Why do we need an overall % of ‘deaf pupils with additional disabilities’?

- Planning of additional resources
- Viewing the ‘whole child’
- Explaining any underachievement?
Percentages reported of ‘deaf children with additional disabilities’

- 30.2% Gallaudet Research Institute (1983)
- 38.7% MRC IHR: ‘Trent study’ (1996)
- 43.4% Gallaudet Research Institute (2000/01)
- 30.1% MRC IHR: UK study (1998)
Do such percentages lead to lower expectations of achievement compared to hearing children?

If so, is this justified?
• Do we know how the prevalence compares to the general population?

• How much does an individual condition impact on learning/access to the curriculum?

• Who diagnosed the condition and on what basis?