



Department
for Education

Special educational needs and disability: an analysis and summary of data sources

June 2023

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Introduction

This document provides a combination of analysis and links to the key data sources on children and young people with special educational needs and / or a disability (SEND). This is the tenth release in this format¹ and follows on from the initial publication in November 2015.

The table below lists the topics included in this publication with a link to the source data and whether time series and local authority (LA) level data is available. Commentary on the data trends and more detailed analysis can be found by clicking on the link in the publication title column.

This is a collated product from data published throughout the year. As such, trends across sections might not be directly comparable. More detail can be found in the text.

You may also wish to use this publication alongside benchmarking data tools, such as the [Local Authority Interactive Tool](#) (LAIT) and [LG Inform](#). Further details are provided on page 25.

Statistical publication sources used in this report

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Prevalence and characteristics	Special educational needs in England	January 2022	Yes	Yes	June 2023
Early years SEN prevalence	Education provision: children under 5 years of age	January 2022	Yes	Yes	July 2023

¹ There were two updates to this document in 2016.

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Early years Foundation Stage profile (EYFSP)	Early years foundation stage profile results	2021/22 (academic year)	Yes	Yes	November 2023
Phonics screening check and Key Stage 1 attainment	Phonics screening check and key stage 1 assessments: England	2021/22	Yes	Yes	Between September and October 2023
Key Stage 2 attainment	Key stage 2 attainment	2021/22	Yes	Yes	September (provisional) and December (revised) 2023
Key Stage 4 attainment	Key stage 4 performance	2021/22	Yes	Yes	October 2023 (provisional) and February (revised) 2024
Attainment by age 19	Level 2 and 3 attainment by young people aged 16 to 25	2021/22	Yes	Yes	April 2024

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Outcomes for looked after children and children in need	Outcomes for children in need, including children looked after by local authorities, in England	2021/22	Yes	Yes	March 2024
Post-16 participation	NEET and participation: local authority figures	March 2022	Yes	Yes	Summer 2023
Further Education learning difficulty and disability numbers	Further education and skills	2021/22	Yes	No	November 2023
Destinations measures (KS4)	Destinations of key stage 4 students	2020/21	Yes	Yes	October 2023
Destination measures (16 to 18)	16-18 destination measures	2020/21	Yes	Yes	October 2023
Progression into higher education	Widening participation in higher education	2020/21	Yes	No	July 2023
Measures from Adult Social Care Outcomes framework	Measures from the Adult Social Care Outcomes Framework, England	2021-22 (financial year)	Yes	Yes	October 2023

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Absence (full year release)	Pupil absence in schools in England	2021/22	Yes	Yes	March 2024
Permanent exclusions and suspensions	Permanent exclusions and suspensions in England	2020/21	Yes	Yes	July 2023
Education, health and care plans ²	Education, health and care plans	January 2023	Yes	Yes	June 2024
SEND Tribunal Tables	Tribunals statistics	2021/22	Yes	Yes	December 2023
SEND tribunal appeal rate	Tribunals statistics	2022	Yes	Yes	June 2024
Family Resources Survey (Disability data)	Family Resources Survey	2021-22	Yes	No	March 2024

² Section formerly known as: 'Statements and EHC plans – numbers, transfers and timeliness of issuing'

Other statistical publication sources not used in this report

There are other statistical publications on related topics that may be of interest which are not used in this report. These are summarised below.

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Employment of working-age disabled people in the UK	The Employment of disabled people 2022	2022	Yes	No	January 2023
SEN earnings from LEO data	Post-16 education and labour market activities, pathways and outcomes	Key stage 4 cohorts 2001/02 to 2006/07 over 15 years	Yes	No	N/A
Employment, earnings & learning outcomes of FE learners (including Learning Difficulties/ Disability breakdowns)	Further education: outcome-based success measures	2020/21	Yes	Yes	October 2023

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Autism waiting times (NHS) ³	Autism Waiting Time Statistics	April to March 2023	Yes	No (but is at NHS Sub-ICB level).	September, quarterly
Schools workforce data, available by school type	School workforce in England	November 2022	Yes	Yes	June 2024
Gross spend per head on specialist provision using section 251 data by school type	High needs benchmarking tool	2021-22	Yes	Yes	See publication link
Local Area SEND inspection and outcomes reports	Inspection reports for joint Ofsted/CQC Area SEND inspections	Most recent published inspection report	No	Yes, but by individual area (see below for dataset)	Individual reports published following each inspection

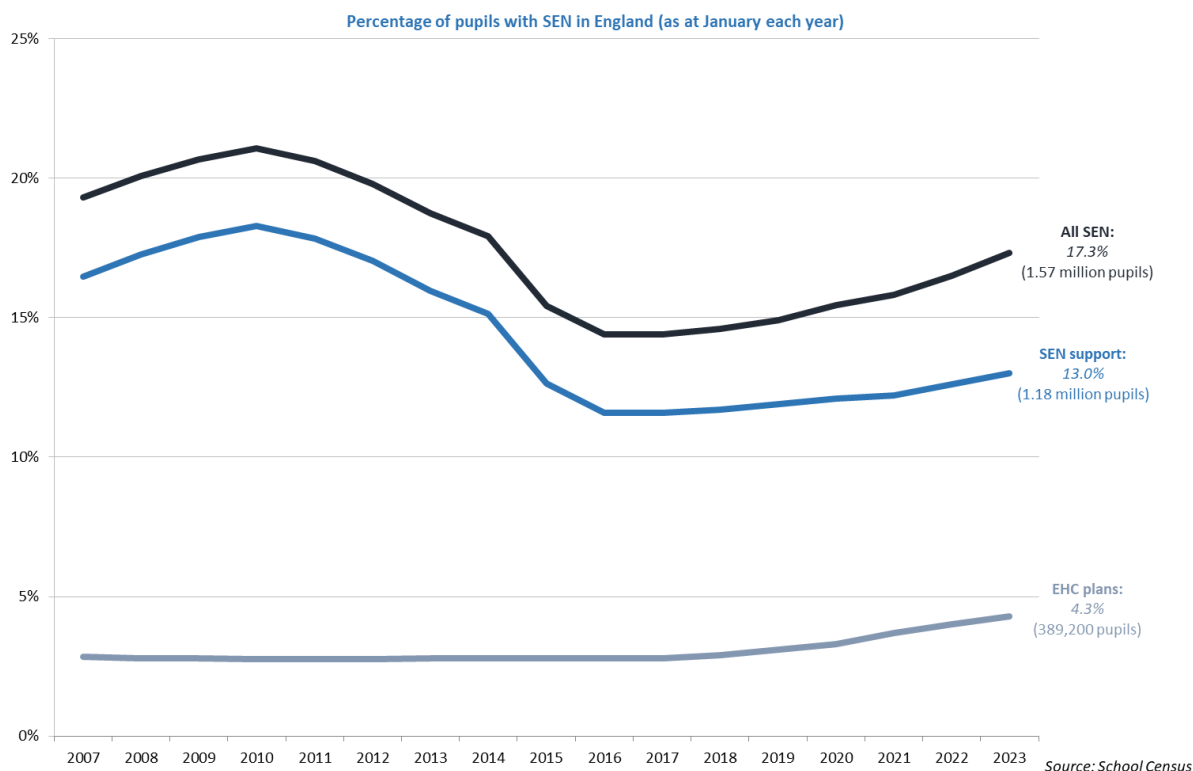
³ Statistics are experimental, major changes to methodologies are made between reporting years. Note that users may be interested in the Community health services waiting lists more generally: <https://www.england.nhs.uk/statistics/statistical-work-areas/community-health-services-waiting-lists/>

Topic	Publication title link	Latest data reference point	Time series data available ?	LA level data by SEN available ?	Next publication (annual unless otherwise indicated)
Local Area SEND inspection outcomes management information data ⁴	Area SEND inspections and outcomes in England: management information and official statistics	As at 31 December 2022	No	Yes	Between July and August 2023, 3 times a year (termly)
ONS Disability statistics (various publications)	Disability: The lives of disabled people in the UK, including disparities, outcomes for disabled people and impact on day-to-day activities	Publication dependent	Yes – time series varies by publication	No	See publication link

⁴ Readers may also be interested in Ofsted’s Children’s social care data for the Ofsted Annual Report publication: <https://www.gov.uk/government/statistical-data-sets/childrens-social-care-data-for-the-ofsted-annual-report-202122>

Prevalence and characteristics

Key trends



The number of pupils with special educational needs (SEN) increased to 1.57 million pupils in 2023, representing 17.3% of all pupils. The proportion of pupils with SEN had been decreasing since 2010 (21.1%), however it has increased for the last 6 years.

The proportion of pupils with an Education, Health and Care (EHC) plan⁵ increased to 4.3% in 2023, continuing a trend of increases since 2017. Prior to this, the rate had remained steady at 2.8%. Pupils with an EHC plan made up 25% of all pupils with SEN in January 2023.

The number of pupils with an EHC plan has increased by 9% between 2022 and 2023, and by a total of 64% since 2016.

⁵Education, Health and Care (EHC) plans were introduced in September 2014. Statements of SEN had previously been issued under a different legal framework and these were phased out over the next 4 years. Wherever this document refers to EHC plans for the period 2014-2018, this refers both to such plans and to Statements of SEN.

Pupils with SEN are classified as follows:

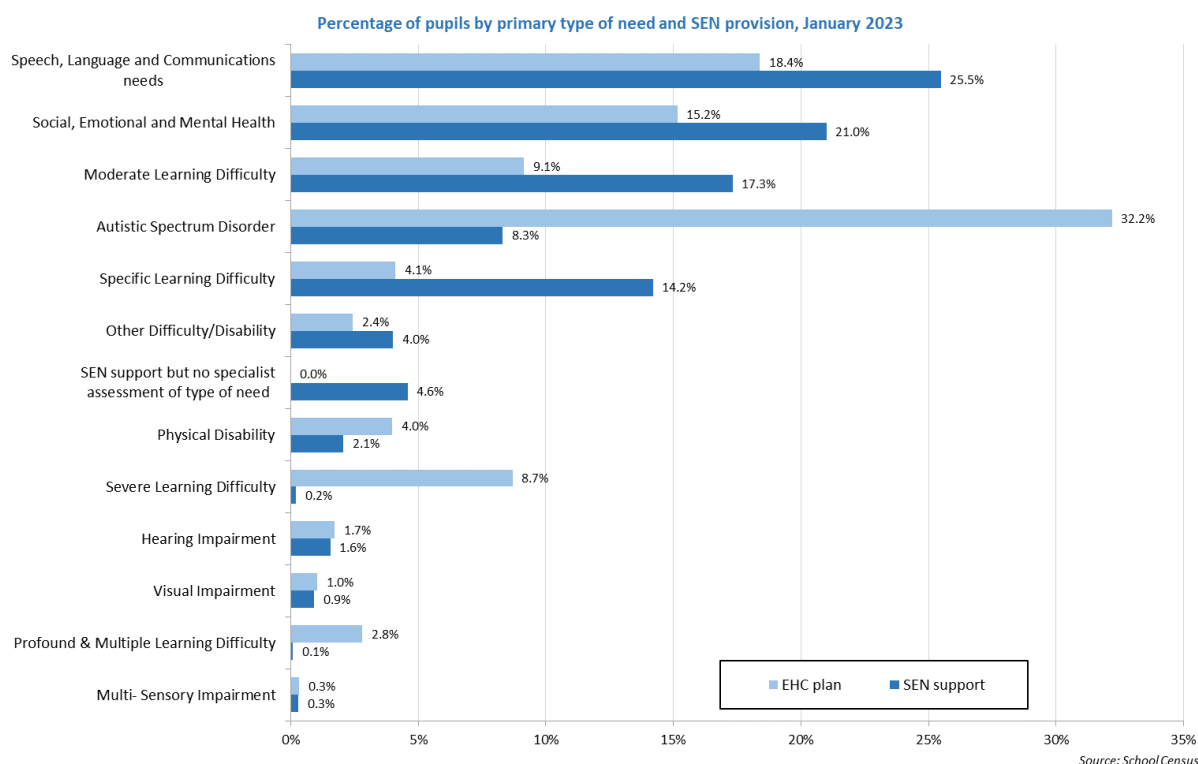
SEN Support: SEN Support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil on SEN Support will not have an Education, Health and Care plan.

Education, Health and Care (EHC) plan: A local authority may issue an Education, Health and Care plan for a pupil who needs more support than is available through SEN Support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

Type of need

In January 2023, for pupils with EHC plans, 'Autistic Spectrum Disorder' was the most common primary type of need, with 116,000 (32.2%) pupils with EHC plans having this recorded as their primary type of need.

For pupils on SEN support, 'Speech, language and communication needs' was the most common type of need, with 278,600 (25.5%) pupils on SEN support having this recorded as their primary type of need.



Characteristics

Gender

Special educational needs are more prevalent in boys than girls. 72.4% of pupils with an EHC plan in 2023 are boys, and 62.8% of pupils with SEN support are boys. Both of these rates have been slowly decreasing in recent years.

Free school meal eligibility

Pupils with special educational needs are more likely to be eligible for free school meals. 41.1% of pupils with an EHC plan and 37.5% of pupils with SEN support were eligible for free school meals in January 2023 compared to 20.8% of pupils without special educational needs.

Ethnicity

In January 2023, among the different ethnic groups, those referred to as 'Travellers of Irish heritage' and 'Black Caribbean' had the highest proportion of pupils with an Educational, Health, and Care (EHC) plan, with percentages of 6.1% and 5.8% respectively. Conversely, the Chinese ethnic group had the lowest percentage of pupils with an EHC plan at 2.1%.

English as a first language

84.3% of pupils who have SEN support and 84.3% of pupils with an EHC plan have a first language known to be or believed to be English. This is unchanged from the previous year, and compares to 79.3% of all pupils in schools.

Types of school

Although the number of pupils in special schools has increased between January 2022 and January 2023, the percentage of pupils with an EHC plan attending state-funded special schools has dropped from 39.4% to 37.9%. These trends continue patterns seen since 2018.

The percentage of pupils with an EHC plan attending independent schools has increased significantly in recent years. In January 2015, 5.3% of all pupils with statements attended independent schools, and this has increased to 7.4% of all pupils with an EHC plan in January 2023.

Percentage of pupils with a statement or EHC plan by type of provision, England, 2015-2023:

School type	2015	2016	2017	2018	2019	2020	2021	2022	2023
Maintained nursery	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.2	0.2
State-funded primary	26.2	25.5	25.8	26.3	27.4	28.3	29.4	29.7	30.3
State-funded secondary	24.6	23.5	22.2	20.9	20.4	20.4	21.0	21.6	22.4
State-funded special	41.4	42.9	43.8	44.2	43.8	42.6	40.6	39.4	37.9
State-funded AP schools	0.7	0.6	0.7	0.7	0.8	0.9	0.9	0.9	0.9
Independent	5.3	5.7	5.8	6.3	6.1	6.4	6.7	7.0	7.4
Non-maintained special	1.6	1.6	1.5	1.4	1.3	1.3	1.2	1.1	1.0

Early years

The total number of 3- and 4-year-olds in receipt of funded early education (15-hour entitlement) increased between 2021 and 2022, and the percentage with SEN increased from 6.3% in 2021 to 7.0% in 2022.

More information on prevalence and characteristics can be found in the following publication:

[Special educational needs in England](#) Next update due June 2024

[Education provision: children under 5 years of age](#) Next update due July 2023

Looked after children and children in need with SEN – prevalence and characteristics

Prevalence: 57.4% of children who had been **looked-after continuously for 12 months** for whom data were available had SEN in 2021/22, which consists of 30.2% with an EHC plan and 27.2% with SEN support. This compares to 48.6% of children in need with SEN and 16.3% of the overall pupil population identified with SEN.

The most common type of need for all looked after children at 31 March 2022 was 'Social, Emotional and Mental Health'.

Note: Under the Children Act 1989, a child is looked-after by a local authority if he or she falls into one of the following:

-is provided with accommodation, for a continuous period of more than 24 hours [Children Act 1989, sections 20 and 21]

-is subject to a care order [Children Act 1989, Part IV]

-is subject to a placement order

A child in need is defined under the Children Act 1989 as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services, or the child is disabled.

More information on looked after children and children in need with special educational needs can be found in the following publication:

[Outcomes for children in need, including children looked after by local authorities in England](#) Next update due March 2024

Outcomes

Outcomes data is published by a range of characteristics, including pupils identified with special educational needs, for those in state-funded schools. The section below gives a summary of the available data, further information can be found in the source publications.

Note: In response to the COVID-19 pandemic, the Department for Education cancelled the 2019/20 and 2020/21 national curriculum assessments.

The Early Years Foundation Stage Profile (EYFSP) 2019/20 statistical release was cancelled, and the 2020/21 data collection and subsequent statistical release was cancelled.

Early Years Foundation Stage Profile (EYFSP)

Pre COVID-19 pandemic, there was a steady increase over time in the percentage of children with SEN achieving a good level of development. However, following the pandemic, in 2021/22, 19% of children with SEN achieved a good level of development, which is 6 percentage points lower than the figure for 2018/19 of 25%. The percentage of children with no identified SEN who achieved a good level of development also decreased to 71% in 2021/22 compared with 77% in 2018/19.

Phonics screening check

The percentage of year 1 pupils who met the expected standard in the phonics screening check fell between the latest year of assessment and the previous recorded assessment period, with two years of missing data due to the COVID-19 pandemic. In 2021/22, 38% of pupils with SEN met the expected standard in the latest measurement period, compared with 43% in 2018/19. There was also a decrease in the percentage of pupils with no identified SEN meeting the expected standard in the phonics screening check, to 82% in 2021/22 from 88% in 2018/19.

Key Stage 1

The percentage of pupils who achieved the expected standard in KS1 teacher assessments (TA) has dropped in both SEN and non-SEN categories following the COVID-19 pandemic.

Percentage of pupils achieving the expected standard in KS1 teacher assessments (TA) by SEN provision, 2018/19 and 2021/22:

Percentage	2018/19		2021/22	
	SEN	No SEN	SEN	No SEN
Reading TA	30	83	26	75
Writing TA	22	78	17	66
Maths TA	33	84	29	75

Key Stage 2

18% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2021/22 compared to 69% of those with no identified SEN – these figures are reductions in comparison to 2018/19 when 22% of pupils with SEN and 74% of pupils with no identified SEN achieved the expected level in reading, writing and mathematics.

Pupils with SEN have lower progress scores compared to those with no identified SEN and the score is lowest in writing TA.

Progress scores by SEN provision, 2021/22:

Teacher assessment	SEN	No identified SEN
Reading TA	-1.88	0.51
Writing TA	-2.10	0.58
Maths TA	-1.54	0.43

Note: A progress score of -1 would mean that the pupil achieved the equivalent of 1 scaled score point lower in that subject than all pupils with similar prior attainment nationally. See source publication (link below) for detail of definitions.

Key Stage 4

The average attainment 8 score for pupils with SEN support in 2021/22 was 34.9 compared to 52.5 for those with no identified SEN. For those with an EHC plan this was 14.3. For context, a higher attainment 8 score means greater attainment at the end of KS4.

In 2021/22, 22.5% of pupils with SEN support achieved grades 5 or above in English and mathematics GCSEs, compared to 55.8% of pupils with no identified SEN. For those with an EHC plan this was 7.0%

See source publication (link below) for detail of definitions.

Post-16 – attainment by age 19

37.1% of pupils identified with SEN in year 11 achieved Level 2 (equivalent to 5+ A*-C/ 9-4 at GCSE) including English and mathematics (GCSEs only) by age 19 in 2021/22, which is 42.2 percentage points lower than pupils with no identified SEN (79.3%).

More information on attainment can be found in the following publications:

[Early years foundation stage profile results](#) Next update due November 2023

[Phonics screening check and key stage 1 assessments: England](#) Next update due between September and October 2023

[Key stage 2 attainment](#) Next update due September 2023

[Key stage 4 performance](#) Next update due October 2023

[Level 2 and 3 attainment by young people aged 16 to 25](#) Next update due April 2024

Absence, exclusions and suspensions

Information on absence, exclusions and suspensions can be found in the following publications:

[Pupil absence in schools in England](#) Next update due March 2024

[Permanent exclusions and suspensions in England](#) Next update due July 2023

Preparation for Adulthood

Post-16 learner participation

Participation for 16 and 17 year olds

88.7% of 16-17 year olds flagged as having an EHC plan⁶ were in education and training in March 2022 compared with 93.7% of those flagged with having neither SEN support nor an EHC plan.

Participation in Further Education

In the 2021/22 academic year 17.3% of FE and skills participants aged 19 and over had a self-declared learning difficulty, disability or health problem.

Destinations

After Key Stage 4 - Pupils with special educational needs were less likely to have any sustained destination than those with no identified SEN. 89.5% of pupils with SEN went onto education, employment or apprenticeships compared to 94.8% of those with no identified SEN. To be counted in a destination, young people have to have sustained participation for a 6 month period in the destination year.

After Key Stage 5 - Students with recorded special educational needs (SEN) in mainstream schools were 5.8 percentage points less likely to have an overall sustained destination than those students without SEN (80.8% compared to 86.6%, respectively). 71.0% of those with self-declared Learning Difficulty, Disability or health problem (LLDD) in state-funded mainstream colleges progressed to a sustained education, employment or apprenticeship destination compared to 76.2% of those without LLDD (2020/21 destinations).

Progression to higher education

In 2020/21, 8.7% of pupils with an EHC plan progressed to HE by age 19, compared to 22.5% of pupils with SEN support and 48.6% for pupils with no identified SEN. The progression rate for pupils with an EHC plan fell in the latest year, whilst the rates increased for pupils with SEN support and pupils with no identified SEN.

⁶ The SEND flag applies where a young person: i) Has an EHC plan, or ii) Had an EHC plan or statement of SEN at the time of completing compulsory education.

More information on Preparation for adulthood can be found in the following publications:

[NEET and participation: local authority figures](#) (Data for previous years can be found here [Participation in education and training: local authority figures](#))

[Further education and skills](#) Next update due November 2023

[16-18 destination measures](#) Next update due October 2023

[Destinations of key stage 4 students](#) Next update due October 2023

[Widening participation in higher education](#) Next update due July 2023

Employment status for adults with learning disabilities receiving support from social services

In the 2021-22 financial year, 4.8% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment.

Housing status for adults with learning disabilities receiving support from social services

In the 2021-22 financial year, 78.8% of adults with learning disabilities aged 18-64 who were receiving support from social services lived in their own home or with their families.

More information on Adult Social Care outcomes can be found in the following publication:

[Measures from the Adult Social Care Outcomes Framework, England](#) Next update due October 2023

Experience of the SEND system

Total number of EHC plans maintained by local authorities

There were 517,000 children and young people with Education, Health and Care (EHC) plans as of January 2023. This is an increase of 9% from 473,300 as at January 2022. This follows similar increases in recent years.

Following the SEND reforms introduced in September 2014 there was a period of transition to move all those with a statement of SEN onto an EHC plan. This transition period formally ended on 31 March 2018 and as at January 2019 there were no pupils remaining on a statement of SEN.

Number of new EHC plans issued by local authorities

66,400 new EHC plans were issued during 2022, an increase of 7% when compared against 2021. This follows an increase of 3% from 2020 to 2021.

Number of initial requests for assessment

There were 114,457 initial requests made for assessment for an EHC plan during 2022, up from 93,300 in 2021 and the highest number since data was first collected in 2016.

Timeliness of issuing statements and EHC plans

Of the new EHC plans made during the 2022 calendar year (excluding cases where exceptions apply), 50.7% were issued within the 20 week time limit. This is a decrease from 2021 when 59.9% of new plans were issued within the time limit.

This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so.

More information on the experience of the SEND system can be found in the following publication:

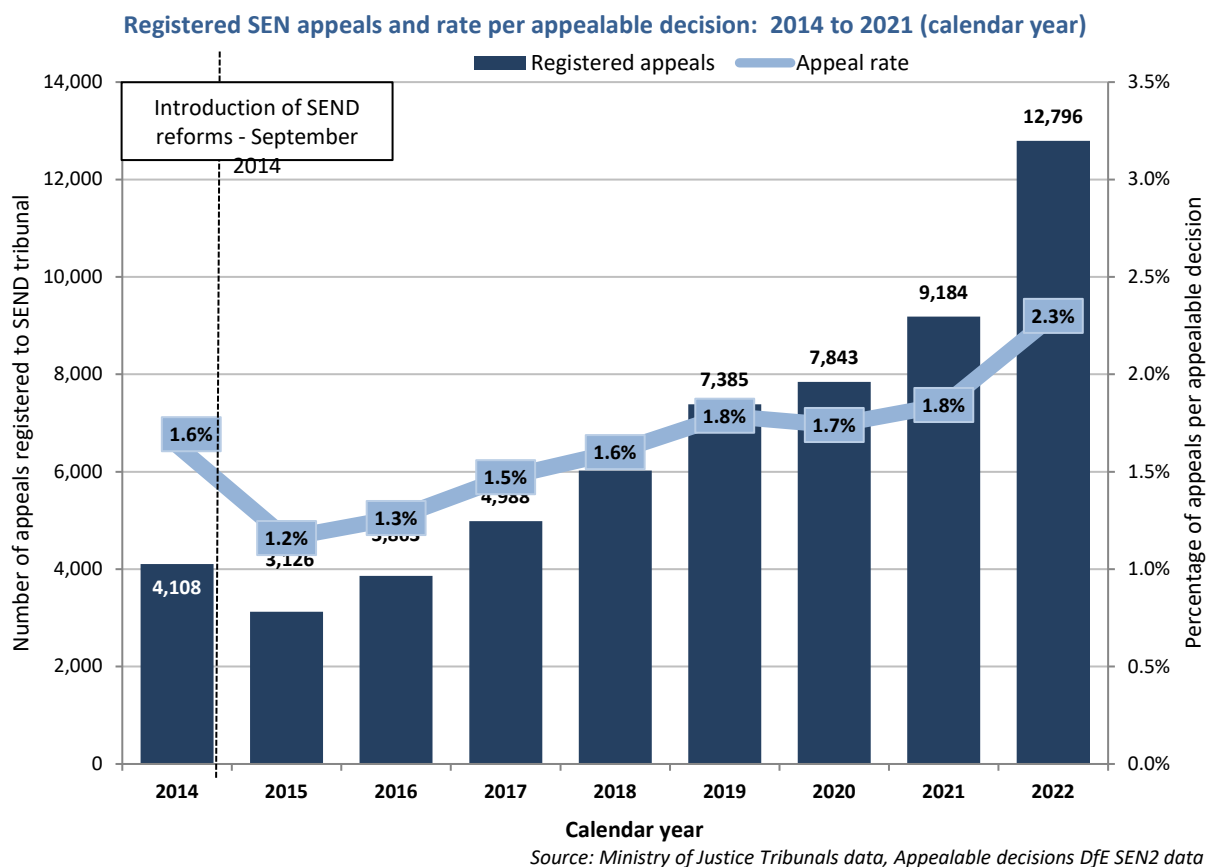
[Education, health and care plans](#) Next update due June 2024

Appeals registered with the SEND tribunal

Parents/carers and young people can register an appeal with the SEND tribunal if, for example, there is a refusal to assess or they are unhappy about the contents of the plan. There were 12,796 appeals registered in 2022 (calendar year), which is equivalent to 2.3% of appealable decisions. This is an increase compared to the previous year when there were 9,184 appeals registered equivalent to 1.8% of appealable decisions.

Note: The total appealable decisions figure is calculated as the sum total of the following:

- Number of initial requests for Education, Health and Care (EHC) assessments refused
- Number of assessments completed and a decision made not to issue an EHC plan
- Number with an EHC plan as at January each year
- Number of EHC plans ceased because the special educational needs of the child or young person are being met without an EHC plan



Of the 11,052 registered SEND appeals in 2021/22 (academic year), 28% were against 'refusal to secure an Education, Health and Care (EHC) assessment' and 57% were in relation to the content of EHC plans.

The most common type of need identified in SEND appeals continues to be Autistic Spectrum Disorder (ASD), accounting for 50% (5,500) of all SEND appeals.

In 2021/22 HMCTS recorded 9,076 outcomes in relation to SEN appeals, an increase of 20% compared to 2020/21, as detailed below:

	2020/21	2021/22
Total outcomes	7,554	9,076
Withdrawn	11% (826)	11% (1,035)
Conceded	25% (1,903)	27% (2,441)
Outcomes decided by tribunal	64% (4,825)	62% (5,600)
<i>Of decided, part in favour of appellant</i>	<i>96% (4,651)</i>	<i>96% (5,393)</i>

The quarterly tribunal statistics, which were published in June 2023 show 3,046 tribunal receipts with the SEND tribunal between January-March 2023, which is an increase of 17% based on the same period in 2022 (there were 2,612 between January-March 2022).

More information on SEND tribunals can be found in the following publication:

[Tribunals statistics](#) Next update for the academic year due December 2023 and appeal rates for the calendar year due June 2024

Disability

The DWP Family Resources Survey shows that in 2021-22, 11% of children in the UK had a disability. This proportion has increased since 2011-12. For disabled children, the most common reported impairments are social and behavioural (50%) and mental health (30%).

The DfE Childcare and Early Years survey of Parents for 2021 suggests that 7% of children have longstanding health conditions or disabilities. Children in lone parent families are more likely to have a long-standing physical or mental impairment, illness or disability (10%) or a special educational need (13%) compared with children in couple families (6% and 10% respectively).

The Children in Need (CIN) census is an annual survey from 2008-09 onwards that includes the numbers of disabled CIN in England. The CIN census enables DfE to support future policy development by achieving a better understanding of these vulnerable children. Latest figures show that of those recorded as children in need as at 31 March 2022, 12.3% had a recorded disability.

More information on Disability can be found in the following publications:

[Family Resources Survey](#) Next update due March 2024

[Childcare and early years survey of parents](#)

[Characteristics of children in need](#) Next update due October 2023

Related information

Local Authority Interactive Tool (LAIT)

This tool is produced by the Department for Education, it contains a range of LA level information relating to Education and Children’s services (including on SEND) and enables comparisons across all local authorities in England. It is available to access at [Local Authority Interactive Tool link](#).

LG Inform

The Department for Education has also worked with the Local Government Association (LGA) to produce a local area SEND comparison tool on LG Inform, a local authority comparison tool similar to the LAIT. With the SEND tool, users can view a range of SEND data on a local area in one report, enabling them to compare LA performance against LAs nationally, LAs in the same region and similar LAs. The report is available at the following link, and users can generate reports for individual local areas: [Local Area SEN report link](#).

Ofsted/ CQC inspections

Ofsted and the Care Quality Commission (CQC) inspect local areas’ effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities. Read more about these inspections in the [Area SEND inspection framework and handbook](#). Outcome letters from these inspections can be found here: [Ofsted/ CQC outcomes link](#)

How do I find related research published by government?

All research and statistics publication published by government can be found on <https://www.gov.uk>. This publication summarises the key statistics publications related to SEND, but there are multiple research reports also published that users may find useful. To access this, please use the following steps:

- **Step 1:** Go to <https://www.gov.uk/search/research-and-statistics>
- **Step 2:** Select “Education, training and skills” under ‘Topic’ and then select “Special educational needs and disability (SEND) and high needs” under ‘Sub-topic’. Then select “Department for Education (DfE)” under ‘Organisation’.

- **Step 3:** The documents that match these chosen filters will be then presented. You can look through the research reports of interest, and download them.

How do I create my own tables on Explore Education Statistics?

Rather than going to each publication referenced here to look through the other statistics available, for DfE publications, you may want to create your own tables by using the functionality available on Explore Education Statistics (EES). To do this, use the following steps.

- **Step1:** Go to ESS: <https://explore-education-statistics.service.gov.uk/>.
- **Step 2:** Select 'Create' under the create your own table heading and click through the filters to make a table of your choice. For example, to retrieve KS4 destination figures by SEN status, you select 'Create' then select 'Destinations of pupils and students' then select 'Key Stage 4 destination measures' . Then select 'Next step' followed by 'KS4 destinations SEN breakdown'. You can then edit the chosen filters, if required.
- **Step 3:** You can download the table and/or edit the measures you want to present.

Feedback: We welcome feedback on any aspect of the publication at:
SEN.Statistics@education.gov.uk



Department
for Education

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