pointed out that there is a need to monitor social needs of pupils with a sensory impairment to ensure that inclusion does not lead to social isolation. It was also noted that the attitude of mainstream staff are of vital importance. The increase in pupils recorded as having additional support needs in the mainstream pupil population has implications for the support of mainstream teachers and support staff as well as the training, both initial and continuing professional development of these members of staff.

The survey data from the grant-aided school for pupils with a visual impairment suggested that there was a reluctance on the part of local authorities to place pupils in special schools outwith their authority.

Recommendation

It is clear that the debate as to whether pupils with additional support needs should be educated in a special setting or in the mainstream will continue and the Doran Review will add to this discussion. Further research in this area, in particular longitudinal research on the impact of different settings and teaching approaches on the progress of children with sensory impairments would help to identify when mainstream works or when a special setting may be necessary. There is also a need to examine the strategies used by classroom teachers and support staff to manage pupils with a range of different additional support needs.

Changes in recording procedures

As noted in the section on official statistics, there have been several changes in the way in which data have been gathered over time, making it virtually impossible to have a clear picture of changing practices in the identification of pupils with sensory impairments in Scotland. In addition, the variation noted between the authorities in the recording of pupils with additional support needs, including those with a sensory impairment suggests that there may be different interpretations about who should be included.

Recommendations

In order to ensure that those completing the pupil census questionnaire are adopting common practices, very clear instructions should be issued and these should be made available for inspection. Training should be given to those completing the census to iron out inconsistencies and moderation exercise should be undertaken to check the reliability and validity of the data gathered.

More detailed information about level of impairment in relation to visual and hearing impairment should be recorded, since it is not currently evident whether the data include

children who may be seen on a regular but infrequent basis (for example, twice annually for monitoring) or regularly (for example, on a weekly basis). The data should be linked to an individual pupil identifier so that research can be undertaken to examine the trajectory of individual pupils. This is particularly important for pupils who are recorded in more than one category and would make it possible to track the different experiences of pupils with a sensory impairment only, and those with complex impairments in addition to a visual impairment. The proposed *Scotland-wide Data Linkage Framework for Statistics and Research* which is currently under consultation may provide a vehicle for gathering more detailed information linked to individual pupils.

Monitoring of attainment

There is a very wide spread of attainment amongst children with sensory impairments.

Recommendations

There is a need to investigate the factors contributing to differences in attainment of children with sensory impairment, such as individual and group characteristics (social class, gender, ethnicity); the nature and severity of the child's difficulty and the presence of other disabilities or learning difficulties; and the impact of medical interventions (such as the use of cochlear implants). The routine use of individual pupil identifiers would enable children's progress to be tracked over time more effectively.

Challenges in supporting children and young people with a sensory impairment

Survey respondents identified very similar challenges in supporting children and young people with a sensory impairment. This included: providing support across a wide geographical area, communication at all levels, lack of time for training and lack of qualified staff. Communication across all levels, with schools, parents and other professionals, was an issue for many. The main challenge for the grant-aided school was getting pupils enrolled at the schools; whilst supportive of inclusion in mainstream, the school felt it could offer specialist support which is not always available in mainstream schools. It was clear that staff had developed a number of coping strategies. One strategy used to deal with geographical distance was to arrange caseloads according to location; to handle lack of trained staff, development plans were advocated as well as training mainstream staff to offer more effective support. Also mentioned were communication protocols to ensure that data could be shared with other professionals.

Suggestions for further research

- (1) Qualitative studies are needed to investigate the decision-making process in selected local authorities with regard to the assessment and identification of children with sensory impairments. The implications of different types of plans as passports to service delivery should be monitored. The types of support available in different mainstream and special settings should be examined. In addition, there is a need to examine the level of support available in mainstream schools which all children are able to access, regardless of their type of educational plan.
- (2) Quantitative longitudinal studies, supplemented by qualitative data, should be used to explore the school experiences and outcomes of pupils with specific impairments and social characteristics in different geographical locations.
- (3) The qualifications of teachers of pupils with hearing and visual impairments should be monitored on an ongoing basis. In addition, the availability of different types of postgraduate qualifications, and teachers' experiences of various forms of provision, should be explored.

- (4) The impact on mainstream teachers of the inclusion of pupils with a range of additional support needs would also be a relevant area to investigate. This could include monitoring the impact on teachers of implementing a new curriculum whilst ensuring that this does not impact detrimentally on certain groups of children such as those with a sensory impairment within their classroom.
- (5) It would be useful to examine the role of publicly funded special schools in providing support for pupils with a sensory impairment as well as the characteristics of the staff within these schools. This would provide a broader overview of the overall local authority provision.

Conclusion

This report has examined official statistics as well as local authority data gathered through surveys in order to explore the number of children and young people with a sensory impairment supported by local authorities in mainstream and preschool settings. It has also examined the number of pupils in a grant-aided school for pupils with a visual impairment. In addition, through the local authority surveys, it examined the characteristics of the specialist VI and HI teaching workforce in the state funded sector as well as the opportunities for CPD for this group of teachers and classroom teachers and support staff. It has identified variation between local authorities in relation to the recording and planning of services for children and young people with a sensory impairment and the lack of robust data in relation to preschool children with a sensory impairment. There is also variation in the proportion of specialist VI and HI staff in the local authorities in relation to the overall pupil population as well as the age profile of this group of staff.

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Glossary of acronyms

ASN	Additional Support Needs – applies to pupils and young children who can have a variety of problems which present barriers to learning, these can include social as well as physical problems.
BATOD	British Association for Teachers of the Deaf <i>see Additional Organisations</i>
BDA	British Deaf Association <i>see Additional Organisations</i>
BSL	British Sign Language
CACDP	Council for the Advancement of Communication with Deaf People (now known as Signature) <i>see Additional Organisations</i>
CPD	Continuing Professional Development
CSP	Co-ordinated Support Plan
CVI	Cortical or Cerebral Visual Impairment - a neurological disorder which results in unique visual responses to people, educational materials and to the environment (www.ahp.org/cvi/define)
EAL	English as an Additional Language
FSP	Family Support Plan
GIRFEC	Getting it right for every child – current Scottish guidance on supporting children and young people.
HI	Hearing Impairment – includes the full range of hearing loss from mild hearing loss to profound deafness.
HoS	Head of Service – the person in each local authority who is responsible for children with a sensory impairment
IEP	Individualised Educational Programme or Plan
LTScotland	Learning Teaching Scotland (now part of Education Scotland) <i>see Additional Organisations</i>
MDVI	Multiple Disabilities and Visual Impairment
RNIB	Royal National Institute for the Blind
SCOVI	Scottish Council on Visual Impairment (formerly the Scottish National Federation for the Welfare of the Blind). Umbrella organisation for the rights of people with VI.
SEN	Special Educational Needs (Additional Support Needs is now the preferred term.)
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SSC	Scottish Sensory Centre
ToD	Teacher of Deaf children
TVI	Teacher of children with Visual Impairment
VI	Visual Impairment – includes the full range of sight loss from partially sighted to blindness.

Glossary of Terms

Access technology	Any equipment, whether electronic like video subtitling or low technology like hand magnifiers, which is specifically designed to allow people with hearing or visual impairment to access text, pictures, computer, video and audio media.
Advisory committee	The SSC Advisory Committee comprises professionals from around Scotland and from various specialist areas to do with deafness, deafblindness, visual impairment, education, health and legislation. A subgroup were involved in advising the researchers in this project.
Audiologists/Educational audiologist	An Audiologist is a health professional who specialises in hearing, typically assessing hearing loss and fitting hearing aids. An Educational Audiologist is a teacher of the deaf with additional qualifications which allows them to assess deaf children within an educational context and provides advice and support for hearing aids and environmental adaptations to the classroom and wider school context.
Awareness training	Training provided by a specialist in deafness or visual impairment to class teachers, classroom assistants and pupils. Awareness training is intended to give non-specialists a foundation knowledge of the deaf or VI child's needs and ways to assist them in the school.
Braille Grade 1 and 2	Braille Grade 1 is also known as uncontracted Braille and is a straight letter-for-letter transcription from English to Braille. Grade 2 uses a system of contractions similar to shorthand to speed up the reading process and reduce the bulk of braille documents. For example the words 'the' and 'for' have one character representations in contracted Braille.
Checklist children	Some children with additional support needs are only monitored by specialist teachers and are visited less frequently than other children eg once a term or once a year.
Cochlear Implant team	The support team who work with a child before and after implant. As well as the surgical team it can include audiologists, speech and language therapists, teachers of the deaf and psychologists.
Cochlear implants	A small electronic device that is surgically implanted under the skin behind the ear, connected to electrodes that are inserted inside the cochlea connects to an outer receiver that consists of a speech processor & microphone. The electrodes' signals stimulate the auditory nerve fibres to send information to the brain, where it is interpreted as meaningful sound. Children in the UK, who fit the criteria, are now offered cochlear implants from a very young age.

Community paediatrician	A doctor who specialises in looking after children with chronic illness or disability in a community setting. They work in clinics, health centres, nurseries and schools and in close co-operation with other agencies – education, social work and the hospital-based services – to help children achieve their maximum potential. There are specialist community paediatricians in deafness and visual impairment.
Complex needs	Some children have more than one disability which will require specific and often intensive support.
Curriculum for Excellence (CfE)	The 3-18 curriculum in Scotland introduced in 2009 which aims to offer a broad and deep general education.
Dual sensory impairment	Another term used for deafblindness.
Ear, nose and throat (ENT) consultant	A doctor/surgeon who specialises in diseases of the ear, nose and throat.
Educational psychologists	Applied psychologists working both within the educational system and in the community. They have a statutory role, amongst others, to assess children with additional support needs.
Glue ear	Usually a temporary condition which causes hearing loss in children.
Grant aided school	A private school which is part-funded by the Scottish Government.
Habilitation	Mobility and life skills training for visually impaired children.
Independent (special) school	A school that is independent in its finances and governance; it is not dependent upon national or local government for financing.
Inset or Inservice	Education use these terms to refer to inhouse training days, spread throughout the year, when the pupils are out of school.
Interagency	Current good practice guidelines encourage all sectors involved in the lives of children to work cooperatively, usually this refers to education, health and social services.
Mobility training	For blind and VI people this includes skills in moving around independently with safety and confidence.
Occupational therapist	Health professional who assists patients in everyday life and develop, recover or maintain daily living skills. They work in a variety of settings.
Peripatetic teacher	A peripatetic teacher of visual impaired (TVI) or deaf children (ToD) visits children at home, in the nursery, mainstream or special school. The teacher is a visitor supporting both the child and the people who deliver the child's education.
Radio aids	A system which consists of a transmitter worn by the teacher and a receiver worn by the pupil. The receiver may be connected to the hearing aid or cochlear implant by direct audio input (DAI) shoes or FM adaptors.

Speech and Language Therapist (SALT)	Health professionals who treat a range of communication problems including speech and language difficulties, they work in educational settings and in the community as well as health. SALTs work with parents of young deaf children to help them to develop speech and communication.
Skype	A proprietary service which allows users to communicate with peers by voice, video, and instant messaging over the Internet. Calls to other users within the Skype service are free of charge.
Special (resourced) unit/ base/ Specialist units	These are all names for units which provide an area for deaf or visually impaired children to receive specialist support and education outside the mainstream classroom. Children will spend a varying amount of time in these units depending on need.
Special school	A special school is a school catering for pupils who have additional support needs due to severe learning difficulties, physical disabilities or behavioural problems, which make it difficult for them to attend mainstream schooling.
Transition	can refer to various stages: from preschool to primary education, from primary to secondary education, but mostly this is used in the context of transition to post 16 options such as careers, further or higher education.
Visiting teacher	<i>see Peripatetic teacher</i>

Additional Organisations

Action on Hearing Loss (Formerly RNID)	Charity representing all people in the UK with a hearing problem.
Barnardos	Children's charity which aims to help vulnerable children and young people
Befrienders	Charity which listens to and helps people who suffer from emotional problems, focussing on prevention of suicide.
Bridges Project	A charity which provides a number of services to assist young people manage transitions into adulthood and life beyond school. (East Lothian and Midlothian.)
British Association of Teachers of the Deaf (BATOD)	Aims to promote the education of all deaf children, young persons and adults, to advance the status of Teachers of the Deaf and to ensure and enhance the high quality of mandatory training of Teachers of the Deaf, and their continuing professional development.
British Deaf Association (BDA)	This organisation has also been known as Sign Community which expresses their interest in the use of British Sign Language and affiliation with the UK deaf community.
CALL Scotland	Provides a loan bank of equipment to aid communication for children with complex needs and offers advice and training to professionals and parents. Assessment is also available by service level agreement. Hosts the Books for All database.
Care inspectorate	Independent scrutiny and improvement body for care and children's services
Children 1st	Formerly RSSPCC, charity which promotes children's rights.
Deaf Action	Originally a society for the deaf, offers access to social services, equipment and training.
Deaf Connections	Originally a society for the deaf, offers access to social services, equipment and training.
Disability Shetland	Organisation based in Shetland to support disabled people in all areas of life.
Ear Foundation	UK based cochlear implants support charity, providing activities and support to families etc and provides training for professionals.
Educating through care Scotland (ECTS)	The professional network in Scotland for residential special schools.
Enquire	Scottish advice service for additional support needs.
Kindred	Advocacy and information on services available to children with additional support needs and their carers.
Learning and Teaching Scotland	Provides advice, support, resources and staff development on the Curriculum for Excellence with advice on the use of ICT in education. Now part of Education Scotland along with HMIE, the Scottish Inspectorate for Education.
MDVI Euronet	Special interest group of professionals across Europe looking

	at best practice in the education of children with multiple disabilities and visual impairment (MDVI).
National Deaf Children's Society (NDCS)	UK wide organisation who provide a wide range of services for families and professionals involved in the lives of deaf children. Publishes a large range of free materials and offers opportunities to families and children to meet and enjoy activities.
North East Sensory Services (NESS)	Formerly Grampian Society for the Blind also provides a range of services to deaf people as well as those who are visually impaired.
Scottish Association for Visual Impairment Education (SAVIE)	Association of teachers and professionals involved in the education of visually impaired children.
Scottish Council for Independent Schools (SCIS)	An organisation who provide information, advice and guidance to parents; advise member schools and their governing bodies about educational developments and legislation affecting independent schools; and to communicate and negotiate on behalf of the independent education sector in Scotland.
Signature (CACDP)	Provides UK qualifications in communication skills with deaf and deafblind people (BSL etc)
Skills Development Scotland	A public body which deals with post-secondary education issues including careers development and tertiary education.
Sleep Scotland	Supports families of children and young people with additional support needs and severe sleep problems in Scotland.
Sound Sense	Tayside befriending project to help improve confidence, reduce isolation and increase access to everyday services and community activities for deaf people.”
Visibility	Formerly the Glasgow and West of Scotland Society for the Blind provides services such as information, training and emotional support for visually impaired people and their families.
Vocal (Voice of Carers Across Lothian)	Provide information, advice, support, counselling and advocacy to carers, former carers and anyone working with carers in the Lothian area.

Appendix: Questionnaires used in the surveys



Questionnaire for Heads of Service with responsibility for children with a hearing impairment

The Centre for Research in Education Inclusion and Diversity (CREID) and the Scottish Sensory Centre (SSC) are undertaking a survey of Heads of Service who are responsible for provision of support for children with hearing impairments aged 0 to 18. The findings will be used to inform policy and provision for children and young people with a sensory impairment.

We would be grateful if you could complete this questionnaire and return it by post in the freepost envelope provided or if you prefer by email to:

Linda.Ahlgren@ed.ac.uk

PLEASE RETURN THE QUESTIONNAIRE BY FRIDAY 2nd DECEMBER 2011.

If you have any queries please contact:

Linda Ahlgren by email: Linda.ahlgren@ed.ac.uk or Elisabet.Weedon@ed.ac.uk

Or by phone: 0131-651 6517 or 0131-651 6170

Thank you for your help.

Section 1: Background Information

Question 1: Please tell us the name of your Local Authority:

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Title of your current post:

Briefly describe the remit of your current post (please include the number of secondary, primary or special schools and any pre-five provision for which you have responsibility):

.....

Question 2: Does your local authority have a separate policy document or specific provisions/guidance within a general ASN policy document on provision for children with a hearing impairment?

YES	NO

Question 2a: Is information available on the provision for children with a hearing impairment?

YES	NO

If yes, who is this document aimed at? Please tick all that apply.

Children	
Parents	
Teachers	
Other service users (please specify)	

Section 2: Educational support for children with hearing impairment

Question 3: How many **school-aged** children/young people are known to you as receiving additional support as a result of their hearing impairment and where are they located?

Location	Number of school aged children/young people
Mainstream primary school	
Mainstream secondary school	
Specialist unit within a primary school	

Specialist unit within a secondary school	
Special school within your local authority	
Local authority special school outwith your authority	
Grant aided special school	
Independent special school	
Other provision (please explain:	

Question 4a: How many **pre-school** children with a hearing impairment are known to you (regardless of whether they are recorded as receiving additional support or not) and how old are they?

Age of pre-school children with hearing impairment	Number
Under 3 year	
3 – 5 year	

Question 4b: How many **pre-school** children with a hearing impairment are known to you as receiving additional support as a result of their hearing impairment only or because of a hearing impairment and another additional support need?

Type of additional support	Number Under 3	Number aged 3-5
Hearing impairment only		
Hearing impairment and a physical impairment		
Hearing impairment and a cognitive impairment		
Hearing impairment as well as physical and cognitive impairments?		
Dual sensory impairment		

Question 5: How does your authority cater for **pre-school** children with a hearing impairment? Please tick all that apply.

Peripatetic Service home visits	
Peripatetic Service family centres	
Peripatetic Service private nursery	
Peripatetic Service mainstream nursery	
Special nursery provision within your local authority	
Special nursery provision outwith your local authority	
Other provision (please explain):	

Question 6: How many **pre-school children** in your local authority with a hearing impairment have a:

Type of support plan	Number under 3	Number aged 3-5
CSP		
IEP or equivalent		
Family support plan		
Additional support related to hearing impairment but no plan		

Question 7: Do you have any arrangements with another local authority to provide support for children/young people with hearing impairment?

YES	NO

If yes, please provide details: (e.g. for children/young people who are BSL users)

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Question 8: What other agencies do you work with in order to provide support for children/young people with a hearing impairment? Please tick/list all that apply.

Psychological services.	
Social Work services	
Health professionals (please list all that apply):	
Voluntary agencies (please specify):	
Any other agencies (please specify):	

Question 9: What are the main challenges for your authority in supporting children/young people with a hearing impairment? (e.g. lack of qualified staff, resources, interagency working, geographical)

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Question 10: What strategies do you use to address the challenges you have listed in question 9?

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Section 3: Details about teachers working wholly or mainly with hearing impaired pupils

Question 11: The Scottish Government requires that all teachers working wholly or mainly with children/young people with hearing impairment are appropriately qualified (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>). For each teacher in your

authority we would like to know their approximate age, length of service as a specialist teacher, and type of contract. Please complete for each teacher in your authority as per example.

	Age					Type of contract		Years as a specialist in your authority
	Under 25	26-34	35-44	45-54	55+	FT	PT	
<i>Teacher X (example)</i>			√			√		2
Teacher 1								
Teacher 2								
Teacher 3								
Teacher 4								
Teacher 5								
Teacher 6								
Teacher 7								

Please continue on a separate paper, if required.

Question 12: For each of the teachers above please indicate where they mainly spend their time? In:

	Mainstream school	Special unit in mainstream school	Special school	Peripatetic/visiting teacher
<i>Teacher X (example)</i>				√
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				
Teacher 5				
Teacher 6				
Teacher 7				

Please continue on a separate paper, if required.

Question 13: For each of the teachers above, please provide details of the type of specialist qualification held and (if known) the year the qualification was completed.

	Post-graduate Qualification (Deaf Ed.)	SSC Competence route	Competence route other (e.g. LA)	BSL – please specify level	Interpreter Training	Signature/ CACDP/ SQA Notetaking
<i>Teacher X (example)</i>	√					√
Teacher 1						
Teacher 2						
Teacher 3						
Teacher 4						
Teacher 5						
Teacher 6						
Teacher 7						

Please continue on a separate paper, if required.

Question 14: Does your local authority employ an educational audiologist?

YES	NO

Question 15: If your local authority does not employ an educational audiologist how do you access an educational audiologist?

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Question 16: What are the main challenges for your local authority in ensuring that teachers who are working wholly or mainly with children and young people with hearing impairment are appropriately qualified within 5 years of taking up post?

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Question 17: What CPD opportunities are available for **the teachers listed** working with children and young people with a hearing impairment in your local authority? Please tick all that apply.

Courses provided by the local authority.	
Courses provided by the Scottish Sensory Centre	
Courses provided by voluntary agencies, please provide details:	
Other course providers, please provide details:	

Question 18: In your view, do the CPD opportunities identified above provide sufficient professional learning for your staff as well as allowing your authority to meet the legislative needs of provision for children/young people with a hearing impairment?

YES	NO

If no, please explain what further CPD opportunities you feel are required:

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Question 19: What CPD opportunities are available for **class teachers** working with children and young people with a hearing impairment in your local authority?

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Question 20: What advice on best teaching methods is available for **class teachers** working with children/young people with a hearing impairment to ensure that adequate educational support is provided?

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Question 21: What advice on best teaching methods is available for **support staff** working with children/young people with a hearing impairment to ensure that adequate educational support is provided?

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Question 22: What advice on best educational methods is available for **staff** working with **pre-school** children with a hearing impairment to ensure that adequate educational support is provided?

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Question 23: In your local authority, do teachers working with **children/young people** with hearing impairment also support children/young people with a visual and/or dual sensory impairment?

YES	NO

Please provide details of any such arrangement:

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Question 24: Are there any other comments or suggestions you would like to add in relation to the qualifications of teachers working in any capacity with children/young people with hearing impairment?

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Are there any further comments you would like to add in relation to providing education for children and young people with hearing impairment?

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Thank you very much for completing the questionnaire

***Questionnaire for Heads of Service with responsibility
for children with a visual impairment***

The Centre for Research in Education Inclusion and Diversity (CREID) and the Scottish Sensory Centre (SSC) are undertaking a survey of Heads of Service who are responsible for provision of support for children with visual impairments aged 0 to 18. The findings will be used to inform policy and provision for children and young people with a sensory impairment.

We would be grateful if you could complete this questionnaire and return it by post in the freepost envelope provided or if you prefer by email to:

Linda.Ahlgren@ed.ac.uk

PLEASE RETURN THE QUESTIONNAIRE BY FRIDAY 2nd DECEMBER 2011.

If you have any queries please contact:

Linda Ahlgren by email: Linda.ahlgren@ed.ac.uk

Or by phone: 0131-651 6517 (direct line)

Thank you for your help.

Section 1: Background Information

Question 1: Please tell us the name of your Local Authority:

.....

Title of your current post:

Briefly describe the remit of your current post (please include the number of secondary, primary or special schools and any pre-five provision for which you have responsibility):

.....

Question 2a: Does your local authority have a separate policy document or specific provisions/guidance within a general ASN policy document on provision for children with a visual impairment?

YES	NO

Question 2b: Is information available on the provision for children with a visual impairment?

YES	NO

If yes, who is this document aimed at? Please tick all that apply.

Children	
Parents	
Teachers	
Other service users (please specify)	

Section 2: Educational support for children with visual impairment

Question 3: How many **school-aged** children/young people are known to you as receiving additional support as a result of their visual impairment and where are they located?

Location	Number of school aged children/young people
Mainstream primary school	
Mainstream secondary school	
Specialist unit within a primary school	
Specialist unit within a secondary school	

Special school within your local authority	
Local authority special school outwith your authority	
Grant aided special school	
Independent special school	
Other provision (please explain):	

Question 4a: How many **pre-school** children with a visual impairment are known to you (regardless of whether they are recorded as receiving additional support or not) and how old are they?

Age of pre-school children with visual impairment	Number
Under 3 year	
3 – 5 year	

Question 4b: How many **pre-school** children with a visual impairment are known to you as receiving additional support as a result of their visual impairment only or because of a visual impairment and another additional support need?

Type of additional support	Number Under 3	Number aged 3-5
Visual impairment only		
Visual impairment and a physical impairment		
Visual impairment and a cognitive impairment		
Visual impairment as well as physical and cognitive impairments?		
Dual sensory impairment		

Question 5: How does your authority cater for **pre-school** children with a visual impairment? Please tick all that apply.

Peripatetic Service home visits	
Peripatetic Service family centres	
Peripatetic Service private nursery	
Peripatetic Service mainstream nursery	
Special nursery provision within your local authority	
Special nursery provision outwith your local authority	
Other provision (please explain):	

Question 6: How many **children** in your local authority with a visual impairment have an educational support plan:

Type of support plan	Number under 3	Number aged 3-5
CSP		
IEP or equivalent		
Family support plan		
Additional support related to visual impairment but no plan		

Question 7: Do you have any arrangements with another local authority to provide support for children/young people with a visual impairment?

YES	NO

If yes, please provide details: (e.g. for children/young people who are Braille users)

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Question 8: What other agencies do you work with in order to provide support for children/young people with a visual impairment? Please tick/list all that apply.

Psychological services.	
Social Work services	
Health professionals (please list all that apply):	
Voluntary agencies (please specify):	
Any other agencies (please specify):	

Question 9: What are the main challenges for your authority in supporting children/young people with a visual impairment? (e.g. lack of qualified staff, resources, interagency working, geographical)

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Question 10: What strategies do you use to address the challenges you have listed in question 9?

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Section 3: Details about teachers working wholly or mainly with visual impaired pupils

Question 11: The Scottish Government requires that all teachers working wholly or mainly with children/young people with a visual impairment are appropriately qualified (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>). For each teacher in your

authority we would like to know their approximate age, length of service as a specialist teacher, and type of contract. Please complete for each teacher in your authority as per example.

	Age					Type of contract		Years as a specialist in your authority
	Under 25	26-34	35-44	45-54	55+	FT	PT	
<i>Teacher X (example)</i>			√			√		2
Teacher 1								
Teacher 2								
Teacher 3								
Teacher 4								
Teacher 5								
Teacher 6								
Teacher 7								

Please continue on a separate paper, if required.

Question 12: For each of the teachers above please indicate where they mainly spend their time. Is it in:

	Mainstream school	Special unit in mainstream school	Special school	Peripatetic/visiting teacher
<i>Teacher X (example)</i>				√
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				
Teacher 5				
Teacher 6				
Teacher 7				

Please continue on a separate paper, if required.

Question 13: For each of the teachers above, please provide details of the type of specialist qualification held and (if known) the year the qualification was completed.

	Post-graduate Qualification	SSC Competence route	Competence route other (e.g. LA)	Braille Level 1	Braille Level 2
<i>Teacher X (example)</i>	√ (2004)				
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Teacher 5					
Teacher 6					
Teacher 7					

Please continue on a separate paper, if required.

Question 14: Does your local authority employ a person who is qualified to deliver Habilitation and Independence training?

YES	NO

Question 15: If your authority does not employ a person who is qualified to deliver Habilitation and Independence training how do you deliver such training?

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Question 16: What are the main challenges for your local authority in ensuring that teachers who are working wholly or mainly with children and young people with a visual impairment are appropriately qualified within 5 years of taking up post?

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Question 17: What CPD opportunities are available for **the teachers listed** working with children and young people with a visual impairment in your local authority? Please tick all that apply.

Courses provided by the local authority.	
Courses provided by the Scottish Sensory Centre	
Courses provided by voluntary agencies, please provide details:	
Other course providers, please provide details:	

Question 18: In your view, do the CPD opportunities identified above provide sufficient professional learning for your staff as well as allowing your authority to meet the legislative needs of provision for children/young people with a visual impairment?

YES	NO

If no, please explain what further CPD opportunities you feel are required:

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Question 19: What CPD opportunities are available for **class teachers** working with children and young people with a visual impairment in your local authority?

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Question 20: What advice on best teaching methods is available for **class teachers** working with children/young people with a visual impairment to ensure that adequate educational support is provided?

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Question 21: What advice on best teaching methods is available for **support staff** working with children/young people with a visual impairment to ensure that adequate educational support is provided?

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Question 22: What advice on best educational methods is available for **staff** working with **pre-school** children with a visual impairment to ensure that adequate educational support is provided?

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Question 23: In your authority, do teachers working with **children/young people** with a visual impairment also support children/young people with a hearing and/or dual sensory impairment?

YES	NO

Please provide details:

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Question 24: Are there any other comments or suggestions you would like to add in relation to the qualifications of teachers working in any capacity with children/young people with a visual impairment?

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Are there any further comments you would like to add in relation to providing education for children and young people with a visual impairment?

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Thank you very much for completing the questionnaire.

Questionnaire for grant aided special schools with responsibility for children with a visual impairment

The Centre for Research in Education Inclusion and Diversity (CREID) and the Scottish Sensory Centre (SSC) are undertaking a survey of grant aided special schools with a responsibility for provision of support for children with visual impairments aged 0 to 18. The findings will be used to inform policy and provision for children and young people with a sensory impairment.

We would be grateful if you could complete this questionnaire and return it by post in the freepost envelope provided or if you prefer by email to:

Linda.Ahlgren@ed.ac.uk

PLEASE RETURN THE QUESTIONNAIRE BY FRIDAY 28TH NOVEMBER 2011.

If you have any queries please contact:

Linda Ahlgren by email: Linda.ahlgren@ed.ac.uk

Or by phone: 0131-651 6517 (direct line)

Thank you for your help.

Section 1: Background Information

Question 1: Please tell us the name of your grant aided special school:

.....

Title of your current post:

Briefly describe the remit of your current post (please include the number of secondary, primary or any pre-five provision for which you have responsibility):

.....

Question 2a: Does your school have a separate policy document or specific provisions/guidance within a general ASN policy document on provision for children with a visual impairment?

YES	NO

Question 2b: Is information available on the provision for children with a visual impairment?

YES	NO

If yes, who is this document aimed at? Please tick all that apply.

Children	
Parents	
Teachers	
Other service users (please specify)	

Section 2: Educational support for children with visual impairment

Question 3: How many children/young people are at the Royal Blind School as a result of their **visual impairment only** and what ages are they?

Location	Number of children/young people
Under 3 year	
3 – 5 year	
Primary age (5 to 12)	
Secondary age (12 – 16)	
Post 16	

Question 4: How many children/young people are at the Royal Blind School as a result of **multiple impairments** and what ages are they?

Location	Number of children/young people
Under 3 year	
3 – 5 year	
Primary age (5 to 12)	
Secondary age (12 – 16)	
Post 16	

Question 5: How does your school cater for **pre-school** children with a visual impairment? (e.g. special nursery provision within the school, peripatetic services...)

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Question 6: How many **children** in your school have an educational support plan:

Type of support plan	Number of pre-school children	Number of primary school children	Number of secondary school children
CSP			
IEP or equivalent			
Family support plan			
Additional support related to visual impairment but no plan			

Question 7: Do you do outreach work with other schools/local authorities to provide support for children/young people with a visual impairment?

YES	NO

If yes, please provide details:

Name of local authority/school	Number of pre-school children	Number of primary school children	Number of secondary school children

If you wish, please comment briefly on your answer:

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Question 8: Does your school employ:

	Yes	No	Any comments
Educational psychologists			
Social Work professionals			
Health professionals			
Other:			

Question 9: What other agencies do you work with in order to provide support for children/young people with a visual impairment? Please tick/list all that apply.

Psychological services.	
Social Work services	
Health professionals (please list all that apply):	
Voluntary agencies (please specify):	
Any other agencies (please specify):	

Question 10: What are the main challenges for your school in supporting children/young people with a visual impairment? (e.g. lack of qualified staff, resources, interagency working)

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Question 11: What strategies do you use to address the challenges you have listed in question 10?

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Section 3: Details about teachers working wholly or mainly with visual impaired pupils

Question 12: The Scottish Government requires that all teachers working wholly or mainly with children/young people with a visual impairment are appropriately qualified (<http://www.scotland.gov.uk/Resource/Doc/164398/0044786.pdf>). For each teacher in your school

we would like to know their approximate age, length of service as a specialist teacher, and type of contract. Please complete for each teacher in your school as per example.

	Age					Type of contract		Years as a specialist in your authority
	Under 25	26-34	35-44	45-54	55+	FT	PT	
<i>Teacher X (example)</i>			√			√		2
Teacher 1								
Teacher 2								
Teacher 3								
Teacher 4								
Teacher 5								
Teacher 6								
Teacher 7								

Please continue on a separate paper, if required.

Question 13: For each of the teachers above, please provide details of the type of specialist qualification held and (if known) the year the qualification was completed.

	Postgraduate Qualification	SSC Competence route	Competence route other (e.g. LA)	Braille Level 1	Braille Level 2
<i>Teacher X (example)</i>	√ (2004)				
Teacher 1					
Teacher 2					
Teacher 3					
Teacher 4					
Teacher 5					
Teacher 6					
Teacher 7					

Please continue on a separate paper, if required.

Question 14: Does your school employ a person who is qualified to deliver Habilitation and Independence training?

YES	NO

Question 15: If your school does not employ a person who is qualified to deliver Habilitation and Independence training how do you deliver such training?

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Question 16: What are the main challenges for your school in ensuring that teachers who are working wholly or mainly with children and young people with a visual impairment are appropriately qualified within 5 years of taking up post?

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Question 17: What CPD opportunities are available for **the teachers listed** working with children and young people with a visual impairment in your school? Please tick all that apply.

Courses delivered in-house	
Courses provided by the local authority.	
Courses provided by the Scottish Sensory Centre	
Courses provided by voluntary agencies, please provide details:	
Other course providers, please provide details:	

Question 18: In your view, do the CPD opportunities identified above provide sufficient professional learning for your staff as well as allowing your school to meet the legislative needs of provision for children/young people with a visual impairment?

YES	NO

If no, please explain what further CPD opportunities you feel are required:

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Question 19: What CPD opportunities are available for **non-specialist teachers** working with children and young people with a visual impairment in your school?

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Question 20: What advice on best teaching methods is available for **non-specialist teachers** working with children/young people with a visual impairment to ensure that adequate educational support is provided?

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Question 21: What advice on best teaching methods is available for **support staff** working with children/young people with a visual impairment to ensure that adequate educational support is provided?

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Question 22: What advice on best educational methods is available for **staff** working with **pre-school** children with a visual impairment to ensure that adequate educational support is provided?

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Question 23: In your school, do teachers working with **children/young people** with a visual impairment also support children/young people with dual sensory impairment?

YES	NO

If yes, please provide details:

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Question 24: Are there any other comments or suggestions you would like to add in relation to the qualifications of teachers working in any capacity with children/young people with a visual impairment?

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Are there any further comments you would like to add in relation to providing education for children and young people with a visual impairment?

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Thank you very much for completing the questionnaire