



Department
for Education

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

May 2020

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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 seventh release in this format 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 24.

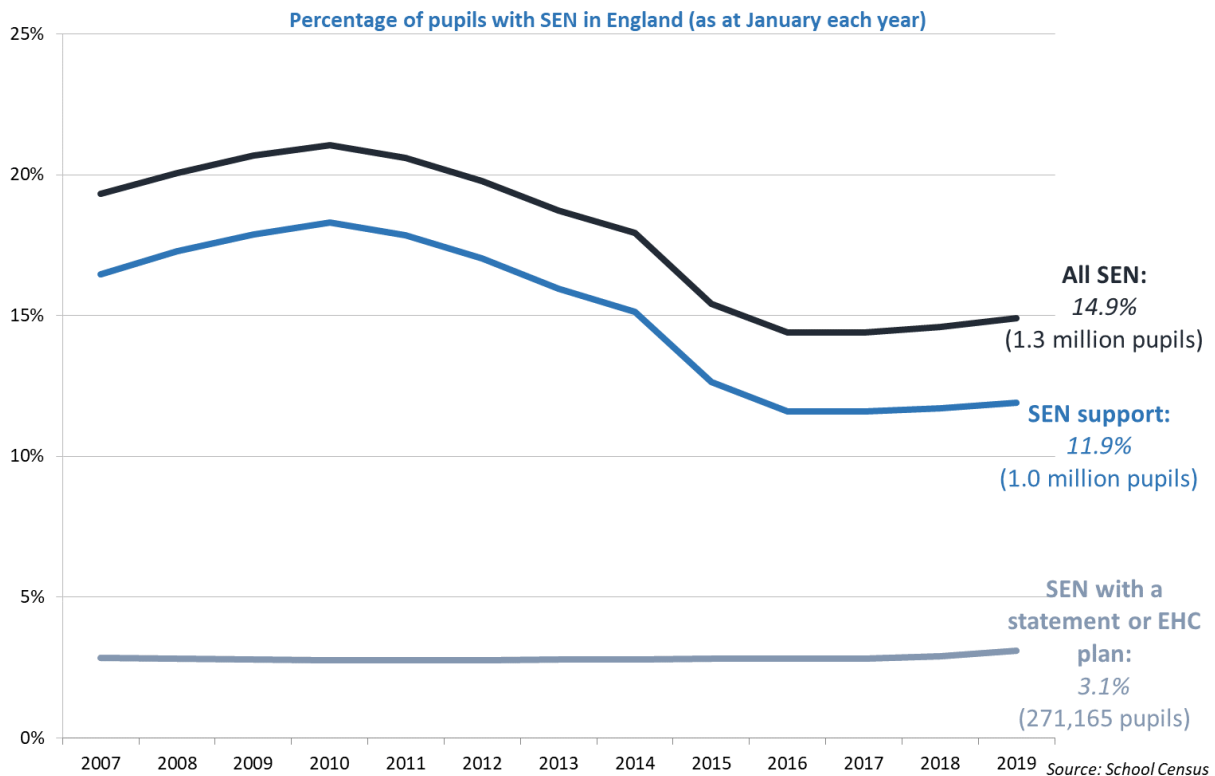
Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Prevalence and characteristics	‘Special educational needs in England: January 2019’	January 2019	Yes	Yes	July 2020, annual
Early years SEN prevalence	Education provision: children under 5 years of age, January 2019	January 2019	Yes	Yes	June 2020, annual
Early years Foundation Stage profile (EYFSP)	‘Early years foundation stage profile results: 2018 to 2019’	2018/19 (academic year)	Yes	Yes	No publication expected for 2020 results due to Covid-19
Phonics screening check and Key Stage 1 attainment	‘Phonics screening check and key stage 1 assessments: England 2019’	2018/19	Yes	Yes	No publication expected for 2020 results due to Covid-19

Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Key Stage 2 attainment	‘Key stage 2 performance, 2019 (revised)’	2018/19	Yes	Yes	No publication expected for 2020 results due to Covid-19
Key Stage 4 attainment	‘Key stage 4 performance 2019 (revised)’	2018/19	Yes	Yes	Usually published annually in January, subject to change due to Covid-19
Attainment by age 19	‘Level 2 and 3 attainment by young people aged 19 in 2019’	2018/19	Yes	Yes	Spring 2021, annual
Outcomes for looked after children and children in need	‘Outcomes for children looked after by LAs: 31 March 2019’ ‘Characteristics of children in need: 2018 to 2019’	2018/19	Yes	Yes	March 2021, annual
Post-16 participation	‘NEET and participation: local authority figures’	March 2019	Yes	Yes	June 2020
Further Education learning difficulty and disability numbers	‘FE data library’	2018/19	Yes	No	December 2020, annual
Destinations measures	‘Destinations of key stage 4 and key stage 5 pupils: 2018’	2017/18	Yes	Yes	October 2020, annual

Topic	Publication title link	Latest data reference point	Time series data available?	LA level data by SEN available?	When next published and how often updated
Progression into higher education	Widening participation in higher education: 2019	2017/18	Yes	No	July 2020, annual
Measures from Adult Social Care Outcomes framework	Measures from the Adult Social Care Outcomes Framework, England - 2018-19	2018-19 (financial year)	Yes	No, CCG level data available	October 2020, annual
Absence (full year release)	'Pupil absence in schools in England: 2018 to 2019'	2018/19	Yes	Yes	March 2021, annual
Exclusions	'Permanent and fixed-period exclusions in England: 2017 to 2018'	2017/18	Yes	Yes	July 2020, annual
Statements and EHC plans – numbers, transfers and timeliness of issuing	'Education, Health and Care plans: England 2020'	January 2020	Yes	Yes	May 2021, annual
Appeals registered with the SEND tribunal	'Tribunals statistics'	October – December 2019	Yes	Yes	June 2020, quarterly
Family Resources Survey (Disability data)	Family Resources Survey 2018-19	2018-19	Yes	No	March 2021, annual

Prevalence and characteristics

Key trends



The number of pupils with SEN increased to 1.32 million pupils in 2019. The proportion of SEN pupils has been decreasing since 2010 (21.1%), however it has increased for the last 2 years.

The decline since 2010 in the percentage of children with SEN could be as a result of more accurate identification. This may have been as a consequence of the [2010 Ofsted Special Educational Needs and Disability review](#) which found that a quarter of all children identified with SEN, and half of the children at School Action, did not have SEN. It is possible that the implementation of the SEND reforms in September 2014 has also led to more accurate identification which has led to the steep decline in the number with SEN in January 2015.

The proportion of pupils with a statement/ Education, Health and Care (EHC) plan increased to 3.1% in 2019, following a slight increase in 2018 and a long period of stability since 2007. Pupils with an EHC plan made up 21% of all pupils with SEN in January 2019.

Pupils with SEN are currently categorised as follows:

SEN support: Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category has replaced the former 'School Action' and 'School Action Plus' categories.

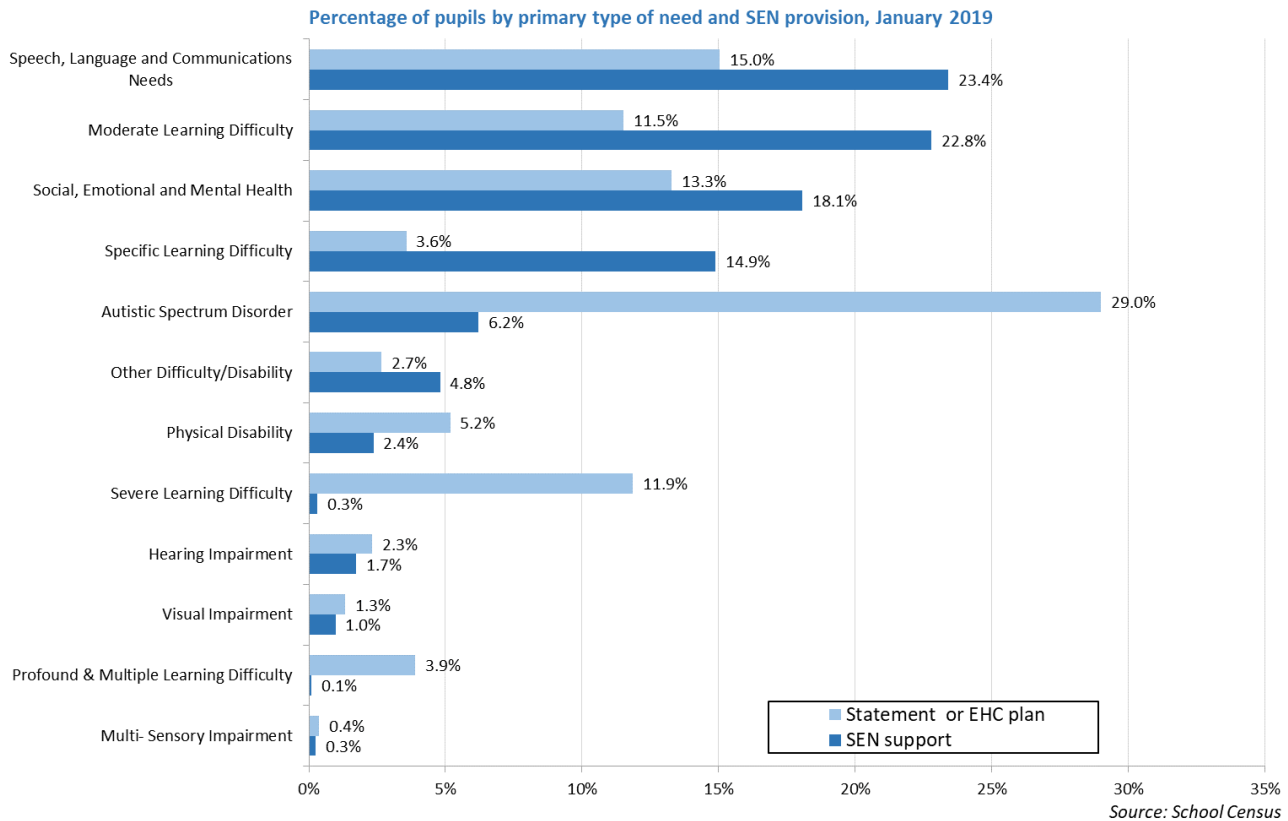
Education, Health and Care (EHC) plan: A pupil has an EHC plan when a local authority issued one following a formal assessment. This document sets out the child's needs and the extra help they should receive. EHC plans replaced the former statements of SEN, which were phased out upon the introduction of the SEND reforms in September 2014.

Type of need

In January 2019, the most prevalent type of primary need identified among pupils with SEN was ‘Speech, language and communication needs’, with 21.7% of pupils having this recorded as their primary need.

For pupils with EHC plans, ‘Autistic Spectrum Disorder’ was the most common primary type of need, with 29.0% of pupils with statements or EHC plans having this primary type of need.

‘Speech, language and communication needs’ was also the most common type of need for pupils on SEN support; 23.4% of pupils on SEN support had this recorded as their primary type of need.



Characteristics

Gender

Special educational needs remain more prevalent in boys than girls. In January 2019, 14.9% of boys were on SEN support compared to 8.4% of girls, and 4.4% of boys had an EHC plan compared to 1.7% of girls.

Free school meal eligibility

Pupils with special educational needs are more likely to be eligible for free school meals. 28.3% of pupils with special educational needs were eligible for free school meals in January 2019 compared to 13.2% of pupils without special educational needs.

Ethnicity

Overall, in January 2019, 3.2% of White British pupils had an EHC plan compared to 2.9% of minority ethnic pupils. For SEN support, the figures are 12.4% and 10.3% respectively. Travellers of Irish heritage and Black Caribbean pupils had the highest percentage of pupils with an EHC plan in January 2019 (4.5% and 4.4% respectively). Indian pupils had the lowest percentage of pupils with an EHC plan in January 2019 at 1.9%, compared with 3.1% of all pupils nationally.

English as a first language

Of the pupils whose first language is known to be, or believed to be English in January 2019, 3.2% had an EHC plan and 12.1% were SEN support. This compares to 2.5% and 10.0% for pupils whose first language is known to be, or believed to be other than English.

Types of school

The percentage of pupils with a statement or EHC plan attending state-funded special schools increased year on year from January 2010 to January 2018 but decreased in January 2019. In January 2010, 38.2% of all pupils with statements attended state-funded special schools, and this has increased to 43.8% of all pupils with an EHC plan in January 2019.

Percentage of pupils with a statement or EHC plan by type of provision, England, 2010-2019:

School type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Maintained nursery	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
State-funded primary	25.8	25.8	25.9	26.0	26.2	26.2	25.5	25.8	26.3	27.4
State-funded secondary	28.8	28.4	27.7	26.9	25.7	24.6	23.5	22.2	20.9	20.4
State-funded special	38.2	38.7	39.0	39.6	40.5	41.4	42.9	43.8	44.2	43.8
Pupil Referral Units	0.9	0.8	0.7	0.7	0.7	0.7	0.6	0.7	0.7	0.8
Independent	4.2	4.3	4.7	4.9	5.1	5.3	5.7	5.8	6.3	6.1
Non-maintained special	2.0	1.9	1.9	1.8	1.7	1.6	1.6	1.5	1.4	1.3

Early years

The total number of 2-year-olds benefitting from funded early years education decreased in 2019 but the proportion with SEN increased from 3.1% to 3.2%. The increase was in the percentage with an EHC plan. The total number of 3- and 4-year-olds in receipt of funded early education decreased in 2019, however the percentage with SEN remained at 6.3%. Both the percentage with an EHC plan and the percentage on SEN support remained stable.

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

[‘Special educational needs in England: January 2019’](#) Next update due July 2020

[Education provision: children under 5 years of age, January 2019](#) Next update due June 2020

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

Prevalence: 55.9% of children who had been looked after continuously for 12 months for whom data were available had a special educational need (SEN) in 2018/19, which consists of 27.2% with an EHC plan and 28.7% on SEN support. This compares to 46.0% of children in need with SEN and 14.9% of all children with SEN.

The most common type of need for looked after children was 'Social, Emotional and Mental Health' – 40.4% of looked after children with an EHC plan had this type of need compared to 13.3% of all children with an EHC plan.

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

['Outcomes for children looked after by LAs: 31 March 2019'](#) Next update due March 2021

['Characteristics of children in need: 2018 to 2019'](#) Next update due March 2021

Attainment

Attainment data is published by a range of characteristics, including pupils identified with special educational needs, for those in state-funded schools. The characteristics information is collected in the school census and linked to the attainment data to produce these outputs. The section below gives a summary of the available data, further information can be found in the source publications.

Early Years Foundation Stage Profile (EYFSP)

There has been a steady increase over time in the percentage of pupils with SEN achieving a good level of development, in line with the increase for all pupils. In 2018/19, 25% of pupils with SEN achieved a good level of development, which is 1 percentage point higher than the figure for 2017/18 at 24%. There was no change in the percentage of pupils with no SEN who achieved a good level of development in 2018/19 at 77%.

Phonics screening check

The percentage of year 1 pupils who met the expected standard in the phonics screening check fell slightly in the latest year, following a period of increases over time. In 2018/19, 43% of pupils with SEN met the expected standard, a decrease of 1 percentage point compared to the 2017/18 figure of 44%. There was also a decrease in the percentage of pupils with no SEN meeting the expected standard in the phonics screening check, from 89% in 2017/18 to 88% in 2018/19.

Key Stage 1

The percentage of pupils who achieved the expected standard in KS1 teacher assessments (TA) has been fairly stable in recent years for both the SEN and no SEN groups. 30% of pupils with SEN achieved the expected standard in English reading TA in 2018/19 compared to 83% for those with no SEN; 33% of pupils with SEN achieved the expected standard in mathematics TA in 2018/19 compared to 84% of pupils with no SEN and 42% of pupils with SEN achieved the expected standard in science TA in 2018/19 compared to 90% for pupils with no SEN.

Key Stage 2

22% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2018/19 compared to 74% of those with no SEN – these figures are similar to 2017/18 when 21% of pupils with SEN and 74% of pupils with no SEN achieved the expected level in reading, writing and mathematics.

Pupils with SEN have lower progress scores compared to those with no SEN and the score is lowest in writing TA. For reading test the progress score in 2018/19 was -1.5 for SEN pupils and 0.4 for those with no SEN; for writing TA the progress score is -2.2 for SEN pupils and 0.5 for those with no SEN and for mathematics test the progress score is -1.5 for SEN pupils and 0.4 for those with no SEN.

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.

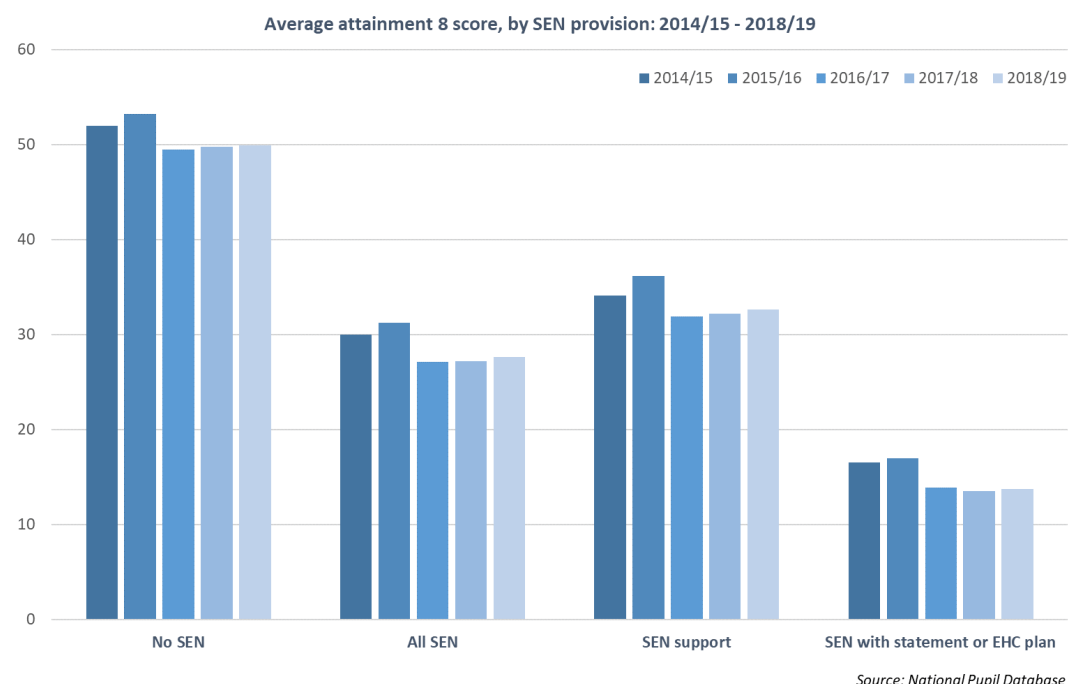
Key Stage 4

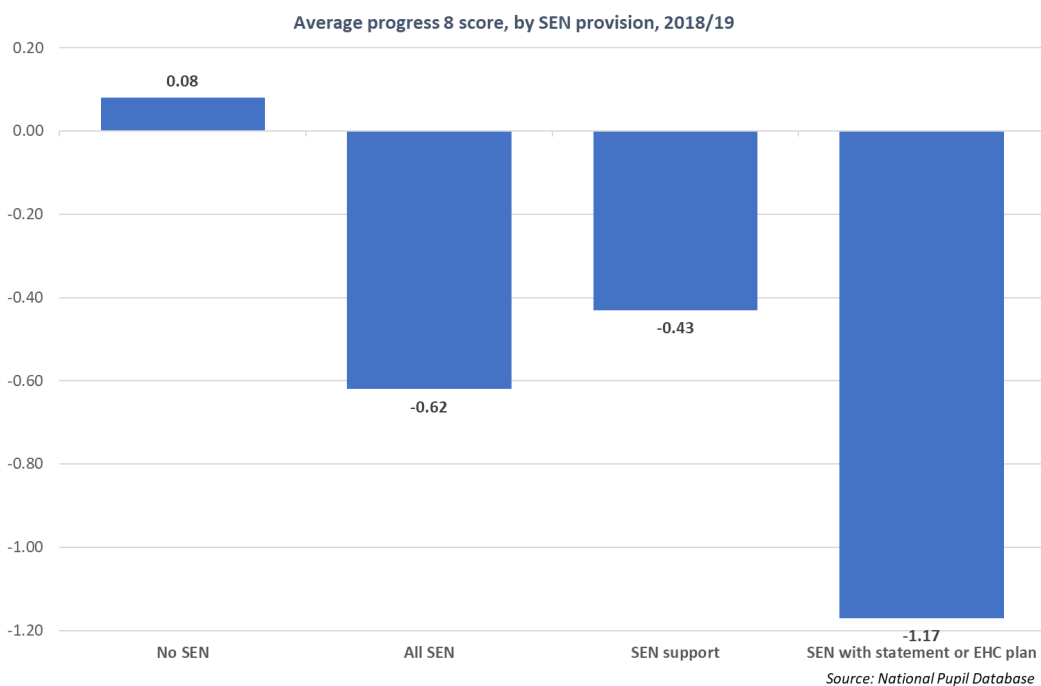
New attainment indicators were introduced in 2014/15 at Key Stage 4 – Attainment 8 and Progress 8. The average attainment 8 score for pupils with SEN in 2018/19 was 27.6 compared to 49.9 for those with no SEN. The average progress 8 score for pupils with SEN in 2018/19 was -0.62 compared to 0.08 for those with no SEN.

A Progress 8 score of -0.5 would mean that pupils with SEN achieve, on average, half a grade lower per subject than other pupils with similar prior attainment nationally.

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. New GCSEs in other subjects were phased in for first teaching from September 2016 to 2018. These changes led to decreases in the average attainment 8 scores, as can be seen in the chart.

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





Post-16 – attainment by age 19

30.4% of pupils identified with SEN in year 11 achieved Level 2 (equivalent to 5+ A*-C/ 9-4 at GCSE) including English and mathematics by age 19 in 2018/19, this is a decrease compared to the 2017/18 figure of 30.9%. This decrease in attainment was mirrored in the attainment for pupils without SEN, which fell from 75.8% in 2017/18 to 75.3% in 2018/19.

For both the SEN and no SEN groups, this fall is likely to be due to a reduction in the types of vocational qualifications counted in the School Performance Tables from 2013/14 onwards, which followed through to attainment at age 19 in later years (see linked publication below for more details).

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

[‘Early years foundation stage profile results: 2018 to 2019’](#) No publication expected for 2020 results due to Covid-19
[‘Phonics screening check and key stage 1 assessments: England 2019’](#) No publication expected for 2020 results due to Covid-19
[‘National Curriculum assessments: Key stage 2, 2019 \(revised\)’](#) No publication expected for 2020 results due to Covid-19
[‘Key stage 4 performance 2019 \(revised\)’](#) Usually published annually in January, subject to change due to Covid-19
[‘Level 2 and 3 attainment by young people aged 19 in 2019’](#). Next update due Spring 2021

Looked after children and children in need with SEN - attainment

Key Stage 2 attainment: 17% of looked after children with SEN achieved the expected level in Key Stage 2 reading, writing and mathematics in 2018/19, compared to 22% of non-looked after children with SEN and 12% of children in need.

Key Stage 4 attainment: The average attainment 8 score for looked after children with SEN in 2018/19 was 13.0 compared to a score of 25.7 for non-looked after children with SEN and 9.3 for children in need. The average progress 8 score for looked after children with SEN in 2018/19

was -1.47 compared to -0.79 for non-looked after children with SEN and -1.79 for children in need.

The data for looked after children is based on children who are looked after continuously for 12 months who have been matched to the attainment data. Children in need data excludes those who were looked after at any point during the year, except those who were also subject of a child protection plan during the year.

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

[‘Outcomes for children looked after by LAs: 31 March 2019’](#) Next update due March 2021

[‘Characteristics of children in need: 2018 to 2019’](#) Next update due March 2021

Preparation for Adulthood

Post-16 learner participation

Participation for 16 and 17 year olds

88.6% of 16-17 year olds with SEN with an EHC plan were in education and training in March 2019 which is 4.3 percentage points lower than those without a SEN (92.9%).

Participation in Further Education

In the 2018/19 academic year 23.1% of FE and skills participants under 19 and 17.2% of those aged 19 and over had a self-declared learning difficulty and/ or disability (LDD).

Destinations

After Key Stage 4 - Young people at the end of compulsory schooling: 91% of pupils with a statement or EHC plan were in a sustained education or employment/ training destination six months after completing Key Stage 4, compared to 89% of pupils on SEN support and 95% of those without SEN (2017/18 destinations).

After Key Stage 5 - 86% of pupils with SEN in mainstream schools progressed to a sustained education or employment/training destination six months after completing Key Stage 5, compared to 88% of those without SEN. 78% of those with self-declared Learning Difficulty or Disability (LDD) in colleges progressed to a sustained education or employment/ training destination compared to 77% of those without LDD (2017/18 destinations).

Progression to higher education

In 2017/18, 18.4% of pupils identified with special educational needs in year 11 entered HE by age 19, compared to 48.0% of pupils who were not identified with special educational needs in year 11. For those with a statement or EHC plan in year 11, 8.5% had entered HE by age 19 and for those with SEN without a statement or EHC in year 11, 20.8% had entered HE by age 19. All groups have seen increases in these percentages in recent years.

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 data’](#) Next update due December 2020

[‘Destinations of key stage 4 and key stage 5 pupils: 2018’](#) Next update due October 2020

[‘Widening participation in higher education: 2019’](#) Next update due July 2020

Employment status for adults with learning disabilities

In the 2018-19 financial year, 5.9% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment, compared to 6.0% in the previous year.

Accommodation status for adults with learning disabilities

In the 2018-19 financial year, 77.4% of adults with learning disabilities aged 18-64 who were receiving support from social services lived in their own home or with their families, compared to 77.2% in the previous year.

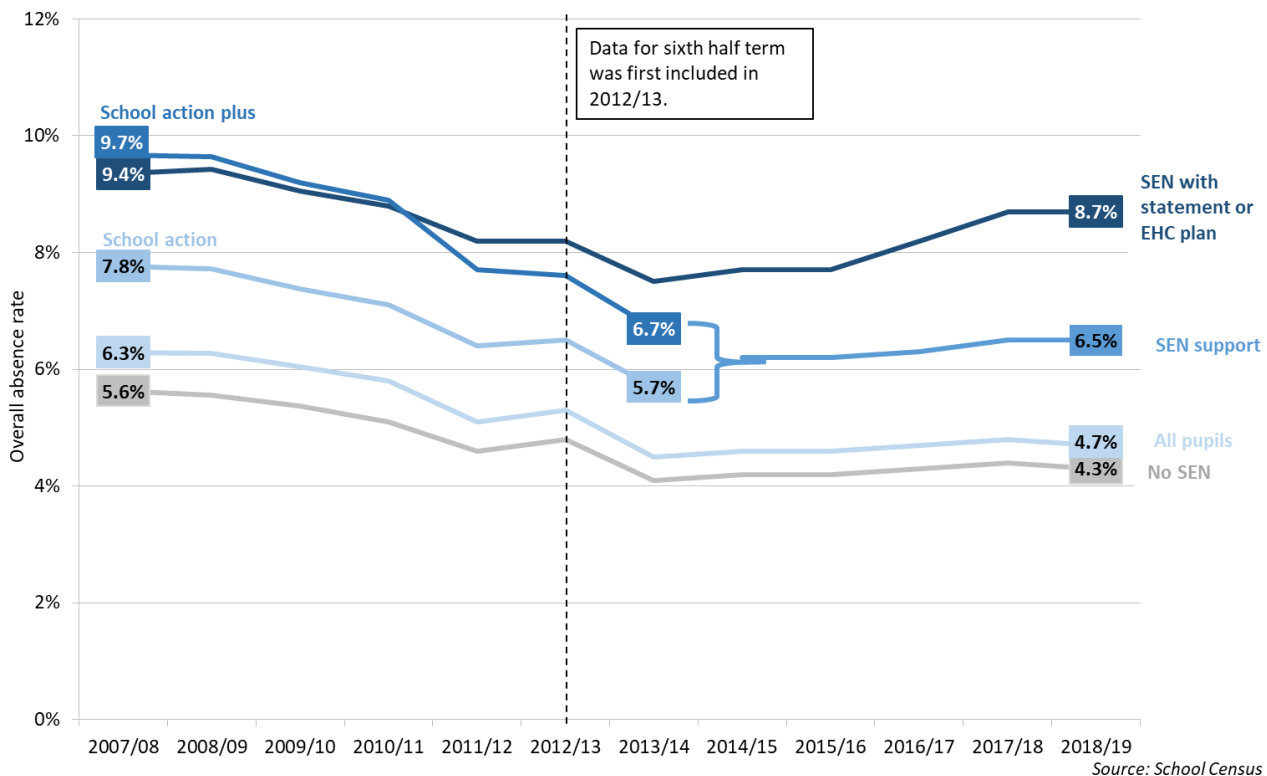
More information on Adult Social Care outcomes can be found in the following publication:

['Measures from the Adult Social Care Outcomes Framework, England - 2018-19'](#) Next update due October 2020

Absence and exclusions

Absence

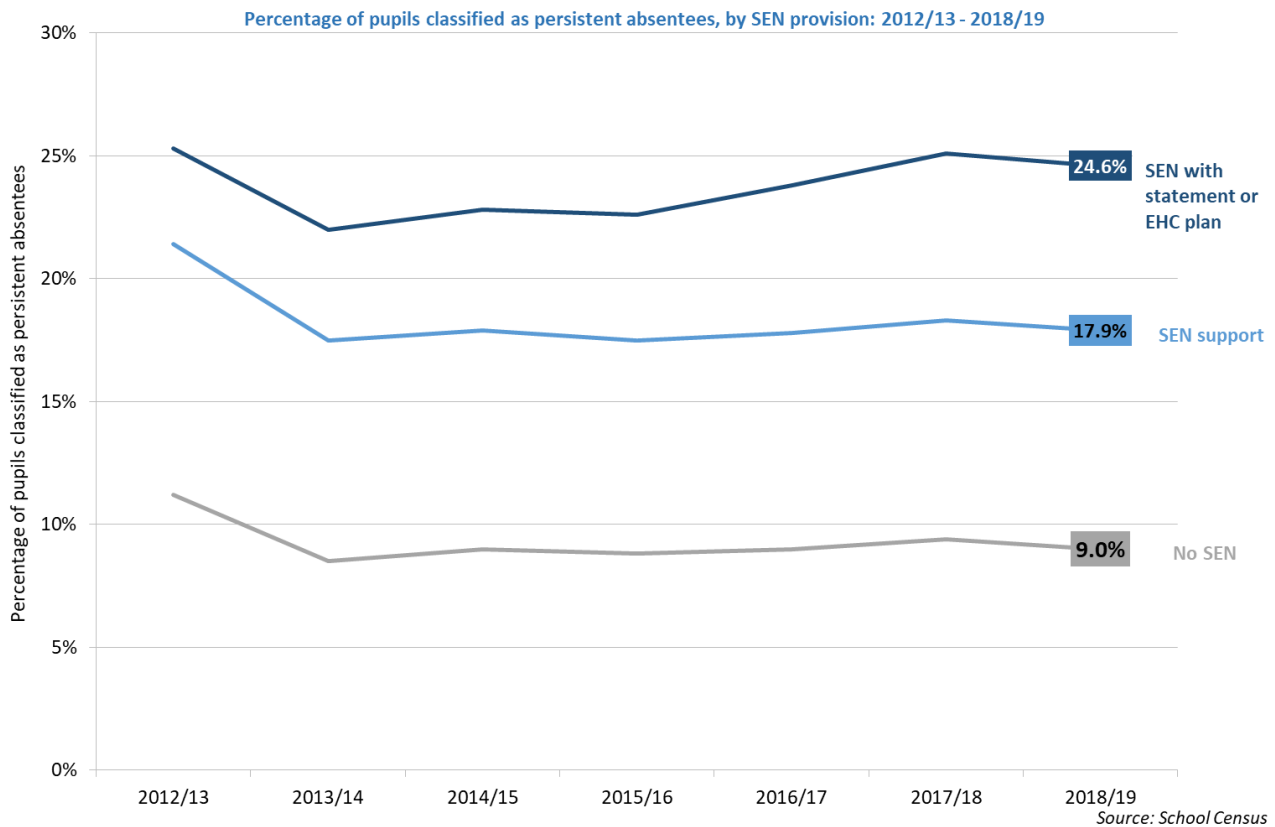
Percentage of sessions missed due to overall absence, by SEN provision: 2007/08 - 2018/19



8.7% of sessions were missed for pupils with EHC plans in 2018/19 compared to 6.5% for pupils on SEN support and 4.3% for pupils without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2018/19, these pupils missed 15.0% of sessions (although authorised absence makes up most of this as the authorised absence rate was 13.8%).

A regulation amendment in September 2013 stated that term-time leave could only be granted in exceptional circumstances which explains the sharp fall in absence between 2012/13 and 2013/14.



24.6% of pupils with EHC plans were persistent absentees in 2018/19 compared to 17.9% for pupils on SEN support and 9.0% for pupils without SEN.

Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

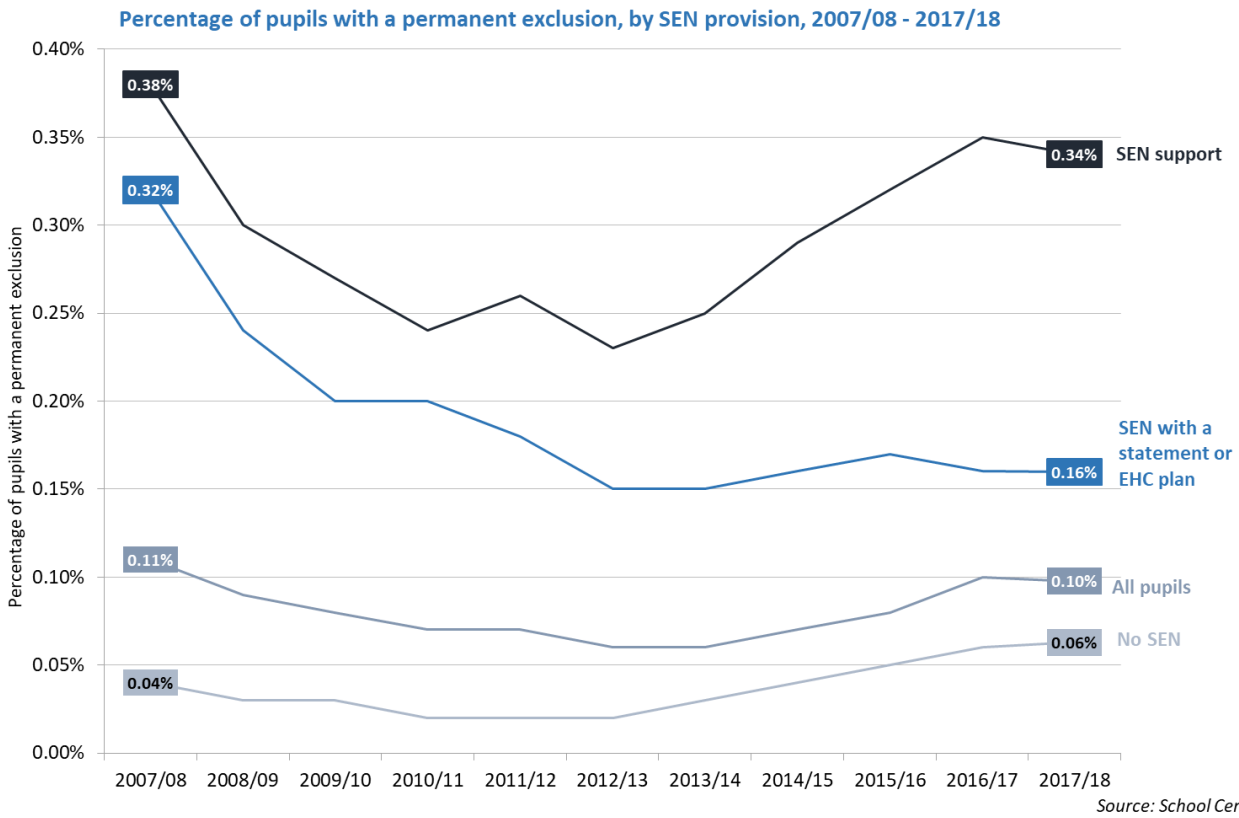
More information on absence and can be found in the following publications:

[‘Pupil absence in schools in England: 2018 to 2019’](#) Next update due March 2021

Exclusions

Pupils with special educational needs (SEN) account for just under half of all permanent exclusions and fixed period exclusions.

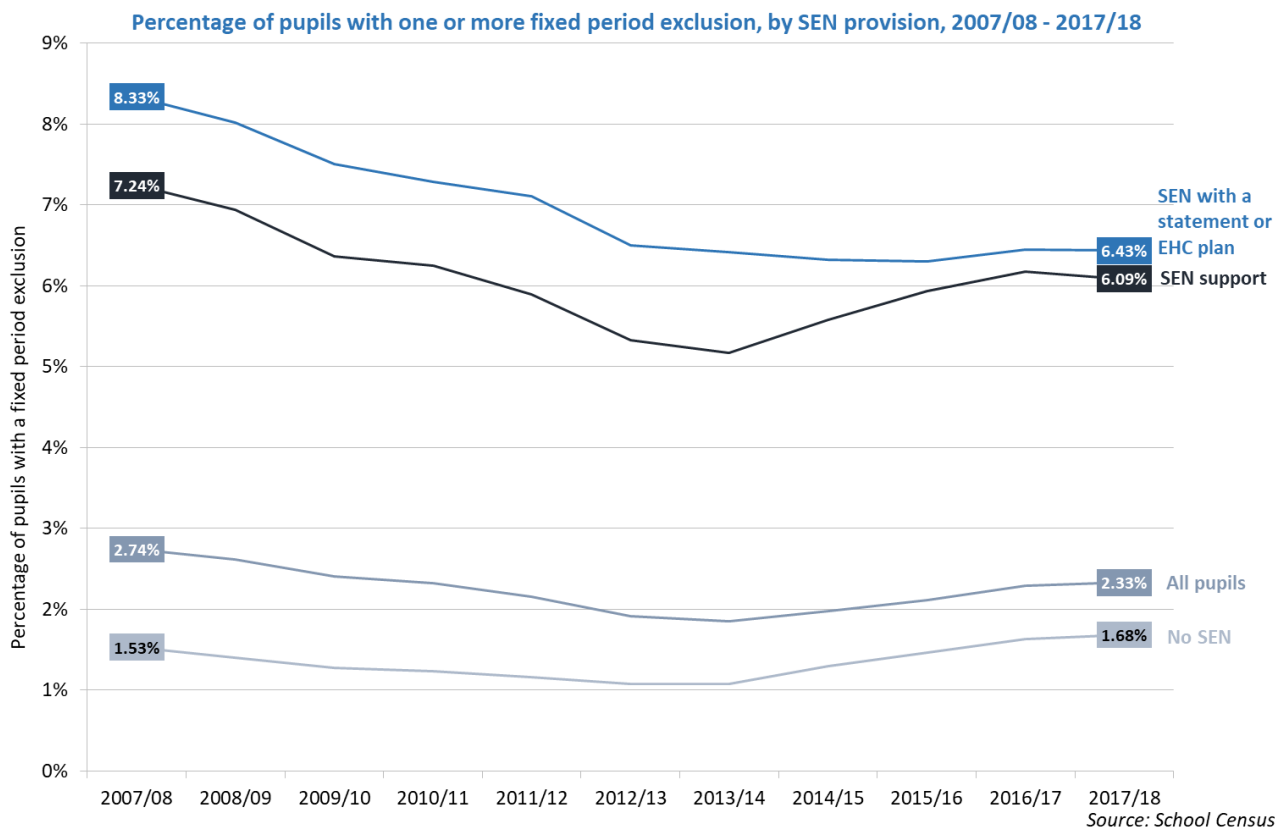
Permanent exclusions



The permanent exclusion rate for pupils on SEN support in 2017/18 was 0.34%, compared to 0.16% for pupils with statements or EHC plans and 0.06% of pupils with no SEN.

Pupils with primary type of need ‘Social, emotional and mental health’ (SEMH) had the highest permanent exclusion rate in 2017/18 at 1.02%.

Fixed period exclusions



6.09% of pupils on SEN support received one or more fixed period exclusion in 2017/18 compared to 6.43% of pupils with statements or EHC plans and 1.68% of pupils with no SEN.

Pupils with primary type of need 'Social, emotional and mental health' (SEMH) had the highest percentage of enrolments with one or more fixed period exclusion in 2017/18 at 17.10%.

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

['Permanent and fixed-period exclusions in England: 2017 to 2018'](#) Next update due July 2020

Experience of the SEND system

Total number of EHC plans maintained by local authorities

There were 390,109 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2020.

This is an increase of 36,114 (10%) from 353,995 as at January 2019. This is driven by increases across all age groups, with largest percentage increases in the 20-25 age group (34%).

The total number of children and young people with statements or EHC plans has increased each year since 2010.

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

There were 53,899 children and young people with new EHC plans made during the 2019 calendar year. This is an increase of 10% when compared to 2018.

Timeliness of issuing statements and EHC plans

In 2019, 60.4% of new EHC plans were issued within 20 weeks.

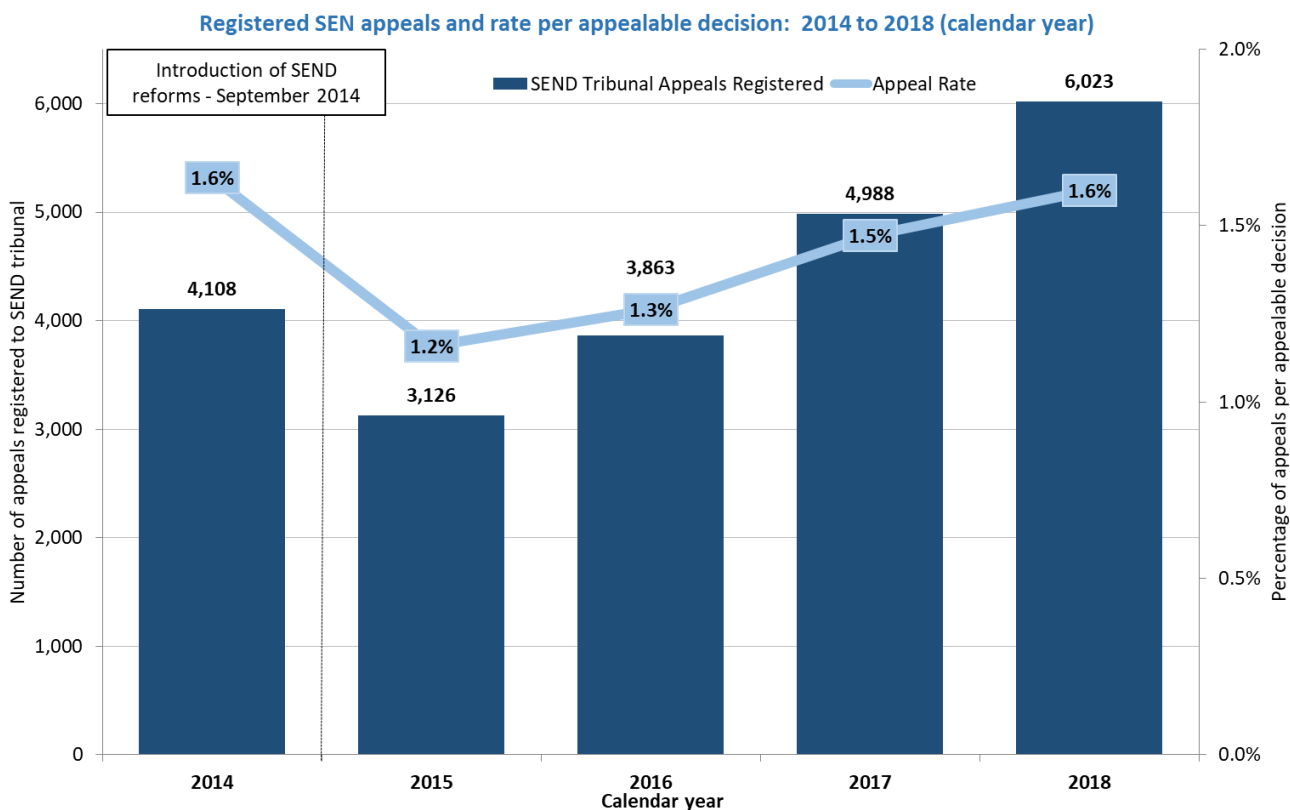
This shows a small increase from 2018, when 60.1% of new EHC plans were issued within the 20 week time limit. This figure excludes exceptional cases where the local authority need not comply with the 20 week time limit if it is impractical to do so.

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

[‘Education, Health and Care plans: England 2020’](#) Next update due May 2021

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 6,023 appeals registered in 2018 (calendar year), which is equivalent to around 1.6% of appealable decisions. This is an increase compared to the previous year when there were 4,988 appeals registered equivalent to 1.5% of appealable decisions.



Of the 7,002 registered SEND appeals in 2018/19 (academic year), approximately one third (31%) were against 'refusal to secure an Education, Health and Care (EHC) assessment' and over half (54%) were in relation to the content of EHC plans; these proportions are similar to 2017/18.

The most common type of need identified in SEND appeals continues to be Autistic Spectrum Disorder (ASD), accounting for 45% (3,141) of all SEND appeals; this reflects the most common primary type of need for all pupils with an EHC plan.

The most common age for the child or young person for whom the appeal is registered is aged 5-16 (80%), followed by the post-16 age group (11%). The percentage in the post-16 age group has increased in recent years, following the extension of the right to appeal to this age group, however this percentage fell for the first time in 2018/19 (from 13% in 2017/18)

In 2018/19 HMCTS recorded 5,900 outcomes in relation to SEN appeals, an increase of 18% compared to 2017/18, as detailed below:

	2018/19	2017/18
Total outcomes	5,900	5,000
Withdrawn	21% (1,247)	25% (1,244)
Conceded	35% (2,039)	29% (1,458)
Outcomes decided by tribunal	44% (2,614)	46% (2,298)
<i>Of decided, in favour of appellant</i>	<i>92% (2,416)</i>	<i>89% (2,035)</i>

A 2-year national trial began on 3 April 2018 to extend the power of the SEND tribunal to allow it to make non-binding recommendations on the health and social care aspects of EHC plans. The data shows that in 2018/19, there were 908 appeals registered with the SEND tribunal for recommendations in relation to Health or Social Care elements.

The quarterly tribunal statistics, which were published in March 2020 show 1,497 tribunal receipts with the SEND tribunal between October-December 2019, which is an increase of 4% based on the same period in 2018 (there were 1,444 between October-December 2018).

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

[‘Tribunals statistics’](#) Next update due June 2020

Disability

The DWP Family Resources Survey shows that in 2018-19, 8% of children in the UK had a disability (around 1.1 million children). This proportion has remained relatively stable since 2007-08. For disabled children, the most common impairments are social and behavioural (42%), learning disability (34%), mental health (27%) and stamina, breathing and fatigue (24%).

The DfE Childcare and Early Years survey of Parents for 2018 suggests that seven percent 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 (12%) compared with children in couple families (6% and 7% 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 12.4% of the 399,510 Children in Need at 31 March 2019 have a recorded disability.

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

[‘Family Resources Survey 2018-19’](#) Next update due March 2021

[‘Childcare and early years survey of parents 2018’](#) Next update due December 2020

[Characteristics of children in need 2018 to 2019](#) Next update due November 2020

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 inspection framework and handbook. Outcome letters from these inspections can be found here: “[Ofsted/ CQC outcomes link](#)”

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



Department
for Education

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