

**Additional Information to Support the Response of the United Kingdom of Great Britain and Northern Ireland to the List of Issues**

**Annex A**

**Women with Disabilities, Article 6, (Issue 3a)**

1. The tables below show the percentages of people who have experienced domestic abuse in 2015/16, disaggregated by gender and by whether or not they have a long-term illness or disability.
  
2. Table 1 shows that both women and men with a long-term illness or disability were more likely to be victims of domestic abuse in the year ending March 2016 than people without a long-term illness or disability, though women in both cases are significantly more at risk. This pattern is consistent across the subcategories of domestic abuse, with the exception of sexual assault where there was no significant difference. Tables 2 and 3 show a similar pattern, though this is substantially less pronounced in Table 3.

Table 1 – England and Wales<sup>1</sup>

Gender	% victim of any domestic abuse with a long-term illness or disability	% victim of any domestic abuse without a long-term illness or disability
Male	7.3%	3.9%
Female	15.7%	6.2%

Written description of data:

- 7.3% of males with a long term illness or disability were the victims of domestic abuse compared to 3.9% without.
- 15.7% of females with a long term illness or disability were the victims of domestic abuse compared to 6.2% without.

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<sup>1</sup> Figures drawn from the 15/16 Crime Survey of England and Wales, Office for National Statistics

Table 2 – Northern Ireland<sup>2</sup>

<b>Gender</b>	<b>% victim of any domestic abuse with a long-term illness or disability</b>	<b>% victim of any domestic abuse without a long-term illness or disability</b>
Male	6.7%	3.9%
Female	14.6%	7.9%

Written description of data:

- 6.7% of males with a long term illness or disability were the victims of domestic abuse. The equivalent figure for those without an illness or disability was 3.9%.
- 14.6% of females with a long term illness or disability were the victims of domestic abuse compared to 7.9% without.

Table 3 – Scotland<sup>3</sup>

<b>Gender</b>	<b>% victim of any domestic abuse with a long-term illness or disability</b>	<b>% victim of any domestic abuse without a long-term illness or disability</b>
Male	2.5%	2.2%
Female	4.2%	2.6%

Written description of data:

- 2.5% of males with a long term illness or disability were the victims of domestic abuse compared to 2.2% without, however this apparent difference is not statistically significant.

<sup>2</sup> Source: Northern Ireland Crime Survey 2010/11, The NI figures refer to experience of any domestic abuse in the last three years as opposed to the last year, offence types covered may differ slightly from other jurisdictions and the cut-off age for completing the domestic violence module in NI is 64 which also differs from other UK surveys. Therefore findings are not directly comparable with those from other jurisdictions. Caution should also be taken when interpreting the data and making comparisons between and within groups as some of the percentages will be based on low numbers.

<sup>3</sup> The results for Scotland are not directly comparable to those from the CSEW. The SCJS asks respondents of any age about their experience of partner abuse, not only those aged under age 60, as in the CSEW. In addition there are some differences in the experiences included in the partner abuse definition in SCJS compared to the CSEW.

- 4.2% of females with a long term illness or disability were the victims of domestic abuse compared to 2.6% without; this is a statistically significant difference.

## Annex B

### Education, Article 24, (Issue 18c).

3. Tables 4, 5, 6 and 7 demonstrate the number and proportion of students with special education needs in state-funded primary, state-funded secondary and special schools, disaggregated by age, gender and ethnic background<sup>4</sup>.

Table 4 – England<sup>5</sup>

	State-funded primary	State-funded secondary	Special schools
<b>Total number of SEN pupils</b>	619,094	406,431	107,382
<b>Proportion SEN</b>	13.4	12.7	99.8
<b>Age</b>			
4 and under	73,172	-	5,714
5-9	451,155	6,238	28,760
10-15	95,032	373,459	57,922
16 and over	-	25,910	14,986
<b>Gender</b>			
Male	418,229	258,896	77,266
Female	200,865	147,535	30,116
<b>Ethnicity<sup>6</sup></b>			
White	415,745	319,165	76,949
Mixed	30,902	19,306	5,323
Asian	49,669	31,476	9,472
Black	34,790	23,682	6,701
Chinese	1,421	714	311
<i>Any other ethnic group</i>	9,377	5,959	1,483

<sup>4</sup> Due to regional differences in policy and the collection of data some tables may use different headings or classifications. A dash denotes where data is; fewer than 5 pupils, is suppressed due to potential identification of individual pupils, where a percentage is greater than zero but less than half of the final digit shown or not applicable.

<sup>5</sup> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016>.

<sup>6</sup> Please note that the aggregate figures for ethnicity do not add up to the total number of pupils in each education type. This is because ethnicity can either be refused, or recorded as unclassified.

Written description of data:

- Total number of special needs pupils in state-funded primary schools is 619,094 (13.4%), in state-funded secondary schools is 406,431 (12.7), and in special schools is 107,382 (9.8).
- Of children aged 4 and under with special needs; 73,172 are in state-funded primary schools, and 5,714 are in special schools.
- Of children aged 5-9 with special needs; 451,155 are in state-funded primary schools, 6,238 are in state-funded secondary schools, and 28,760 are in special schools.
- Of children aged 10-15 with special needs; 95,032 are in state-funded primary schools, 373,459 are in state-funded secondary schools, and 57,922 are in special schools.
- Of young people aged 16 and over with special needs; 25,910 are in state-funded secondary schools, and 14,986 are in special schools.
- Of boys with special needs; 418,229 are in state-funded primary schools, 258,896 are in state-funded secondary schools, and 77,266 are in special schools.
- Of girls with special needs; 200,865 are in state-funded primary schools, 147,535 are in state-funded secondary schools, and 30,116 are in special schools.
- Of white children with special needs; 415,745 are in state-funded primary schools, 319,165 are in state-funded secondary schools, and 76,949 are in special schools.
- Of mixed-race children with special needs; 30,902 are in state-funded primary schools, 19,306 are in state-funded secondary schools, and 5,323 are in special schools.
- Of Asian children with special needs; 49,669 are in state-funded primary schools, 31,476 are in state-funded secondary schools, and 9,472 are in special schools.
- Of black children with special needs; 34,790 are in state-funded primary schools, 23,682 are in state-funded secondary schools, and 6,701 are in special schools.
- Of Chinese children with special needs; 1,421 are in state-funded primary schools, 714 are in state-funded secondary schools, and 311 are in special schools.
- Of children from any other ethnic group with special needs; 9,377 are in state-funded primary schools, 5,959 are in state-funded secondary schools, and 1,483 are in special schools.

Table 5 – Northern Ireland<sup>7</sup>

	Primary	Post -primary	Special schools
<b>Total number of SEN pupils</b>	38,103	30,158	5,407
<b>Proportion SEN</b>	21.0	21.5	100.0
<b>Age</b>			
4 and under	2,575	0	586
5-9	29,929	0	1,882
10-15	5,599	25,936	2,216
16 and over	0	4,222	723
<b>Gender</b>			
Male	24,451	18,432	3,783
Female	13,652	11,726	1,624
<b>Ethnicity</b>			
White	36,943	29,434	5,219
Mixed	486	281	73
Asian	153	83	34
Black	156	110	19
Chinese	79	70	21
<i>Any other ethnic group</i>	286	180	41

Written description of data:

- Total number of special needs pupils in primary schools is 38,103 (21%), in post-primary schools is 30,158 (21.5), and in special schools is 5,407 (100%).
- Of children aged 4 and under with special needs; 2,575 are in primary schools, 0 are in post-primary schools and 586 are in special schools.
- Of children aged 5-9 with special needs; 29,929 are in primary schools, 0 are in post-primary schools and 1,882 are in special schools.
- Of children aged 10-15 with special needs; 5,599 are in primary schools, 25,936 are in post-primary schools, and 2,216 are in special schools.

<sup>7</sup>Source: NI school census. Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2016/17 this was the 7 October 2016). Figures for primary includes nursery, reception and year 1 - 7 classes. Figures include pupils at stages 1 – 5 on the Special Educational Needs Code of Practice. Age is as at 1st July of the previous academic year. Ethnicity group 'White' includes Irish travellers.

- Of young people aged 16 and over with special needs; 0 are in primary schools, 4,222 are in post-primary schools and 723 are in special schools.
- Of boys with special needs; 24,451 are in primary schools, 18,432 are in post-primary schools, and 3,783 are in special schools.
- Of girls with special needs; 13,652 are in primary schools, 11,726 are in post-primary schools, and 1,624 are in special schools.
- Of white children with special needs; 36,943 are in primary schools, 29,434 are in post-primary schools, and 5,219 are in special schools.
- Of mixed-race children with special needs; 486 are in primary schools, 281 are in post-primary schools, and 73 are in special schools.
- Of Asian children with special needs; 153 are in primary schools, 83 are in post-primary schools, and 34 are in special schools.
- Of black children with special needs; 156 are in primary schools, 110 are in post-primary schools, and 19 are in special schools.
- Of Chinese children with special needs; 79 are in primary schools, 70 are in post-primary schools, and 21 are in special schools.
- Of children from any other ethnic group with special needs; 286 are in primary schools, 180 are in post-primary schools, and 41 are in special schools.

Table 6 – Scotland<sup>8</sup>

	All mainstream schools	Special schools
<b>Total number of SEN pupils</b>	11,641	4,624
<b>Proportion SEN</b>	1.7	68.7
<b>Age</b>		
5-9	2,938	1,318
10-15	6,608	2,188
16 and over	2,095	1,118
<b>Gender</b>		
Male	7,909	3,190
Female	3,732	1,434
<b>Ethnicity</b>		
White	11,021	3,904
Mixed	122	51
Asian	213	260
Black	5	8
Chinese	23	31
<i>Any other ethnic group</i>	116	125

Written description of data:

- The total number of pupils with a disability in mainstream schools is 11,641 and there are 4,624 pupils with a disability in special schools.
- Of children aged 5 - 9 with special needs; 2,938 are in mainstream schools, and 1,318 are in special schools.
- Of children aged 10 - 15 with special needs; 6,608 are in mainstream schools, and 2,188 are in special schools.
- Of children aged 16 and over with special needs; 2,095 are in mainstream schools, and 1,118 are in special schools.
- Of boys with special needs; 7,909 are in mainstream schools and 3,190 are in special schools.
- Of girls with special needs; 3,732 are in mainstream schools and 1,434 are in special schools.
- Of pupils from a white ethnic background with special needs; 11,021 are in mainstream schools and 3,904 in special schools.

<sup>8</sup> <http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus/dspupcensus16>



- Of pupils from a mixed ethnic background with special needs; 122 pupils are in mainstream schools and 51 in special schools.
- Of pupils from an asian ethnic background with special needs; 213 pupils are in mainstream schools and 260 in special schools.
- Of pupils from a black ethnic background with special needs; 5 pupils are in mainstream schools and 8 in special schools.
- Of pupils from a Chinese ethnic background with special needs; 23 pupils are in mainstream schools and 31 in special schools.

Table 7 – Wales<sup>9</sup>

	Primary schools	Middle schools	Secondary schools	Special schools
<b>Total number of SEN pupils</b>	58,628	1,314	40,513	4,540
<b>Proportion SEN</b>	21.2	24.5	22.7	100.0
<b>Age</b>				
4 and under	7,497	31	-	243
5-9	42,432	293	-	1,054
10-15	8,699	953	38,289	2,244
16 and over	-	37	2,224	999
<b>Gender</b>				
Male	37,727	780	24,984	3,254
Female	20,901	534	15,529	1,286
<b>Ethnicity</b>				
White	54,402	1,283	38,096	4,138
Mixed	1,594	21	844	118
Asian	1,119	-	623	99
Black	479	-	373	67
Chinese	83	-	23	6
Any other ethnic group	558	-	348	46

<sup>9</sup> <http://gov.wales/docs/statistics/2016/160727-school-census-results-2016-en.pdf>

Middle schools have pupils of age 3/4 up to 16/18. Ethnicity information excludes pupils who refused to provide data or if it was not obtained. Ethnicity data is not compulsory information below age 5 but is shown if provided.

Written description of the data:

- In Wales, the total number of pupils with special educational needs in primary schools is 58,628; there are 1,314 pupils with special educational needs in middle schools; 40,513 pupils with special educational needs in secondary schools and 4,540 pupils with special educational needs in special schools.
  - Of children aged 4 and under with special educational needs; 7,497 are in primary schools; 31 are in middle schools and 243 are in special schools.
  - Of children aged 5 to 9 with special educational needs; 42,432 are in primary schools; 293 are in middle schools and 1,054 are in special schools.
  - Of children aged 10 to 15 with special educational needs; 8,699 are in primary schools; 953 are in middle schools; 38,289 are in secondary schools and 2,244 are in special schools.
  - Of children aged 16 and over with special educational needs; 37 are in middle schools; 2,224 are in secondary schools and 999 are in special schools.
  - Of male children with special educational needs; 37,727 are in primary schools; 780 are in middle schools; 24,984 are in secondary schools and 3,254 are in special schools.
  - Of female children with special educational needs; 20,901 are in primary schools; 534 are in middle schools; 15,529 are in secondary schools and 1,286 are in special schools.
  - Of pupils from a white ethnic background with special educational needs; 54,402 are in primary schools, 1,283 are in middle schools; 38,096 are in secondary schools and 4,138 in special schools.
  - Of pupils from a mixed ethnic background with special educational needs; 1,594 are in primary schools; 21 are in middle schools; 844 are in secondary schools and 118 are in special schools.
  - Of pupils from an Asian ethnic background with special educational needs; 1,119 are in primary schools; 623 are in secondary schools and 99 are in special schools.
  - Of pupils from a black ethnic background with special educational needs; 479 are in primary schools; 373 are in secondary schools and 67 are in special schools.
  - Of pupils from a Chinese ethnic background with special educational needs; 83 are in primary schools; 23 are in secondary schools and 6 are in special schools.
  - Of pupils from any other ethnic group; 558 are in primary schools; 348 are in secondary schools and 46 in special schools.
4. Tables 8, 9, 10 and 11 demonstrate the number and proportion of students with special education needs in state-funded primary, state funded secondary and special schools, disaggregated by primary need<sup>10</sup>.

Table 8 – England<sup>11</sup>

Pupils primary need	State-funded primary		State-funded secondary		Special schools	
		%		%		%
Specific Learning Difficulty	60,505	10.8	86,992	21.4	1,433	1.3
Moderate Learning Difficulty	149,008	26.7	102,441	25.2	16,703	15.6
Severe Learning Difficulty	1,978	0.4	2,137	0.5	25,605	23.8
Profound & Multiple Learning Difficulty	556	0.1	396	0.1	8,790	8.2
Social, Emotional and Mental Health	89,827	16.1	75,257	18.5	13,493	12.6
Speech, Language and Communications Needs	158,665	28.4	41,759	10.3	6,293	5.9
Hearing Impairment	7,553	1.4	9,006	2.2	1,407	1.3
Visual Impairment	4,396	0.8	5,205	1.3	769	0.7
Multi- Sensory Impairment	1,217	0.2	578	0.1	230	0.2
Physical Disability	12,486	2.2	11,617	2.9	3,715	3.5
Autistic Spectrum Disorder	22,631	4.1	33,596	8.3	27,472	25.6
Other Difficulty/Disability	24,524	4.4	27,004	6.6	1,280	1.2
SEN support but no specialist assessment of type of need	25,302	4.5	10,443	2.6	189	0.2
Total	558,648		406,431		107,382	

<sup>11</sup> Type of need is not recorded for all pupils, those recorded as school action (the lowest level of special educational need) are not required to provide type of need). Following implementation of SEND reforms in September 2014 changes were made to the recording of information on pupils with SEN, a new code was introduced which combined the former school action and school action plus codes and once transferred to SEN support, all pupils were required to provide type of need information.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf). In addition, there were changes to the types of need codes, Behaviour, Emotional and Social Difficulties was removed and Social, Emotional and Mental Health was introduced – although it was not expected to be a direct replacement. A new code was also introduced to cover those where an assessment for type of need is yet to be carried out.

Written description of data:

- Of pupils with specific learning difficulties; 60,505 are in state funded primary schools, 86,992 are in state funded secondary education, 1,433 are in special schools.
- Of pupils with moderate learning difficulties; 149,008 are in state funded primary schools, 102,441 are in state funded secondary education, 1,433 are in special schools.
- Of pupils with severe learning difficulties; 1,978 are in state funded primary schools, 2,137 are in state funded secondary education, 25,605 are in special schools.
- Of pupils with profound and multiple learning difficulties; 556 are in state funded primary schools, 396 are in state funded secondary education, 8,790 are in special schools.
- Of pupils with a social, emotional and mental health primary need; 89,827 are in state funded primary schools, 75,257 are in state funded secondary education, 13,493 are in special schools.
- Of pupils with speech language and communications needs; 158,665 are in state funded primary schools, 41,759 are in state funded secondary education, 6,293 are in special schools.
- Of pupils with a hearing impairment; 7,553 are in state funded primary schools, 9,006 are in state funded secondary education, 1,407 are in special schools.
- Of pupils with a visual impairment; 4,396 are in state funded primary schools, 5,205 are in state funded secondary education, 769 are in special schools.
- Of pupils with multi-sensory impairment; 1,217 are in state funded primary schools, 578 are in state funded secondary education, 230 are in special schools.
- Of pupils with physical disability; 12,486 are in state funded primary schools, 11,617 are in state funded secondary education, 3,715 are in special schools.
- Of pupils with Autistic spectrum disorder; 22,631 are in state funded primary schools, 33,596 are in state funded secondary education, 27,472 are in special schools.
- Of pupils with Autistic spectrum disorder; 22,631 are in state funded primary schools, 33,596 are in state funded secondary education, 27,472 are in special schools.
- Of pupils with other difficulty/disability; 24,524 are in state funded primary schools, 27,004 are in state funded secondary education, 1,280 are in special schools.
- Of pupils with special needs support but no specialist assessment of type of need; 25,302 are in state funded primary schools, 10,443 are in state funded secondary education, 189 are in special schools.
- In total; 558,648 are in state funded primary schools, 406,431 are in state funded secondary education, 107,382 are in special schools.

Table 9 – Northern Ireland<sup>12</sup>

Pupils primary need	Primary		Post Primary		Special	
		%		%		%
Cognitive and Learning (SEN stages 1-2)	8,746	23.0	5,339	17.7	-	-
Dyslexia/Specific learning difficulties (SpLD)	2,673	7.0	4,962	16.5	11	0.2
Dyscalculia	23	0.1	81	0.3	-	-
Dyspraxia/ Developmental coordination disorder (DCD)	139	0.4	264	0.9	5	0.1
Mild Learning Difficulties	7,383	19.4	4,907	16.3	8	0.1
Moderate Learning Difficulties	1,619	4.2	1,837	6.1	1,270	23.5
Severe Learning Difficulties	72	0.2	83	0.3	1,532	28.3
Profound & Multiple Learning Difficulties	15	0.0	-	-	154	2.8
Unspecified (cognitive and learning)	595	1.6	-	-	28	0.5
Social, Emotional and Behavioural (SEN stages 1-2)	896	2.4	393	1.3	0	0.0
Social, Emotional and Behavioural Difficulties (SEBD)	4,127	10.8	2,697	8.9	194	3.6
Attention deficit disorder (ADD) / Attention deficit hyperactivity disorder (ADHD)	625	1.6	1,072	3.6	47	0.9
Communication and Interaction (SEN stages 1-2)	679	1.8	133	0.4	0	0.0
Speech and Language Difficulties	4,197	11.0	1,102	3.7	341	6.3
Autism	2,006	5.3	1,194	4.0	1,001	18.5
Asperger's	659	1.7	1,104	3.7	45	0.8
Sensory (SEN stages 1-2)	61	0.2	45	0.1	0	0.0
Severe/profound hearing loss	86	0.2	87	0.3	45	0.8
Mild/moderate hearing loss	201	0.5	281	0.9	9	0.2

<sup>12</sup> Source: NI school census. Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2016/17 this was the 7 October 2016). Figures for primary includes nursery, reception and year 1 - 7 classes. Figures include pupils at stages 1 – 5 on the Special Educational Needs Code of Practice. Special education need refers to the primary need only.

Blind	10	0.0	6	0.0	20	0.4
Partially sighted	162	0.4	160	0.5	24	0.4
Multi-sensory impairment	33	0.1	17	0.1	-	-
Physical (SEN stages 1-2)	51	0.1	52	0.2	0	0.0
Cerebral Palsy	107	0.3	102	0.3	124	2.3
Spina bifida and/or hydrocephalus	65	0.2	41	0.1	31	0.6
Muscular dystrophy	20	0.1	12	0.0	14	0.3
Significant accidental injury	-	-	15	0.0	-	-
Other (Physical)	-	-	198	0.7	51	0.9
Medical Conditions/Syndromes (SEN stages 1-2)	252	0.7	598	2.0	0	0.0
Epilepsy	139	0.4	153	0.5	56	1.0
Asthma	414	1.1	711	2.4	6	0.1
Diabetes	175	0.5	198	0.7	-	-
Anaphylaxis	235	0.6	259	0.9	0	0.0
Down's Syndrome	128	0.3	31	0.1	174	3.2
Other medical conditions/syndromes	549	1.4	525	1.7	131	2.4
Interaction of complex medical needs	210	0.6	126	0.4	62	1.1
Mental Health Issues	9	0.0	78	0.3	-	-
Other	556	1.5	944	3.1	12	0.2
Total	38103		30158		5407	

Written description of data:

- Of pupils with cognitive and learning needs (SEN Stages 1-2); 8,746 are in primary schools and 5,339 are in post-primary schools.
- Of pupils with dyslexia/specific learning difficulties (SpLD); 2,673 are in primary schools, 4,962 are in post-primary schools and 11 are in special schools.
- Of pupils with dyscalculia; 23 are in primary schools and 81 are in post-primary schools.
- Of pupils with dyspraxia/ developmental coordination disorder (DCD); 139 are in primary schools and 264 are in post-primary schools.
- Of pupils with mild learning difficulties; 7,383 are in primary schools, 4,907 are in post-primary schools and 8 are in special schools.
- Of pupils with moderate learning difficulties; 1,619 are in primary schools, 1,837 are in post-primary schools and 1,270 are in special schools.

- Of pupils with severe learning difficulties; 72 are in primary schools, 83 are in post-primary schools and 1,532 are in special schools.
- Of pupils with profound and multiple learning difficulties; 15 are in primary schools and 154 are in special schools.
- Of pupils with unspecified (cognitive and learning) needs; 595 are in primary schools and 28 are in special schools.
- Of pupils with social, emotional and behavioural (SEN stages 1-2) needs; 896 are in primary schools, 393 are in post-primary schools and 0 are in special schools.
- Of pupils with social, emotional and behavioural difficulties (SEBD); 4,127 are in primary schools, 2,697 are in post-primary schools and 194 are in special schools.
- Of pupils with attention deficit disorder (ADD)/ attention deficit hyperactivity disorder (ADHD); 625 are in primary schools, 1,072 are in post-primary schools and 47 are in special schools.
- Of pupils with communication and interaction (SEN stages 1-2); 679 are in primary schools, 133 are in post-primary schools and 0 are in special schools.
- Of pupils with speech and language difficulties; 4,197 are in primary schools, 1,102 are in post-primary schools and 341 are in special schools.
- Of pupils with autism; 2,006 are in primary schools, 1,194 are in post-primary schools and 1,001 are in special schools.
- Of pupils with Asperger's; 659 are in primary schools, 1,104 are in post-primary schools and 45 are in special schools.
- Of pupils with sensory (SEN stages 1-2) needs; 61 are in primary schools, 45 are in post-primary schools and 0 are in special schools.
- Of pupils with severe/profound hearing loss; 86 are in primary schools, 87 are in post-primary schools and 45 are in special schools.
- Of pupils with mild/moderate hearing loss; 201 are in primary schools, 281 are in post-primary schools and 9 are in special schools.
- Of pupils who are blind; 10 are in primary schools, 6 are in post-primary schools and 20 are in special schools.
- Of pupils who are partially sighted; 162 are in primary schools, 160 are in post-primary schools and 24 are in special schools.
- Of pupils with multi-sensory impairment; 33 are in primary schools and 17 are in post-primary schools.
- Of pupils with physical (SEN stages 1-2) needs; 51 are in primary schools, 52 are in post-primary schools and 0 are in special schools.
- Of pupils with cerebral palsy; 107 are in primary schools, 102 are in post-primary schools and 124 are in special schools.
- Of pupils with spina bifida and/or hydrocephalus; 65 are in primary schools, 41 are in post-primary schools and 31 are in special schools.
- Of pupils with muscular dystrophy; 20 are in primary schools, 12 are in post-primary schools and 14 are in special schools.

- Of pupils with significant accidental injury; 15 are in post-primary schools.
- Of pupils with other (physical) needs; 198 are in post-primary schools and 51 are in special schools.
- Of pupils with medical conditions/syndromes (SEN stages 1-2); 252 are in primary schools, 598 are in post-primary schools and 0 are in special schools.
- Of pupils with epilepsy; 139 are in primary schools, 153 are in post-primary schools and 56 are in special schools.
- Of pupils with asthma; 414 are in primary schools, 711 are in post-primary schools and 6 are in special schools.
- Of pupils with diabetes; 175 are in primary schools and 198 are in post-primary schools.
- Of pupils with anaphylaxis; 235 are in primary schools, 259 are in post-primary schools and 0 are in special schools.
- Of pupils with down’s syndrome 128 are in primary schools, 31 are in post-primary schools and 174 are in special schools.
- Of pupils with other medical conditions/ syndromes; 549 are in primary schools, 525 are in post-primary schools and 131 are in special schools.
- Of pupils with interaction of complex medical needs; 210 are in primary schools, 126 are in post-primary schools and 62 are in special schools.
- Of pupils with mental health issues; 9 are in primary schools and 78 are in post-primary schools.

Table 10 – Scotland<sup>13</sup>

Type of adaptation	Mainstream schools	Mainstream schools proportion	Special schools	Special schools proportion
Physical	655	0.1	16	0.2
Curriculum	3,777	0.6	1,127	16.7
Communication	595	0.1	23	0.3
Multiple	2,822	0.4	2,831	42.0
None recorded	3,792	0.6	451	6.7

<sup>13</sup> In Scotland, the Additional Support for Learning Act requires that education authorities identify, provide for and reviews the additional support needs of their pupils. Additional support needs may be of short or long term duration and may arise for any reason. Associated statutory guidance identified four factors which give rise to additional support needs; disability or health, learning environment, family circumstances or social and emotional factors. These are considered in the round, and therefore there is no prioritisation to needs, they all require to be met. Therefore the information sought on primary need is not collected or held in the same manner as other regions.



Written description of data:

- There are 655 pupils with a disability who require a physical adaptation in mainstream schools and 16 in special schools.
- There are 3,777 pupils with a disability who require a curriculum adaptation in mainstream schools and 1,127 in special schools.
- There are 595 pupils with a disability who require a communication adaptation in mainstream schools and 23 in special schools.
- There are 2,822 pupils with a disability who require multiple adaptations in mainstream schools and 2,831 in special schools.
- There are 3,792 pupils with a disability for whom the type of adaptation required is not recorded in mainstream schools and 451 in special schools.

Table 11 – Wales<sup>14</sup>

Pupils primary need	Primary Schools		Middle Schools		Secondary Schools		Special Schools	
		%		%		%		%
Attention Deficit Hyperactivity Disorder	499	0.9	15	1.1	819	2.0	35	0.8
Autistic Spectrum Disorders	2,054	3.5	46	3.5	1,916	4.7	1,300	28.6
Behavioural, Emotional & Social Difficulties	7,984	13.6	145	11.0	6,545	16.2	501	11.0
Dyscalculia	162	0.3	41	3.1	232	0.6	0	0.0
Dyslexia	2,106	3.6	376	28.6	5,249	13.0	-	-
Dyspraxia	204	0.3	5	0.4	346	0.9	-	-
General Learning Difficulties	18,135	30.9	270	20.5	11,190	27.6	30	0.7
Hearing Impairment	1,259	2.1	27	2.1	912	2.3	15	0.3
Moderate Learning Difficulties	9,291	15.8	191	14.5	8071	19.9	428	9.4

<sup>14</sup> Middle schools have pupils of age 3/4 up to 16/18. An asterisk indicates where a percentage is greater than zero but less than half of the final digit shown.

Multi-Sensory Impairment	26	*	-	-	15	*	7	0.2
Physical & Medical Difficulties	2,651	4.5	55	4.2	1,704	4.2	269	5.9
Profound & Multiple Learning Difficulties	180	0.3	-	-	74	0.2	510	11.2
Speech, Language & Communications Difficulties	13,119	22.4	114	8.7	2,710	6.7	224	4.9
Severe Learning Difficulties	503	0.9	19	1.4	349	0.9	1,202	26.5
Visual Impairment	455	0.8	8	0.6	381	0.9	16	0.4
Total	58,628		1,314		40,513		4,540	

Written description of the data:

- In Wales, of pupils with Attention Deficit Hyperactivity Disorder; 499 are in primary schools; 15 are in middle schools; 819 are in secondary schools and 35 are in special schools.
- Of pupils with Autistic Spectrum Disorders; 2,054 are in primary schools; 46 are in middle schools; 1,916 are in secondary schools and 1,300 are in special schools.
- Of pupils with Behavioural, Emotional & Social Difficulties; 7,984 are in primary schools; 145 are in middle schools; 6,545 are in secondary schools and 501 are in special schools.
- Of pupils with Dyscalculia; 162 are in primary schools; 41 are in middle schools and 232 are in middle schools.
- Of pupils with Dyslexia; 2,106 are in primary schools; 376 are in middle schools and 5,249 are in secondary schools.
- Of pupils with Dyspraxia; 204 are in primary schools; 5 are in middle schools; and 346 are in secondary schools.
- Of pupils with General Learning Difficulties; 18,135 are in primary schools; 270 are in middle schools; 11,190 are in secondary schools and 30 are in special schools.
- Of pupils with a Hearing Impairment; 1,259 are in primary schools, 27 are in middle schools; 912 are in secondary schools, and 15 are in special schools.
- Of pupils with Moderate Learning Difficulties; 9,291 are in primary schools; 191 are in middle schools; 8,071 are in secondary schools and 428 are in special schools.
- Of pupils with a Multi-Sensory Impairment; 26 are in primary schools; 15 are in secondary schools and 7 are in special schools.
- Of pupils with Physical & Medical Difficulties; 2,651 are in primary schools; 55 are in middle schools; 1,704 are in secondary schools and 269 are in special schools.

- Of pupils with Profound & Multiple Learning Difficulties; 180 are in primary schools; 74 are in secondary schools and 510 are in special schools.
- Of pupils with Speech, Language & Communications Difficulties; 13,119 are in primary schools; 114 are in middle schools; 2,710 are in secondary schools and 224 are in special schools.
- Of pupils with Severe Learning Difficulties; 503 are in primary schools; 19 are in middle schools; 349 are in secondary schools and 1,202 are in special schools.
- Of pupils with a Visual Impairment; 455 are in primary schools; 8 are in middle schools; 381 are in secondary schools and 16 are in special schools.
- In total; 58,628 are in primary schools; 1,314 are in middle schools; 40,513 are in secondary schools and 4,540 are in special schools.