THE ACHIEVEMENTS OF DEAF PUPILS IN SCOTLAND
The ADPS Team
The Educational Achievements of Deaf Children

Stephen Powers and Susan Gregory,
The University of Birmingham and Ernst D. Thoutenhoofd,
The University of Durham
“...we have no significant evidence to demonstrate an overall improvement in the education of deaf children since Conrad’s study.”

[italics added]

The Educational Achievements of Deaf Children: A Literature Review.

Conrad, R. (1979)
“….a balanced, wide and varied range of measures is needed to account for the diversity among the deaf pupil population, and the diversity of educational provision.”

Stephen Powers, Susan Gregory & Ernst Thoutenhoofd
Major Goal

To develop an ongoing system for the collection and dissemination of information on the achievements and attainments of deaf children and young people in Scotland.
Response rates for school questionnaire

Year 1  99.4% response
Year 2  99% response
Year 3  in progress
“This project is very exciting: assessing a whole country of deaf pupils and tracking their progress systematically has never been done before.”

Professor Peter Tymms
CEM Centre, University of Durham
Inclusion/Human Rights

2000 Act
National Priority 3
Presumption of mainstreaming
Pupil views

2001 Act
Anti-discrimination (UK)

2002 Act
Accessibility Strategies

New Act
Additional Support Needs/
Co-ordinated Support Plans

Plus:
2002
Integrated services
‘For Scotland’s Children’ report
Other recent changes

• Newborn hearing screening programme

• Recognition of BSL - Scottish developments

• Audiology Advisory Group/Audiology Project Board (digital hearing aids etc)

• Cochlear implantation programme
“I have to say it’s brilliant to actually have reliable statistics now and be able to use them to help plan our society’s future.”

Alan MacQueen
Family Services Officer
National Deaf Children’s Society
Information collected

• How many children
• Hearing loss levels
• Aids to hearing (inc. Cochlear Implants)
• Placement
• Record of needs
• Disabilities/learning difficulties
Information collected

Attainments

- 5-14
- External exams
- BSL/Deaf Studies/lipreading
- Baseline assessments
- Other reading assessments
Information collected

Specific preschool information
• Language
• Family Support
• Linguistic/developmental assessments
• 3-5 curriculum framework
total number of deaf school pupils in Scotland 2000/01

- 1416 total pupils known to deaf education services (n=2070)
- 654 group B school pupils
- 576 group A school pupils

Scottish Executive total (from results of Sep 2000 school census*)

*September 2000 schools census figure taken from Scottish Executive Statistical Bulletin Edn/B1/2001/2
deaf school pupils in Scotland by type of placement 2000/01 (n=2070)

- Assume mainstream or special school (group B pupils): 654 (31.6%)
- Full-time mainstream school: 931 (45.0%)
- Full-time school for deaf pupils: 108 (5.2%)
- Other placements: 168 (8.1%)
- Non returns: 8 (0.4%)
- Full-time mainstream school with HI unit: 201 (9.7%)
5-14 National Test passes at level D and above among P7 group A school pupils in Scotland and all pupils in Scotland (excluding SEN*) 2000/01 (all P7 pupils n=59,147**; all P7 deaf pupils n=98)

- P7 total of 'all pupils'***
  - reading n=58,610
  - writing n=58,418
  - maths n=58,726

- P7 total of deaf pupils***
  - reading n=75
  - writing n=74
  - maths n=78

* All P7 pupils in school & units for children with special educational needs (ADPS figures include schools/units for deaf children)
** 'All pupils' figures taken from "5-14 Attainment in Publicly Funded Schools" SEED, 24 Jan 2002
*** These totals do not include children who are working towards Level A or for whom information is not available
2000/01 National Tests in Reading, Writing & Maths: sample age-groups at P7-age and S2-age

Profoundly deaf pupils consistently achieved more highly than severely deaf pupils across all three subjects
“Councils and schools should ensure that they have rigorous approaches to monitoring and evaluating the quality of inclusive provision for pupils with SEN.”

Audit Scotland/HMIE (2003)
*Moving to Mainstream: the inclusion of pupils with special educational needs in mainstream schools.*
Standalone database development

• Tool for monitoring and planning
• Instant transfer of info when pupil moves
• Direct inputting of data for ADPS
“The standalone database will help us increase efficiency by centralising all our information in a way that will also enable us to produce relevant statistics for service planning.”

Monique Feeley

Head of Glasgow Sensory Support Service
deaf school pupils in Scotland by local authority
2000/01 (n=2070)

local authorities (see attached list)
Assessments carried out on preschool children across Scotland and in ‘X’ authority in 2000/01

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<td><strong>5</strong></td>
<td><strong>186</strong></td>
<td><strong>6</strong></td>
<td><strong>16</strong></td>
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“ADPS will help save money in the long term because it will help us to target resources accurately...it gives us directions to work towards in improving the achievements of pupils.”

Teacher of Deaf Children
Ayrshire Hearing Impaired Service
“ADPS highlights the need for collaboration...it helps us all to work together in a more constructive way in providing services for deaf children.”

Anne Cowgill
Head of Ayrshire Hearing Impaired Service
Deaf Perspectives

“[I won’t be having history next year] because the teacher said there’s lots of writing and lots of homework, using lots of paper and lots of difficult words. I’ll miss it. I would like to take history. I’m good at history, I’ve got lots of certificates in history.”

*S2 pupil*  
*mainstream school*
“[When I was in Scottish mainstream primary], it was embarrassing to ask questions or to ask what people were saying. But within [my current school], it’s not embarrassing because everyone’s deaf. Looking at my current education, I feel the education is better and I am getting more of everything and I have more time [to take it in] …
...Within hearing school, it was just, even if you didn’t understand, you [still had to] run on to your next class. Whereas at my current school, I have the luxury of the time and asking for clarification. And ensuring that I am fully sure that I understand everything before I then go onto my next [class].”

*Year 13 pupil*

*special school for deaf children (in England)*
“[I find Computing difficult] because I can’t hear very much of the teacher because he keeps walking around the room…I have to put my hand up to try and get the teacher to come and tell me, to help me. [It would be better] to get a helper.”

S2 pupil
mainstream school
“I can follow the teacher most of the time. I miss some homework because I didn’t know that there was going to be some. So I get into trouble sometimes. But they don’t understand, it’s quite difficult.”

*S2 pupil*  
*mainstream school*
Related Areas

Family Survey
Teacher Survey
“I would like to say that this research is absolutely vital. We need to know whether young deaf people are now achieving equally with their hearing peers.”

Debra Dalton
Youth Services Officer
(and Deaf ex-pupil)
“We hope that through this project, parents of deaf children in Scotland will be more aware that their children can achieve.”

Frances Dolan
parent of deaf children
“We have a real need to explore how we, as a service, are doing compared to others. ADPS has unique potential to help us identify and understand any differences, so that we can continually improve our services for deaf children.”

Carole Torrance
Head of Hearing Impaired Services
West Lothian
“The ADPS project highlights gaps in communication between health and education professionals working with deaf children. Their information also provides unique opportunities for joint investigation of factors which can affect deaf children’s learning.”

Dr Jackie Grigor
Consultant Paediatrician
Edinburgh Sick Children’s NHS Trust
“Achievements of Deaf Pupils in Scotland is a crucial step to moving forward in Deaf Education. We need the knowledge gained from the information collated to help both parents and professionals help our children towards having more control over their chosen destiny.”

Lorna Humphrey
parent of a deaf child