



## Statistical First Release

### Special Educational Needs in England: January 2014

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Internet	<a href="#">Statistics: special educational needs (SEN)</a>

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**17.9** The per cent of pupils in schools in England who have special educational needs (equating to 1,492,950 pupils). This has been decreasing since 2010 (21.1%) and is largely due to a decrease in SEN without a statement.

**2.8** The per cent of pupils in schools in England who have statements of SEN (equating to 232,190 pupils). This has remained at 2.8% since 2007 but the number of pupils with a statement decreased from 232,760 in 2007 to 223,945 in 2010 and then increased to 232,190 in 2014.

**20.6** The per cent of pupils with a statement of special educational needs, or at School Action Plus, who have the most common primary need - 'Speech, Language and Communications Needs'.

**29,110** The number of statements made for first time in 2013. This has increased from 28,635 in 2012.

**90** The per cent of statements issued in 2013 within 26 weeks (excluding exception cases).

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#### A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

## 1. Background and context

This statistical first release (SFR) brings together information on pupils with Special Educational Needs (SEN) and related information about special schools in England. The data was collected from schools and local authorities in January 2014 through the School Census and the SEN2 data return.

The SFR has data on the characteristics of pupils by their SEN provision together with information on the assessment and placement of pupils with new statements of SEN.

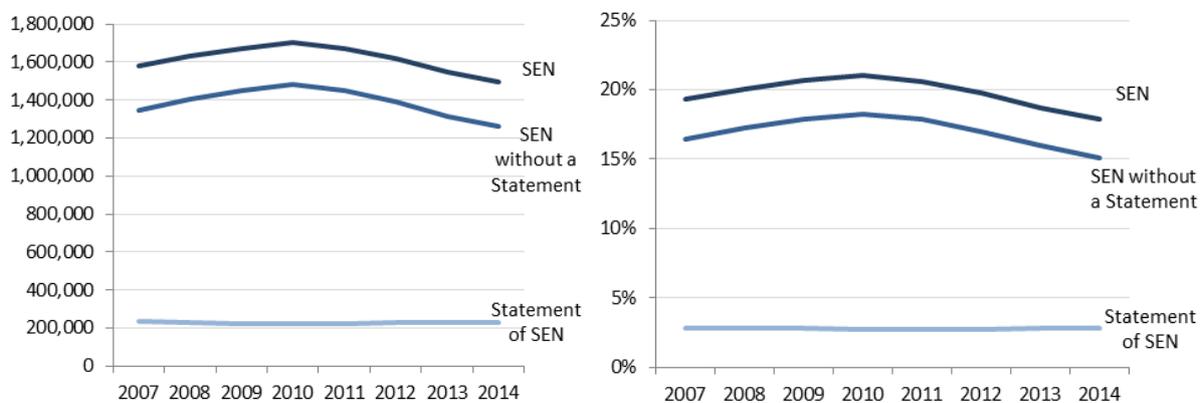
Pupils with SEN are currently categorised as follows:

School Action	Extra or different help is given from that provided as part of the school's usual curriculum
School Action Plus	The class teacher and SEN Coordinator (SENCO) receive advice or support from outside specialists (a specialist teacher, an educational psychologist, a speech or language therapist or other health professionals)
Statement	A pupil has a statement of SEN when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive

## 2. Pupils with SEN in schools (Tables 1A-1C)

The number of pupils with SEN continues to decline	The number of pupils with SEN decreased from 1.55 million pupils (18.7%) in 2013 to 1.49 million pupils (17.9%) in 2014. This is part of a continuing decline since 2010 when 21.1% of pupils had SEN.
Proportion of children with a statement of SEN remains at 2.8%	The proportion of pupils with a statement has remained around 2.8% since 2007. The number of children with statements of SEN slowly decreased from 2007 (232,760) to 2010 (223,945) and then slowly increased to 232,190 in 2014.
Number of pupils with SEN without a statement have fallen	<p>After a period increasing between 2007 and 2010, the percentage of pupils with SEN without statements has fallen for the fourth year in a row, from 18.3% in 2010 to 15.1% in 2014.</p> <p>The continued decline in the number of children with SEN could be as the result of better identification of those children who have SEN and those who do not. This may have been as a consequence of the <a href="#">2010 Ofsted Special Educational Needs and Disability review</a> which found that a quarter of all children identified with SEN, and half of the children at School Action, did not have SEN.</p>

Chart A: Proportion of pupils with SEN without a statement falls whilst those with a statement shows no change  
 Number and percentage of pupils with SEN in all schools in England



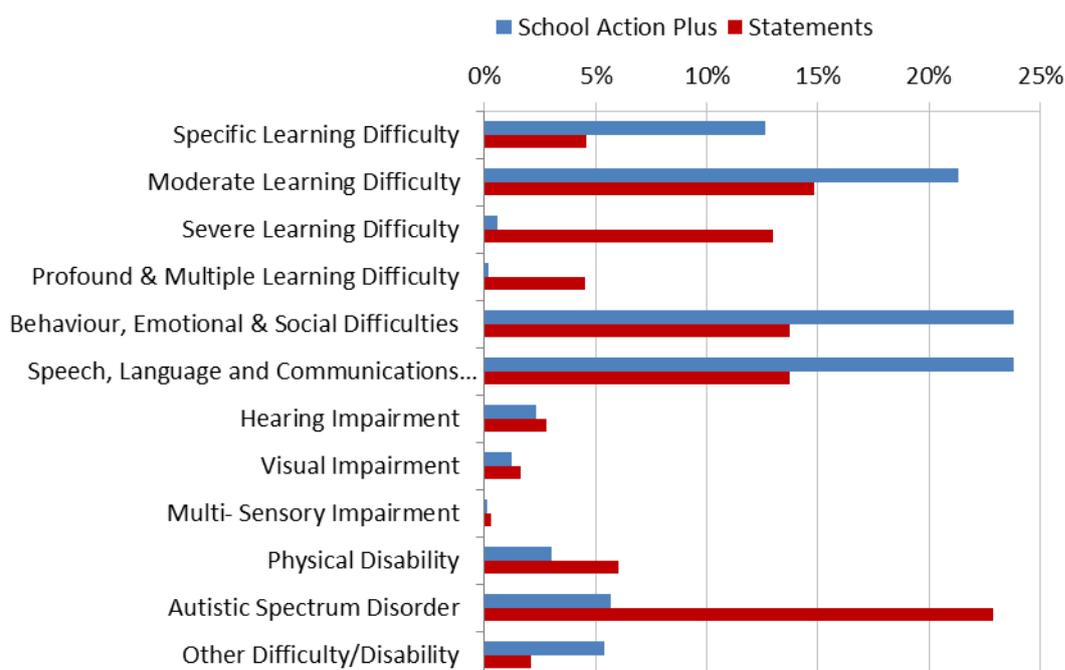
### 3. Type of Primary Need (Table 10a)

#### Coverage

Primary need is collected for those pupils at School Action Plus or with a statement of SEN. The figures below are for School Action Plus and statemented pupils but it should be noted that the distributions vary between these two groups.

State-funded primary schools	The three most frequent types of primary need were: Speech, Language and Communication needs with 31.6%; Moderate Learning Difficulty with 19.1%; and Behaviour, Emotional & Social Difficulties with 18.4%.
State-funded secondary schools	The three most frequent types of primary need were: Behaviour, Emotional & Social Difficulties with 26.7%; Moderate Learning Difficulty with 20.3%; and Specific Learning Difficulty with 15.6%.
Special schools	The three most frequent types of primary need were: Severe Learning Difficulty with 24.8%; Autistic Spectrum Disorder with 22.5%; and Moderate Learning Difficulty with 17.2%.

Chart B: Autistic Spectrum Disorder is the most common primary need amongst pupils with Statements  
Proportion of pupils with statements and school action plus by primary type of need



**Table C: Number of SEN with specific and moderate learning difficulties is decreasing**

Year-on-year percentage change in number of pupils with a statement of SEN or school action plus by primary type of need

	2011	2012	2013	2014	2014
Specific Learning Difficulty	-2%	-5%	-5%	-4%	67,550
Moderate Learning Difficulty	-5%	-7%	-7%	-6%	129,830
Severe Learning Difficulty	2%	2%	2%	2%	31,040
Profound & Multiple Learning Difficulty	4%	4%	3%	1%	10,585
Behaviour, Emotional & Social Difficulties	0%	-4%	-5%	-3%	138,655
Speech, Language and Communications Needs	6%	4%	5%	5%	138,900
Hearing Impairment	3%	1%	1%	1%	16,470
Visual Impairment	2%	1%	2%	1%	9,115
Multi- Sensory Impairment	6%	3%	6%	9%	1,110
Physical Disability	2%	-1%	0%	0%	26,760
Autistic Spectrum Disorder	9%	8%	7%	7%	76,015
Other Difficulty/Disability	-2%	-3%	-2%	0%	29,040

Table C combines statistics from previous publications. The number of pupils with specific or moderate learning difficulties, and behaviour, emotional & social difficulties has been declining since 2010. The number of pupils with speech, language and communications needs and Autistic spectrum disorder has increased since 2010. Multi-sensory impairment has increased year-on-year but is still the smallest group.

#### 4. Distribution of pupils with Statements of SEN (Table 1a)

**Table D: Proportion of pupils with statements of SEN attending maintained special schools continues to increase**

Pupils with statements of SEN by type of setting 2010 to 2014

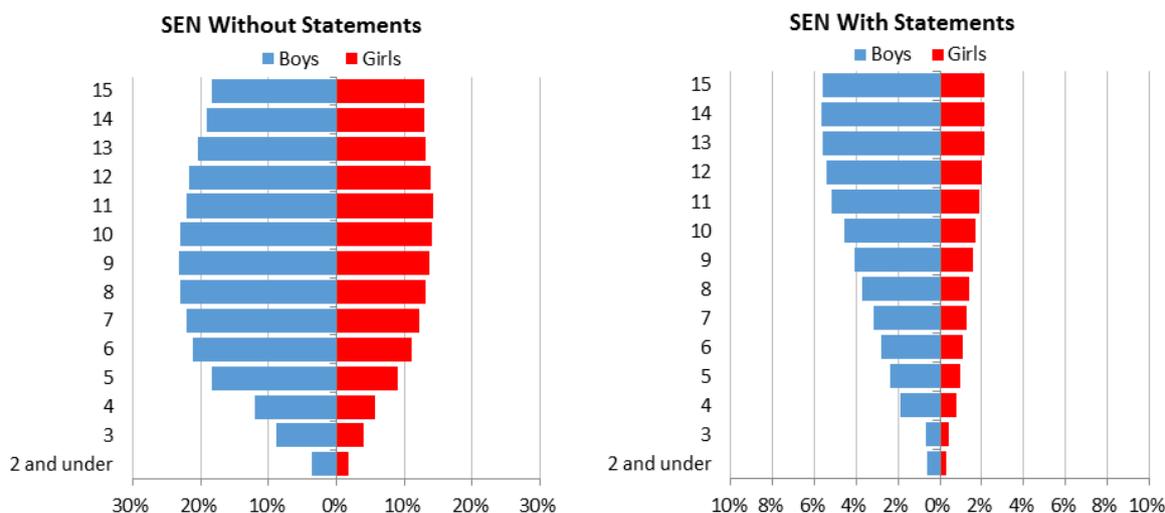
SEN with Statements	2010	2011	2012	2013	2014
Maintained nursery	0.1%	0.1%	0.1%	0.1%	0.1%
State-funded primary	25.8%	25.8%	25.9%	26.0%	26.2%
State-funded secondary	28.8%	28.4%	27.7%	26.9%	25.7%
Maintained special	38.2%	38.7%	39.0%	39.6%	40.5%
Pupil Referral Units	0.9%	0.8%	0.7%	0.7%	0.7%
Independent	4.2%	4.3%	4.7%	4.9%	5.1%
Non-maintained special	2.0%	1.9%	1.9%	1.8%	1.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table D shows previous trends are continuing in 2014. The proportion of pupils with statements of SEN attending maintained special schools and independent schools continue to increase slowly. The gradual increase in the proportion in state-funded primary schools and the gradual decrease in state-funded secondary schools is a reflection of general population trends.

## 5. Age and Gender (Table 5d)

SEN is more prevalent in boys	<p>Across all age groups and school types: 19.2% of boys are SEN without statements compared to 11.4% for girls. This is down from last year when 20.2% of boys and 12.1% of girls had SEN without statements.</p> <p>4.0% of boys have statements of SEN compared to 1.6% for girls. This remains unchanged from last year.</p>
Older age groups are more likely to have statements of SEN	<p>Pupils aged 2 and under are least likely to have a statement of SEN (0.5%) whilst those aged 15 at the 31 August 2013 are most likely to have a statement of SEN (3.9%).</p>
Likelihood of having SEN without a statement peaks in the mid age bands	<p>The proportion of 9 and 10 year olds which have SEN without statements is 18.6%. This proportion decreases to 2.7% for the under-2-year-olds and decreases to 15.7% for 15-year-olds.</p>

Chart E: Statements are more prevalent in older age groups and SEN more prevalent in Boys  
 Proportion with SEN by age and gender in state-funded primary, state-funded secondary and special schools



## 6. Free school meal eligibility (Table 7)

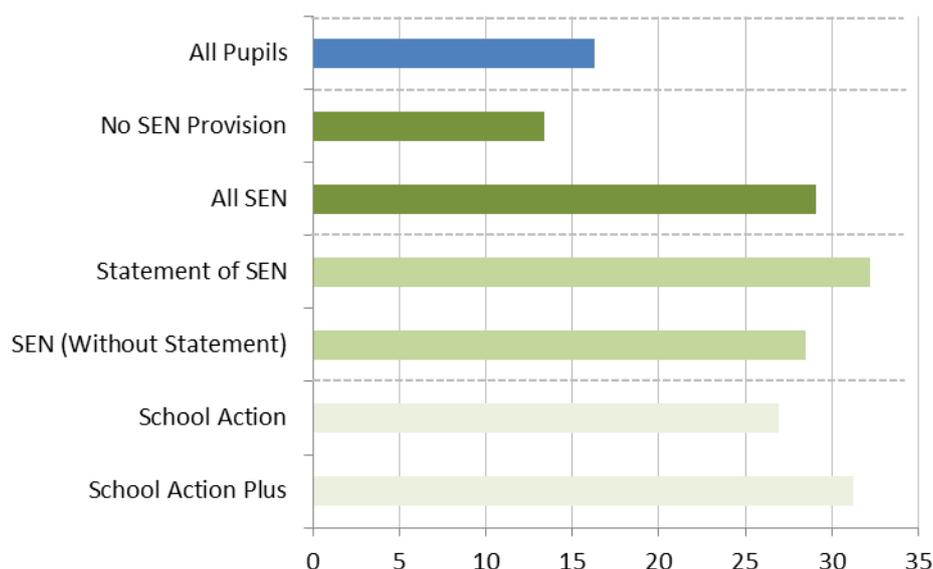
### Free school meals: who was entitled?

In England, children in state-funded schools were entitled to receive free schools meals if a parent or carer were in receipt of any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they were not also entitled to Working Tax Credit and had an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- During the initial roll out of the benefit, Universal Credit (this category was added from 29 April 2013)

Chart F: Pupils with SEN more likely to be eligible for and claim free school meals

Percentage of pupils eligible for and claiming free school meals, by SEN status.



## 7. Ethnicity (Table 8d)

White-British pupils are more likely to have SEN than minority ethnic pupils

Overall, 3.2% of white-British pupils have statements of SEN compared to 2.8% of minority ethnic pupils. This remains unchanged from last year.

For SEN without statements, the figures are 16.5% and 16.1% respectively. This is down on last year as part of the general decline in SEN without statements.

However, there is significant variation between the minority ethnic groups

Table G1 below shows the variation across the ethnic groups.

Table G1: Most Asian groups are least likely to have SEN  
Proportion and number with SEN by ethnic group (ordered lowest to highest on proportion)

SEN with Statements	%	N	SEN without Statements	%	N
Indian	1.8%	3,335	Chinese	8.9%	2,370
Any other White background	2.0%	6,340	Indian	9.5%	17,185
Chinese	2.1%	565	Any other Asian background	11.4%	12,750
Any other Asian background	2.3%	2,610	White and Asian	12.9%	9,445
White and Asian	2.4%	1,760	Bangladeshi	14.9%	16,480
Any other ethnic group	2.5%	2,595	Irish	15.4%	3,305
Bangladeshi	2.7%	2,995	Any other mixed background	15.5%	17,830
White and Black African	2.9%	1,175	Any other White background	15.8%	49,880
Pakistani	3.0%	8,295	White British	16.5%	797,335
Irish	3.1%	660	White and Black African	16.8%	6,710
White British	3.2%	154,660	Any other ethnic group	16.8%	17,740
Any other mixed background	3.2%	3,710	Black African	17.0%	39,400
Black African	3.2%	7,330	Pakistani	17.7%	48,230
Gypsy / Roma	3.6%	685	Any other Black background	19.5%	8,645
White and Black Caribbean	3.6%	3,410	White and Black Caribbean	20.6%	19,585
Black Caribbean	4.1%	3,660	Black Caribbean	23.4%	20,665
Any other Black background	4.1%	1,830	Gypsy / Roma	35.3%	6,625
Traveller of Irish heritage	4.9%	220	Traveller of Irish heritage	44.4%	1,995

Black pupils are more likely to have SEN

The proportion of black pupils with a statement of SEN is 3.5%, compared to 3.2% for white-British. Indian pupils are the least likely ethnic group to have a statement of SEN at 1.8%.

The proportion of Black pupils with SEN without a statement is 18.9%, compared to 16.5% for White-British. Chinese pupils are the least likely ethnic group to have SEN without a statement at 8.9%.

Indian and Chinese feature amongst the ethnic groups with the lowest prevalence of SEN	Indian and Chinese feature amongst the ethnic groups with the lowest prevalence of SEN. Amongst the ethnic groups with the highest prevalence of SEN are, Black Caribbean, Gypsy/Roma and Traveller of Irish heritage.
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## 8. First Language (Table 9d)

Prevalence of SEN slightly lower for pupils whose first language is not English	Of the pupils whose first language is known to be, or believed to be English – 3.2% have a statement of SEN and 16.4% are SEN without a statement. This compares to 2.4% and 16.1% for pupils whose first language is known to be, or believed to be, other than English.
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Prevalence of School Action is slightly higher for pupils whose first language is not English.	Of the pupils whose first language is known to be, or believed to be English – 10.1% are on school action. This compares to 10.8% for pupils whose first language is known to be, or believed to be, other than English.
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**Note:**

'Believed to be other than English' includes where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not.

## 9. Newly made statements of SEN (Tables 2, 3a)

### Note:

Information in the following sections is drawn from the SEN2 survey and is data collected from the local authorities who maintain the child's statement of special educational needs. For this reason, the figures cannot be aggregated or directly compared with the previous sections.

In addition to children educated in schools, the SEN2 survey includes information on children with statements of special educational needs who are educated other than in school (for example where other arrangements have been made by the parents, the LA, the child may be permanently excluded or awaiting provision), or where a child living in England is educated across the border in Scotland or Wales.

1.6 per cent increase in children assessed	30,030 were assessed for special educational needs in 2013. This is up from 29,565 children in 2012 calendar year and 28,325 in 2011.
A similar 1.6 per cent increase in statements issued for the first time	29,110 (or 96.9% of those assessed) were issued with a statement for the first time. This is up from 28,635 children in 2012, but the proportion of those assessed remains the same at 96.9%
Most children with a newly issued statement are placed in mainstream places in state-funded schools	Of the 29,110 children with a newly issued statement in 2013, most (61.2%) were placed in mainstream places in state-funded schools. This is down from 62.6% in 2012. The proportion in special schools has increased from 24.9% in 2012 to 26.4% in 2013.

Table H: Most children with a newly issued statement are placed in mainstream schools

Children issued with a new statement issued in calendar year, by placement type.

	2012	2013
All placements	100.0%	100.0%
Mainstream state-funded schools	62.6%	61.2%
Special schools (maintained, non-maintained, independent and academies)	24.9%	26.4%
Resourced provision or SEN units in maintained mainstream schools	5.9%	5.4%
Non-maintained early years settings in the private and voluntary sector	2.5%	2.7%
Elsewhere	4.1%	4.3%

## 10. All children with statements of SEN (Tables 2, 3b)

Number of statements maintained by a LA is up 3,680 (1.6%) from last year	Figures for all children with statements of SEN (not just those in schools) show that the number of statements maintained by an authority has increased from 233,430 in January 2013 to 237,110 in January 2014.
Most children with a statement are in mainstream places in state-funded schools	Of the 237,110 children with statements in January 2014, most (46.3%) are in mainstream places in state-funded schools. This is down from 47.3% in January 2013. The proportion in special schools has increased from 43.5% in January 2013 to 44.4% in January 2014.

Table I: Most children with a statement are in mainstream schools

Children with a statement in January, by placement type.

	2013	2014
All placements	100.0%	100.0%
Mainstream state-funded schools	47.3%	46.3%
Special schools (maintained, non-maintained, independent and academies)	43.5%	44.4%
Resourced provision or SEN units in maintained mainstream schools	5.7%	5.7%
Non-maintained early years settings in the private and voluntary sector	0.4%	0.4%
Elsewhere	3.0%	3.2%

## 11. Discontinuation of statements of SEN (Table 2)

### Definition: Child leaves compulsory education

Children with statements who stay on to school sixth forms have left compulsory education in the sense that they are over compulsory school age but most of them will continue to have statements and may not be counted as "Child left education". Children with statements who transfer to further education establishments will still be in education but won't have statements.

Most statements end because the child leaves compulsory education 22,195 statements ceased due to the child leaving compulsory education in 2013. This is around 9.5% of the 223,430 statements in place in January 2013.

Relatively few children have their statement discontinued following a review Excluding local authority transfers and compulsory school leavers, around 1,305 (0.56%) of the 223,430 statements in place in January 2013 were reviewed and discontinued.

Table J: Most statements end due to child leaving education

Statements discontinued in calendar year, by reason

	2009	2010	2011	2012	2013
Total	30,960	29,085	28,885	28,625	27,915
Transferred Local Authority	4,670	4,475	4,330	4,405	4,415
SEN being met without a statement	1,010	770	730	660	780
Other	680	635	465	570	525
Child left education	24,600	23,205	23,360	22,985	22,195

## 12. Statements of SEN issued within 26 weeks (Tables 27, 28)

### Time limits for issuing statements:

The whole process from when the local authority receives a request for an assessment or informs the parents that it is considering an assessment to issuing the final statement should take no longer than 26 weeks.

The 26 week period is made up of:

- 6 weeks from when the local authority receives the parental, school or setting request for an assessment, or informs the parent that it is thinking of carrying out an assessment, until the decision whether to assess or not;
- 10 weeks in which to carry out the assessment and decide whether to draw up a statement, including 6 weeks for the local authority to seek and receive advice;
- 2 weeks in which to draw up a proposed statement; and
- 8 weeks to finalise the statement.

The 2001 Regulations allow for the following exceptions to these time limits. These are set out at Regulations 12(5), 12(7), 12(9) and 17(4). This publication reports two measures: the proportion of statements issued in 2013 within the 26 week limit excluding exception cases; and the proportion of all statements issued in 2013 within the 26 week limit.

90% of statements issued in 2013 were within the 26 week limit (excluding exception cases)

Excluding exception cases there were 19,890 statements issued in 2013 and 17,845 (90%) of these were issued with 26 weeks.

The 90% is unchanged from last year's figures which covered April 2012 to March 2013.

82% of all statements issued in 2013 were within the 26 week limit

Of all the statements issued (i.e. including exception cases) there were 29,085 in 2013 and 23,780 (82%) of these were issued with 26 weeks.

The 82% is down from last year's 84% which covered statements issued between April 2012 and March 2013.

## 13. List of tables

The following tables are available in excel format on the department's statistics website: [Special Educational Needs Statistics](#).

All tables relate to England and are at January 2014 unless otherwise stated.

### Pupils with SEN

- 1A All schools: Pupils with statements of SEN, January 2007 to 2014
- 1B All schools: Pupils with SEN without statements, January 2007 to 2014
- 1C All schools: Pupils with SEN, January 2007 to 2014
- 1D Academies: Pupils with SEN, January 2014

### Statements maintained by the local authority

- 2 Education arrangements, assessment and placement of children for whom local authorities maintain a statement of SEN.
- 3A Assessment and placement of children with new statements of SEN, 2008 to 2012
- 3B Placement of children with a statement maintained by the local authority, 2009 to 2013

### SEN by school type

- 4A State-funded primary schools: Number of schools by percentage of pupils with SEN by region
- 4B State-funded secondary schools: Number of schools by percentage of pupils with SEN by region

### SEN by age and gender

- 5A State-funded primary schools: Number of pupils with SEN by age and gender
- 5B State-funded secondary schools: Number of pupils with SEN by age and gender
- 5C Special schools: Number of pupils with SEN by age and gender
- 5D State-funded primary, state funded secondary and special schools: Number of pupils with SEN by age and gender

### Pupils with SEN by national curriculum year group

- 6A State-funded primary schools: Number of pupils with SEN by national curriculum year group
- 6B State-funded secondary schools: Number of pupils with SEN by national curriculum year group

6C Special schools: Number of pupils with SEN by national curriculum year group

6D State-funded primary, state funded secondary and special schools: Number of pupils with SEN by national curriculum year group

### Pupils with SEN claiming free school meals

7 State funded primary, state funded secondary and special schools: Number and percentage of pupils known to be eligible for and claiming free school meals by SEN provision

### Pupils with SEN by ethnic group

8A State-funded primary schools: Number of pupils with SEN by ethnic group

8B State-funded secondary schools: Number of pupils with SEN by ethnic group

8C Special schools: Number of pupils with SEN by ethnic group

8D State-funded primary, state-funded secondary and special schools: Number of pupils with SEN by ethnic group

### Pupils with SEN by first language

9A State-funded primary schools: Number of pupils with SEN by first language

9B State-funded secondary schools: Number of pupils with SEN by first language

9C Special schools: Number of pupils with SEN by first language

9D State-funded primary, state-funded secondary and special schools: Number of pupils with SEN by first language

### Number and percentage of pupils by primary need

10A State-funded primary, state-funded secondary and special schools: Number of pupils by type of need

10B Academies: Number of pupils by type of need

### Special schools

- |  |   |
|--|---|
| 11 Special schools: Number and percentage of pupils attending special schools, January 2009 – 2013 | 13A Special schools: Number of schools by size                    |
| 12 Special schools: Types of provision for which schools have been approved                        | 13B Special schools: Number of pupils by the size of their school |

## List of additional tables – Local Authority data

All tables relate to England and are at January 2014 unless otherwise stated.

### Pupils with SEN, based upon where the pupil attends school

- 14a All schools: Pupils with SEN, based on where the pupil attends school, January 2007 to 2014
- 14b All schools: Pupils with SEN without a statement, based on where the pupil attends school, January 2009 to 2014
- 15 State-funded primary schools: Number of pupils with SEN, based on where the pupil attends school
- 16 State-funded secondary schools: Number of pupils with SEN, based on where the pupil attends school
- 17 All schools: number of pupils with special educational needs (SEN), based on where the pupil attends school

### Pupils with a statement maintained by the local authority

- 18 Number of pupils with a statement maintained by each local authority, 2009 to 2013
- 19 Assessment and placement of children with new statements of SEN during 2012
- 20 Maintained mainstream schools: Pupils for whom statements are newly made, 2008 to 2012
- 21 Placement of children with a statement maintained by each local authority

### Pupils by type of need

- 22 State-funded primary schools: Number and percentage of pupils with statements of SEN or at School Action Plus by primary type of need
- 23 State-funded secondary schools: Number and percentage of pupils with statements of SEN or at School Action Plus by primary type of need
- 24 Special schools: Number and percentage of pupils with statements of SEN or at School Action Plus by primary type of need

### Pupils with SEN attending SEN units or in resourced provision

- 25 State-funded primary schools: Number and percentage of pupils with SEN attending SEN units or placed in resourced provision
- 26 State-funded secondary schools: Number and percentage of pupils with SEN attending SEN units or placed in resourced provision

### Statements issued within 26 weeks

- 27 Number of final statements of special educational needs issued within 26 weeks excluding exception cases.
- 28 Number of final statements of special educational needs issued within 26 weeks including exception cases.

## List of additional tables – Figures by primary need

All tables relate to state funded primary, state funded secondary and special schools in England and are at January 2014.

### Pupils with SEN, based upon where the pupil attends school

- A Number and percentage of pupils with special educational needs by gender and primary type of need
- B1 Number and percentage of pupils with special educational needs at school action plus by age and primary type of need
- B2 Number and percentage of pupils with special educational needs with statements by age and primary type of need
- C1 Number and percentage of pupils with special educational needs at school action plus by ethnic group and primary type of need
- C2 Number and percentage of pupils with special educational needs with statements by ethnic group and primary type of need
- D Number and percentage of pupils with special educational needs by free school meal eligibility and primary type of need
- E1 Number and percentage of pupils with special educational needs at school action plus by national curriculum year group and primary type of need
- E2 Number and percentage of pupils with special educational needs with statements by national curriculum year group and primary type of need
- F Number and percentage of pupils with special educational needs with statements by first language and primary type of need
- G1 Number and percentage of pupils with special educational needs at school action plus by primary type of need and secondary type of need
- G2 Number and percentage of pupils with special educational needs with statements by primary type of need and secondary type of need

When reviewing the tables, please note the following:

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We preserve confidentiality	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
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So we round numbers	Pupil numbers at national and regional levels have been rounded to the nearest 5. Pupil numbers of 1 or 2 have been suppressed. Where any number is shown as zero (0), the original figure was also zero. Where the numerator or denominator of any percentage calculated on pupil numbers is less than 3, this has been suppressed.
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This suppression is consistent with the Departmental statistical policy which can be found at:

[Departmental statistical policy](#).

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And adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable x suppressed figure
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## 14. Data Sources

Information presented in this Statistical First Release is drawn from two sources: the school census and the SEN2 Survey.

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### School census

The school census collects information from schools and records pupils with and without statements of SEN who are educated at the school, regardless of which local authority (LA) is responsible for the pupil. The SEN2 survey collects information from LAs on children with statements of SEN and new statements made in the previous calendar year. It records information on those children for whom the LA is responsible, regardless of whether they are educated in the LAs own maintained schools, in another LAs schools, in the non-maintained or independent sectors or educated outside of school. For this reason figures sourced from the school census and the SEN2 Survey are not directly comparable.

The school census has collected information from schools on pupils with special educational needs (SEN) on the census date in January since 1985. Figures for pupils with SEN without statements were collected from maintained primary and secondary schools for the first time in 1995.

Information for preparing and completing the school census, including the scope of the return, technical specifications and what data needs to be submitted to the Department for Education.

[School census collection guide](#)

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### SEN2 survey

The SEN2 Survey has collected information on children with statements on the census date in January and new statements made in the previous calendar year from LAs since 1984.

[SEN2 survey collection guide](#)

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## 15. Want more?

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Want previously published SEN figures?

They are still available via SFR links. The series of publications is available online at:

[Statistics: special educational needs \(SEN\).](#)

This web page also hosts the series Children with special educational needs: an analysis which contains key statistics on pupils with special educational needs including attainment, destinations, tribunal appeals, school absence and exclusions

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Want to know more generally about schools and pupils and their characteristics?

We publish further information in the SFR Schools and pupils in England available at:

[Statistics: school and pupil numbers.](#)

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Wales

Welsh Assembly Government: Pupils with statements of Special Educational Needs (SEN):

[Welsh Government: Pupils with statements of special educational needs \(SEN\)](#)

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Scotland

Scottish Government: In Scotland there is different legislation and instead of having SEN they have pupils with Additional Support Needs (ASN). Information on this is included in the below publication.

Summary Statistics for Schools in Scotland.

[School Education Statistics](#)

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Northern Ireland

Department for Education, Northern Ireland: Special Educational Needs (SEN) pupils by Education and Library Board (ELB).

[ELB](#)

Special schools data.

[School level data](#)

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Funded early years places for 2-, 3- and 4-year-olds

Additional tables have been added to the provision for children under 5 years of age statistical release which show the SEN provision breakdown for funded 2-year-olds and funded 3- and 4-year-olds.

[Provision for children under 5 years of age: January 2014](#)

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## 16. Got a query? Like to give feedback?

We would like to know more about our users and would encourage and welcome any feedback on how the data is used. Comments on any issues relating to this publication are also welcomed and encouraged. If you would like to be involved in future user engagement consultations then please do get in touch. Any enquiries should be addressed to the following:

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If from the media	Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7925 6789
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If non-media	Please email us at: <a href="mailto:SEN.STATISTICS@education-gsi.gov.uk">SEN.STATISTICS@education-gsi.gov.uk</a>
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## 17. Consultation

The DfE is considering splitting out the current SEN statistical first release into two separate releases so that we may report on the number of education, health and care plans (EHCPs) earlier in the year.

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SEN2 statistical release	The first part will contain information from the SEN2 survey and will report, for the first time, the number of education, health and care plans issued and maintained by local authorities.
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The DfE expect to be in a position to publish from May 2015

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School Census statistical release:	The second part will contain statistics from the school census and school level annual school census data.
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The DfE expect to be in a position to publish from June or July 2015

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### *Consultation questions:*

- 1: Would you benefit from two separate publications as described above?
- 2: Would an earlier release of data on statements and EHCPs benefit you?
- 3: Would including basic SEN information in the schools and pupils characteristics statistical release ([Statistics: school and pupil numbers](#)) benefit you?
- 4: Do you have any other comments or feedback which could help us improve these statistics in future?

### *How to respond:*

Please send your answers to the consultation question to [SEN.STATISTICS@education-gsi.gov.uk](mailto:SEN.STATISTICS@education-gsi.gov.uk) with the subject title SEN SFR consultation 2014. Please respond by 31 October 2014.



Department  
for Education



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