

# Special Educational Needs Information Act

An Analysis  
2011

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# Introduction

Improving outcomes for children and young people is key to the ambitious vision for reform set out in *Support and aspiration: A new Approach to special educational needs and disability* (<http://www.education.gov.uk/publications/eOrderingDownload/Green-Paper-SEN.pdf>) which included wide ranging proposals to improve outcomes for children and young people who are disabled or have special educational needs.

The information in this publication supports this vision as it will help teachers, parents, school governing bodies, local authorities and those they work with to assess the quality and efficiency of the provision they make with a view to improving those outcomes.

## What are special educational needs?

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. One in every five pupils has a special educational need; about 1.7 million. This is a large and very important group of young learners.

Pupils with special educational needs are currently<sup>1</sup> classified into three distinct provisions of need: School Action, School Action Plus or with statements of special educational needs:

- School Action – where extra or different help is given, from that provided as part of the school’s usual curriculum.
- School Action Plus – where the class teacher and the SENCO<sup>2</sup> receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of special educational needs when a formal assessment has been made. A document setting out the child’s needs and the extra help they should receive is in place.

Pupils with special educational needs may need extra help because of their type of need. These are listed in the Glossary and include: profound and multiple learning difficulty; behaviour, emotional and social difficulty; and speech, language and communication needs.

## What is in this publication?

This is an annual publication which draws together data from a number of key public data sets and supports the Government’s commitment to make information publicly available in a transparent way. It presents information at national and local levels about the characteristics and attainment of pupils with special educational needs. In addition,

<sup>1</sup> “Support and aspiration: A new approach to special educational needs and disability” proposes replacing these with a single assessment process and combined Education, Health and Care plans.

<sup>2</sup> A SENCO (or special educational needs coordinator) is a member of staff at school who has responsibility for coordinating special educational need provision within that school (see the Glossary for the full definition).

this year's publication also includes, for the first time, provisional data on the numbers of disabled children. However, this was experimental data in 2011 which was recorded for a small percentage of children and so its findings should be treated with caution. Further information is available in Chapter 1 of this publication.

## The publication

The main body of this publication presents national level data and information by local authority is available alongside the national figures at: <http://www.education.gov.uk/rsgateway/DB/STR/d001032/index.shtml>.

**Chapter 1** provides a basic breakdown of the characteristics of pupils with special educational needs, by their age, gender, ethnic origin, school type attended, eligibility for free school meals, first language and whether they had been identified as a looked after child, and Local Authority indicators on the timeliness of statements of special educational needs.

**Chapter 2** compares the attainment of pupils with special educational needs at Early Years Foundation Stage and Key Stages 1, 2 and 4, with attainment by characteristic and the gap in attainment between pupils with special educational needs and their peers at Key Stages 2 and 4.

**Chapter 3** looks at pupils with special educational needs making the expected progress from Key Stage 2 to Key Stage 4.

**Chapter 4** looks at the attainment and activities of 19 year olds with special educational needs.

**Chapter 5** compares the absence and exclusion data for pupils with special educational needs.

## What changes have been made to this year's publication?

With the help of feedback received in response to previous publications, the following changes have been made to this year's publication:

- **Characteristics (Chapter 1):** this now includes information on the timeliness of statements of special educational needs which have been moved from the chapter on local authority indicators. Information on gifted and talented children has been removed following the ceasing of that classification.
- **Attainment (Chapter 2):** this now includes a time series on attainment at Key Stage 2. Indicators on attainment gaps between pupils with and without special educational needs at Key Stages 2 and 4 have been moved to this chapter from the chapter on Local Authority indicators. Information on P scales has been removed as they are no longer collected by the Department.
- **Local Authority indicators:** this chapter has been removed and their information has been merged into Chapters 1 and 2.

- Progress (Chapter 3): progression measures between Key Stage 1 and Key Stage 2 are not included for this year due to a change in the methodology for calculating this progression which is not complete at the time of publication. Key Stage 1 to 2 progression for pupils in both 2010 and 2011 is expected to be included in next year's version of this publication.
- 19 year olds (Chapter 4): new information on main activities and experiences up to the age of 19 for pupils with special educational needs.
- Absence and exclusion (Chapter 5): this now includes information on the absence reasons for persistent absentees for pupils with special educational needs.

## Further feedback

We are extremely grateful to those who have provided feedback on previous publications in this series. Your views have influenced the changes made to this year's publication. In a similar spirit, we would welcome views again on this publication, in terms of:

1. What would you like to see included in future publications (time series, different analysis etc.)?
2. Was it easy to read and understand? If not, what did you find difficult or unclear?
3. Were the graphs, charts and web based tables clear? If not, how could they be improved?
4. Was the content informative, interesting and well-presented?
5. What information did you find the least useful?
6. Any other comments.

Please send your comments to [Andrew.Brook@education.gsi.gov.uk](mailto:Andrew.Brook@education.gsi.gov.uk).

It would be helpful if you could also tell us why you are interested in pupils with special educational needs and agree that we can consult you about future editions of this publication. We will not use your contact details for any other purpose.

## Legal information

On 1 January 2009 the Special Educational Needs (Information) Act 2008 came into effect. This requires the Secretary of State for Education to publish information about pupils in England, with special educational needs, each calendar year, in order to help improve the well-being of these pupils.

This information was published for the first time, under the Act on 8 October 2009 at <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml> and for the second time on 19 October 2010 at

<http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. This is the third annual publication under the Act.

## Statistical note

The Special Educational Needs (Information) Act 2008 required the Secretary of State to publish information about pupils in England with special educational needs every calendar year. This annual statistical publication was designed by statisticians in collaboration with policy officials to meet this requirement. It provides commentary and analysis that aid interpretation and formats for the presentation of the statistics in graphs and tables that enhance clarity, interpretability and consistency. It draws on a range of statistics, most of which have been previously published, some of them as National Statistics.

## Enquiries

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# Chapter 1 – Prevalence of pupils with special educational needs

## Introduction

This chapter contains information on the numbers of pupils with special educational needs. It provides a breakdown according to pupil characteristics (such as ethnic group, eligibility for free school meals and information on first language) for each of the provisions and primary types of special educational need. It also provides information on the prevalence of special educational needs among looked after children.

See Data Annex 1 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STR/d001032/index.shtml>. All numbers which appear in this section were taken from the School Census (see Data Annex 1 for further details) unless otherwise stated. Numbers and special educational need provision were based on the position in the January of the year in question unless otherwise stated.



## Key findings on the prevalence and characteristics of pupils with special educational needs

### Overall prevalence

The number of pupils with special educational needs in England increased from around 1.53 million (19 per cent of) pupils in 2006 to approximately 1.67 million (21 per cent) in 2011. The number of pupils with statements of special educational needs decreased from 236,730 in 2006 to 224,210 in 2011.

Of pupils with statements in 2011, the most common types of primary need were autistic spectrum disorder and moderate learning difficulties, and the least common was multi-sensory impairment.

### Gender

Boys were two and a half times more likely than girls to have statements at primary school and were nearly three times more likely to have statements at secondary school compared to girls.

### Ethnicity

Black pupils were the most likely to have special educational needs at primary schools and special educational needs without statements at secondary schools. Chinese pupils were the least likely to have special educational needs at both primary and secondary schools.

### Free school meal eligibility

Pupils with special educational needs were much more likely to be eligible for free school meals than those without special educational needs. Of pupils with statements those with a primary need type of behaviour, emotional and social difficulties were most likely to be eligible for free school meals.

### First language

Pupils whose first language was other than English were more likely to have special educational needs without statements compared to pupils whose first language was English. However, statements of special educational needs were more likely to be found among pupils whose first language was English compared to those whose first language was other than English.

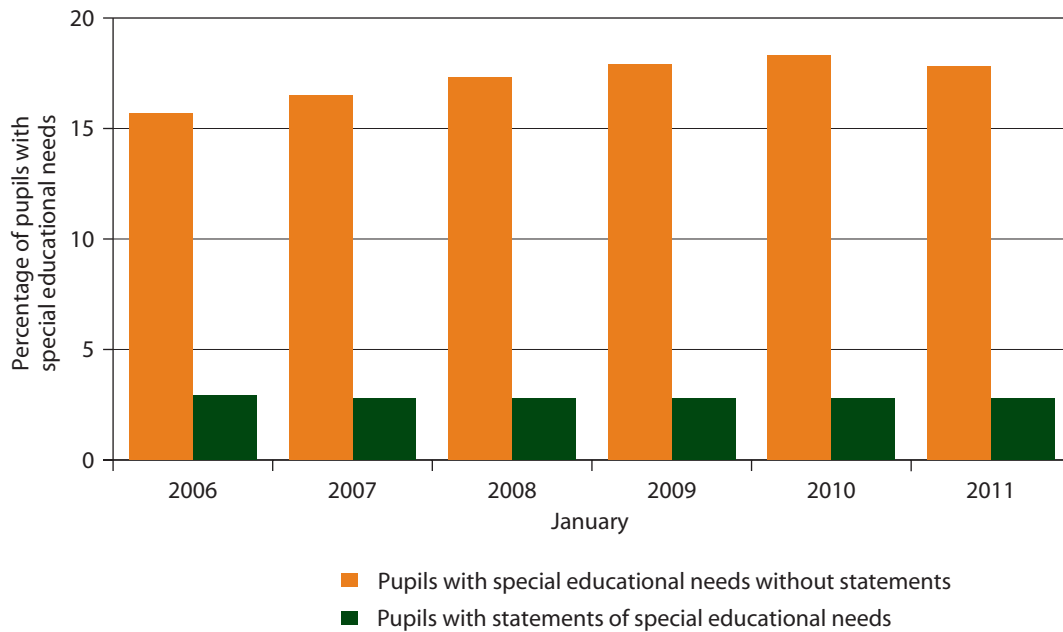
## Percentage of pupils with special educational needs

Figure 1.1 shows the percentage of all pupils in England with special educational needs, from 2006 to 2011. It shows the percentages of pupils without statements (pupils at School Action and School Action Plus) and with statements in the January of each of the years.

The combined number of pupils at School Action, School Action Plus or with statements increased from around 1.53 million (19 per cent of) pupils in 2006 to approximately 1.67 million (21 per cent) of pupils in 2011.

The proportion of pupils with statements of special educational needs in England has remained fairly stable in recent years, ranging from 2.9 per cent (236,750 pupils) in 2006 to 2.8 per cent (224,210 pupils) in 2011. Over the same period the proportion of all pupils with special educational needs without statements increased from 15.7 per cent (1,293,250 pupils) in 2006 to 17.8 per cent (1,449,685 pupils) in 2011. This 2011 figure shows a slight decrease from the 2010 figure of 18.3 per cent (1,481,035 pupils).

**Figure 1.1: Percentage of pupils at all schools with special educational needs, 2006 to 2011**



Web based Table 1.1 shows the numbers and percentages of pupils with special educational needs.

## School types attended by pupils with special educational needs

Figure 1.2 shows the school types attended by the 1,449,685 pupils who had special educational needs without statements in 2011. The vast majority of these pupils attended maintained primary (51.2 per cent) or state funded secondary schools (43.6 per cent) with 4.1 per cent attending independent schools. The remaining pupils (around 1.1 per cent) attended one of the other school types shown in Figure 1.2. The description 'maintained primary schools' refers to those schools maintained by the Local Authority, including middle schools deemed as primary. The description 'state funded secondary schools' refers to those schools maintained by the Local Authority including middle schools deemed as secondary, city technology colleges and academies.

Data on school types attended by all pupils can be found in the Statistical First Release entitled *Schools, Pupils and their Characteristics: January 2011*, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>. Table 2a, which is available from the above weblink, shows that the distribution of school types attended by all pupils in January 2011 was very similar to those with special educational needs without statements. However, pupils with special educational needs without statements were less likely to attend independent schools than all pupils.

**Figure 1.2: Percentage of pupils with special educational needs without statements by school type attended in 2011**

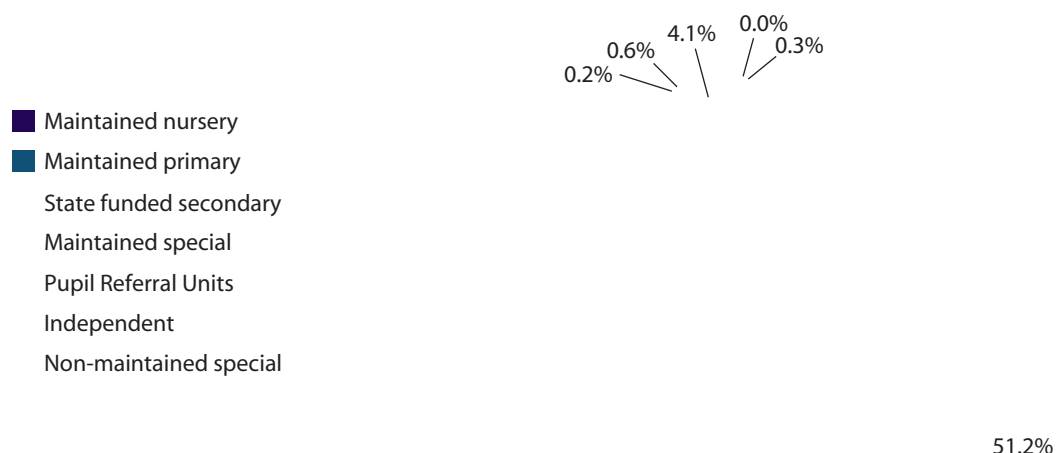
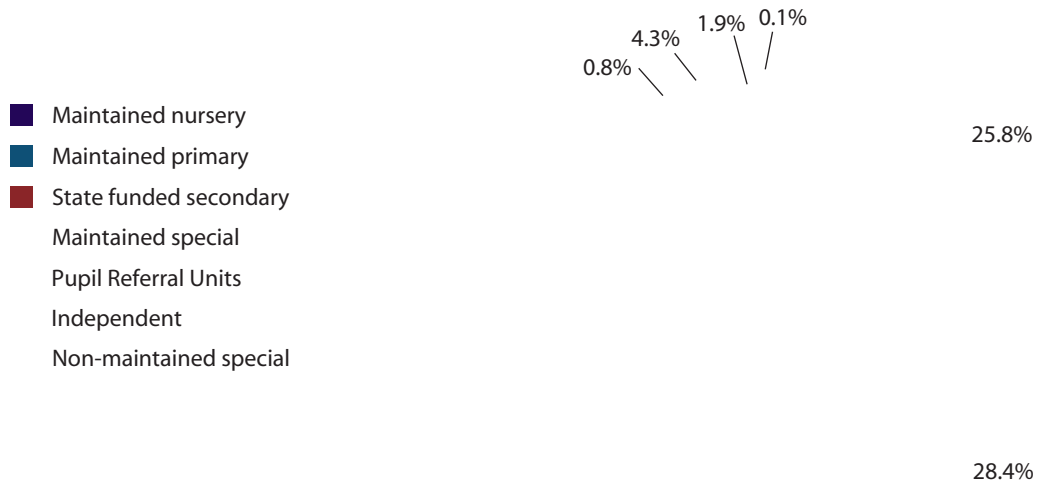


Figure 1.3 shows the school types attended by the 224,210 pupils who had statements of special educational needs in 2011. The distribution of school types attended by pupils with statements was wider than that shown for pupils with special educational needs without statements. Of the pupils with statements of special educational needs in 2011, 38.7 per cent attended maintained special schools (including general hospital schools), 28.4 per cent attended state funded secondary schools, 25.8 per cent attended maintained primary schools, 4.3 per cent attended independent schools and 1.9 per cent attended non-maintained special schools. The remaining pupils (less than 1.0 per cent) attended pupils referral units or maintained nursery schools.

Web based Table 1.1 shows the numbers and percentages of pupils with special educational needs by school type attended. It shows that the percentage of pupils with statements attending maintained special schools has increased from 34.9 per cent in 2006 to 38.7 per cent in 2011. Over the same period, the percentage of pupils with statements attending maintained mainstream schools (nursery, primary, secondary, academies and city technology colleges) has decreased from 59.1 per cent in 2006 to 54.3 per cent in 2011.

**Figure 1.3: Percentage of pupils with statements of special educational needs by school type attended in 2011**

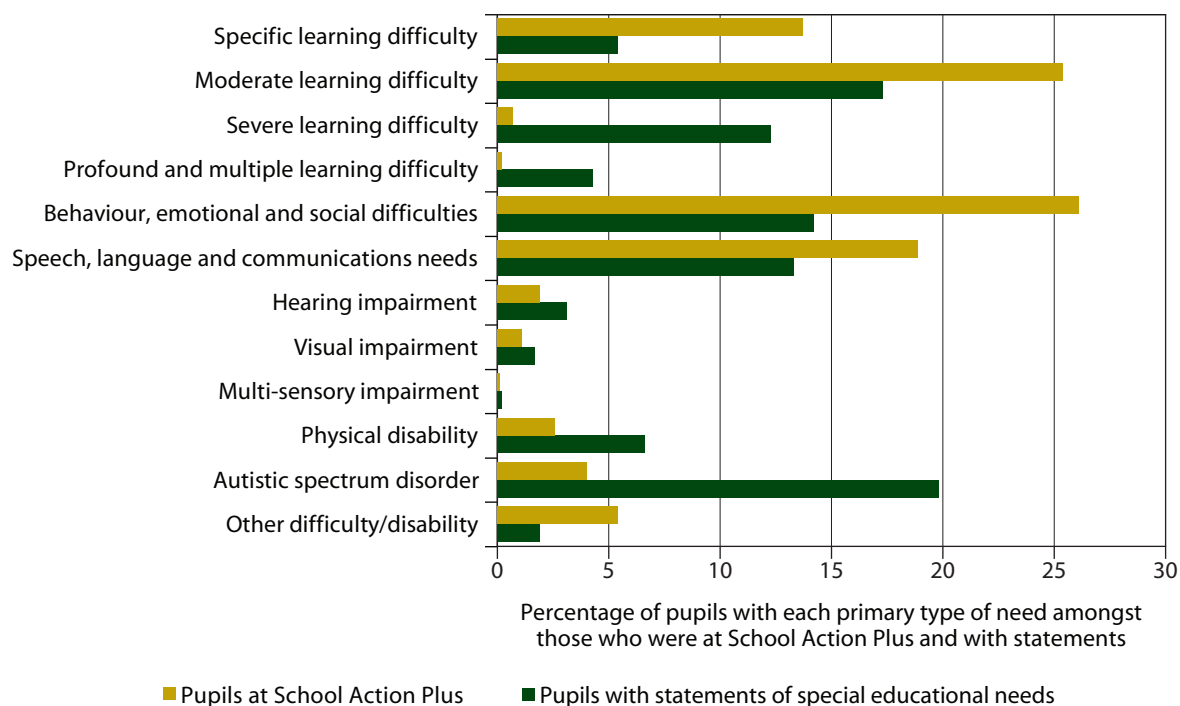


## Prevalence of primary type of special educational need

Figure 1.4 shows percentages of pupils who were under each of the 12 primary types of need (e.g. pupils with specific learning difficulty, hearing impaired, etc) at School Action Plus and with statements in 2011. Primary need information is only available for these two groups.

Of the 212,335 pupils with statements attending maintained primary, state funded secondary and all special schools (both maintained and non-maintained) in 2011, the most common types of primary need were autistic spectrum disorder (19.8 per cent) and the least common was multi-sensory impairment (0.2 per cent). Of the 489,055 pupils at School Action Plus within the same school types as above, the most common types of primary need were behaviour, emotional and social difficulties (26.1 per cent) and moderate learning difficulties (25.4 per cent) and the least common were multi-sensory impairment (0.1 per cent) and profound and multiple learning difficulties (0.2 per cent).

**Figure 1.4: Percentage of pupils with each primary type of need amongst those who were at School Action Plus and with statements in 2011**



Web based Table 1.2 shows the numbers and percentages of pupils at School Action Plus and with statements by primary type of need and school type for 2010 and 2011.

In January 2011, 27.9 per cent of all maintained primary school pupils at School Action Plus or with statements had speech, language and communication needs. This was the most common type of primary need in maintained primary schools. 30.0 per cent of all state funded secondary school pupils at School Action Plus or with statements had behavioural, emotional and social difficulties. This was the most common type of primary need in state funded secondary schools. Pupils at special schools (both maintained and non-maintained) were most likely to have severe learning difficulties (24.0 per cent).

## Boys and girls with special educational needs

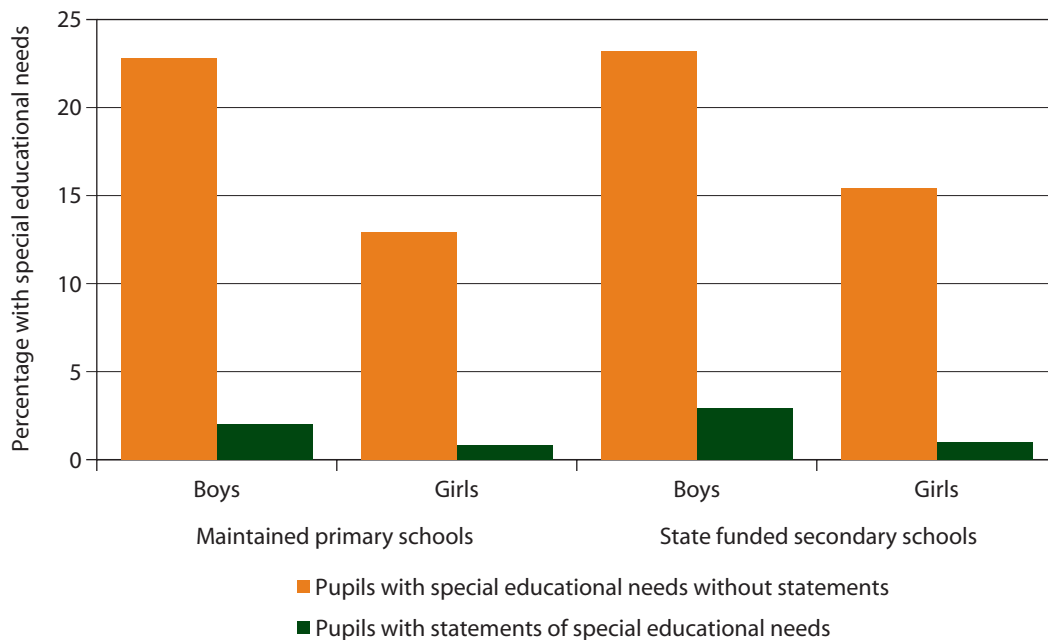
Figure 1.5 shows the percentage of boys and girls with special educational needs by school type. It shows the numbers without statements (pupils at School Action and School Action Plus) and with statements, in January 2011.

Boys were two and a half times more likely than girls to have statements at primary school and were nearly three times more likely to have statements at secondary school compared to girls in 2011. 2.0 per cent of boys (41,980 pupils) at primary schools had statements compared to 0.8 per cent of girls (15,870 pupils). At secondary school, 2.9 per cent of boys (47,375 pupils) had statements compared to 1.0 per cent of girls (16,345 pupils).

There were also more boys than girls with special educational needs without statements in 2011. 22.8 per cent of boys at primary school (480,525 pupils) and 23.2 per cent of

boys at secondary school (382,400 pupils) were at School Action and at School Action Plus compared to 12.9 per cent of girls at primary school (262,040 pupils) and 15.4 per cent of girls at secondary school (249,015 pupils).

**Figure 1.5: Percentage of boys and girls with special educational needs in 2011**



Web based Table 1.3 shows the numbers and percentages of boys and girls with special educational needs at School Action, School Action Plus and with statements in 2011. Table 1.3 also shows data for pupils in special schools in 2011.

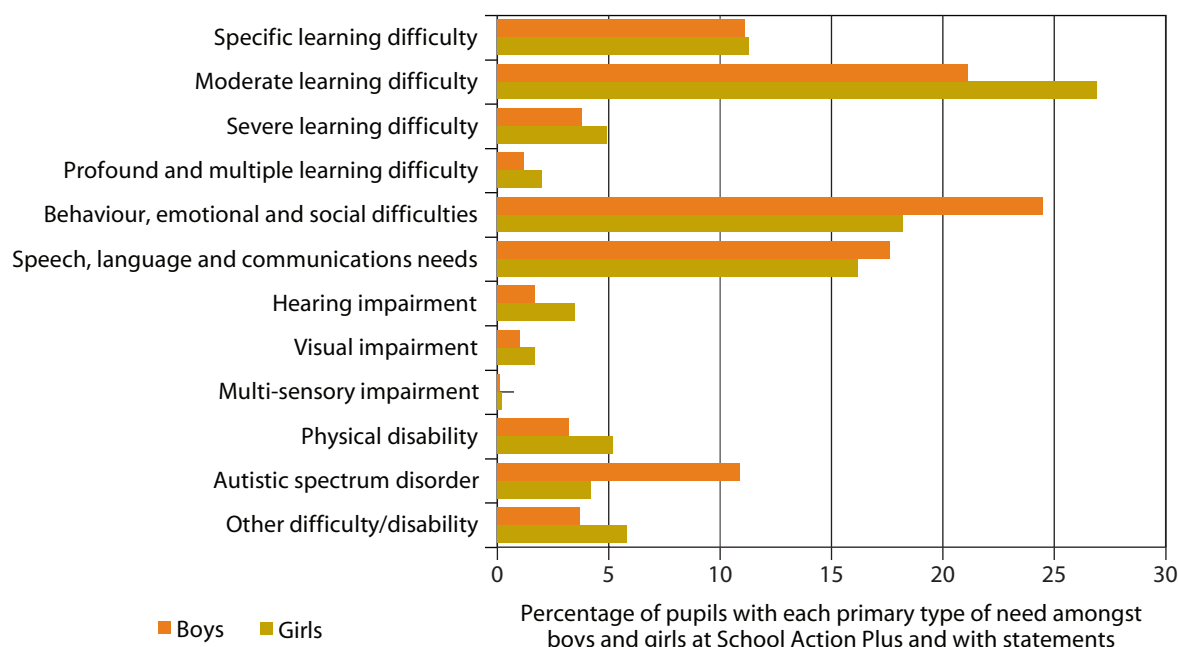
## Percentage of primary type of special educational need among boys and girls

Figure 1.6 shows the distribution of the primary types of special educational need amongst boys and girls at School Action Plus and with statements in January 2011. This information refers to pupils at maintained primary, state funded secondary schools and all special schools.

Boys were most likely to have behavioural, emotional and social difficulties and almost a quarter (24.5 per cent) of boys at School Action Plus or with statements had this as their primary need. Girls were most likely to have moderate learning difficulties and just over a quarter (26.9 per cent) of girls at School Action Plus or with statements had this as their primary need.

Boys were more than twice as likely to have autistic spectrum disorder as their primary need compared to girls. 52,525 (10.9 per cent of) boys had autistic spectrum disorder compared to 9,045 (4.2 per cent of) girls. Girls were more than twice as likely to have a hearing impairment as their primary need compared to boys. 7,700 (3.5 per cent of) girls had a hearing impairment compared to 8,275 (1.7 per cent of) boys.

**Figure 1.6: Percentage of pupils with each primary type of need amongst boys and girls in 2011**



Web based Table 1.4 shows the numbers and percentages of pupils at School Action Plus and with statements by type of need in 2011.

Table 1.4 shows that, at School Action Plus, boys were most likely to have behavioural, emotional and social difficulties (27.9 per cent), while girls were most likely to have moderate learning difficulties (28.8 per cent). Boys were nearly three times more likely to have autistic spectrum disorder compared to girls. Girls were twice as likely as boys to have a hearing impairment.

It also shows that among pupils with statements of special educational needs, boys were most likely to have autistic spectrum disorder (23.4 per cent) and girls were most likely to have moderate learning difficulties (21.7 per cent). Boys were nearly three times more likely to have behaviour, emotional and social difficulties compared to girls and girls were twice as likely as boys to have a hearing impairment.

## Pupils with special educational needs by age

Figures 1.7 and 1.8 show the percentage of pupils with special educational needs, with and without statements at January 2011, according to their age at the start of the academic year. Figure 1.7 shows information on school aged pupils at maintained primary schools, while Figure 1.8 focuses on school aged pupils at state funded secondary schools.

Figure 1.7 shows that the percentage of pupils at primary school with special educational needs without statements increased steadily in each year group up to the age of 9. 8.9 per cent of pupils aged 4 years had special educational needs without statements in 2011. This increased to a maximum of 22.8 per cent for pupils aged 9 years. The percentage of pupils with statements also increased with age at primary school. In

2011, 0.8 per cent of those aged 4 had statements, which increased to 2.2 per cent for those aged 10.

Web based Table 1.5 shows the numbers and percentages used to produce Figure 1.7. Pupils generally attend primary school between the ages of 4 and 10 years (ages at start of academic year). Figures outside this age range in Table 1.5 should be treated with caution due to the small numbers of pupils involved. Age groups have been combined in some cases.

**Figure 1.7: Percentage of pupils aged between 4 and 10 at maintained primary schools with special educational needs in 2011 by their age at the start of the academic year**

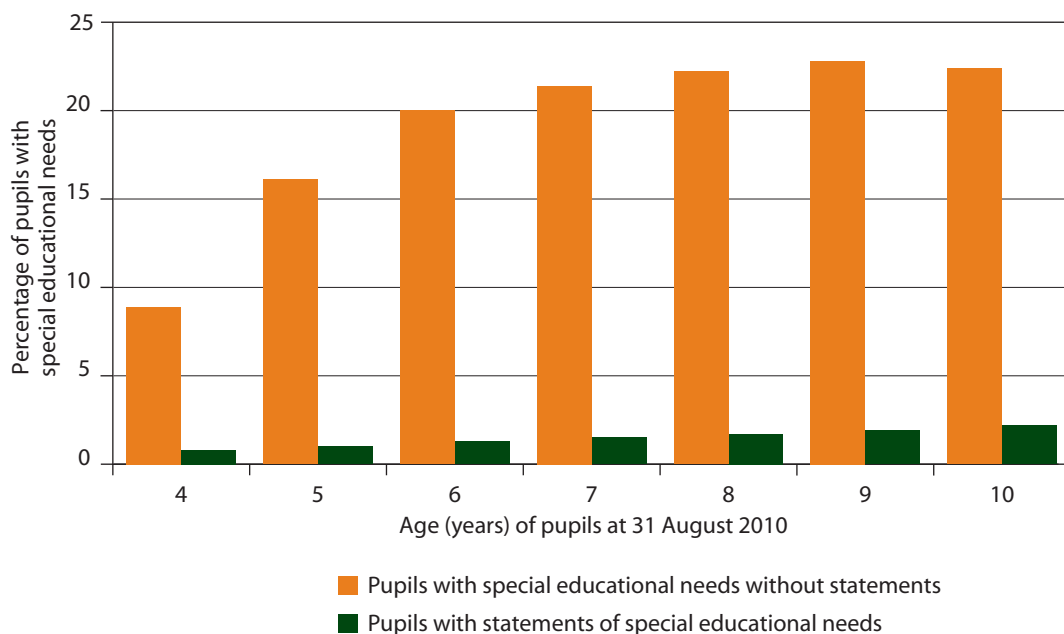
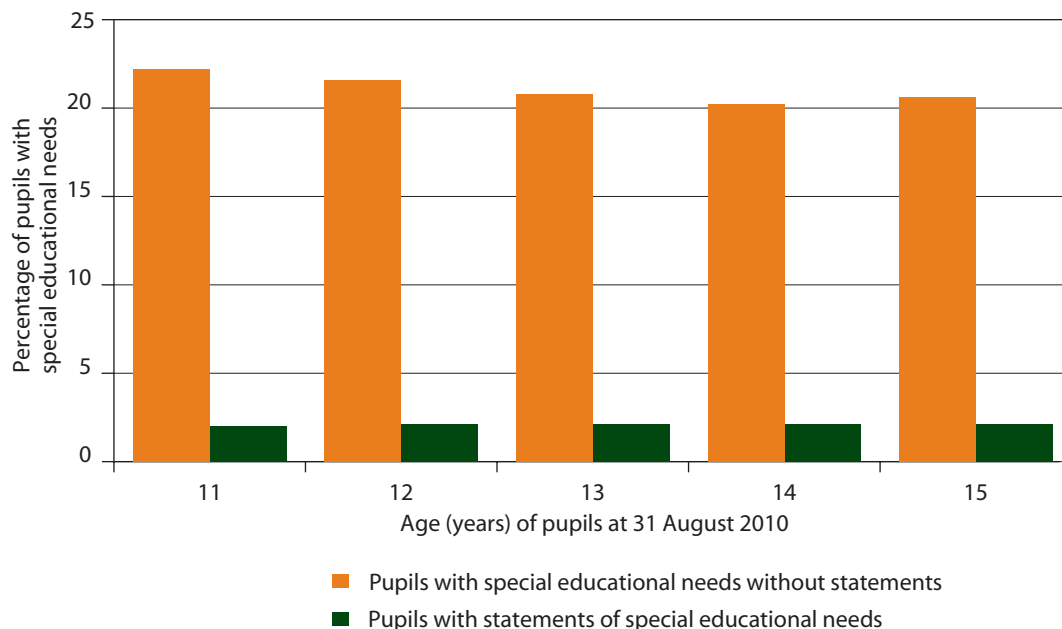


Figure 1.8 shows that the percentage of secondary school pupils (those generally aged 11 to 15 years at the start of the academic year) with special educational needs without statements decreased from 22.2 per cent for 11 year olds to 20.6 per cent for 15 year olds. The percentages of pupils with statements remained fairly stable at about 2.1 per cent between the ages of 11 and 15 years.



**Figure 1.8: Percentage of pupils aged between 11 and 15 at state funded secondary schools with special educational needs in 2011 by their age at the start of the academic year**

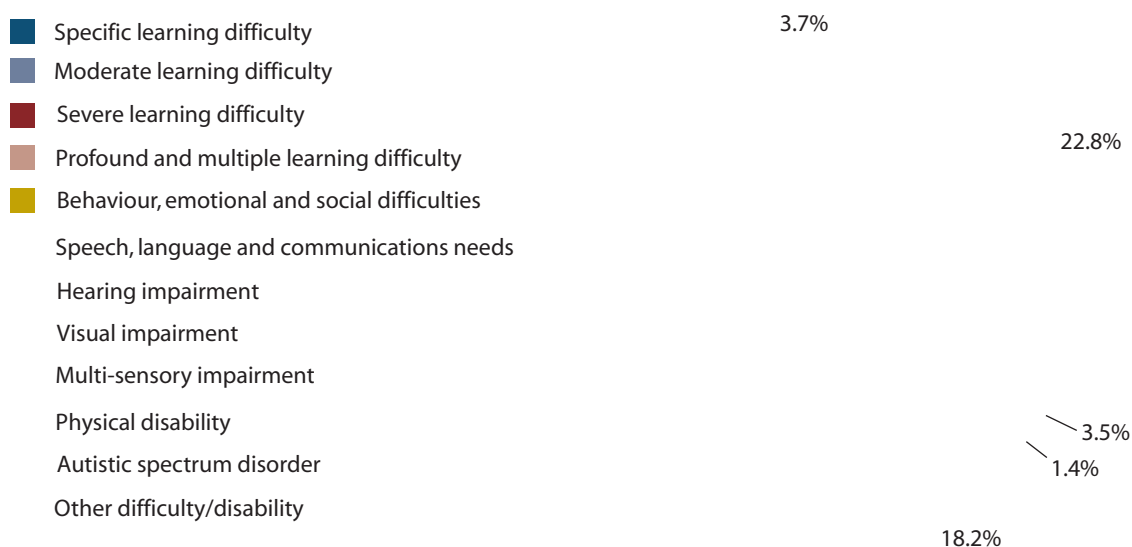


Web based Table 1.5 shows the numbers and percentages used to produce Figure 1.8. Pupils generally attend secondary school between the ages of 11 and 15 years (ages at start of academic year). Figures outside this age range in Table 1.5 should be treated with caution due to the small numbers of pupils involved. Table 1.5 also shows data for pupils who were at special schools in 2011.

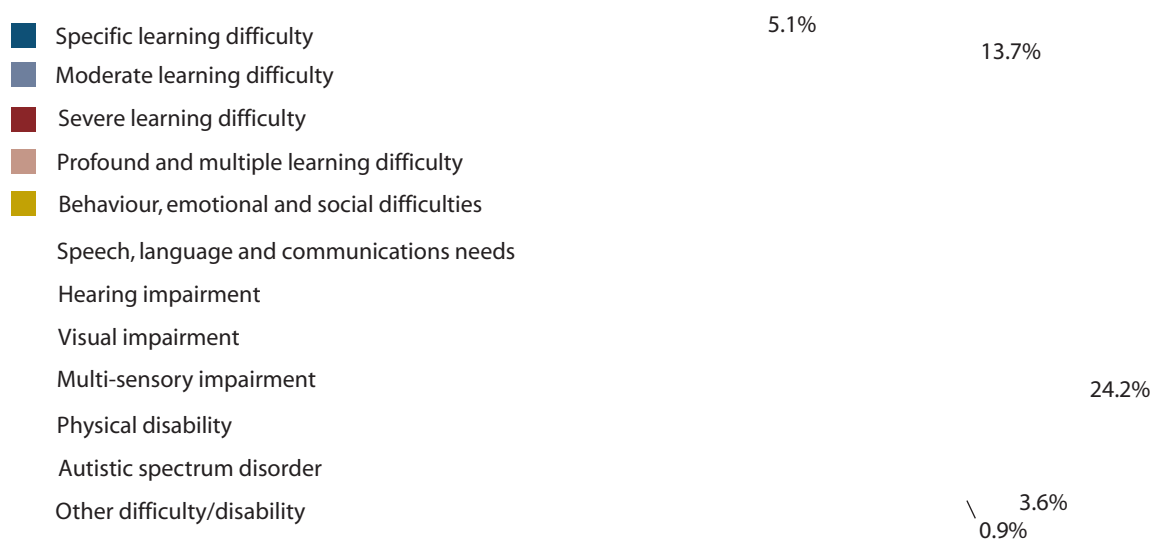
## Prevalence of primary type of special educational need among pupils of different ages

Figures 1.9 and 1.10 show that in January 2011, pupils at School Action Plus and with statements aged 4 to 10 years were most likely to have speech language and communication needs. Between the ages of 11 and 15 years, pupils at School Action Plus and with statements were most likely to have behavioural, emotional and social difficulties. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. Web based Table 1.6 contains the data used to produce Figures 1.9 and 1.10.

**Figure 1.9: Percentages of primary type of need among pupils at School Action Plus and with statements aged 4 to 10 years in 2011**



**Figure 1.10: Percentages of primary type of need among pupils at School Action Plus and with statements aged 11 to 15 years in 2011**



Web based Table 1.6 shows that speech, language and communication needs were the most common type of need for pupils at School Action Plus aged between 4 and 10 years. Behaviour, emotional and social difficulties was the most prevalent type of need for pupils between the ages of 11 and 15 years.

For pupils with statements of special educational needs, Table 1.6 shows that autistic spectrum disorder was the most common type of primary need for pupils aged between 4 and 10 years and moderate learning difficulty was the most common for pupils between the ages of 11 and 15 years.

## Prevalence of special educational needs across the ethnic groups

Figures 1.11 and 1.12 show the January 2011 special educational needs figures broken down by ethnic group. Figure 1.11 shows that black pupils were most likely and Chinese pupils were least likely to have special educational needs at maintained primary schools. Web based Table 1.7a shows the data used to produce Figure 1.11.

**Figure 1.11: Percentage of pupils at maintained primary schools with special educational needs in 2011 by ethnic group**

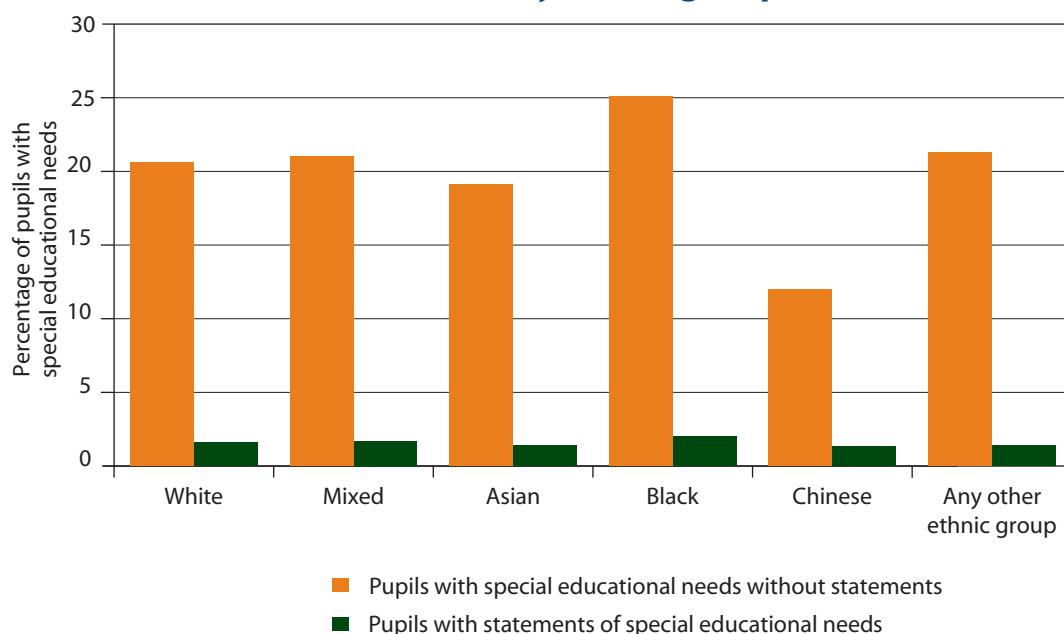
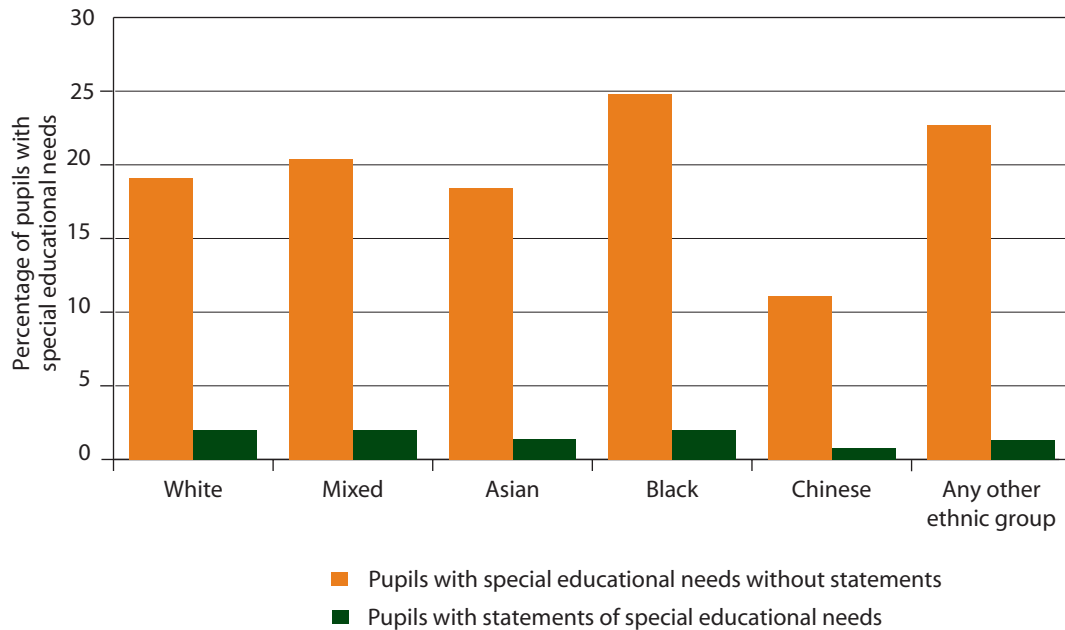


Figure 1.12 shows that at state funded secondary schools, white, mixed race and black pupils were most likely and Chinese pupils were least likely to have statements. Black pupils were most likely to have special educational needs, without statements. The proportion of pupils of each ethnic group with special educational needs is very similar at primary and secondary school. Web based Table 1.7b shows the data used to produce Figure 1.12.

**Figure 1.12: Percentage of pupils at state funded secondary schools with special educational needs in 2011 by ethnic group**



Web based Tables 1.7a and 1.7b show the numbers and percentages for 2011. Table 1.7c shows the figures for special schools in 2011 and Table 1.7d shows the figures for all schools.

## Prevalence of primary type of special educational need among pupils of different ethnic groups

Web based Tables 1.8a and 1.8b show the number and percentage of pupils who had special educational needs in 2011 broken down by ethnic group. White and Asian pupils at School Action Plus and with statements were most likely to have moderate learning difficulties. Black and mixed race pupils were most likely to have behavioural, emotional and social difficulties.

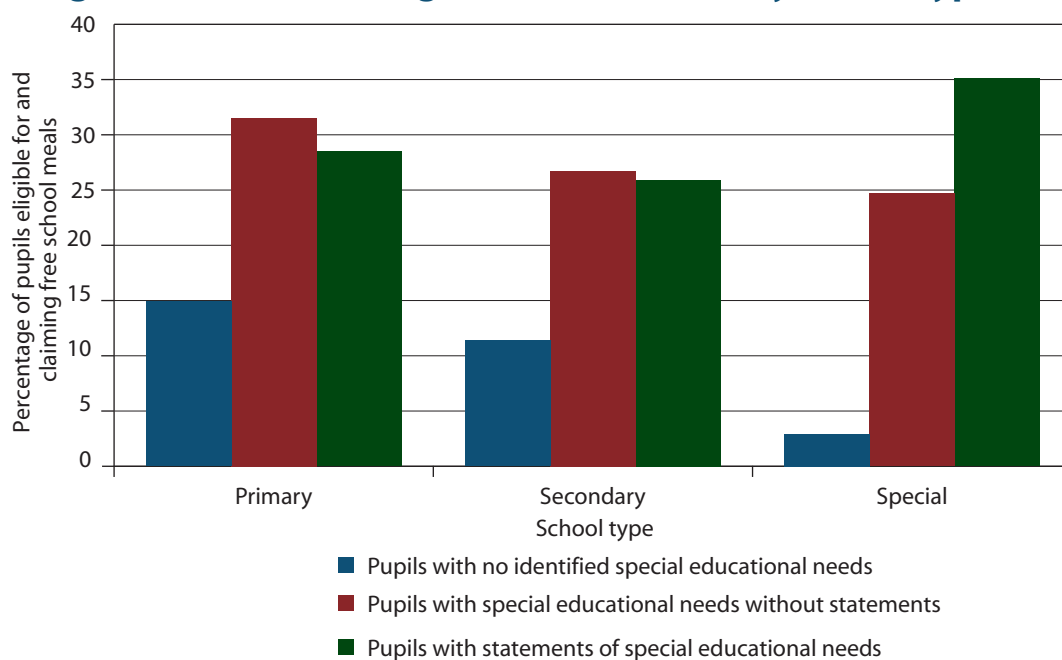
## Pupils with special educational needs by eligibility for free school meals

Figure 1.13 shows the percentage of pupils with special educational needs at maintained primary, state funded secondary and all special schools in January 2011 who were known to be eligible for and claiming free school meals.

Pupils with special educational needs were far more likely to be eligible for and claiming free school meals than those without special educational needs. At primary schools, pupils with special educational needs without statements were more than twice as likely to be eligible for free school meals (31.5 per cent), than those with no special educational needs (14.9 per cent). Those with statements were almost twice as likely to be eligible (28.5 per cent) as those without special educational needs.

Similarly, secondary school pupils with special educational needs were more than twice as likely to be eligible for free school meals (26.7 per cent for those with special educational needs without statements and 25.9 per cent for those with statements), compared to those with no special educational needs (11.4 per cent).

**Figure 1.13: Percentage of pupils with special educational needs who were eligible for and claiming free school meals by school type in 2011**



Pupils were more likely to be eligible for free school meals at primary than at secondary schools. Pupils with statements at special schools were most likely to be eligible for free school meals, where 35.1 per cent of pupils were eligible. At primary and secondary schools, pupils with special educational needs without statements were more likely to be eligible for free school meals than those with statements; a situation which is reversed at special schools.

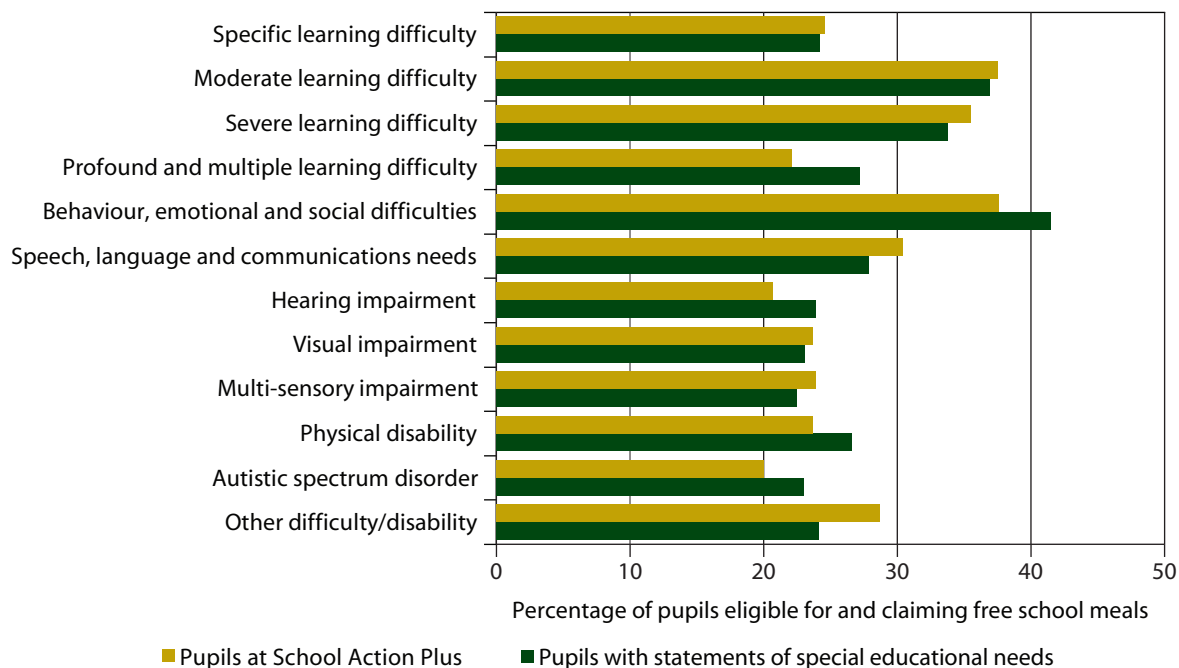
Web based Table 1.9 shows the numbers and percentages of pupils with special educational needs who were eligible for free school meals in 2011.

## Percentages of pupils of each primary type of special educational need who were eligible for free school meals

Figure 1.14 shows the percentage of pupils of each primary type of need at School Action Plus and with statements that were known to be eligible for and claiming free school meals in January 2011. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. At School Action Plus, pupils with behaviour, emotional and social difficulties (37.6 per cent) and moderate learning difficulties (37.5 per cent) were most likely to be eligible for free school meals. Pupils with autistic spectrum disorder were least likely to be eligible for free school meals (20.0 per cent).

Of the pupils with statements in 2011, those with behaviour, emotional and social difficulties (41.5 per cent) were most likely and those with multi-sensory impairment (22.5 per cent) were least likely, of all the primary need types, to be eligible for free school meals. Web based Table 1.10 shows the numbers and percentages for 2011.

**Figure 1.14: Percentage of pupils with each primary type of special educational need who were eligible for and claiming free school meals in 2011**

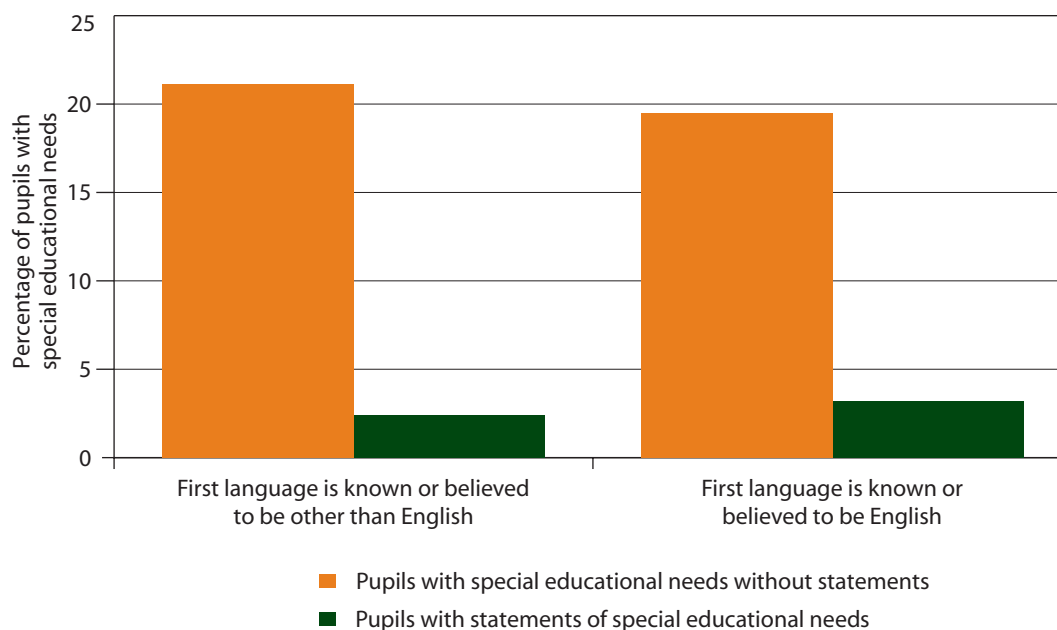


## Pupils with special educational needs by their first language

Figure 1.15 shows the percentage of pupils at maintained primary, state funded secondary and all special schools by their first language who had special educational needs in 2011. Pupils whose first language was known or believed to be other than English were more likely to have special educational needs without statements (21.1 per cent) compared to pupils whose first language was known or believed to be English (19.5 per cent). However, pupils whose first language was English were more likely to have statements of special educational needs (3.2 per cent) than pupils whose first language was other than English (2.4 per cent).

Web based Table 1.11 contains the data used to produce Figure 1.15. Web based Table 1.11 shows that the findings for pupils at primary schools are similar to those at secondary schools. Web based Table 1.11 shows the figures for all special schools.

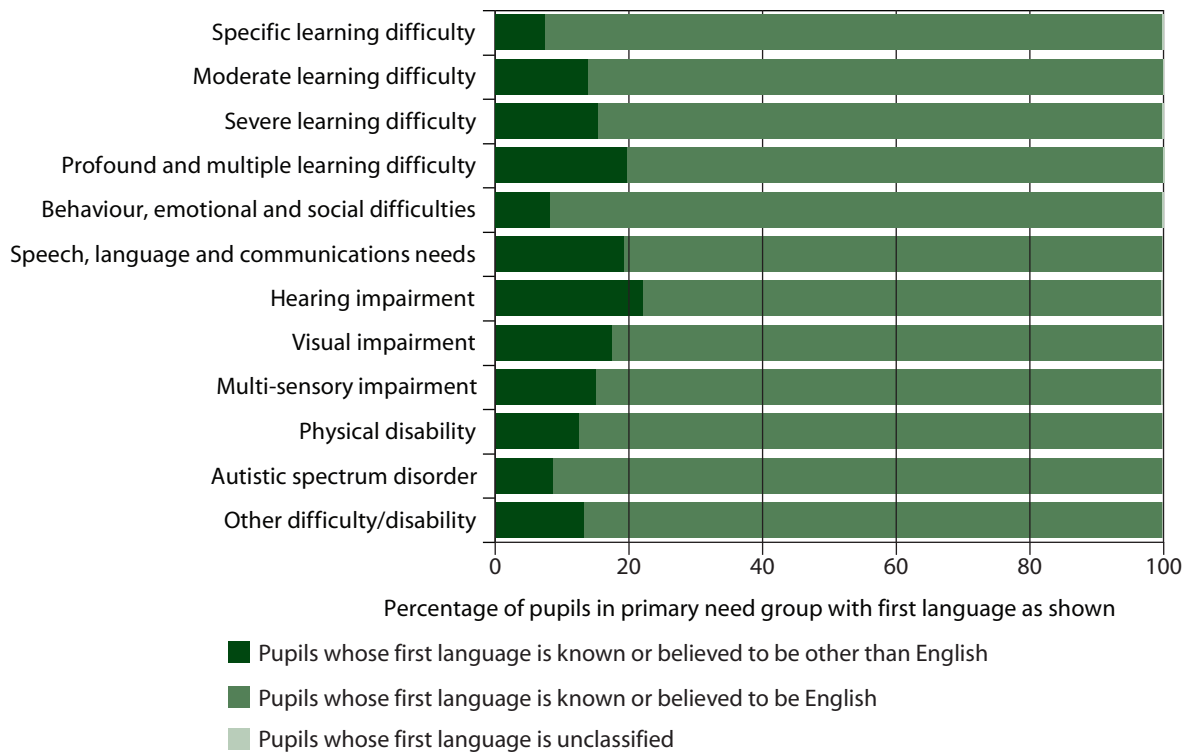
**Figure 1.15: Percentage of pupils by their first language who had special educational needs in 2011**



## Primary types of special educational need by first language

Figure 1.16 shows the percentage of pupils in each primary need group at School Action Plus or with statements in 2011 by their first language. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. Pupils with a specific learning difficulty were least likely (7.4 per cent) and those with hearing impairments were most likely (22.1 per cent) of all the primary need groups, to have a first language which was known or believed to be other than English. This may be because deaf children are likely to have British Sign Language recorded as their first language. Web based Table 1.12 contains the data used to produce Figure 1.16.

**Figure 1.16: Percentage of pupils of each primary type of need at School Action Plus or with statements in 2011 by their first language**



## Regional and local authority level analysis

Regional and local authority level figures on the proportion of pupils with special educational needs can be found in the following Statistical First Release (which also contains additional analysis at national level):

*DfE: Special Educational Needs in England: January 2011* available at:  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>

## Looked after children with special educational needs

### Key findings

73 per cent of the 29,300 children looked after for at least a year at 31 March 2010 had special educational needs, compared to approximately 21 per cent of all pupils in January 2010. This means that looked after children were approximately three and a half times more likely to have special educational needs compared to all children. Looked after children were over ten times more likely than all pupils to have statements of special educational needs.

Looked after children with statements of special educational needs were nearly three times more likely to have behaviour, emotional and social difficulty than all pupils with statements.



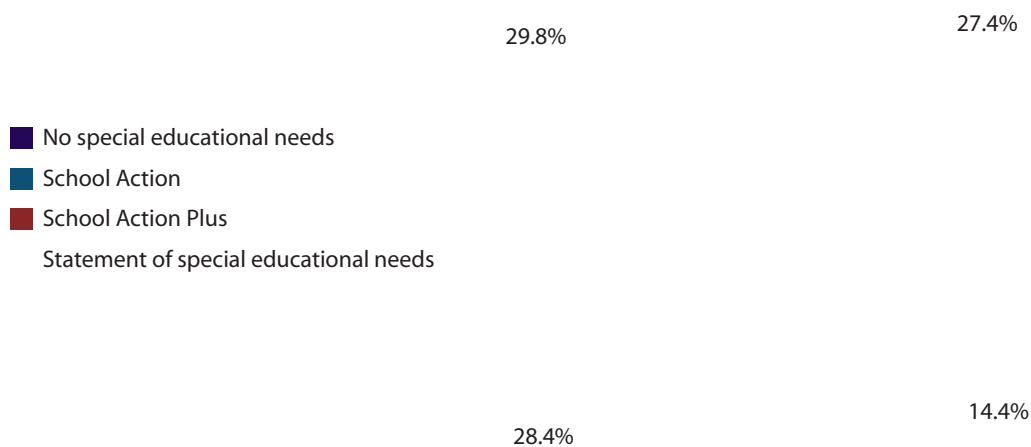
## Percentage of looked after children with special educational needs

All numbers which appear in this section were taken from the matched looked after children-National Pupil Database dataset (see Data Annex 1 for further details). Data are based on children looked after by Local Authorities in England for at least a year at 31 March 2010 and special educational need provision was obtained from the January 2010 School Census which feeds into the National Pupil Database. Web based Table 1.13 contains the data quoted in the remainder of this section.

Of the 44,400 children looked after for at least a year at 31 March 2010, 29,300 successfully matched to the January 2010 School Census, which contains special educational need information. Figure 1.18 shows the distribution of special educational need provision amongst the 29,300 looked after children. **All references to children looked after in the remainder of this chapter refers to children looked after for at least one year at 31 March 2010.**

Figure 1.17 shows that just under three quarters (73 per cent) of the 29,300 children looked after had special educational needs. Figure 1.1 showed that around 21 per cent of all pupils in England had special educational needs in January 2010. This means that looked after children were approximately 3.5 times more likely to have special educational needs compared to all children. However, pupils who were looked after were far more likely to have statements of special educational needs as 2.8 per cent of all pupils had a statement of special educational needs in January 2010 compared to 29.8 per cent of looked after children at 31 March 2010. 18.3 per cent of all pupils had special educational needs without statements in January 2010 compared to 42.7 per cent of looked after children at 31 March 2010.

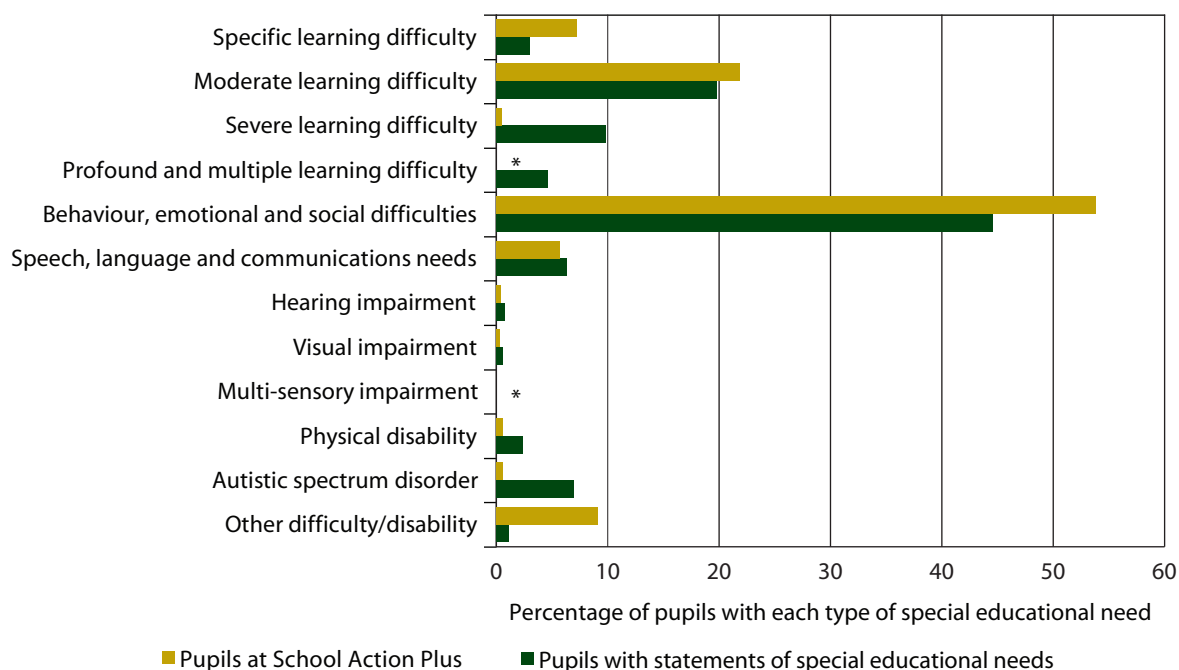
**Figure 1.17: Percentage of children looked after for at least a year at 31 March 2010 by special educational needs provision in January 2010**



## Prevalence of primary type of special educational need among looked after children

Figure 1.18 compares the percentages of looked after children of each primary type of special educational need at School Action Plus with those with statements in. Of the 14,300 children looked after at School Action Plus or with statements in 2010, by far the most common primary need was behaviour, emotional and social difficulty (54 per cent of those at School Action Plus and 45 per cent of those with statements). Children looked after are more than twice as likely to have behaviour, emotional and social difficulty compared to all pupils. Figure 1.4 provides the equivalent figures for all children.

**Figure 1.18: Percentage of children looked after for at least a year at 31 March 2010 with each primary type of need in 2010**



\* Percentages for pupils at School Action Plus with profound and multiple learning difficulties and both provisions of special educational need with multi-sensory impairments have not been displayed due to low figures in these groups.

## Local Authority indicator on timeliness of statements

This Local Authority indicator focuses on statements of special educational needs issued within 26 weeks. The indicator has two separate elements:

- **A** – The number of final statements of special educational needs issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year.
- **B** – The number of final statements of special educational needs issued within 26 weeks as a proportion of all such statements issued in the year.

The rationale behind these indicators is to allow policy teams in the Department to monitor the length of time taken to issue statements of special educational needs. This will allow the Department, to work directly with Local Authorities which are taking longer to issue statements than the England averages. Information on this indicator was first collected and published in financial year 2008-09.

The commitment to develop an indicator on the production of statements within 26 weeks was given in the Government's response to the Education and Skills Committee's 2006 report on special educational needs.

The 26 week limit is made up of:

- 6 weeks from when the local authority receives the parental 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.
- 8 weeks to finalise the statement.

The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 allow for exceptions to these internal time limits, for example where the local authority has not received advice from those from whom it has been requested for the assessment within time. Data Annex 1 contains more in depth information on this indicator. Indicator A excludes cases where exceptions have occurred, while indicator B includes all statements.

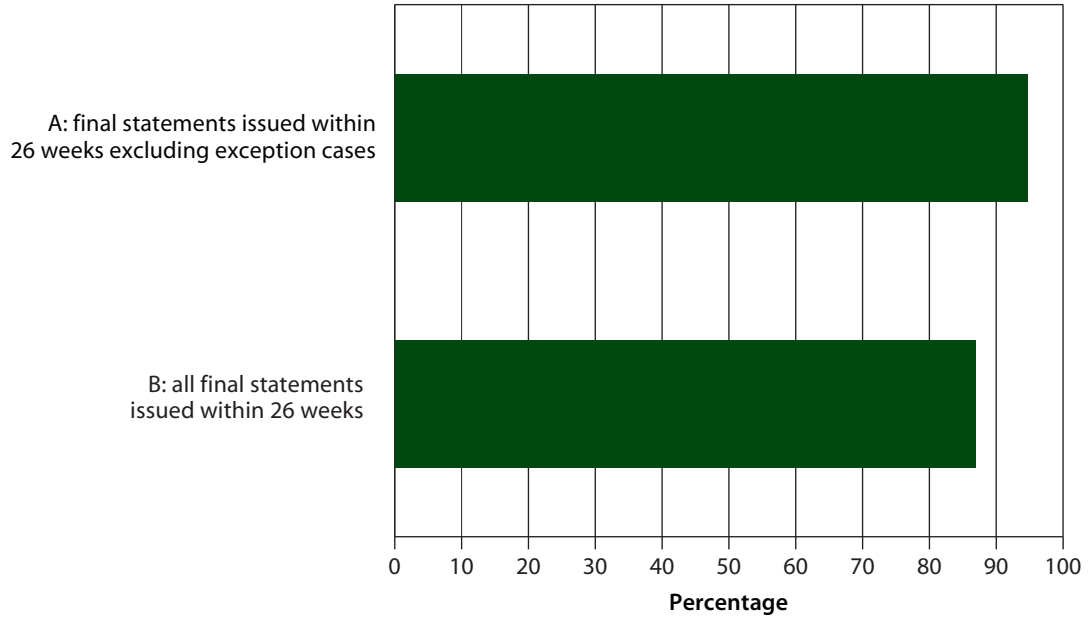
## Local Authority indicator results

Figure 1.19 shows Local Authority Indicator A and B figures for 2009-10. Web based Table 1.14 contains the data which was used to produce Figure 1.19. This table also show Local Authority results. Figures for 2010-11 are published alongside this publication at: <http://www.education.gov.uk/rsgateway/DB/STR/d001031/index.shtml>.

On indicator A, 95 per cent (17,000) of the 17,900 final statements of special educational needs in England in 2009-10 were issued within 26 weeks (excluding exception cases).

On indicator B, 87 per cent (22,800) of the 26,200 final statements in England in 2009-10 were issued within 26 weeks.

**Figure 1.19: Local Authority indicator – percentage of final statements of special educational needs in 2009-10 that were issued within 26 weeks, excluding (A) and including (B) exception cases**



# Chapter 2 – How do the achievements compare between pupils with and without special educational needs?

## Introduction

This chapter looks at the differences in educational attainment between pupils with and without special educational needs at Early Years Foundation Stage Profile (mainly 5 year olds), Key Stage 1 (mainly 7 year olds), Key Stage 2 (mainly 11 year olds), Key Stage 3 (mainly 14 year olds) and Key Stage 4 (mainly 16 year olds) in 2010. The Key Stage 2 and 4 figures show additional information by pupils characteristics, such as gender, ethnic origin, free school meal eligibility and first language, for each of the provisions and primary types of special educational need and the attainment of looked after children with special educational needs. The Early Years Foundation Stage Profile and Key Stage 1 figures are based on teachers' assessments of the pupils. Key Stage 3 teachers' assessments are no longer published by the Department.

See Data Annex 2 for further detail on the material covered in this chapter.

All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STR/d001032>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 2 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

### **Key findings at Early Year Foundation Stage Profile (EYFSP)**

In 2009/10, 60.0 per cent of pupils with no special educational needs achieved a good level of development at EYFSP compared to 22.0 per cent of those at School Action, 18.3 per cent of those at School Action Plus and just 4.6 per cent of those with statements of special educational needs. Overall, 18.6 per cent of pupils with special educational needs achieved a good level of development, which shows a gap of 41.4 percentage points between pupils with and without special educational needs.

## Early Years Foundation Stage Profile Achievement

Early Years Foundation Stage (EYFS) covers pupils between 3 and 5 years (covering nursery and reception years). The findings in this section refer to teachers' assessments of pupils at the end of the EYFS (mainly those who were 5 years old) in academic years 2006/07 to 2009/10, at all types of schools who had special educational needs (School Action, School Action Plus or with statements) in January of each assessment year.

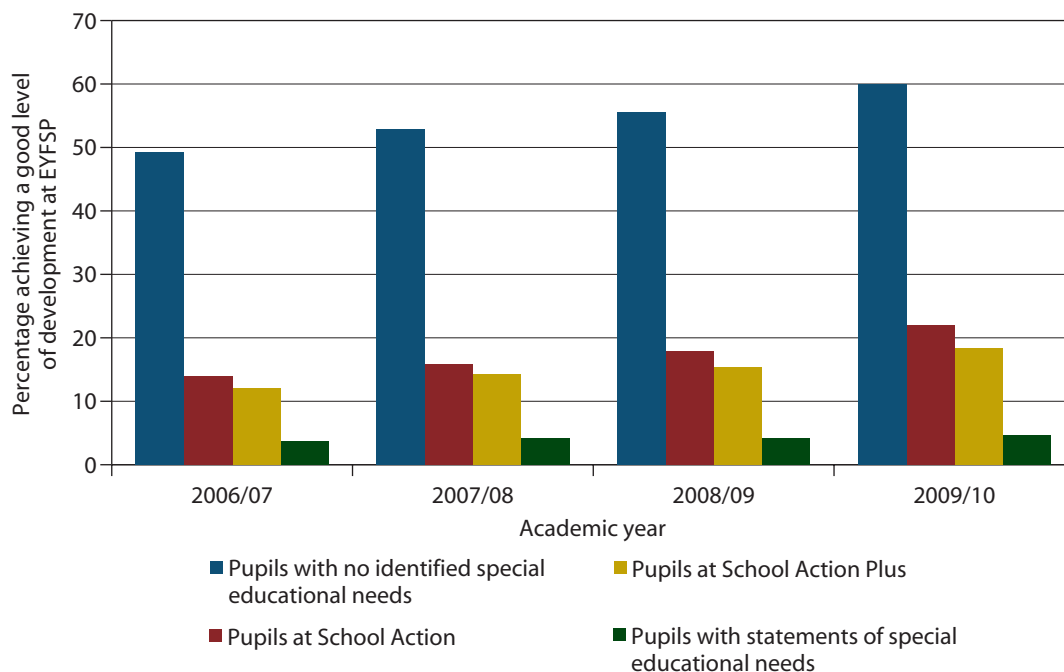
The Early Years Foundation Stage Profile (EYFSP) covers six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

More detailed information on EYFS can be found in Data Annex 2.

## Achievement at the end of the Early Years Foundation Stage by provision of need

Figure 2.1 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved a good level of development in 2006/07, 2007/08, 2008/09 and 2009/10. Figure 2.1 shows that, in each of the academic years, pupils without special educational needs were more likely to achieve a good level of development compared to pupils at School Action. In turn, pupils at School Action performed slightly better than those at School Action Plus and pupils at School Action Plus performed notably better than those with statements of special educational needs. Web based Table 2.1 shows the data used to produce Figure 2.1.

**Figure 2.1: Percentage of pupils that achieved a good level of development at the end of EYFS in each year from 2006/07 to 2009/10 by provision of special educational need**



In 2009/10, 60.0 per cent of pupils with no special educational needs achieved a good level of development compared to 22.0 per cent for those at School Action, 18.3 per cent for those at School Action Plus and just 4.6 per cent for those with statements of special educational needs. Overall, 18.6 per cent of pupils with special educational needs achieved a good level of development. This shows an attainment gap of 41.4 percentage points between pupils with and without special educational needs, which was wider than in 2009/10 when the difference was 40.1 percentage points.

The data used to create Figure 2.1 can be found in the Statistical First Release entitled *Foundation Stage Profile Attainment by Pupil Characteristics in England 2009/10*, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000979/index.shtml>.

### Key findings at Key Stage 1 (KS1)

In 2009/10, the attainment gap between pupils with and without special educational needs at KS1 was lowest in science where 64.1 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs, which shows a gap of 31.9 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

## Attainment at Key Stage 1

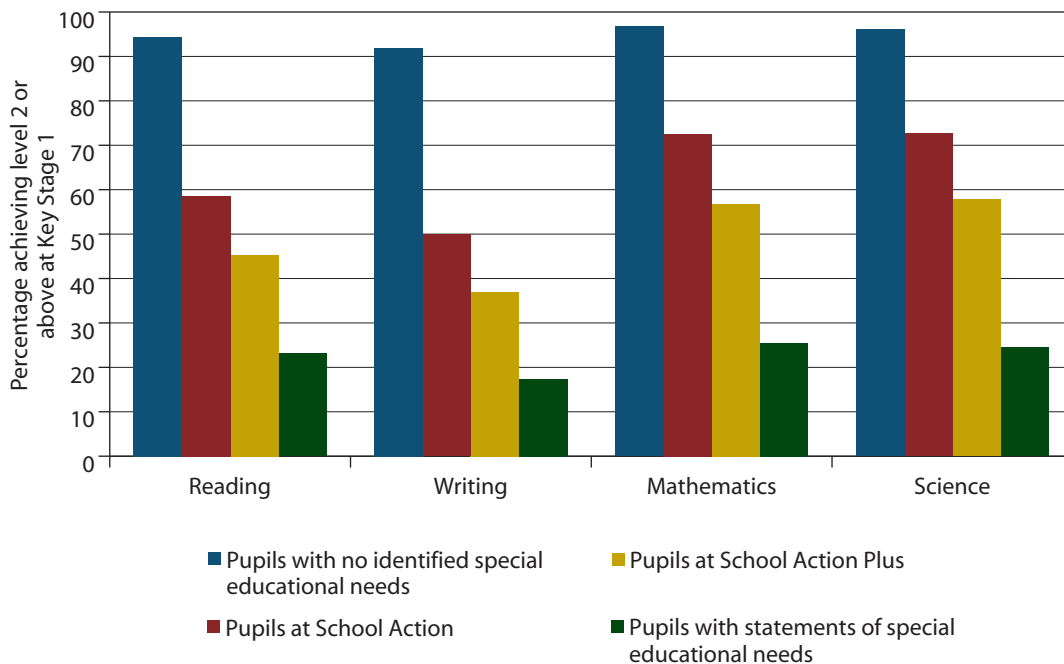
Key Stage 1 (KS1) refers to the stage of the National Curriculum for pupils aged between 5 and 7 years (school year groups 1 and 2). The findings in this section refer to teachers' assessments of pupils in maintained schools at the end of KS1 (mainly those who were 7 years old) in academic year 2009/10, who had special educational needs in January

2010. Pupils were assessed by teachers' assessments in reading, writing, maths and science at KS1 in 2009/10. The level of attainment in each subject expected for pupils at the end of KS1 is level 2. More detailed information on KS1 can be found in Data Annex 2.

## Attainment at Key Stage 1 by subject at provision of need

Figure 2.2 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 2 or above in reading, writing, maths and science in 2009/10. Figure 2.2 shows that, for each of the four subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Pupils were more likely to achieve the expected level in maths and science, compared to reading and writing, regardless of their provision of special educational needs.

**Figure 2.2: Percentage of pupils that achieved the expected level at Key Stage 1 in 2009/10 by subject and provision of special educational need**



The attainment gap between pupils with and without special educational needs was lowest in science where 64.1 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs. This shows an attainment gap of 31.9 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

The data used to create Figure 2.2 can be found in the Statistical First Release entitled *Key Stage 1 Attainment by Pupil Characteristics in England 2009/10*, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>. Web based Table 2.2 also shows this data.



### **Key findings at Early Year Foundation Stage Profile (EYFSP)**

Overall, 33.4 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2010, compared to 87.2 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the expected level in both English and maths at KS2 in 2010.

#### **First language**

Pupils whose first language was English were more likely to achieve the expected level at KS2, compared to pupils whose first language was other than English, regardless of their provision for special educational need.

#### **Looked after children with special educational needs**

Children looked after for at least 12 months at 31 March 2010 were generally less likely to achieve the expected level in both English and maths at KS2, compared to all pupils, regardless of special educational need provision, except those at School Action Plus, where looked after children were more likely to achieve expected standards.

## **Attainment at Key Stage 2**

Key Stage 2 (KS2) refers to the stage of the National Curriculum for pupils aged between 7 and 11 years (school year groups 3 to 6). The findings in this section refer to pupils with special educational needs who were at the end of KS2 (mainly those who were 11 years old) in the academic year 2009/10 by their provision for need in the January of that year. Pupils were assessed in English and maths at KS2 in 2010. Science tests were discontinued in 2010 and so figures for science are no longer included in this publication. 'Both English and maths' refers to pupils' attainment at both KS2 English and KS2 maths. The level of attainment in each subject expected for pupils at the end of KS2 is level 4. All findings in this section refer to pupils at maintained schools.

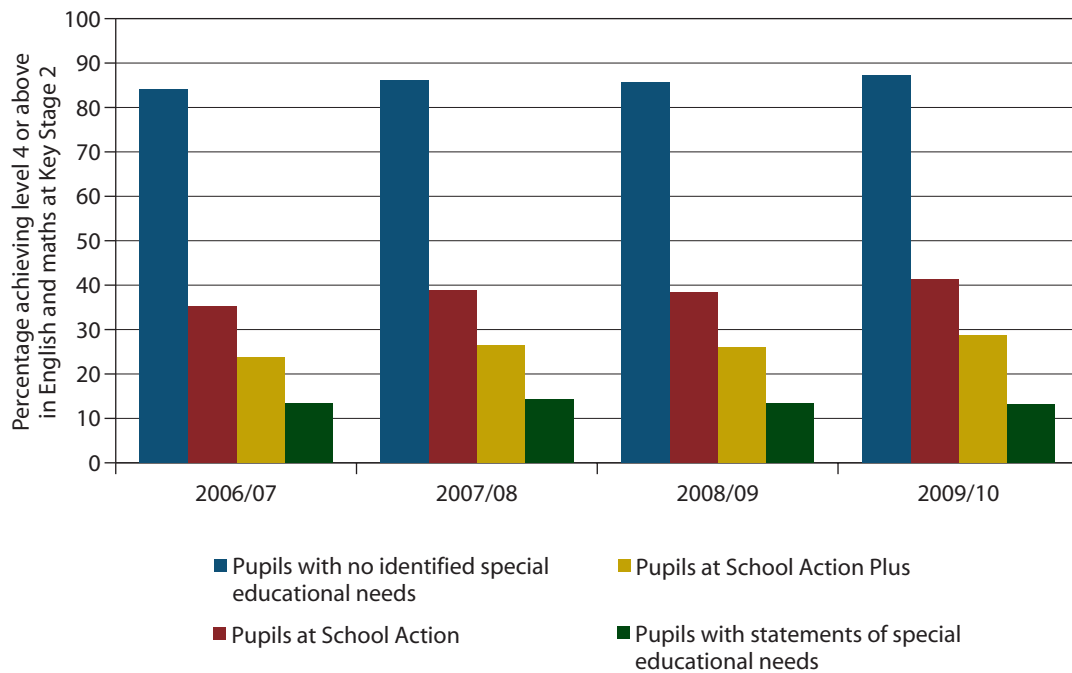
The figures reported in this release for National Curriculum tests are based upon those papers that were returned by schools for marking to the contracted external marking agency. These results cover 73% of the papers expected to be externally marked for pupils in maintained schools, reflecting 3,999 maintained schools that were expected to participate in the Key Stage 2 tests but did not. The Department's Head of Profession for Statistics has determined that a sufficient volume of results is available to give a representative estimate of achievement nationally, but has advised that caution needs to be exercised over interpreting small changes of one per cent or less between years and between groups.

## **Achievement at Key Stage 2 by provision of need**

Figure 2.3 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved the expected level in KS2 English and maths in 2006/07, 2007/08, 2008/09 and 2009/10. Figure 2.3 shows that, in each of the academic years, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed slightly

better than those at School Action Plus and pupils at School Action Plus performed notably better than those with statements of special educational needs.

**Figure 2.3: Percentage of pupils that achieved the expected level in Key Stage 2 English and maths in each year from 2006/07 to 2009/10 by provision of special educational need**



In 2009/10, 87.2 per cent of pupils with no special educational needs achieved the expected level at English and maths compared to 41.2 per cent for those at School Action, 28.6 per cent for those at School Action Plus and 13.2 per cent for those with statements of special educational needs. Overall, 33.4 per cent of pupils with special educational needs achieved the expected level.

## Attainment at Key Stage 2 by subject and provision for need

Figure 2.4 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 4 or above in English and maths in 2010. Web based Table 2.3 contains the percentages used in Figure 2.4.

**Figure 2.4: Percentage of pupils that achieved the expected level at Key Stage 2 in 2010 by subject and provision for special educational need**

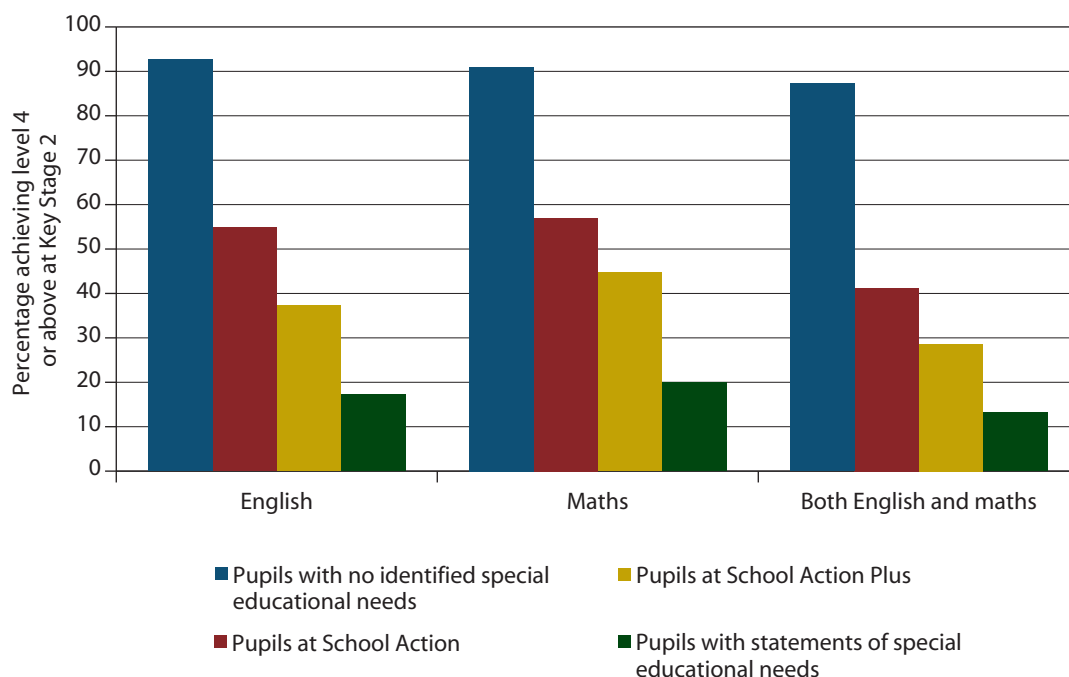


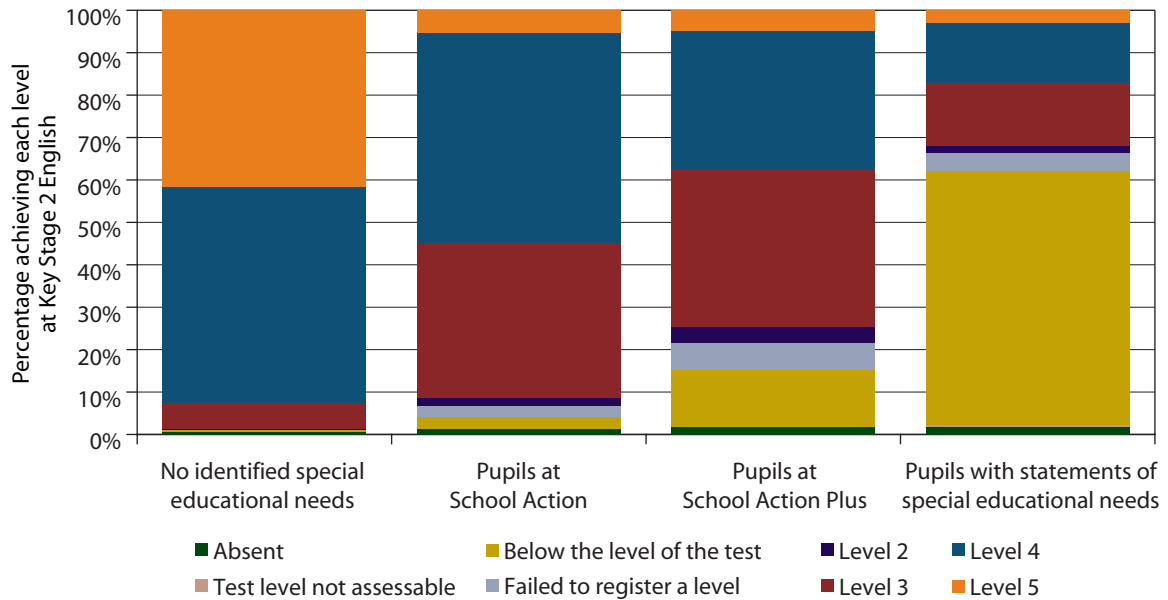
Figure 2.4 shows that, for each subject, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 33.4 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2010, compared to 87.2 per cent for those with no special educational needs.

Pupils without special educational needs were slightly more likely to achieve the expected level in English than in maths but this trend was reversed for pupils with special educational needs. 48.2 per cent of pupils with special educational needs achieved the expected level in maths, compared to 44.3 per cent for English. The equivalent percentages for those with no special educational needs were 91.0 per cent for maths and 92.6 per cent for English.

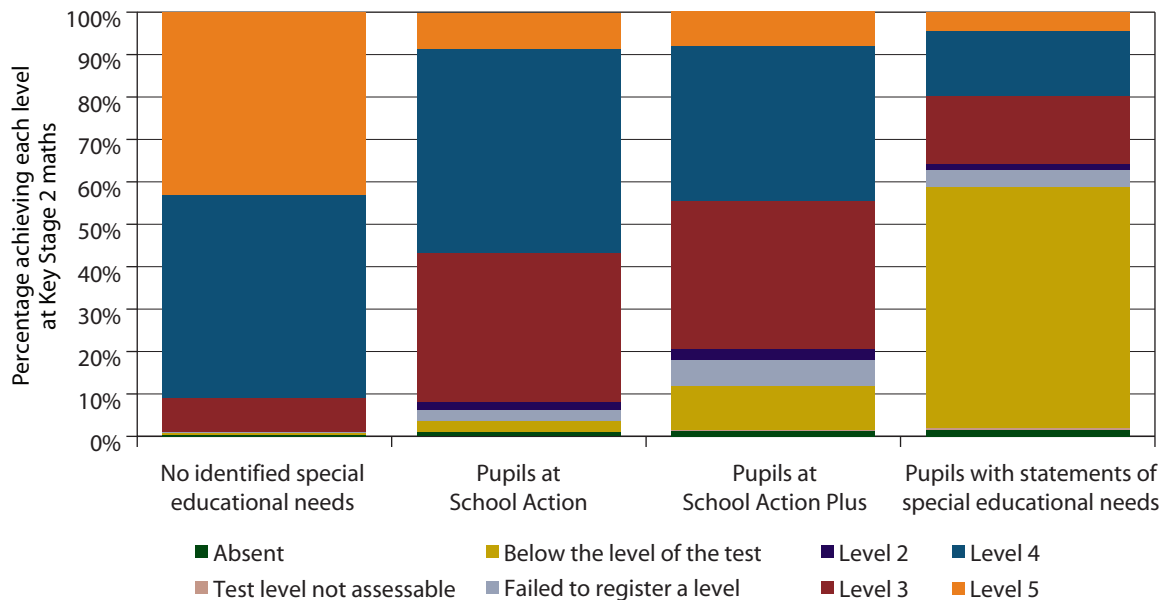
## Attainment at Key Stage 2 by individual levels of achievement in each subject by provision for need

Figures 2.5 and 2.6 show the percentage of pupils that achieved each individual level at KS2 English and maths in 2010 by special educational need provision. Pupils with special educational needs were less likely to achieve levels 4 and 5 than their peers. Therefore, pupils with special educational needs were more likely to achieve lower levels (those working below the level of the test and therefore not entered for it, as well as those achieving below level 4 on the test) compared to those with no special educational needs. Web based Table 2.4 shows the figures used to produce Figures 2.5 and 2.6.

**Figure 2.5: Percentage of pupils that achieved each level at Key Stage 2 English in 2010 by provision for special educational need**



**Figure 2.6: Percentage of pupils that achieved each level at Key Stage 2 maths in 2010 by provision for special educational need**

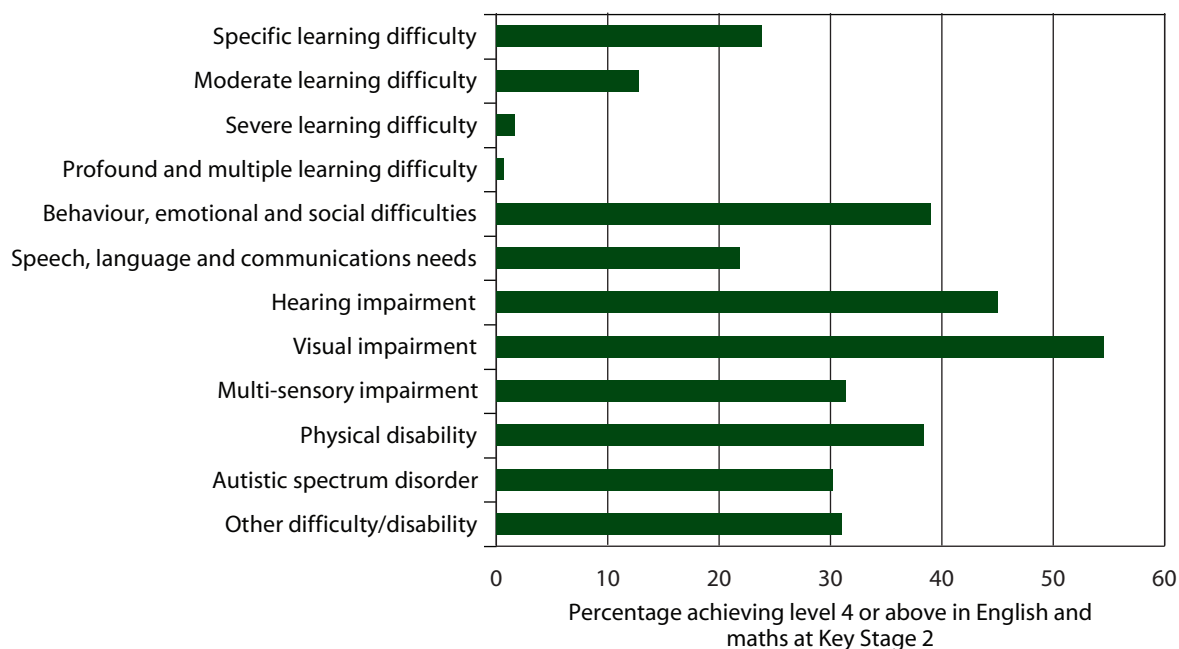


### Attainment at Key Stage 2 English and maths by primary type of special educational need

Figure 2.7 shows the percentage of pupils that achieved the expected level at both English and maths at KS2 in 2010 by primary type of need. See web based Table 2.5 for the data.

Figure 2.7 shows that pupils with visual impairments were most likely to achieve the expected level in both English and maths at KS2 (54.5 per cent for those at School Action Plus or with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.5 shows the actual numbers.

**Figure 2.7: Percentage of pupils who achieved the expected level in Key Stage 2 English and maths in 2010 by primary type of need**

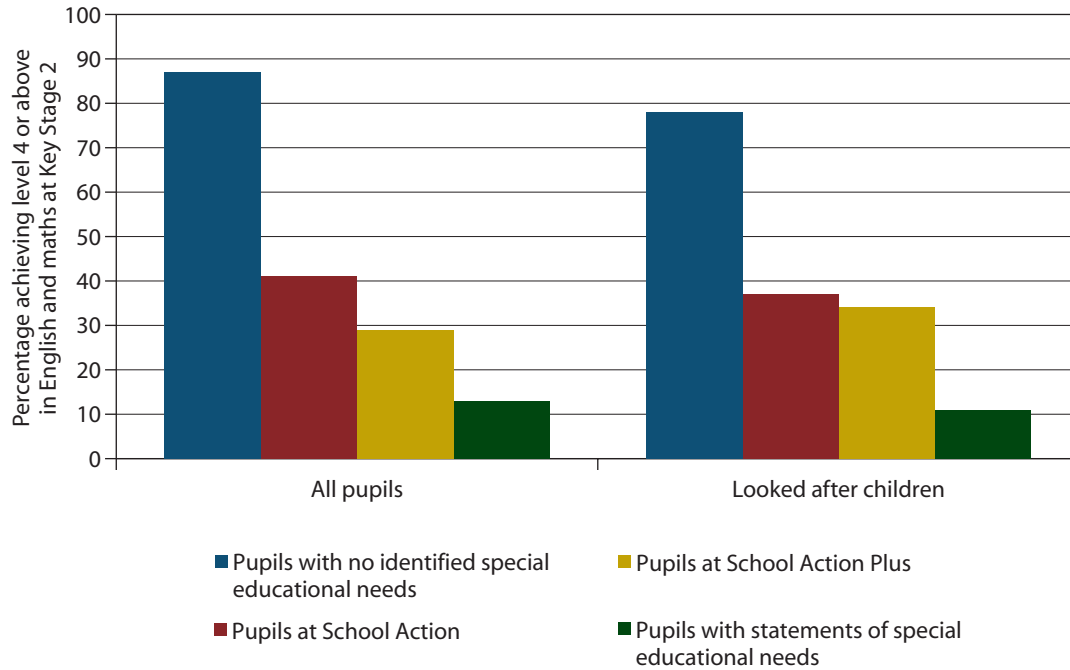


## Key Stage 2 attainment of looked after children with special educational needs

Chapter 1 looked at the number of looked after children with special educational needs and this section of Chapter 2 looks at their attainment.

Figure 2.8 shows statistics for the percentages of children looked after for at least 12 months at 31 March 2010 that achieved the expected level in KS2 English and maths in 2010. Web based Table 2.6 contains the looked after children data which was used to produce Figure 2.8, while the figures for all pupils were taken from web based Table 2.3.

**Figure 2.8: Percentage of all pupils and children looked after for at least 12 months at 31 March 2010 that achieved the expected level in KS2 English and maths in 2010 by provision for special educational need**



Children looked after for at least 12 months at 31 March 2010 were generally less likely to achieve the expected level at KS2 English and maths compared to all pupils, for each provision of special educational need, except those at School Action Plus, where looked after children were more likely to achieve expected standards. It should be noted that the findings from Chapter 1 showed that around 79 per cent of all pupils had no special educational needs compared to 27 per cent of children looked after for at least one year. This should be taken into consideration when comparing the attainment data of all pupils and looked after children with special educational needs.

### Key findings at Key Stage 4 (KS4)

Overall, 20.2 per cent of pupils with special educational needs achieved the expected level at KS4 in 2010, compared to 66.2 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the Level 2 threshold including English and maths at KS4 in 2010.

#### Gender

Girls (67.6 per cent) were more likely than boys (64.6 per cent) to achieve Level 2 including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve the Level 2 threshold including English and maths if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve this level if they had statements.

#### First language

Pupils with no special educational needs and those with statements whose first language was English were more likely to achieve the Level 2 threshold including English and maths at KS4 in 2010, compared to pupils whose first language was other than English. However, pupils at School Action and School Action Plus were more likely to achieve this if their first language was other than English.

#### Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2010 were less likely to achieve the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision.

## Attainment at Key Stage 4

Key Stage 4 (KS4) refers to the stage of the National Curriculum for pupils aged between 14 and 16 years (school year groups 10 and 11). The findings in this section refer to pupils who were at the end of KS4 (mainly those who were 16 years old) in the academic year 2009/10, who had a provision for special educational need (School Action, School Action Plus or statements) in the January of that year. There are also occasional references to the corresponding figures for 2009. Pupils were assessed in a range of GCSE subjects or equivalent qualifications. The level of attainment expected for pupils at the end of KS4 is Level 2 (i.e. at least five A\* to C GCSE grades or equivalent) including English and maths.

### Attainment at Key Stage 4 by provision for need

Figure 2.9 shows the percentage of pupils that achieved the Level 2 threshold including English and maths in academic years 2008/09 and 2009/10 by provision for special educational need. Web based Table 2.7 contains the percentages used in Figure 2.9. This Table also shows a breakdown by other KS4 attainment levels in 2009 and 2010, as well as the percentage achieving the Level 2 threshold including English and maths.

**Figure 2.9: Percentage of pupils that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 and 2010 by provision for special educational need**

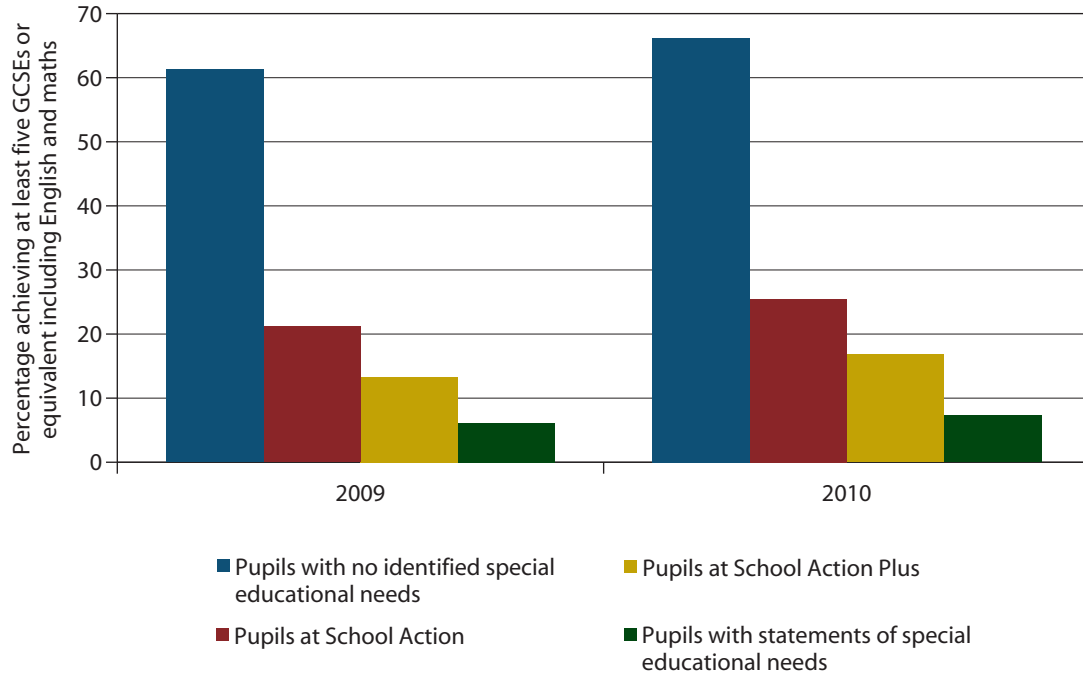


Figure 2.9 shows that pupils without special educational needs were more likely to achieve the Level 2 threshold including English and maths at KS4 compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 20.2 per cent of pupils with special educational needs achieved the Level 2 threshold including English and maths at KS4, compared to 66.2 per cent for those with no special educational needs. All groups improved between 2009 and 2010.

### Attainment at Key Stage 4 by primary type of special educational need

Figure 2.10 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2010 by primary type of need. See web based Table 2.7 for data.



**Figure 2.10: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2010 by primary type of need**

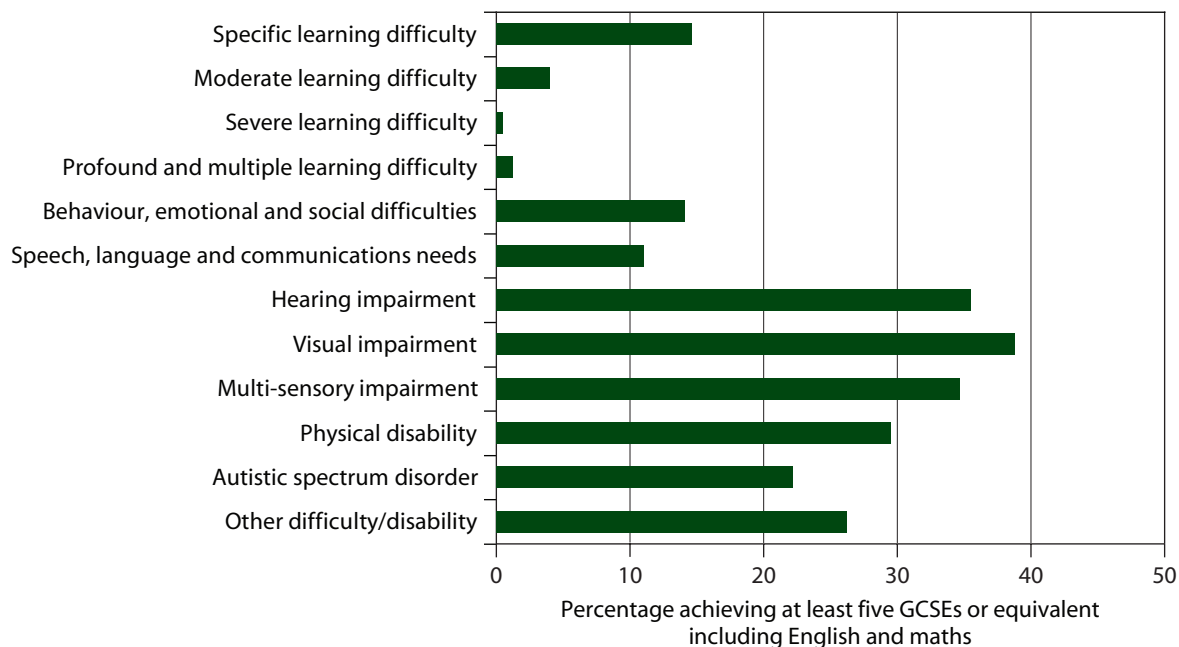


Figure 2.10 shows that pupils with visual impairments were most likely to achieve the Level 2 threshold including English and maths at KS4 (38.8 per cent for those at School Action Plus or with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the group. Web based Table 2.7 shows the actual numbers.

## Differences in Key Stage 4 attainment by gender and provision for need

Chapter 1 looked at the number of boys and girls with special educational needs and this section of Chapter 2 looks at their attainment.

Figure 2.11 shows the percentage of boys and girls that achieved the Level 2 threshold including English and maths at KS4 in 2010 by provision for special educational need. Web based Table 2.8 contains the percentages used in Figure 2.11.

**Figure 2.11: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2001 by provision for need and gender**

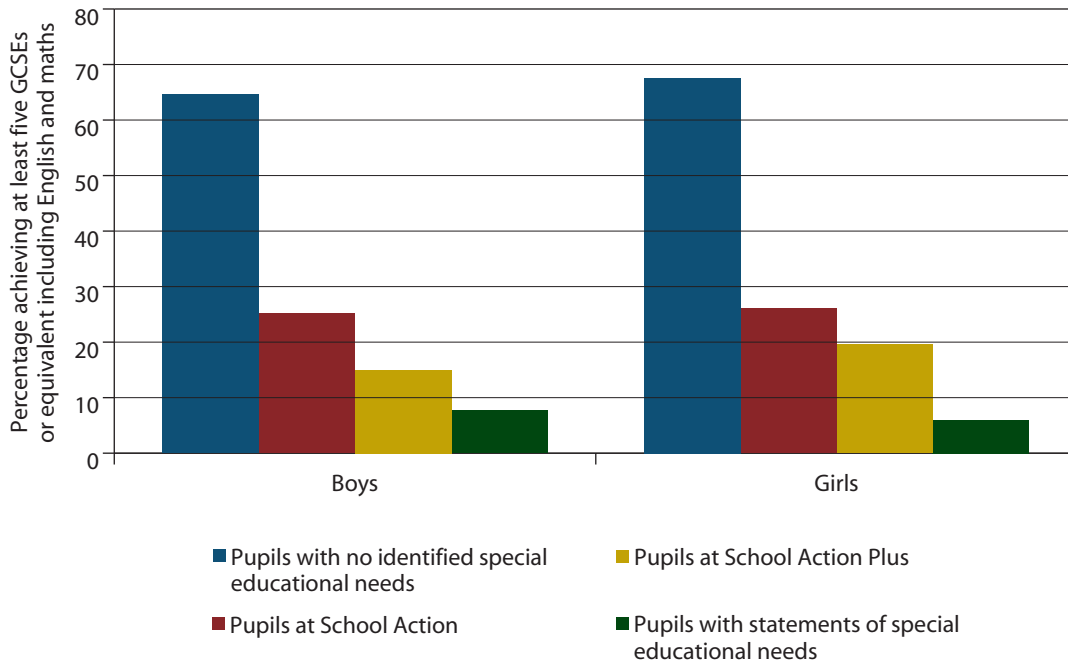


Figure 2.11 shows that girls (67.6 per cent) were more likely than boys (64.6 per cent) to achieve the Level 2 threshold including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve this level if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve the Level 2 threshold including English and maths if they had statements, where 7.7 per cent of boys achieved this compared to 6.0 per cent of girls.

### Differences in Key Stage 4 attainment by gender and primary type of need

Figure 2.12 shows the percentage of boys and girls at School Action Plus or with statements that achieved the Level 2 threshold including English and maths at KS4 in 2010 by primary type of need. Web based Table 2.9 contains the percentages used in Figure 2.12.

**Figure 2.12: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2010 by primary type of need**

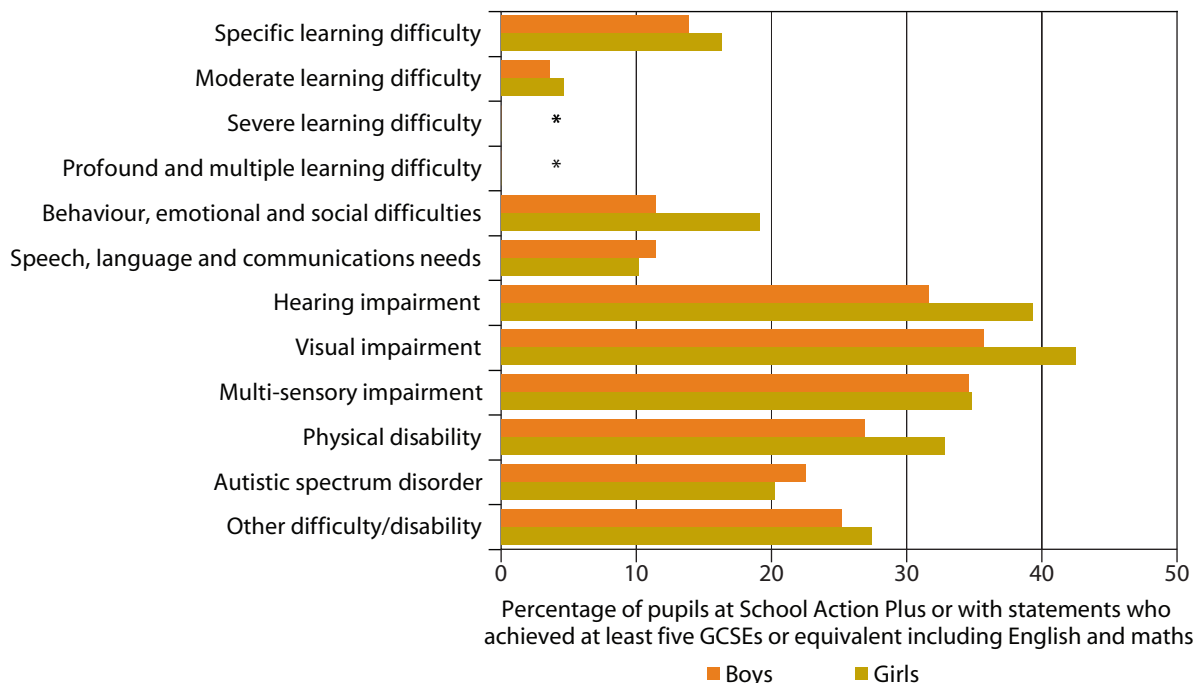


Figure 2.12 shows that boys were more likely than girls to achieve the Level 2 threshold including English and maths if they had speech, language or communication needs or Autism spectrum disorder. For both genders, pupils were more likely to achieve the expected level if they had visual impairments. A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.9 shows the actual numbers.

## Differences in Key Stage 4 attainment by ethnic origin and provision for need

Chapter 1 looked at the number of pupils with special educational needs by their ethnic group and this section of Chapter 2 looks at their attainment.

Figure 2.13 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2010 by provision for need and ethnic group. Web based Table 2.10 contains the percentages used in Figure 2.18.

**Figure 2.13: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2010 by provision for need and ethnic group**

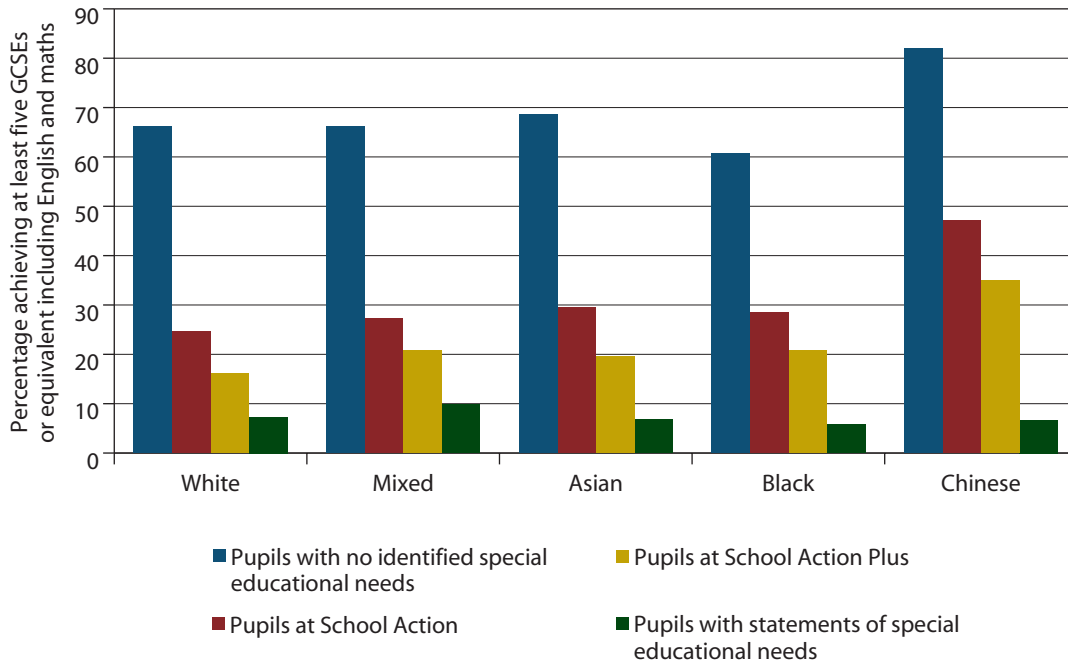


Figure 2.13 shows that Chinese pupils were most likely to achieve the Level 2 threshold including English and maths at KS4, for all provisions for special educational need apart from those with statements of special educational needs, pupils of mixed ethnicity were most likely to achieve the Level 2 threshold including English and maths (9.9 per cent).

Of the pupils with no special educational needs, black pupils were least likely to achieve the Level 2 threshold including English and maths (60.7 per cent). White pupils were least likely to achieve the level at School Action (24.7 per cent) and School Action Plus (16.2 per cent).

### Differences in Key Stage 4 attainment by free school meal eligibility and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of Chapter 2 looks at their attainment.

Figure 2.14 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2010 by provision for need and free school meal eligibility. Web based Table 2.11 contains the percentages used in Figure 2.19.

**Figure 2.14: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2010 by provision for need and free school meal eligibility**

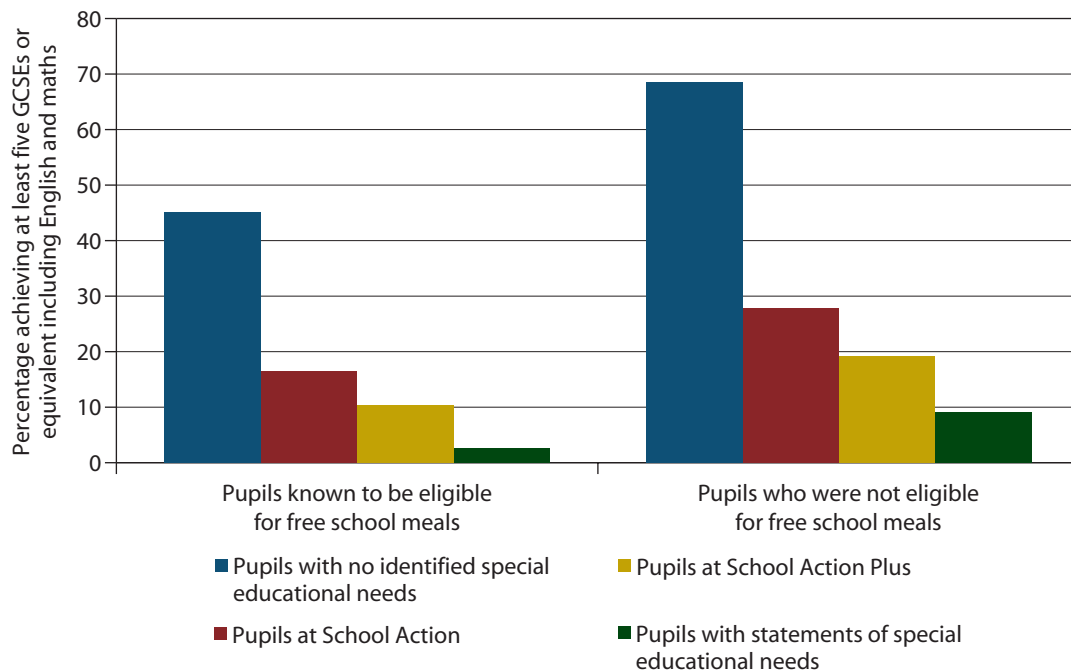


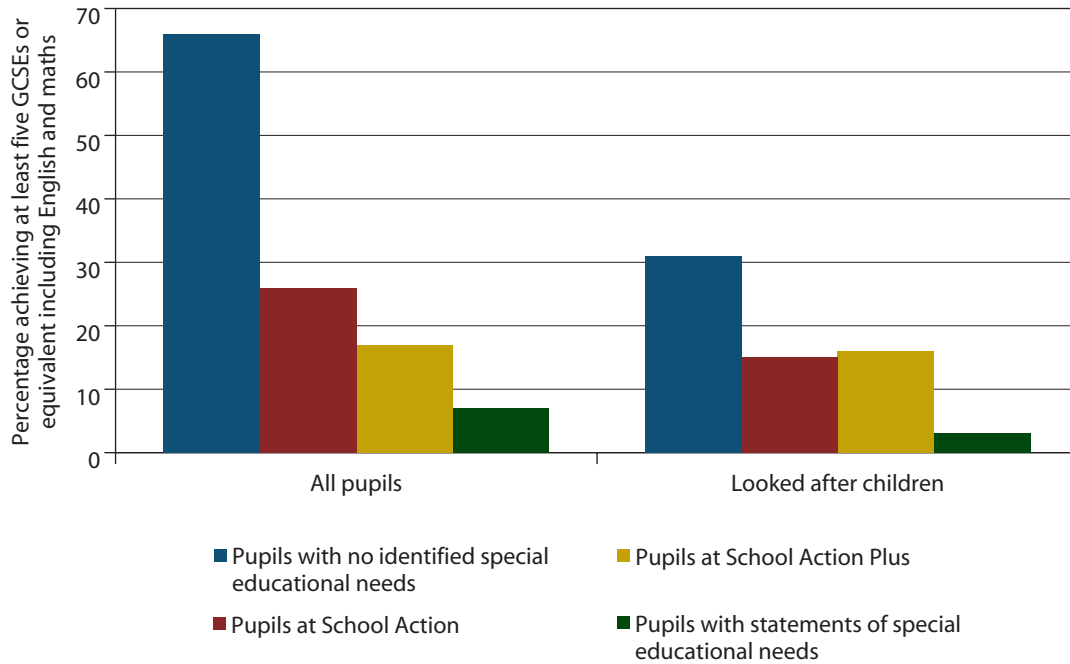
Figure 2.14 shows that pupils who were eligible for free school meals were less likely to achieve the Level 2 threshold including English and maths at KS4, compared to pupils who were not eligible for free school meals regardless of provision of need.

## Key Stage 4 attainment of looked after children with special educational needs

Chapter 1 looked at the number of looked after children with special educational needs and this section of Chapter 2 looks at their attainment.

Figure 2.15 shows statistics for the percentages of children looked after for at least 12 months at 31 March 2010 that achieved the Level 2 threshold including English and maths at KS4 in 2010. Web based Table 2.12 contains the looked after children data which was used to produce Figure 2.23.

**Figure 2.15: Percentage of all pupils and children looked after for at least 12 months at 31 March 2010 that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2010 by provision for special educational need**



Children looked after for at least 12 months at 31 March 2010 were less likely to achieve the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision. When comparing Figure 2.23 to Figure 2.9, it can be seen that there is a larger attainment gap between Looked After Children and all pupils at KS4 than KS2.

# Chapter 3 – How does progression vary between Key Stages for pupils with special educational needs?

## Introduction

This chapter looks at the proportion of pupils at maintained mainstream schools with special educational needs who made the expected level of progress in attainment levels between Key Stage 2 (mainly pupils aged 11) and Key Stage 4 (mainly pupils aged 16). Progression between Key Stage 1 and Key Stage 2 is not included in this chapter for 2010 outcomes due to ongoing changes in the methodology for calculating expected progression.

See Data Annex 3 for further detail on the material covered in this chapter. The referenced tables can be found in the accompanying downloadable spreadsheets at <http://www.education.gov.uk/rsgateway/DB/STR/d001032/index.shtml>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 3 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year. All findings in this chapter refer to pupils at maintained mainstream schools only.

**Chapters 2 and 4** contain further information on the attainment of pupils with special educational needs.

## Progression between Key Stages 1 and 2

Previously, this chapter has included statistics on progression between Key Stages 1 and 2 by provision of special educational needs and primary need type. The Department is changing the methodology for calculating the progression made between these Key Stages. The first publication of figures calculated using this methodology will be available from November 2011 at <http://www.education.gov.uk/rsgateway>.

This will include progression in both 2010 and 2011 although no details for special educational needs will be published at that time.

The 2012 edition of the *Children with Special Educational Needs: an Analysis* publication is expected to include progression between Key Stages 1 and 2 for pupils at the end of Key Stage 2 for pupils with special educational needs in both 2010 and 2011.

## Progression between Key Stages 2 and 4

### Key findings

#### Provision of special educational needs

Pupils with special educational needs are less likely to achieve expected levels of progress compared to their peers. In 2010, 75.6 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 50.9 per cent of those at School Action, 38.9 per cent of those at School Action Plus and 44.1 per cent for those with statements. All findings in this chapter refer to pupils at maintained mainstream schools only.

In 2010, 69.9 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 39.1 per cent of those at School Action, 27.7 per cent of those at School Action Plus and 30.7 per cent for those with statements. These findings show that those with statements were more likely to achieve the expected progress in both English and maths than those at School Action Plus. However, large differences remain between pupils with special educational needs and those without.

#### Primary need

Of those with statements in 2010, pupils with visual impairments (63.3 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with hearing impairments (54.8 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

## Progress between Key Stages 2 and 4 by provision of special educational need

This section of Chapter 3 considers pupils at the end of Key Stage 4 at maintained mainstream schools in England between 2007 and 2010, and shows the percentage that made the expected level of progression from their attainment level at Key Stage 2. Progression results are shown between Key Stages 2 and 4 in this section for both English and maths. Please see Data Annex 3 for more thorough information on how progression is defined and for exactly which pupils are eligible.

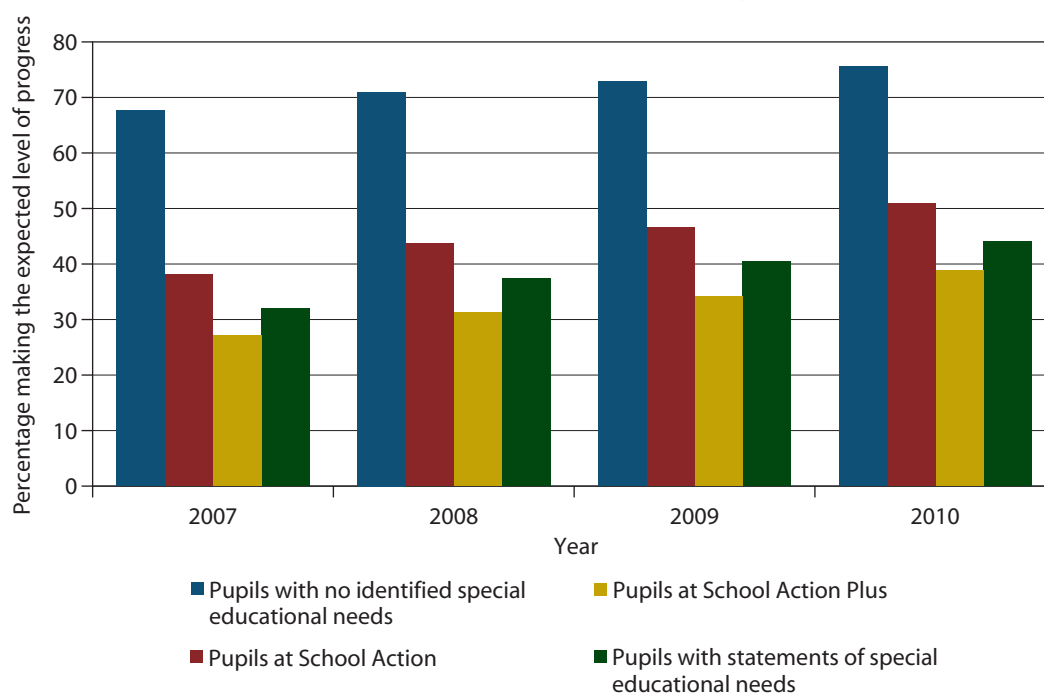
The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at Key Stage 2 to an F at Key Stage 4, or from a 3 to D, or 5 to B). Web based Table 3.1 contains the data used in this section.



Figure 3.1 shows the percentage of pupils who made the expected level of progression in English between Key Stages 2 (mainly pupils aged 11) and 4 (mainly pupils aged 16) for each year between 2007 and 2010. It compares progress by provision for need. Special educational need provision information is taken from the January of the Key Stage 4 academic year in question.

Pupils with no special educational needs were most likely, of all the special educational need provisions, to make the expected level of progression in English between Key Stages 2 and 4. Pupils at School Action were next most likely to achieve this level of progress. However, those with statements were more likely to make the expected level of progress compared to those at School Action Plus. In 2010, 75.6 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 50.9 per cent of those at School Action, 38.9 per cent of those at School Action Plus and 44.1 per cent for those with statements.

**Figure 3.1: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stages 2 and 4 in English by provision for special educational need in the years 2007 to 2010**

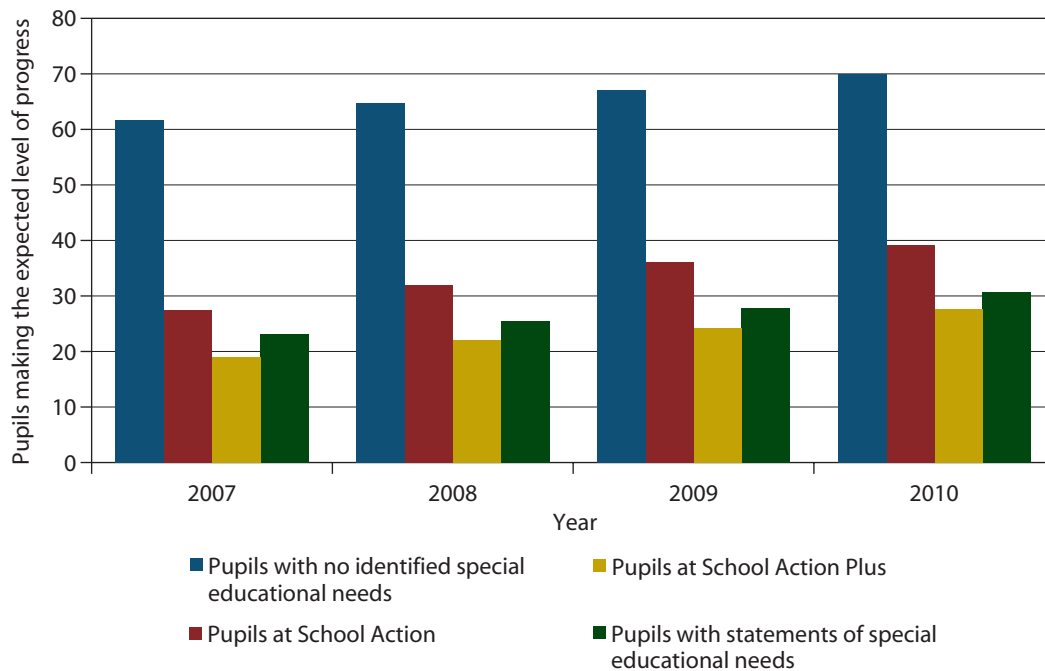


Between 2007 and 2010 progression rates in English between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increase occurring at School Action (from 38.1 per cent in 2007 to 50.9 per cent in 2010) and for those with statements (from 32.0 per cent in 2007 to 44.1 per cent in 2010), with the smallest increase shown in the group with no special educational needs (from 67.6 per cent in 2007 to 75.6 per cent in 2010).

Figure 3.2 shows the percentage of pupils who made the expected progression in maths between Key Stages 2 and 4 for each year between 2007 and 2010. The trends shown in Figure 3.2 are very similar to those shown in Figure 3.1, although pupils were more likely to make the expected level of progress in English compared to maths, regardless of their provision of need. Pupils with no special educational needs were again most likely, of all the provisions of special educational needs to make the expected progress in maths

between Key Stages 2 and 4, while those at School Action Plus were least likely to achieve this. In 2010, 69.9 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 39.1 per cent of those at School Action, 27.7 per cent of those at School Action Plus and 30.7 per cent for those with statements.

**Figure 3.2: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stages 2 and 4 in maths by provision for special educational need in the years 2007 to 2010**



Over the four year period from 2007 to 2010 progression rates in maths between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increase occurring at School Action (from 27.4 per cent in 2007 to 39.1 per cent in 2010) and the smallest increase shown in the group with statements (from 23.1 per cent in 2007 to 30.7 per cent in 2010).

### Progress between Key Stages 2 and 4 by primary need

As previously noted, pupils at School Action Plus and with statements were more likely to make the expected progress in English compared to maths between Key Stages 2 and 4 and Figure 3.3 confirms this finding. Figure 3.3 shows the percentage of pupils at School Action Plus and with statements making the expected level of progress between Key Stages 2 and 4 by subject and primary need in 2010. For all twelve primary need groups, pupils were more likely to make the expected progress in English compared to maths. Web based Table 3.2 contains the data used in this section.

Percentages for those with profound and multiple learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

**Figure 3.3: Percentage of pupils at maintained mainstream schools at School Action Plus and with statements making the expected level of progress between Key Stages 2 and 4 by subject and primary need in 2010**

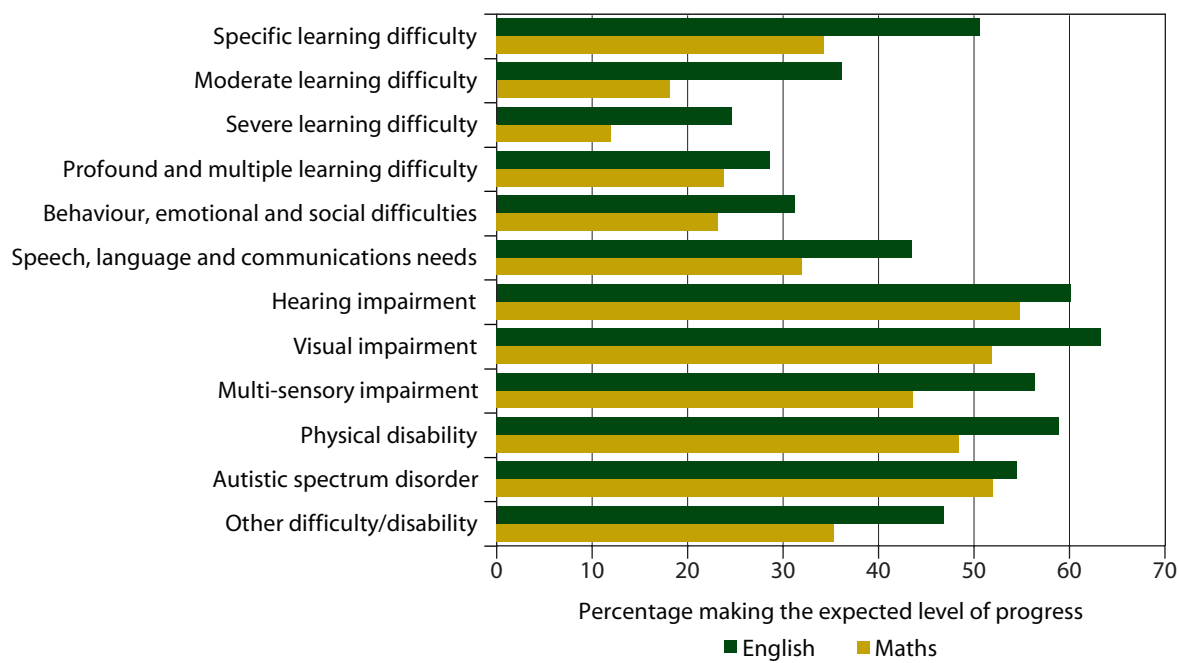


Figure 3.3 shows that pupils at School Action Plus and with statements with visual impairments (63.3 per cent) and hearing impairments (60.1 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with hearing impairments (54.8 per cent) and autistic spectrum disorder (52.0 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

# Chapter 4 – How do activities up to age 19 vary according to the level of provision and type of special educational need?

## Introduction

This chapter looks at the differences in educational attainment at age 19 in 2010 between those with and without special educational needs for both boys and girls and compares this to their attainment at age 16. This chapter contains, for the first time, information on 18 and 19 year olds in further and higher education, employment and other post-16 participation for young people with special educational needs. It also includes details on the percentage of pupils with special educational needs who enter higher education from the maintained school sector. See Data Annex 4 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STR/d001032/index.shtml>.

**Chapters 2 and 3** contain further information on the attainment of pupils with special educational needs.

### Key findings at GCSE level

The percentage of pupils who achieved at least five GCSEs at grades A\* to C or equivalent (also known as level 2), by the age of 19 years was lower for pupils with special educational needs than for those with no identified special educational needs. However, the attainment gap between pupils with special educational needs and those without was smaller at age 19 than age 16.

The primary needs groups with the highest percentage achieving the level 2 qualification threshold by the age of 19 years were the visually and hearing impaired.

#### Gender

In general, the percentage of girls achieving the level 2 threshold by the age of 19 years was higher than that of boys for each provision for special educational need, except for those with statements, where boys were slightly more likely to have achieved this expected level.

The widest attainment gap between boys and girls occurred at School Action Plus, where 43.0 per cent of boys achieved level 2 by 19 compared to 48.3 per cent of girls.

Boys with statements of special educational needs made slightly more improvements in attainment than girls between the ages 16 and 19, in terms of the proportions achieving level 2. However, girls made more improvements in attainment between the ages of 16 and 19 years at School Action and School Action Plus.

## Young people with special educational needs achieving five or more GCSEs or equivalent at grades A\* to C

Figure 4.1 shows the percentage of pupils who, by the age of 19 years in 2010, had achieved at least five GCSEs or equivalent at grades A\* to C. The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs). Figure 4.1 shows the percentages of pupils aged 19 in 2010 that achieved the level 2 threshold and also shows the percentages of the same group of pupils who had achieved this level at ages 16, 17, 18 and 19. The percentages of pupils who had achieved level 2 by the age of 19 was much lower for pupils with special educational needs than for those with no identified special educational needs. However, the attainment gap was smaller at age 19 than age 16 as larger proportions of pupils with special educational needs attained to this level between the ages of 16 and 19. Web based Table 4.1 contains the data used to produce Figure 4.1.

**Figure 4.1: Percentage of 19 year olds in 2010 who achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by their age in 2010 and previous years by provision for need**

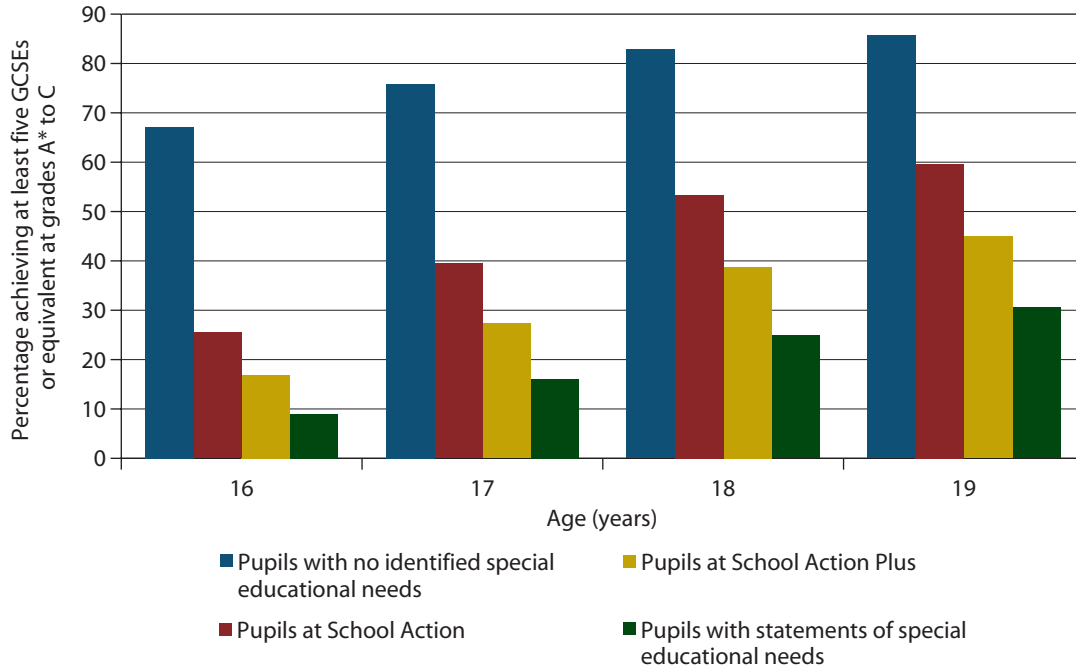


Figure 4.1 shows that 85.7 per cent of 19 year olds with no special educational needs achieved level 2 in 2010. This compares to 59.6 per cent for those at School Action, 45.0 per cent for those at School Action Plus and 30.6 per cent for those with statements of special educational needs.

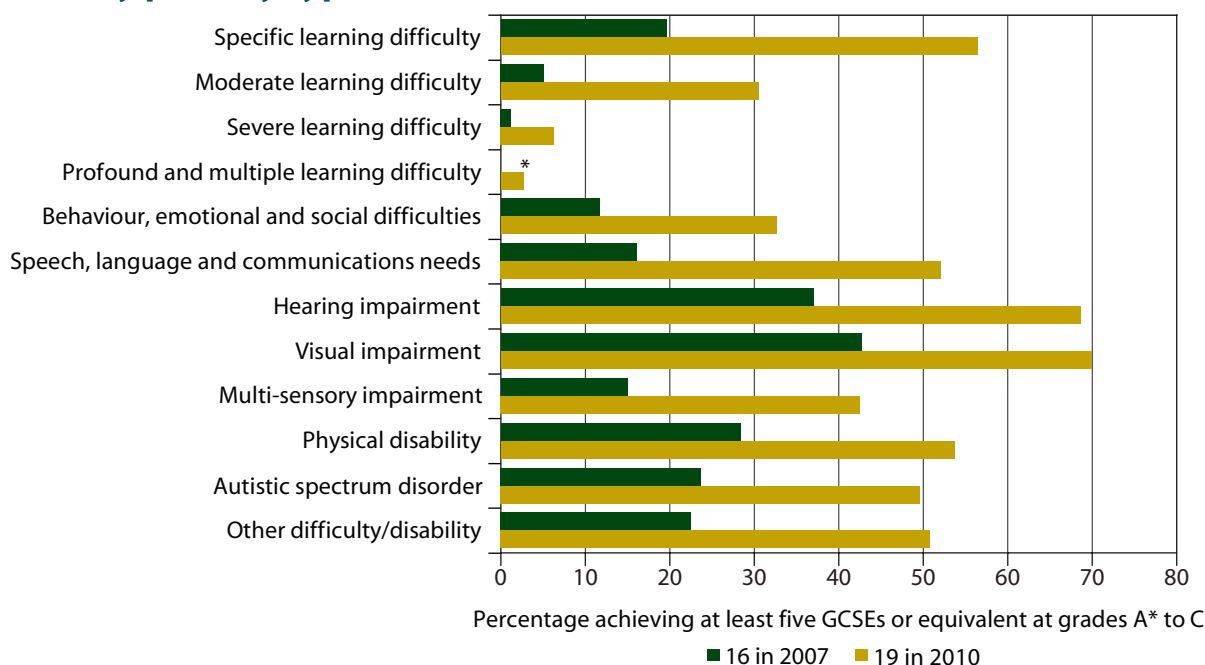
The largest increase in levels of attainment between the ages of 16 and 19 years was shown by pupils at School Action, where those who achieved level 2 increased from 25.5 per cent to 59.6 per cent (an increase of 34.2 percentage points).

The smallest increase in levels of attainment between the ages of 16 and 19 was shown by pupils with no special educational needs (an increase of 18.5 percentage points from 67.1 per cent to 85.7 per cent). However, this can be partly explained by the fact that these pupils were already performing at a higher level in the first place and so had less scope for improvement. There was a similar increase in levels of attainment between 16 and 19 amongst pupils with statements and pupils with no special educational needs.

## GCSE achievements of those at School Action Plus by primary type of need

Figure 4.2 shows the percentage of pupils at School Action Plus or with statements in 2010 who, by the ages of 19 in 2010 and 16 in 2007, had achieved level 2 by primary type of need. In 2010, the groups with the highest percentage achieving this level by age 19 were the visually impaired at 69.9 per cent and the hearing impaired at 68.6 per cent. The group with the lowest percentage achieving this level were those with profound and multiple learning difficulties at 2.7 per cent. Web based Table 4.2 contains the data used to produce Figure 4.2.

**Figure 4.2: Percentage of pupils at School Action Plus or with statements aged 19 years in 2010 who had achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by age 19 in 2010 and 16 in 2007 by primary type of need**



\* The percentage for 16 year olds with profound and multiple learning difficulties is not displayed as fewer than five pupils achieved the qualification in the group.

## Improvement in GCSE attainment between the ages of 16 and 19 years for those at School Action Plus or with statements by primary type of need

Figure 4.2 shows that, of young people at School Action Plus or with statements in 2010, those with specific learning difficulties and speech, language and communication difficulties improved the most in terms of the percentage achieving level 2, between the ages of 16 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 2 at age 19 and also when they were aged 16.

## Gender differences in attainment by provision of special educational needs

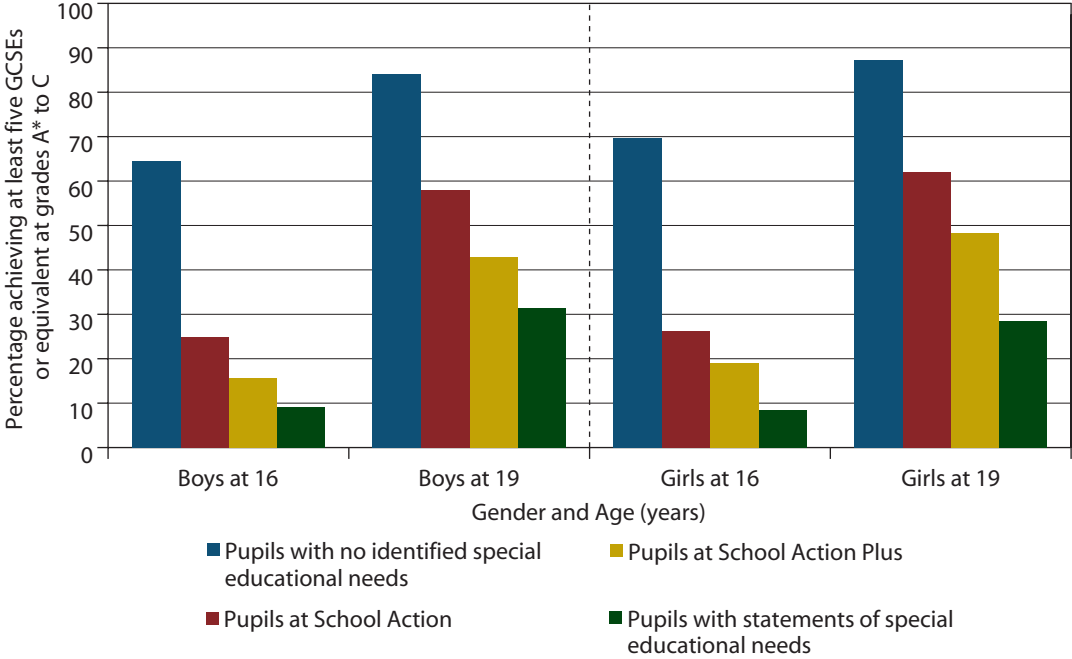
Figure 4.3 shows the percentage of boys and girls who achieved level 2 in 2010 by age and provision for special educational need.

In general, the percentage of girls achieving this level by the age of 19 years was higher than that for boys for each provision for special educational need. 84.0 per cent of 19 year old boys with no identified special educational needs achieved level 2 compared to 87.2 per cent of girls.

The widest attainment gap between boys and girls occurred at School Action Plus, where 43.0 per cent of boys achieved level 2 by age 19 compared to 48.3 per cent of girls. A similar attainment gap exists between boys and girls at School Action and for those with no special educational needs. The exception to this trend was in relation to pupils with statements, amongst which boys were slightly more likely to achieve level 2 by age 19 (31.4 per cent) compared to girls (28.5 per cent).

Level 2 attainment between the ages of 16 and 19 increased more amongst boys with statements than amongst girls with statements. The opposite was true for School Action and School Action Plus, with attainment levels increasing more amongst girls than boys. Web based Table 4.1 contains the data used to produce Figure 4.3.

**Figure 4.3: Percentage of boys and girls aged 19 years in 2010 who achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by the age of 19 in 2010 and 16 in 2007 and provision for need**





## Young people with special educational needs achieving two A levels

### Key findings at A level

The percentage of 19 year old pupils who achieved two A levels or equivalent (also known as level 3), was lower for pupils with special educational needs than for pupils without.

Amongst pupils with special educational needs the primary need types that had the highest percentage achieving the level 3 qualification by the age of 19 were the visually impaired and hearing impaired.

### Gender

The proportion of girls achieving the level 3 qualification by age 19 was higher than that of boys for each provision for special educational need.

The widest attainment gap between boys and girls occurred for pupils with no special educational needs, where 54.1 per cent of boys achieved level 3 by 19 compared to 61.8 per cent of girls.

Level 3 attainment increased by a similar amount between the ages of 18 and 19 for boys and girls with statements.

Figure 4.4 shows the percentage of pupils who, by the age of 19 years in 2010, had achieved two A levels or equivalent (this is also known as the level 3 threshold). The figures are broken down by age and provision of special educational need. Figure 4.4 shows the percentage of pupils aged 19 in 2010 that achieved the level 3 threshold and also shows the percentages of the same group of pupils who had achieved this level at the age of 18.

The percentage of pupils aged 19 years who achieved level 3 was lower for pupils with special educational needs. Pupils with statements made less improvement in terms of the percentage achieving level 3 between the ages of 18 and 19 years compared to pupils at School Action Plus. In turn pupils at School Action Plus made less improvement than those at School Action, and those at School Action made slightly less improvement than those with no special educational needs. Web based Table 4.3 contains the data used to produce Figure 4.4.

**Figure 4.4: Percentage of those aged 19 years in 2010 who achieved two A levels or equivalent (level 3) by their age in 2010 and a year earlier by provision for special educational need**

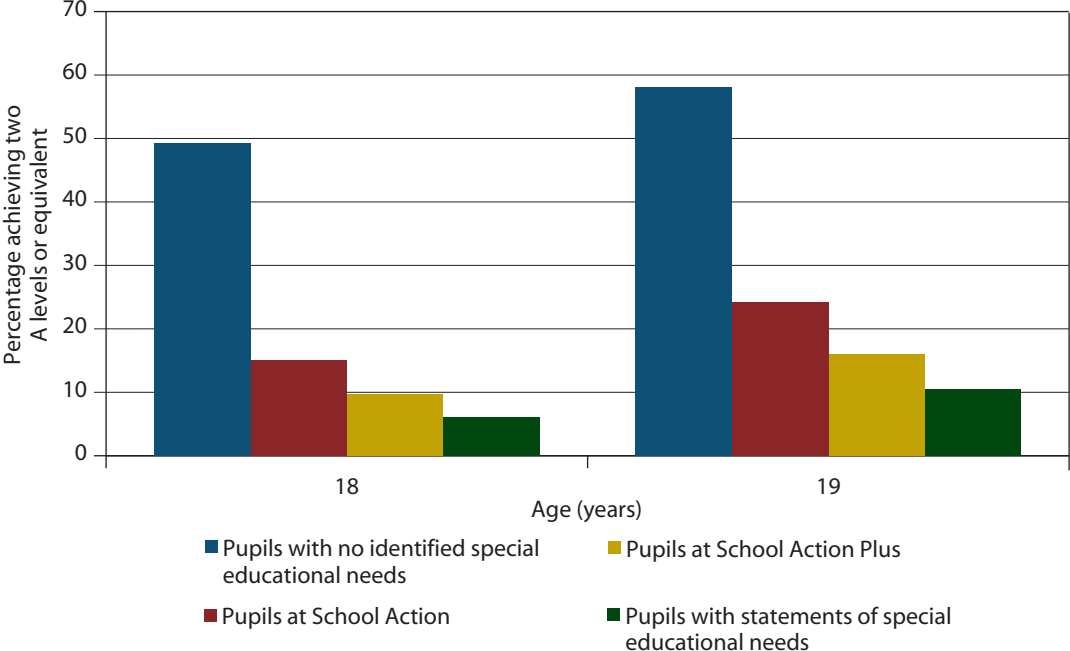


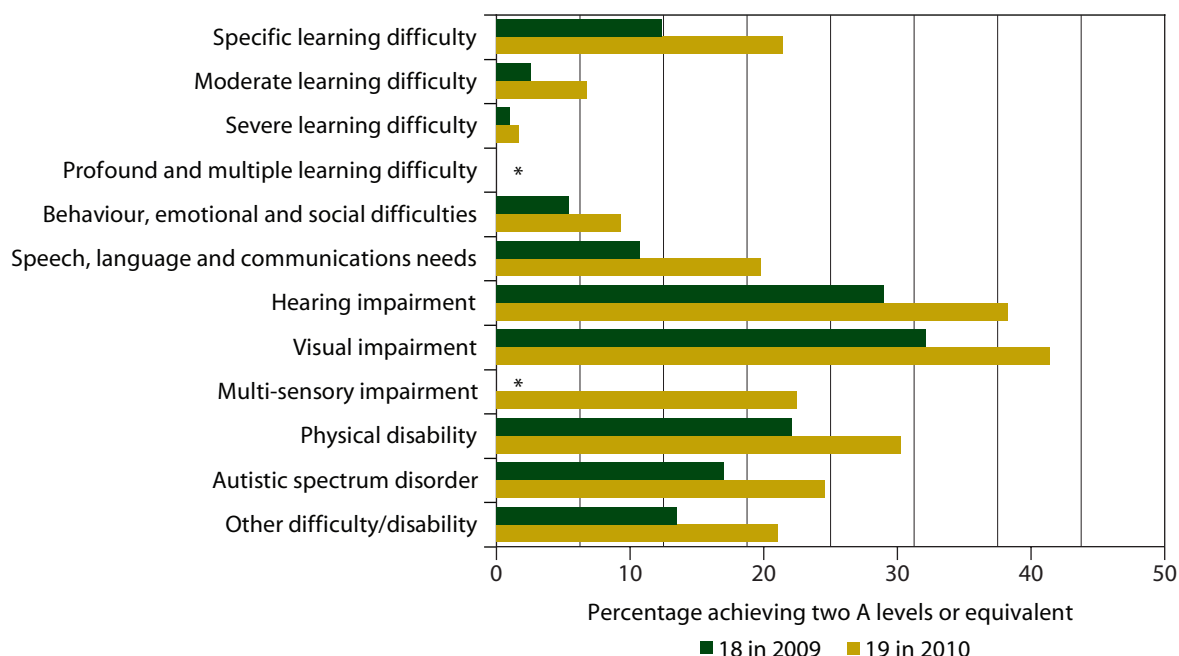
Figure 4.4 shows that 58.1 per cent of pupils aged 19 years in 2010 without special educational needs achieved level 3. This compared to 24.2 per cent at School Action, 16.0 per cent at School Action Plus and 10.4 per cent for those with statements of special educational needs.

**A level achievements of those at School Action Plus or with statements by primary type of need**

Figure 4.5 shows the percentage of pupils at School Action Plus or with statements in 2010 who, by the ages of 19 in 2010 and 18 in 2009, had achieved level 3 by primary type of need.

The groups with the highest percentage achieving the level 3 qualification by age 19 in 2010 were the visually impaired (41.4 per cent) and the hearing impaired (38.3 per cent). Web based Table 4.4 contains the data used to produce Figure 4.5.

**Figure 4.5: Percentages of pupils at School Action Plus or with statements aged 19 years in 2010 who had achieved two A levels or equivalent (level 3) by age 19 in 2010 and 18 in 2009 by primary type of need**



\* The percentages for profound and multiple learning difficulties and 18 year olds with multi-sensory impairment are not displayed as fewer than five pupils achieved the qualification in the groups.

## Improvement in A level attainment between the ages of 18 and 19 years for those at School Action Plus and with statements by primary type of need

Figure 4.5 shows that of the young people at School Action Plus or with statements in 2010, those with visual impairments, hearing impairments and speech, language and communication difficulties improved the most in terms of the percentage achieving level 3, between the ages of 18 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 3 at age 19 and also when they were aged 18.

## Gender differences in attainment by provision of special educational need

Figure 4.6 shows the percentage of 19 year old boys and girls who had achieved level 3. The statistics are broken down by age and provision for special educational need.

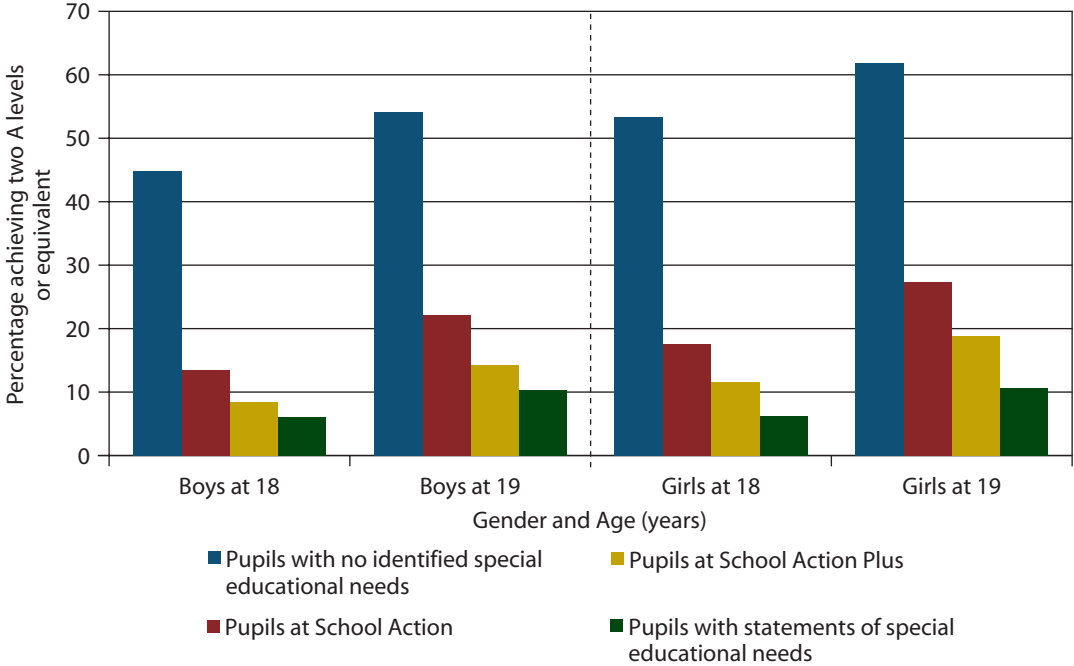
The proportion of 19 year old girls achieving level 3 was higher than that of boys regardless of provision of special educational need.

54.1 per cent of 19 year old boys with no identified special educational needs achieved level 3 compared to 61.8 per cent of girls.

10.4 per cent of 19 year old boys with statements of special educational needs achieved level 3 compared to 10.6 per cent of girls.

Level 3 attainment increased by a similar amount between the ages of 18 and 19 for boys and girls with statements. Level 3 attainment for pupils at School Action and School Action Plus increased more amongst girls than boys. Web based Table 4.3 contains the data used to produce Figure 4.6.

**Figure 4.6: Percentage of boys and girls aged 19 years in 2010 who had achieved two A levels or equivalent (level 3) by the age of 19 in 2010 and 18 in 2009 and provision for need**



## Main activities at ages 16, 18 and 19 for young people with special educational needs

### Key findings

At age 16, the most common main activity for young people was full time education regardless of their provision for special educational need. Young people with special educational needs were less likely to be involved in full time education than those with no special educational needs (77 per cent of those with no special educational needs compared to 57 per cent for those at School Action, 54 per cent for those at School Action Plus and 71 per cent for those with statements).

At age 18, more young people at School Action Plus were not in education, employment and training than any other setting. However, full time education was the most common activity for those with no special educational needs, at School Action and with statements. 46 per cent of those with no special educational needs were in full time education compared to 31 per cent of those at School Action, 27 per cent of those at School Action Plus and 42 per cent of those with statements. Just 13 per cent of 18 year olds with no special educational needs were not in education, employment and training compared to 24 per cent at School Action, 33 per cent at School Action Plus and 30 per cent with statements.

At age 19, more young people with statements were not in education, employment and training than any other setting. The most common activity for those at School Action and School Action Plus was employment and the most common for those with no special educational needs was education. 12 per cent of 19 year olds with no special educational needs were not in education, employment and training compared to 26 per cent at School Action, 36 per cent at School Action Plus and 39 per cent with statements.

## Introduction

Data on main activity transitions for young people is collected via the Longitudinal Study for Young People in England (LSYPE) and the Youth Cohort Study (YCS) which collects the responses for a cohort of young people who were in Year 11 (academic age 15) in 2005/06. The same people are interviewed annually over several years and so it is possible to track changes in responses over time. The young people in the study were aged 18 in 2008/09 and aged 19 in 2009/10. Nearly 13,000 19 year olds took part in the study in 2009/10.

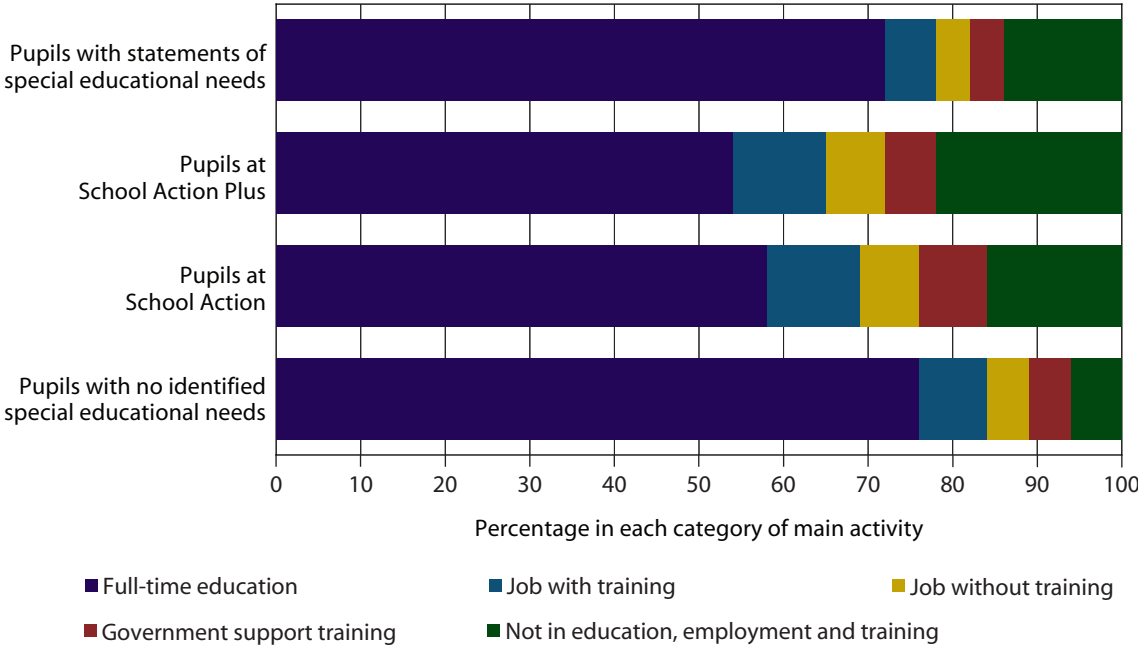
LSYPE/YCS respondents were first interviewed in the spring of 2004 at age 13 and have been interviewed annually since then, resulting in a total of six 'waves'. For the first four waves, the young person's parents or guardians were also interviewed. Information on special educational needs for the cohort is taken from the School Census in January 2006.

## Main activities of young people at age 16 by provision for special educational need

At age 16, the most common main activity for young people with special educational needs was full time education (in which 59 per cent were engaged), followed by some form of employment (17 per cent), Government Supported Training (7 per cent) with the remaining 17 per cent not in education, employment and training. Of those in employment, slightly more were in jobs with training (10 per cent) compared to those without training (7 per cent). These figures do not appear in Figure 4.7 but are included in the accompanying downloadable tables.

Figure 4.7 shows the main activities of young people at age 16 by provision for special educational need. Pupils at School Action Plus were most likely to be not in education, employment and education (22 per cent) while those with no special educational needs were least likely (6 per cent). 77 per cent of those with no special educational needs were in full time education compared to 57 per cent for those at School Action, 54 per cent for those at School Action Plus and 71 per cent for those with statements. Web based Table 4.5 contains the data used to produce Figure 4.7.

**Figure 4.7: Main activities of young people by age 16 by provision for special educational need**

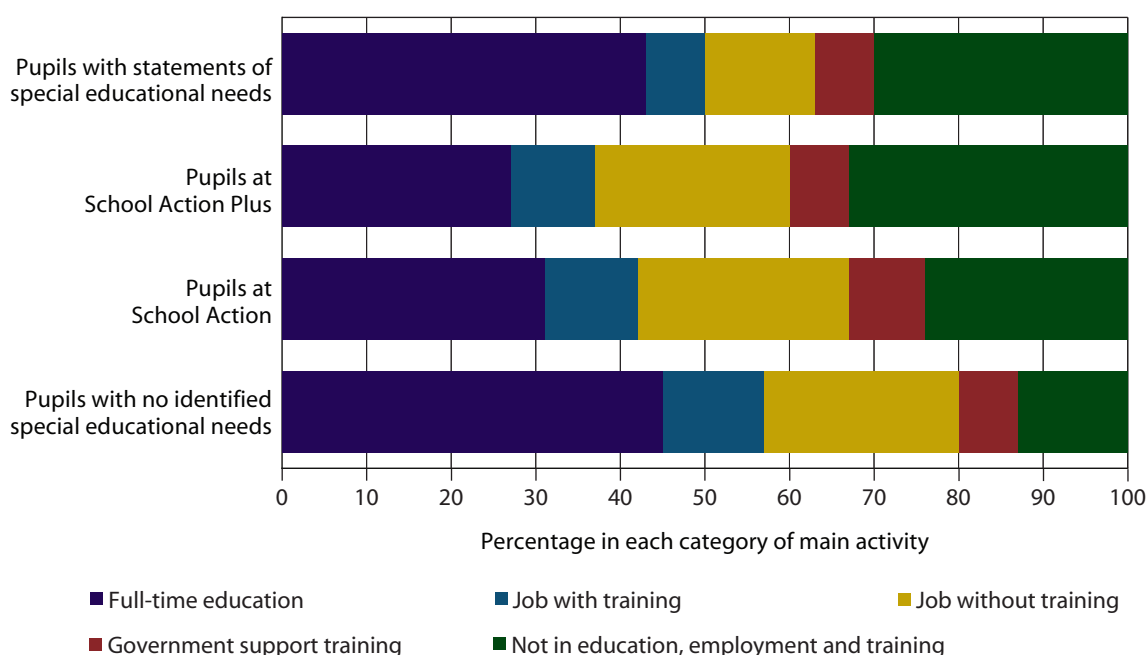


## Main activities of young people at age 18 by provision for special educational need

At age 18, the most common main activity for young people with special educational needs was full time education (in which 33 per cent were engaged), followed by some form of employment (32 per cent), Government Supported Training (8 per cent) and the remaining 27 per cent not in education, employment and training. Of those in employment, twice the proportion were in jobs without training (22 per cent) compared to those with training (10 per cent). These figures do not appear in Figure4.7 but are included in the accompanying downloadable tables.

Figure 4.8 shows the main activities of young people at age 18 by provision for special educational need. Pupils at School Action Plus were most likely to be not in education, employment and training (33 per cent) while those with no special educational needs were least likely (13 per cent). 46 per cent of those with no special educational needs were in full time education compared to 31 per cent for those at School Action, 27 per cent for those at School Action Plus and 42 per cent for those with statements. Web based Table 4.5 contains the data used to produce Figure 4.8.

**Figure 4.8: Main activities of young people by age 18 by provision for special educational need**

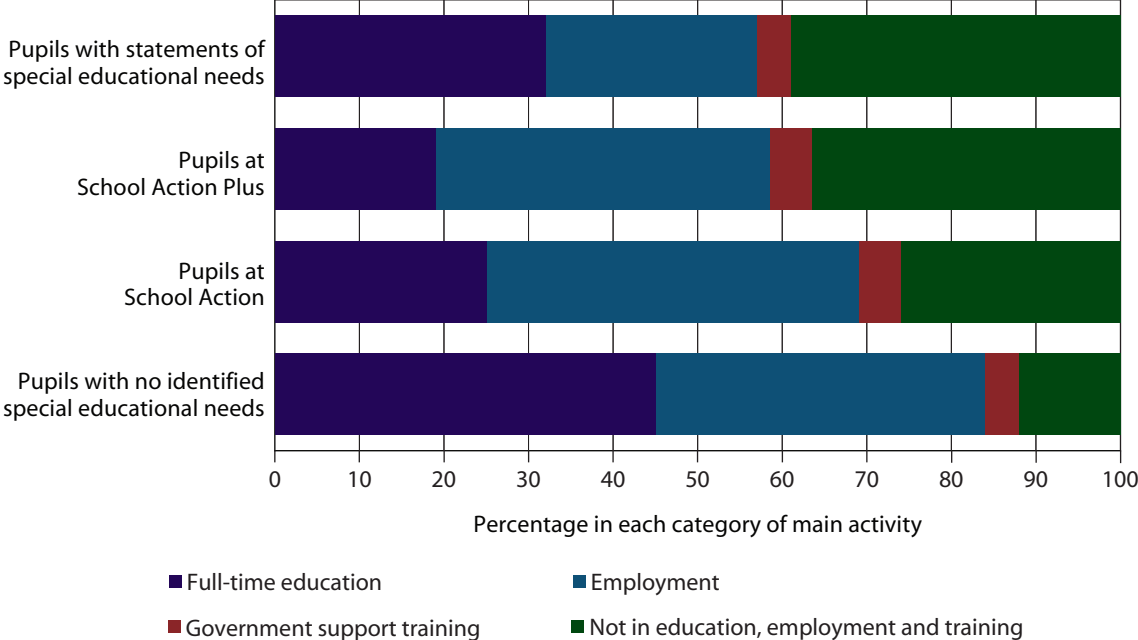


## Main activities of young people at age 19 by provision for special educational need

At age 19, the most common main activity for young people with special educational needs was employment (in which 39 per cent were engaged), followed by not in education, employment and training (31 per cent), full-time education (25 per cent) and the remaining 5 per cent in Government Supported Training. These figures do not appear in Figure 4.7 but are included in the accompanying downloadable tables.

Figure 4.9 shows the main activities of young people at age 19 by provision for special educational need. Pupils with statements of special educational needs were most likely to be not in education, employment and training (39 per cent) while those with no special educational needs were least likely (12 per cent). 45 per cent of those with no special educational needs were in full time education compared to 25 per cent for those at School Action, 19 per cent for those at School Action Plus and 32 per cent for those with statements. Web based Table 4.5 contains the data used to produce Figure 4.9.

**Figure 4.9: Main activities of young people by age 19 by provision for special educational need**



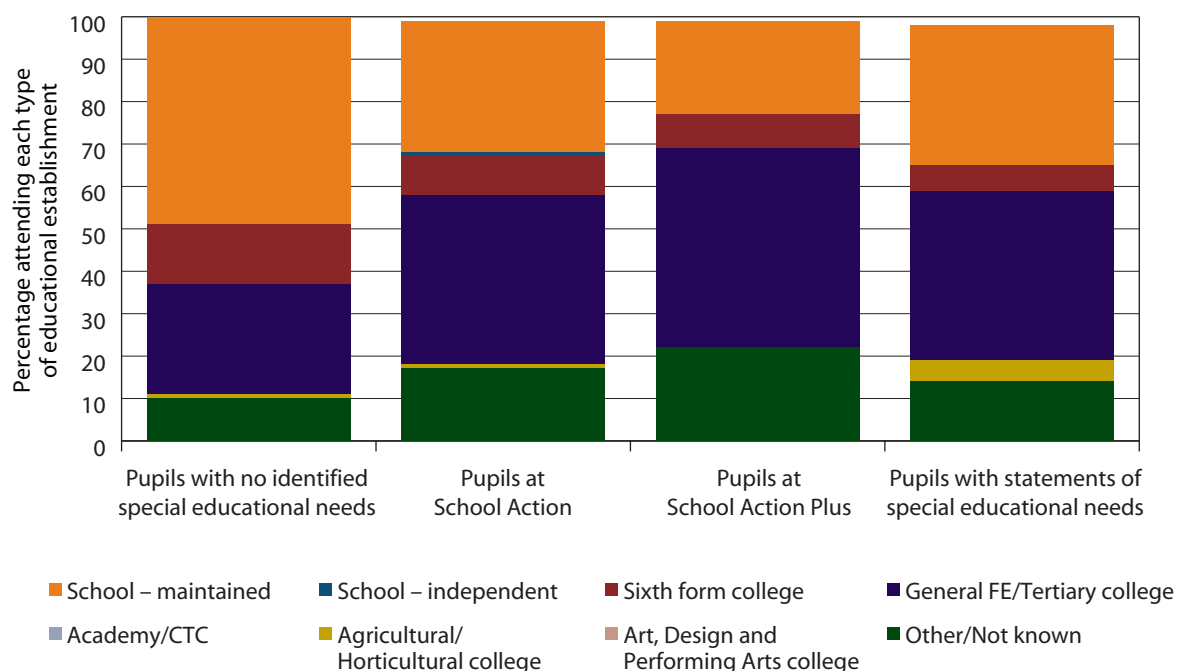
**Educational establishments of young people at age 16 for those with education as a main activity by provision for special educational need**

At age 16, 59 per cent of young people with special educational needs had education as their main activity. The most common educational establishment for these young people was Further Education/Tertiary colleges (41 per cent compared to 30 per cent at maintained schools) whereas the most common establishment for those without special educational needs was maintained schools (49 per cent compared to 26 per cent at Further Education/Tertiary colleges).

Figure 4.10 shows the educational establishments attended for young people with education as their main activity by provision for special educational need. Young people at School Action Plus were most likely to attend Further Education/Tertiary colleges (47 per cent) while those with no special educational needs were least likely (26 per cent). 49 per cent of those with no special educational needs were at maintained schools compared to 31 per cent for those at School Action, 22 per cent for those at School Action Plus and 33 per cent for those with statements. Web based Table 4.6 contains the data used to produce Figure 4.10.



**Figure 4.10: Educational establishments of young people in full-time education by age 16 by provision for special educational need**

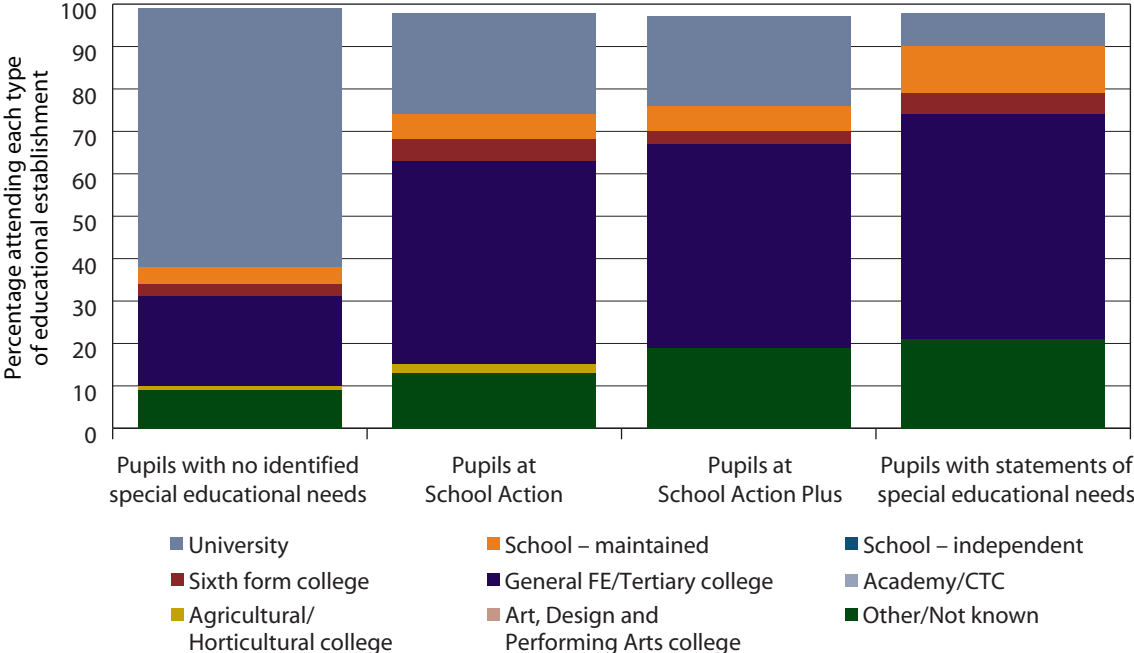


## Educational establishments of young people at age 18 for those with education as a main activity by provision for special educational need

At age 18, 33 per cent of young people with special educational needs had education as their main activity. The most common educational establishment for these young people was Further Education/Tertiary colleges (49 per cent compared to 19 per cent at university) whereas the most common establishment for those without special educational needs was university (61 per cent compared to 21 per cent at Further Education/Tertiary colleges).

Figure 4.11 shows the educational establishments attended by young people at age 18 with education as their main activity by provision for special educational need. Young people with statements of special educational needs were most likely to attend Further Education/Tertiary colleges (53 per cent) while those with no special educational needs were least likely (21 per cent). 61 per cent of those with no special educational needs were at university compared to 24 per cent for those at School Action, 21 per cent for those at School Action Plus and 8 per cent for those with statements. Web based Table 4.6 contains the data used to produce Figure 4.11.

**Figure 4.11: Educational establishments of young people in full-time education by age 18 by provision for special educational need**

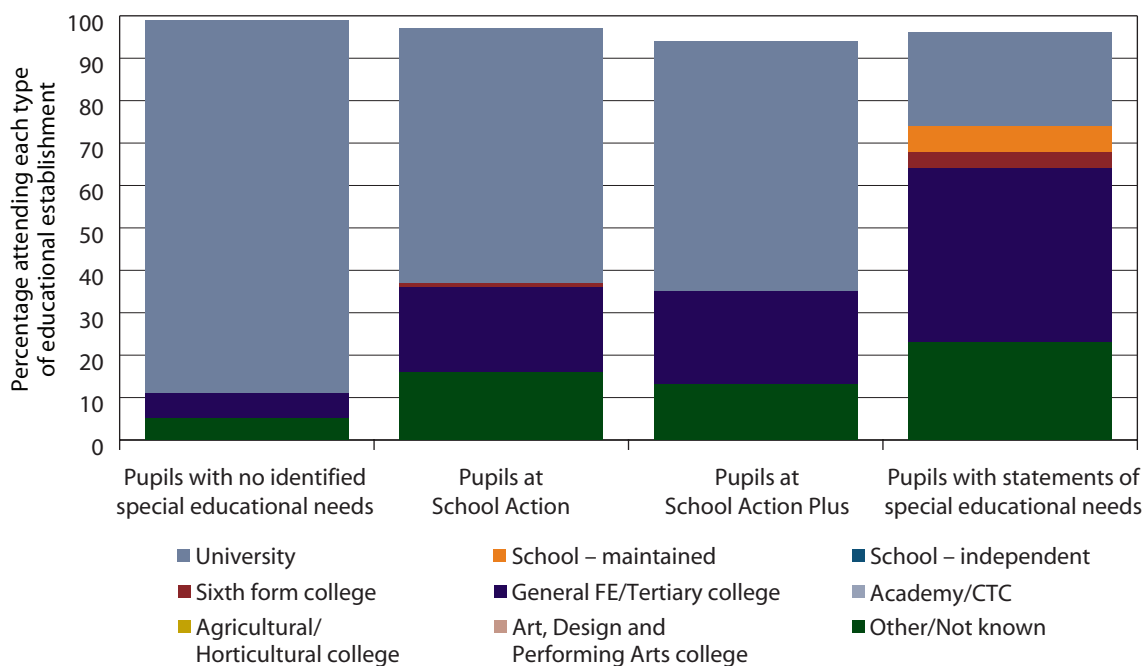


**Educational establishments of young people at age 19 for those with education as a main activity by provision for special educational need**

At age 19, 25 per cent of young people with special educational needs had education as their main activity. The most common educational establishment for these young people was university (50 per cent compared to 26 per cent at Further Education/Tertiary colleges). The most common establishment for those without special educational needs was also university but this rose to 88 per cent compared to just 6 per cent at Further Education/Tertiary colleges.

Figure 4.12 shows the educational establishments attended by young people at age 19 by provision for special educational need. Young people with statements of special educational needs were most likely to attend Further Education/Tertiary colleges (41 per cent) while those with no special educational needs were least likely (6 per cent). 88 per cent of those with no special educational needs were at university compared to 60 per cent for those at School Action, 59 per cent for those at School Action Plus and 22 per cent for those with statements. Web based Table 4.6 contains the data used to produce Figure 4.12.

**Figure 4.12: Educational establishments of young people in full-time education by age 19 by provision for special educational need**



## Young people with special educational needs progressing to higher education

### Key findings

Pupils with special educational needs are four to five times less likely to be in higher education compared to those with no special educational needs.

## Introduction

Data on pupils entering higher education is collected by the Higher Education Statistics Agency (HESA), which is the official agency for the collection, analysis and dissemination of quantitative information about higher education. Further information about HESA is available in Data Annex 4.

Higher education students are defined by HESA as those on courses for which the level of instruction is above that of level 3 (i.e. above A level of equivalent) of the Qualifications and Curriculum Development Agency (QCDA) National Qualifications Framework (NQF) (e.g. courses at the level of Certificate of higher education and above).

## Progression of pupils into higher education by age 19 in 2009

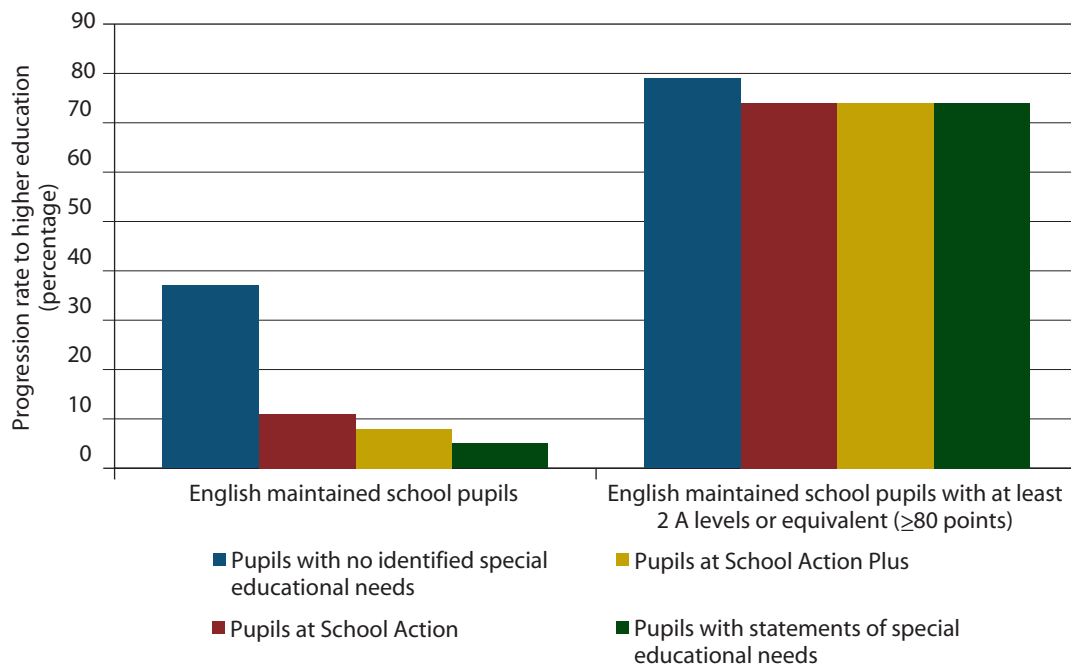
HESA data on enrolments in higher education for 18 and 19 year olds were matched to the National Pupil Database (NPD), which is a longitudinal database for children in England linking pupil/student characteristics to school and college learning aims and attainment. Progression rates cover the proportion of pupils who enrolled in higher

education courses in UK Higher Education Institutions (HEIs) or English Further Education Colleges (FECs) either at age 18 in academic year 2007/08, or at age 19 in academic year 2008/09.

Figure 4.13 shows the proportion of pupils who progressed to higher education by the age of 19 years in 2009 by their provision for special educational need in January 2005 (i.e. in academic year 11 when taking GCSEs). Pupils with special educational needs were four to five times less likely to be in higher education compared to those with no special educational needs. 37 per cent of those with no special educational needs in January 2005 progressed to higher education by age 19 in 2009 compared to 11 per cent for those at School Action, 8 per cent for those at School Action Plus and 5 per cent for those with statements.

Progression rates into higher education are much higher when looking at those who obtained two A levels or equivalent for all provisions for special education need. Figure 4.13 also shows that 79 per cent of those with no special educational needs in January 2005 who obtained two A levels or equivalent, enrolled in higher education courses by age 19 in 2009. This compares to 74 per cent for each of School Action, School Action Plus and with statements. Web based Table 4.7 contains the data used to produce Figure 4.13.

**Figure 4.13: Progression to higher education by age 19 in 2009 by provision for special educational need**



# Chapter 5 – Absence and exclusion from school

## Introduction

This chapter compares absence and exclusions levels between pupils with and without special educational needs. It looks at the proportion of pupils with special educational needs who were absent and persistently absent from school by different characteristics, such as their gender, primary type of need and reasons for being absent. It also compares the characteristics of those pupils who were excluded from school. All referenced tables can be found in the accompanying downloadable spreadsheets at:

<http://www.education.gov.uk/rsgateway/DB/STR/d001032.index.shtml>. All numbers which appear in this chapter were taken from the School Census. See Data Annex 6 for further details on all the material covered within this chapter.

## Absence from school in 2009/10

### Key findings from absence data

#### Overall absence

Pupils with special educational needs were more likely to be absent from school than other pupils. In 2009/10, pupils with no special educational needs missed the least amount of school through absence (5.4 per cent of half days missed). Pupils at School Action Plus (9.2 per cent) and with statements (9.1 per cent) missed the most school through absence. Of all the primary types of need, pupils with profound and multiple learning difficulties and behavioural, emotional and social difficulties were the most likely to be absent from school.

#### Reasons for absence

Compared to pupils with no special educational needs, pupils with special educational needs were more likely to be absent due to arriving late, being excluded (no alternative provision) and other unauthorised or authorised circumstances. However, pupils with special educational needs were less likely to be absent due to illness (not medical or dental appointments) and family holidays, compared to those without.

#### Persistent absentees

Pupils with special educational needs were more likely to be persistent absentees compared to those without special educational needs in 2009/10. In general, girls were more likely to be persistent absentees compared to boys. Pupils with behavioural, emotional and social difficulties and profound and multiple learning difficulties as their primary need type were most likely to be persistent absentees.

On average, persistent absentees with statements of special educational needs missed 38.4 per cent of half day sessions in 2009/10, compared to 32.3 per cent for those without special educational needs.

## Absence rates for pupils with special educational needs

This section reports on absence rates for pupils with special educational needs, which is measured by the percentage of half day school sessions missed as a percentage of the total number of possible sessions during the academic year (this is also known as overall absence).

Figure 5.1 shows the percentage of half days of school missed through absence in 2009/10 for pupils by their special educational need provision in January 2010 and school type attended. Pupils with special educational needs missed more school through absence compared to those without special educational needs. Overall, pupils with no special educational needs missed the least amount of school through absence (5.4 per cent of half days missed), followed by those at School Action (7.4 per cent). Pupils at School Action Plus and with statements missed the most school through absence, of all the special educational need provisions (9.2 per cent and 9.1 per cent respectively). Web based Table 5.1 contains the data used to produce Figure 5.1.

**Figure 5.1: Percentage of half day sessions missed due to absence by pupils with special educational needs in 2009/10 by provision of need and school type attended**

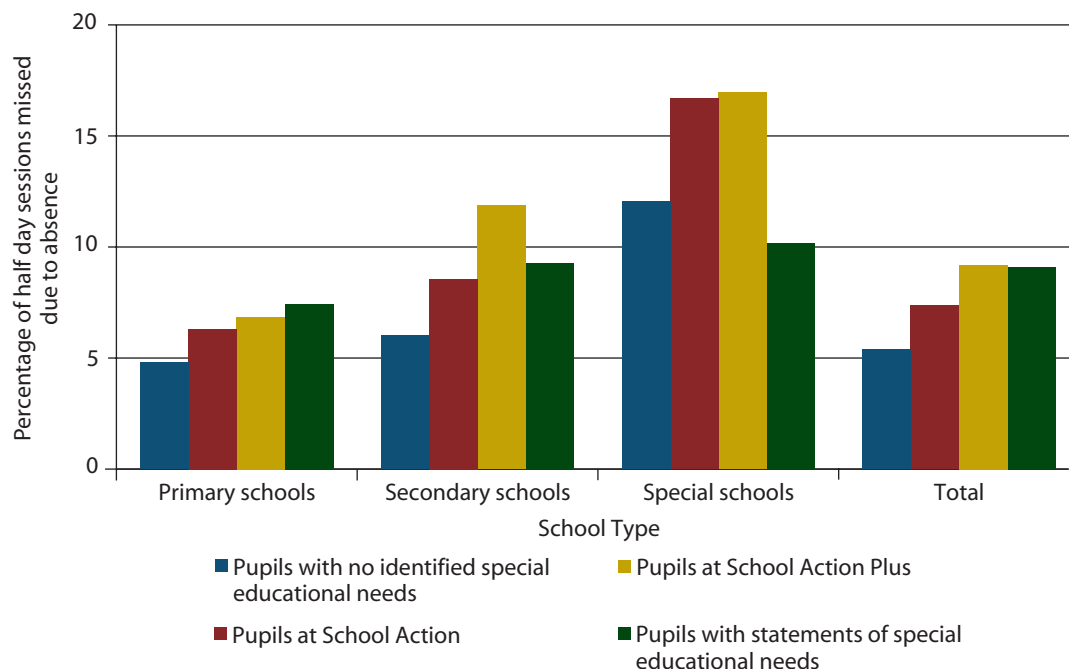
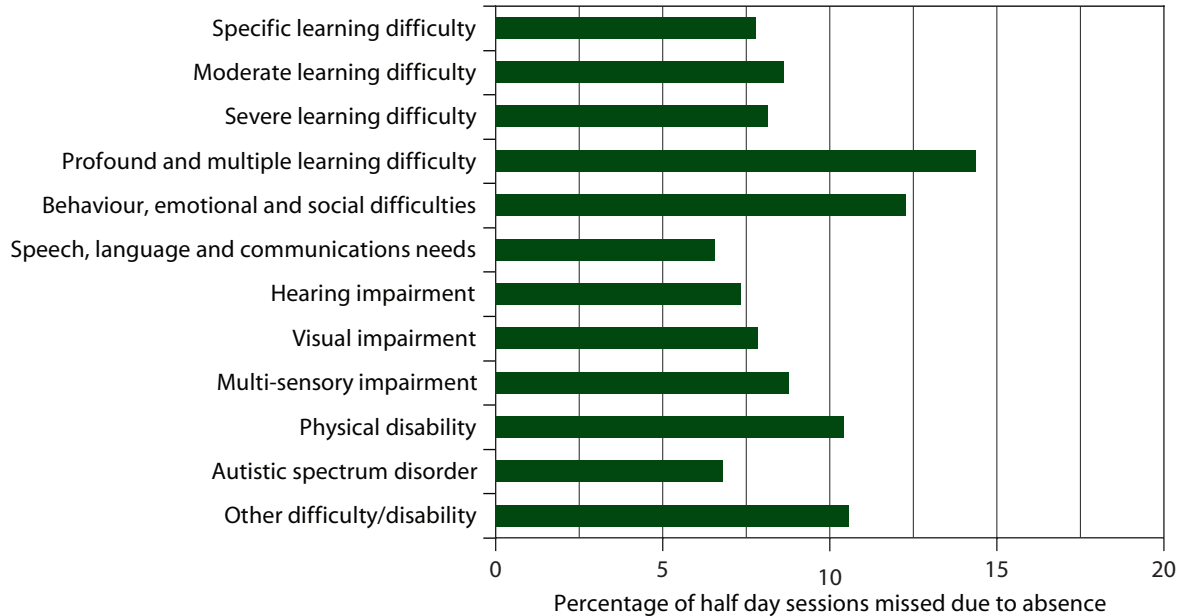


Figure 5.1 shows that pupils at special schools missed more school through absence than those at secondary schools in 2009/10, and those at secondary schools missed more time than those at primary schools, regardless of special educational need provision. At primary schools, pupils with statements had the highest overall absence rate (7.4 per cent), of all the special educational need provisions, while at secondary schools, pupils at School Action Plus had the highest rate (11.9 per cent). Absence percentages for pupils with no special educational needs and those at School Action in special schools should be treated with caution due to low numbers of pupil enrolments.

## Absence rates by primary type of need

Figure 5.2 shows the percentage of half days of school missed through absence by primary type of need for pupils at School Action Plus or with statements during 2009/10. Of all the primary types of need, pupils with profound and multiple learning difficulties (14.4 per cent) were the most likely to be absent from school. Pupils with speech, language and communication difficulties and autistic spectrum disorder missed the least school through absence. Web based Table 5.2 contains the data which was used to produce Figure 5.2.

**Figure 5.2: Percentage of half day sessions missed due to absence by pupils at School Action Plus or with statements in 2009/10 by primary type of need**



## Authorised and unauthorised absence

The above findings relate to overall absence, which includes:

- **Authorised absence** which is absence with permission from a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (for example, illness).
- **Unauthorised absence** which is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Arriving late for school, after the register has closed, is recorded as unauthorised absence.

Web based Tables 5.1 and 5.2 show that the proportion of school missed through authorised absence was greater than unauthorised absence for all the special educational need provisions and primary need groups in 2009/10. Of all the special educational need provisions, pupils at School Action Plus missed the greatest proportion of sessions through unauthorised absence (around 2.6 per cent). The equivalent figure for pupils with no special educational needs was around 0.8 per cent.

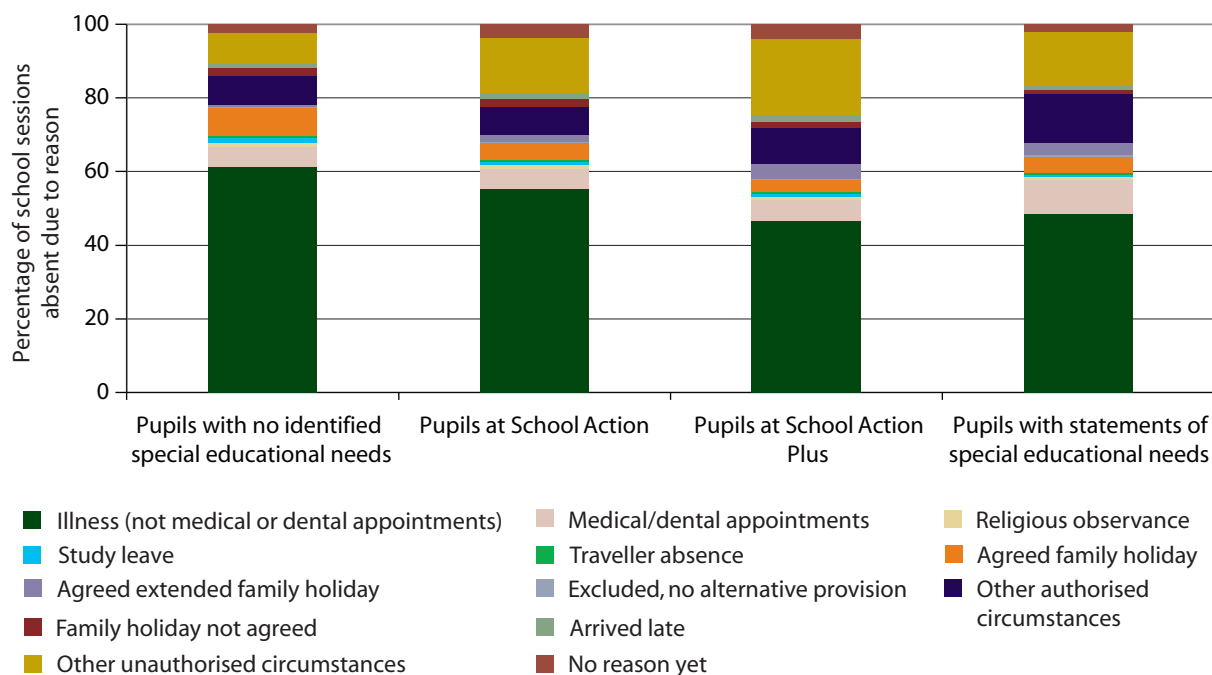
## Reasons for absence by provision for need

Figure 5.3 shows the reasons for which pupils were absent from school in 2009/10 by provision for special educational needs. For example, Figure 5.1 earlier showed that pupils with statements missed 9.1 per cent of half day sessions due to absence and Figure 5.3 shows the distribution of reasons for absence which made up this figure, as well as data for the other provisions of need. Web based Table 5.3 contains the data which was used to produce Figure 5.3. Data Annex 5 shows the list of reasons for absence.



Figure 5.3 shows that the biggest single reason for pupils to be absent in 2009/10 was illness (not medical or dental appointments), regardless of special educational need provision. This reason accounted for 61.2 per cent of absent sessions for pupils with no special educational needs. However, pupils with special educational needs were less likely to be absent due to this reason than those without special educational needs, with the smallest prevalence occurring amongst those at School Action Plus (46.6 per cent). Compared to pupils with no special educational needs, pupils with special educational needs were more likely to be absent due to exclusions (no alternative provision) and traveller absence. However, pupils with special educational needs were less likely to be absent due to agreed and not agreed family holidays, compared to those without special educational needs.

**Figure 5.3: Percentage of absent sessions missed by reason for absence for pupils with special educational needs in 2009/10 by provision for need**



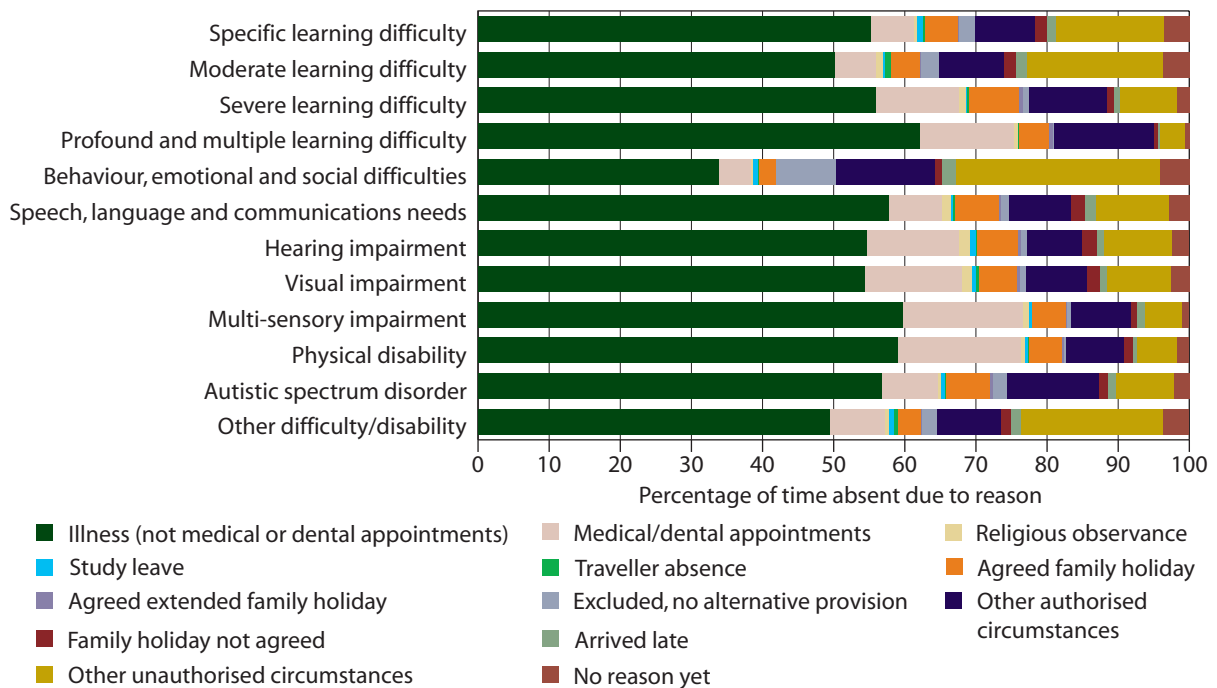
## Reasons for absence by primary type of need

Figure 5.4 shows the reasons for which pupils with each of the primary types of special educational need for pupils at School Action Plus or with statements were absent from school in 2009/10. For example, Figure 5.2 earlier showed that pupils with behaviour, emotional and social difficulties at School Action Plus or with statements missed 12.3 per cent of half day sessions in 2009/10 due to absence and Figure 5.4 shows the distribution of reasons for absence which make up this figure. Web based Table 5.4 contains the data which was used to produce Figure 5.4.

Figure 5.4 shows that the single biggest reason for absence for pupils at School Action Plus or with statements in 2009/10 was illness (not medical or dental appointments). Of all the primary need groups at School Action Plus and with statements, pupils with profound and multiple learning difficulties missed the highest proportion of absent sessions (62.1 per cent) through this reason. However, pupils with behaviour, emotional and social difficulties missed the smallest proportion of sessions (33.8 per cent) through

this reason. The distribution of reasons for absence amongst pupils with behaviour, emotional and social difficulties was quite different from the other primary need groups. Pupils with behaviour, emotional and social difficulties were more likely than any other primary need group to be absent due to; being excluded (no alternative provision) at 8.4 per cent, other unauthorised circumstances (28.6 per cent) and no reason yet (4.6 per cent). Pupils with physical disabilities (17.3 per cent) were most likely, of all the primary need groups, to be absent due to medical or dental appointments.

**Figure 5.4: Percentage of absent sessions missed by reason for absence for pupils at School Action Plus or with statements in 2009/10 by primary type of need**



## Persistent absentees

Persistent absentees are defined as pupils aged between 5 and 15 years who have 64 or more sessions of absence (authorised and unauthorised) during the academic year, i.e. those missing around 20 per cent of available half day sessions.

Figure 5.5 shows the percentage of pupil enrolments that were defined as persistent absentees at School Action, School Action Plus and with statements of special educational needs. Pupils could have been enrolled in more than one school throughout the academic year, in which case they could appear in the absence record more than once.

Pupils with special educational needs were more likely to be persistent absentees compared to those without special educational needs. 8.4 per cent of pupils with statements of special educational needs who were enrolled at school in 2009/10 were persistent absentees. Pupils at School Action Plus were most likely to be persistent absentees (8.5 per cent of all enrolments). This compared to 4.6 per cent for those at School Action and 1.8 per cent of pupils on roll where no special educational needs were identified.

**Figure 5.5: Percentage of pupils enrolled in 2009/10 who were defined as persistent absentees, by provision for need and gender**

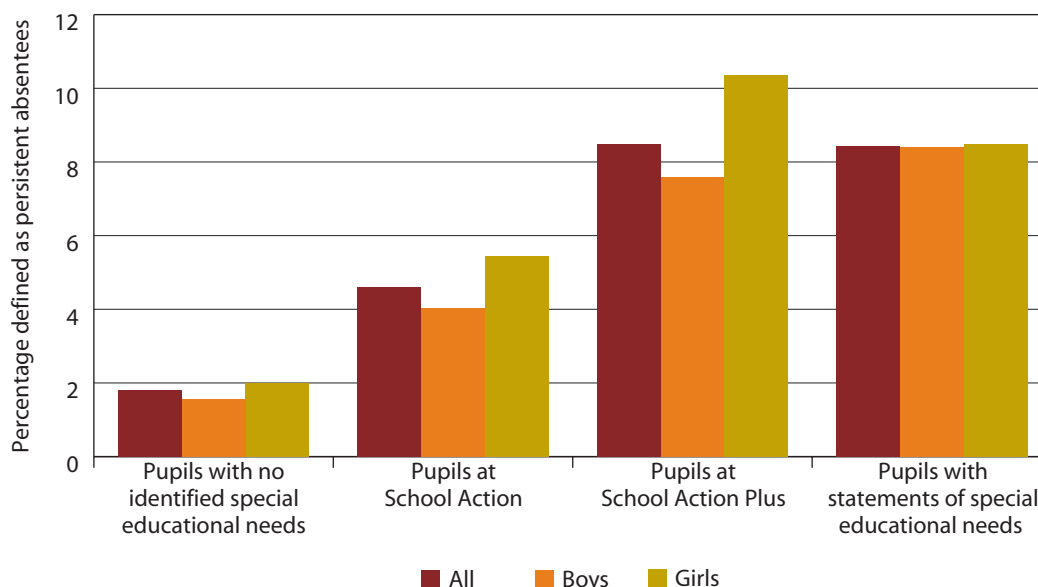
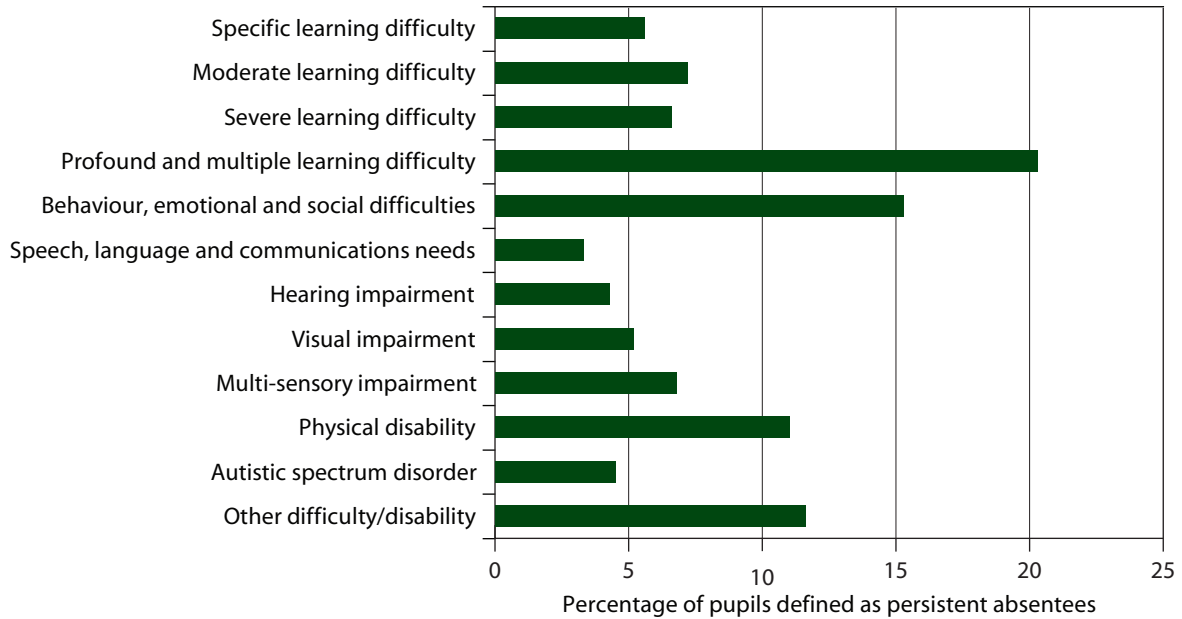


Figure 5.5 also shows that girls were more likely to be persistent absentees than boys regardless of provision for special educational need. 2.0 per cent of girls without special educational needs enrolled at school in 2009/10 were persistent absentees compared to 1.6 per cent of boys enrolled. The gap was largest between those at School Action Plus, where 10.4 per cent of girls on roll were persistent absentees compared to 7.6 per cent of boys. Web based Table 5.5 contains the data which was used to produce Figure 5.5.

### Persistent absentees by primary type of need

Figure 5.6 shows the percentage of persistent absentees at School Action Plus and with statements by primary types of special educational need. Pupils with speech, language and communication difficulties were least likely to be persistent absentees (3.3 per cent), while pupils with profound and multiple learning difficulties were most likely (20.3 per cent). Web based Table 5.2 contains the data which was used to produce Figure 5.6. Caution should be used when interpreting the figures for multi-sensory impairments in both groups along with the figure for profound and multiple learning difficulties at School Action Plus, due to the low numbers of pupils enrolled.

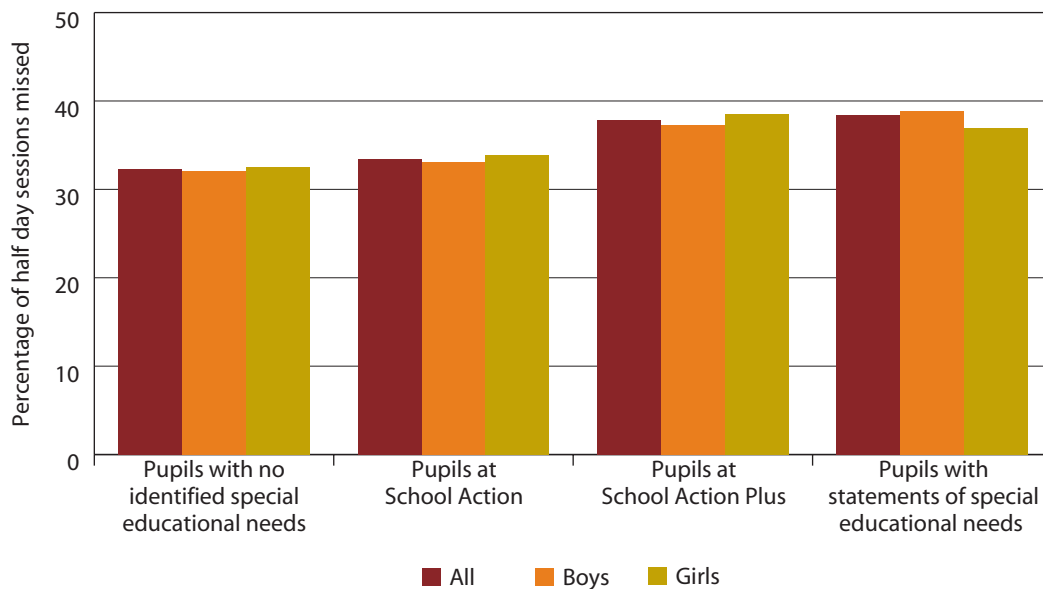
**Figure 5.6: Percentages of pupils enrolled in 2009/10 who were defined as persistent absentees, by primary need type**



### Half days missed at school by persistent absentees by provision for need

Figure 5.7 shows the percentage of half days missed at school by persistent absentees with special educational needs. Persistent absentees with special educational needs missed more school through absence compared to pupils with no special educational needs. On average, persistent absentees with statements of special educational needs missed 38.4 per cent of half day sessions in 2009/10, compared to 32.3 per cent for those without special educational needs. The figures for pupils at School Action and School Action Plus were 33.5 per cent and 37.8 per cent respectively. Web based Table 5.5 contains the data which was used to produce Figure 5.7.

**Figure 5.7: Percentage of half day sessions missed by persistent absentees in 2009/10 by provision for need and gender**



## Rate of authorised and unauthorised absence by persistent absentees

Web based Table 5.5 shows that persistent absentees with statements of special educational needs missed more half days through authorised absence (25.9 per cent of half days missed, which accounted for approximately 67 per cent of all absence for pupils with statements) compared to those with no special educational needs (19.6 per cent, which accounted for approximately 61 per cent of all absence for pupils with no special educational needs). Persistent absentees at School Action Plus missed the most half days through unauthorised absence at 18.3 per cent of half days. This compared to 12.7 per cent of persistent absentees with no special educational needs.

## Exclusions from school in 2009/10

### Key findings from exclusions data

#### Fixed period exclusions

Pupils with special educational needs were much more likely to receive a fixed period exclusion from school than their peers. Pupils at School Action Plus were most likely to receive a fixed period exclusion from school in 2009/10. Pupils at School Action Plus were over 7 times more likely to receive a fixed period exclusion than those with no special educational needs.

#### Reasons for fixed period exclusions in 2009/10

Compared to those with no special educational needs, pupils with special educational needs were less likely to receive a fixed period exclusion due to drug and alcohol related reasons, physical assaults on pupils or the any other reason category. However, pupils with special educational needs were more likely than their peers to receive a fixed period exclusion due to physical assaults on adults and persistent disruptive behaviour.

#### Permanent exclusions

Pupils with special educational needs were much more likely to receive a permanent exclusion from school than their peers. Pupils at School Action Plus were most likely to receive a permanent exclusion from school in 2009/10. Pupils at School Action Plus were nearly 20 times more likely to receive a permanent exclusion than those with no special educational needs.

#### General findings

Boys were more likely to receive any type of exclusion from school than girls in 2009/10. Of all the primary need groups, pupils with behavioural, emotional and social difficulties were by far the most likely to receive either type of exclusion.

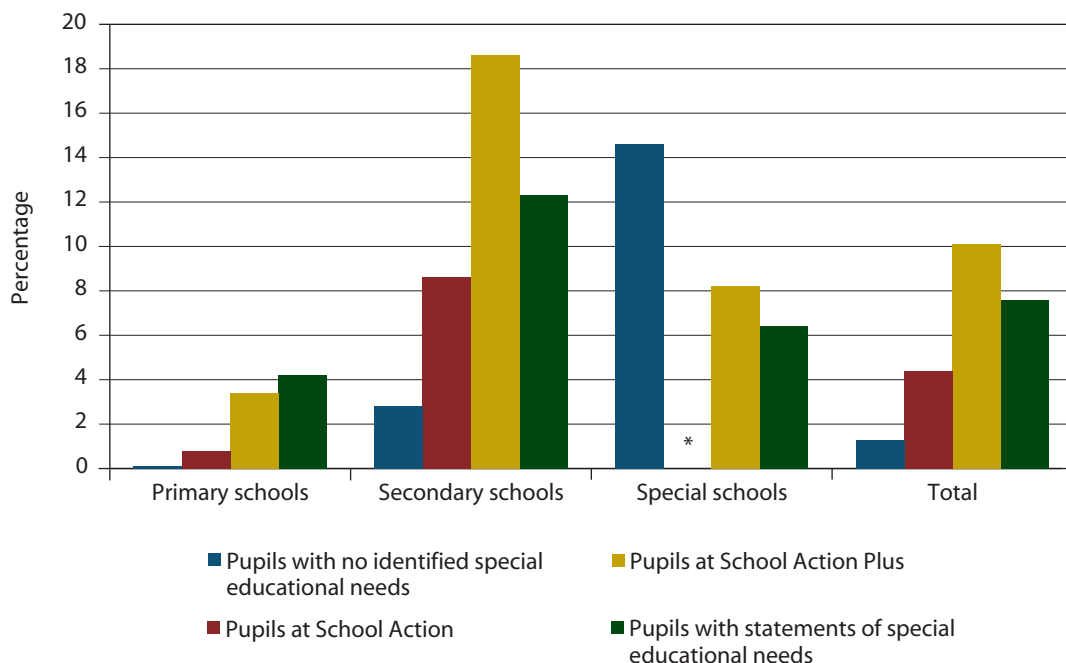
## Rate of fixed period exclusions for pupils with special educational needs

This section reports on fixed period exclusion rates for pupils with special educational needs. A fixed period exclusion is when a pupil is excluded from a school but remains on the register because they are expected to return once the exclusion period is over. This

analysis reports on the number of fixed period exclusions per enrolment. Pupils could have been enrolled in more than one school throughout the year, in which case they would be counted on each occasion in which they enrolled. The 'fixed period exclusion rate' is defined as the number of pupil enrolments that received one or more fixed period exclusions expressed as a percentage of all pupils of the same group (i.e. pupils of the same special educational need provision).

Figure 5.8 shows the percentage of pupil enrolments in 2009/10 that received one or more fixed period exclusion in the year by their special educational need provision in January 2010 and school type attended. Pupils with special educational needs were much more likely to receive a fixed period exclusion than those with no special educational needs. Overall, pupils with no special educational needs were least likely to receive a fixed period exclusion (1.3 per cent), followed by those at School Action (4.4 per cent). Pupils at School Action Plus (10.1 per cent) were most likely to receive a fixed period exclusion, of all the special educational need provisions. This shows that pupils at School Action were over 7 times more likely to receive a fixed period exclusion than those with no special educational needs. Web based Table 5.6 contains the data used to produce Figure 5.8.

**Figure 5.8: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by school type attended, 2009/10**



\* The percentage for pupils at School Action at Special Schools with one or more exclusion is not shown as fewer than five pupils met the criteria in the group.

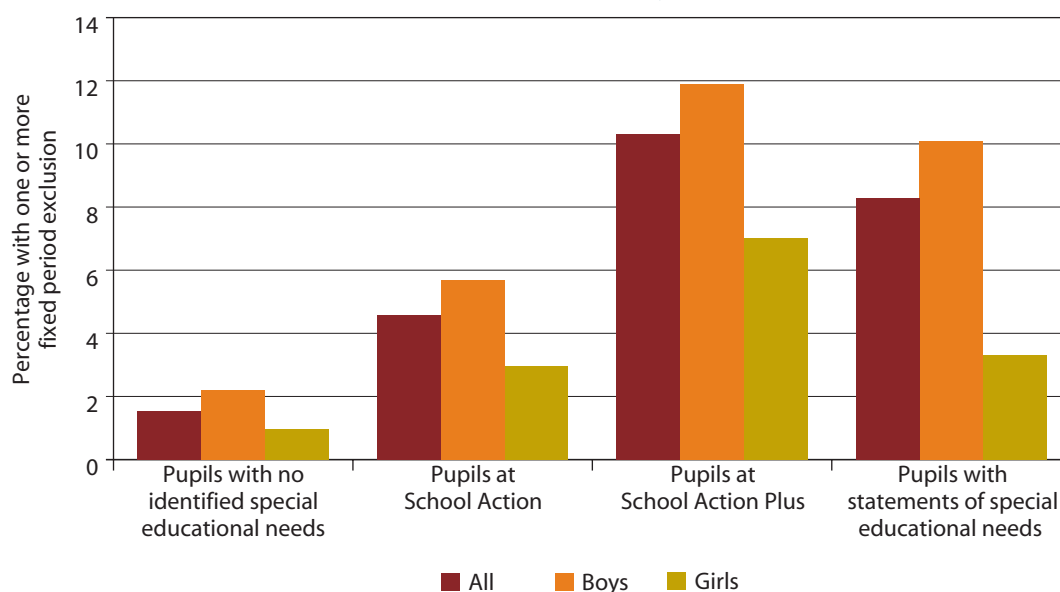
Figure 5.8 shows that pupils at secondary schools were more likely to receive a fixed period exclusion than those at primary schools in 2009/10, regardless of special educational need provision. At primary schools, pupils with statements had the highest overall fixed period exclusion rate (4.2 per cent) of all the special educational need provisions, while at secondary school, pupils at School Action Plus had the highest rate

(18.6 per cent). 6.4 per cent of pupils with statements enrolled in special schools received at least one fixed period exclusion. The fixed period exclusion percentages for pupils with no special educational needs in special schools should be treated with caution due to low numbers of pupil enrolments.

## Rate of fixed period exclusions for pupils with special educational needs by gender

Figure 5.9 shows fixed period exclusion rates for pupils enrolled in 2009/10 by their gender and special educational need provision. Boys were more likely to receive a fixed period exclusion from school than girls regardless of their provision for need in 2009/10. Boys with statements (10.1 per cent) were three times more likely than girls (3.3 per cent) to receive a fixed period exclusion. Boys at School Action and School Action Plus were over one and a half times as likely as girls to receive a fixed period exclusion. Boys with no identified special educational needs (2.2 per cent) were over twice as likely as girls (1.0 per cent) to receive a fixed period exclusion. Web based Table 5.7 contains the data used to produce Figure 5.9.

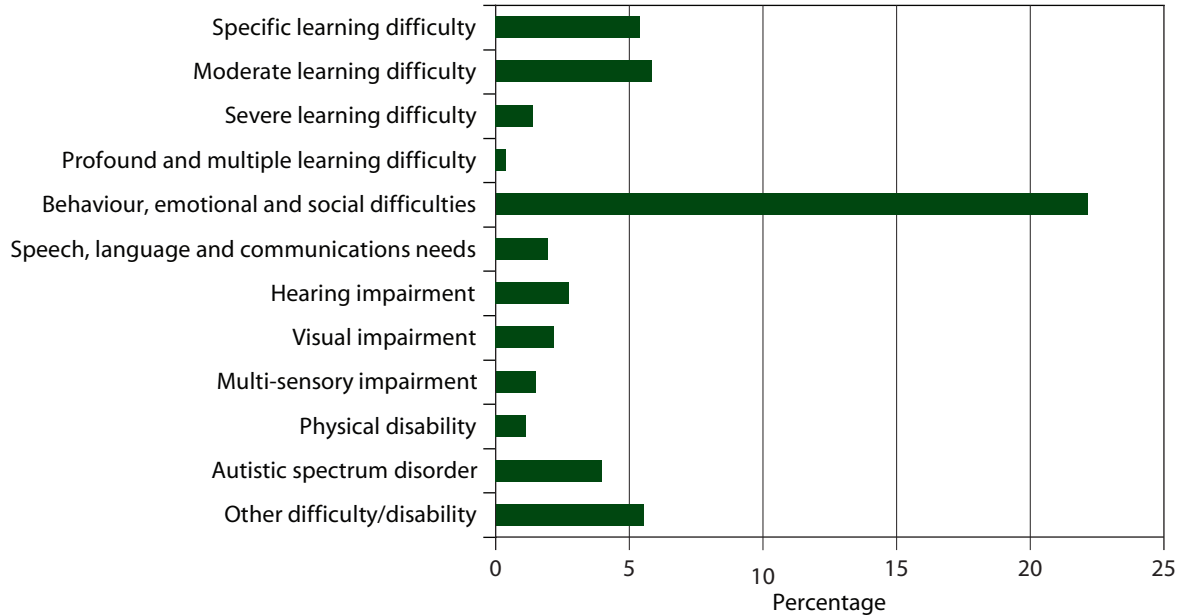
**Figure 5.9: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by gender, 2009/10**



## Rate of fixed period exclusions by primary type of need

Figure 5.10 shows the rate of fixed period exclusions by primary types of special educational need among pupils at School Action Plus and those with statements in 2009/10. Pupils with behaviour, emotional and social difficulties were by far the most likely to receive a fixed period exclusion (22.1 per cent of those enrolled with behavioural, emotional and social difficulties received one or more fixed period exclusion). Pupils with profound and multiple learning difficulties were the least likely to receive a fixed period exclusion (0.4 per cent). Web based Table 5.8 shows the data used to produce Figure 5.10.

**Figure 5.10: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same primary type of special educational need, 2009/10**



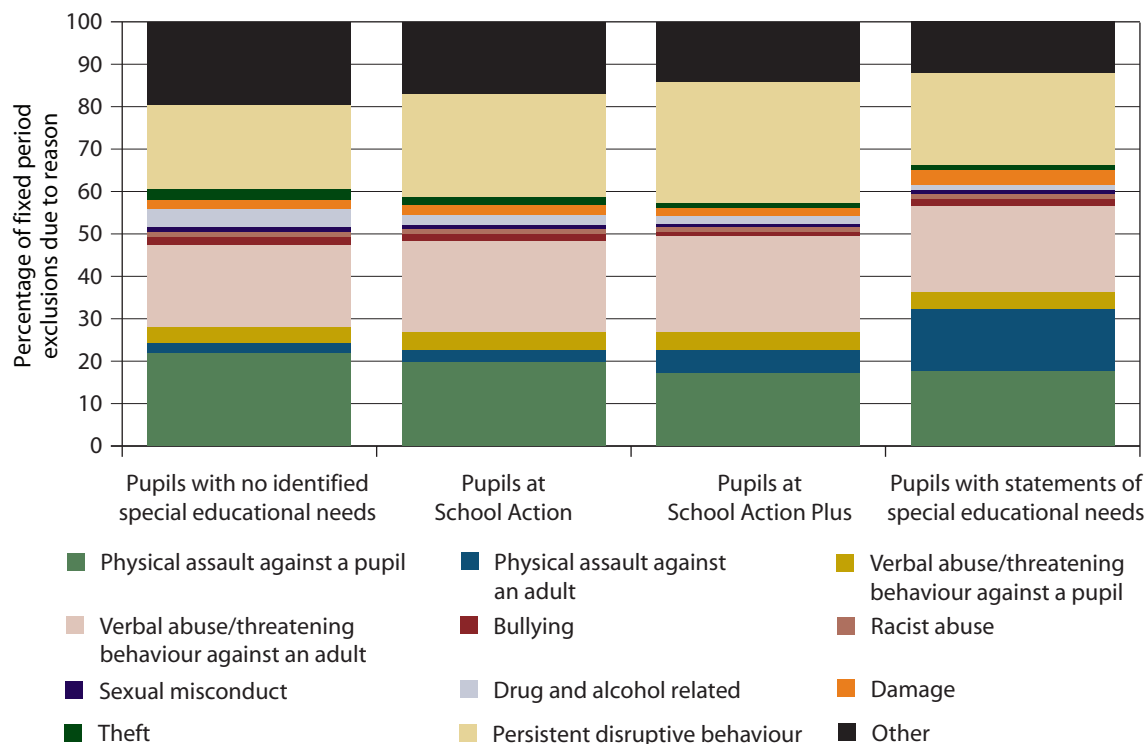
## Reasons for fixed period exclusion by provision for need

Figure 5.11 shows the reasons for which pupils received fixed period exclusions from school in 2009/10 by provision for special educational needs. For example, Figure 5.11 shows the distribution and prevalence of reasons for all fixed period exclusions received by pupils with statements. Web based Table 5.9 contains the data which was used to produce Figure 5.11.

Figure 5.11 shows that pupils received a fixed period exclusion for a variety of reasons in 2009/10. The most common reasons for exclusions were persistent disruptive behaviour, verbal abuse/threatening behaviour against an adult, physical assault against a pupil and any other reason. Pupils with statements of special educational needs were much more likely to receive a fixed period exclusion for physical assault against an adult than other provisions of special educational need. Compared to those with no special educational needs, pupils with special educational needs were less likely to receive a fixed period exclusion due to drug and alcohol related reasons, physical assaults on pupils or the any other reason category.



**Figure 5.11: Percentage of fixed period exclusions by reason for exclusion for pupils with special educational needs in 2009/10 by provision of need**

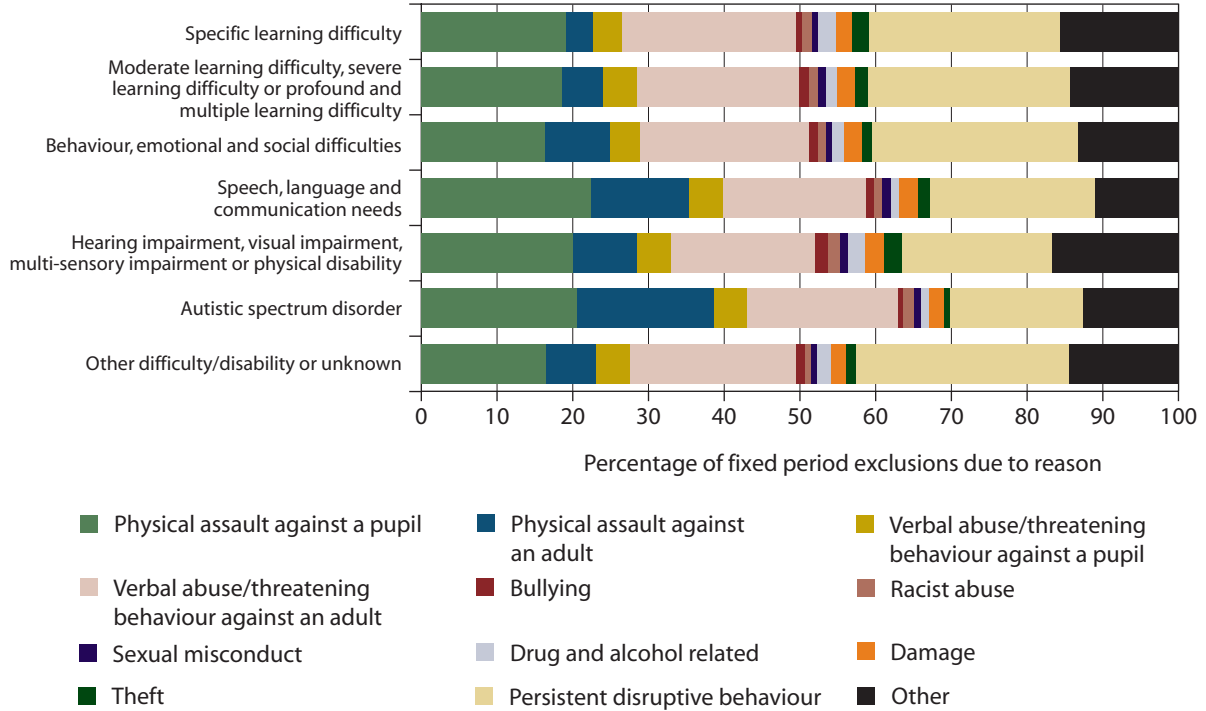


## Reasons for fixed period exclusion by primary type of need

Figure 5.12 shows the reasons for which pupils at School Action Plus and statements received fixed period exclusions from school in 2009/10. Web based Table 5.10 contains the data which was used to produce Figure 5.12. Primary need figures were combined in some cases to ensure the groups were large enough to draw robust conclusions from the data. Figure 5.12 shows the following:

- Pupils with speech language and communication difficulty and autistic spectrum disorder were most likely to receive a fixed period exclusion due to physical assaults against pupils and adults.
- Pupils with behaviour, emotional and social difficulties and other difficulties and disabilities were most likely to receive a fixed period exclusion due to persistent disruptive behaviour.

**Figure 5.12: Percentage of fixed period exclusions by reason for exclusion for pupils at School Action Plus and with statements of special educational needs in 2009/10 by primary type of need**



## Rate of permanent exclusions

A permanent exclusion is when a pupil is excluded from a school and their name removed from the register.

Figure 5.13 shows the number of pupil enrolments that received a permanent exclusion expressed as a percentage of the number of all pupils of the same group in 2009/10. It compares differences between boys and girls at School Action, School Action Plus, with statements of special educational needs and with no special educational needs. Web based Table 5.7 contains the data which was used to produce Figure 5.13.

Figure 5.13 displays a similar trend to that shown in Figure 5.9 which related to fixed period exclusions. Compared to their peers, pupils with special educational needs were more likely to be permanently excluded. As with fixed period exclusions, pupils at School Action Plus were most likely to receive a permanent exclusion. Pupils at School Action Plus were nearly 20 times more likely to receive a permanent exclusion than those with no special educational needs.

**Figure 5.13: Pupil enrolments that received a permanent exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by gender, 2009/10**

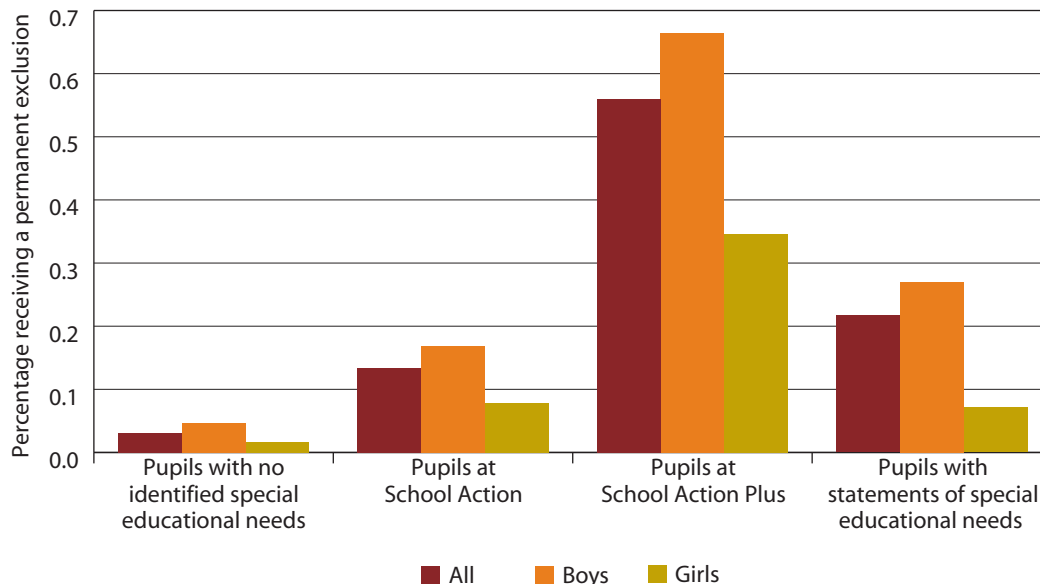


Figure 5.13 shows that boys were more likely to be permanently excluded than girls, regardless of special educational need provision. Boys with statements of special educational needs were nearly four times more likely to be permanently excluded than girls in 2009/10.

# Data Annex 1 – Characteristics of pupils with special educational needs

The Data for Chapter 1 contain data for pupils at a number of different schools including maintained schools (including academies, City Technology Colleges (CTCs), community, voluntary aided, voluntary controlled, foundation, community special and foundation special schools) and other schools (independent, non-maintained special schools and Pupil Referral Units). Tables differ in their coverage of pupils from the different types of schools. The footnotes in each of the tables explain which pupils and schools were included. Special educational need provision (pupils at School Action, School Action Plus and with statements) was recorded in January each year. Numbers were rounded to the nearest 5 and a hyphen (-) represents a number or percentage based on fewer than 5. Totals may not appear equal to the sum of the component parts because numbers have been rounded to the nearest 10.

The data sources used in Tables 1.1 to 1.12 were the 2011 and 2010 School Censuses. Details on the School Census data collection can be found at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0064400/school-census-2011>.

Table 1.13 contains data for children who had been looked after for at least 12 months at 31 March 2010 by their special educational need provision in January 2010. This information was obtained by matching looked after children data from the SSDA903 return to the 2009/10 National Pupil Database. 44,400 children were looked after for at least 12 months by Local Authorities in England at 31 March 2010. However it was only possible to match 29,300 of these children to the 2009/10 National Pupil Database.

The SSDA903 dataset contains information on looked after children at all school types, while the National Pupil Database includes information on pupils attending all schools except independent schools and Pupil Referral Units. This means that some looked after children could not be matched to the National Pupil Database. Children looked after without a Unique Pupil Number could also not be matched to the National Pupil Database.

All numbers which appear in Table 1.13 were rounded to the nearest 100 if they exceeded 1,000 and to the nearest 10 otherwise. Numbers from 1 to 5 inclusive were suppressed, being replaced in the table by a hyphen (-). Percentages were rounded to whole numbers unless the numerator was five or less or the denominator was 10 or less, in which case they were suppressed and replaced by a hyphen. Note that the percentages may not sum to 100 due to rounding.

Further information about the matching of looked after children data to the attainment information in the National Pupil Database can be found at <http://www.education.gov.uk/rsgateway/DB/STR/d000894/index.shtml>.

The tables referenced within Chapter 1 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

## Index of tables for chapter 1

Table	Title
1.1	Prevalence of pupils with special educational needs, by SEN provision and school type
1.2	Prevalence of pupils with special educational needs, by SEN primary type of need and school type
1.3	Prevalence of pupils with special educational needs, by SEN provision, gender and school type
1.4	Prevalence of pupils with special educational needs, by SEN primary type of need and gender
1.5	Prevalence of pupils with special educational needs, by SEN provision and age at start of academic year
1.6	Prevalence of pupils with special educational needs, by SEN primary type of need and age at start of academic year
1.7a	Prevalence of pupils with special educational needs at maintained primary schools, by SEN provision and ethnicity
1.7b	Prevalence of pupils with special educational needs at state funded secondary schools, by SEN provision and ethnicity
1.7c	Prevalence of pupils with special educational needs at maintained and non-maintained special schools, by SEN provision and ethnicity
1.7d	Prevalence of pupils with special educational needs at all schools, by SEN provision and ethnicity
1.8a	Prevalence of pupils with special educational needs at School Action Plus, by SEN primary need and ethnicity
1.8b	Prevalence of pupils with statements of special educational needs, by SEN primary need and ethnicity
1.9	Prevalence of pupils with special educational needs, by SEN provision, school type and free school meal eligibility
1.10	Prevalence of pupils with special educational needs, by SEN provision, SEN primary need and free school meal eligibility
1.11	Prevalence of pupils with special educational needs, by SEN provision, school type and first language
1.12	Prevalence of pupils with special educational needs, by SEN primary need and first language
1.13	Prevalence of Looked After Children with special educational needs, by SEN provision

# Data Annex 2 – Attainment of pupils with special educational needs

The attainment data for all pupils included in chapter 2 refers to pupils at the end of the Key Stage who were at maintained schools. Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database and figures are final for all years. The National Pupil Database holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the National Pupil Database (such as age, gender, ethnicity etc), which is obtained by matching records to the School Census.

## Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile focuses on the following six areas of learning covering children’s physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points.

<p><b>Personal, Social and Emotional Development (PSE):</b></p> <ol style="list-style-type: none"> <li>1. Dispositions and Attitudes</li> <li>2. Social Development</li> <li>3. Emotional Development</li> </ol>
<p><b>Communication, Language and Literacy (CLL):</b></p> <ol style="list-style-type: none"> <li>4. Language for Communication and Thinking</li> <li>5. Linking Sounds and Letters</li> <li>6. Reading</li> <li>7. Writing</li> </ol>
<p><b>Problem Solving, Reasoning and Numeracy (PSRN):</b></p> <ol style="list-style-type: none"> <li>8. Numbers as Labels and for Counting</li> <li>9. Calculating</li> <li>10. Shape, Space and Measures</li> </ol>
<p>11. Knowledge and Understanding of the World (KUW)</p>
<p>12. Physical Development (PD)</p>
<p>13. Creative Development (CD)</p>

Children who achieve a score of 78 points or more across the 13 assessment scales scores an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional Development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

## Key Stage 1

There are six different levels of attainment for pupils at Key Stage 1 in reading, writing and maths and four levels in Key Stage 1 science. The six numbered levels in reading, writing and maths are 1, 2C, 2B, 2A, 3 and 4, with 4 being the highest and 1 being the lowest. Key Stage 1 science levels are not disaggregated into 2C, 2B and 2A and are given as just 2, meaning that there are 4 possible numbered levels (1, 2, 3 and 4). Therefore the expected threshold of 2 or above means levels 2C, 2B, 2A (or 2 for science), 3 or 4. Three other outcomes are possible at Key Stage 1 in reading, writing and maths and include:

- A – pupils who were absent from the assessment.
- B – pupils working towards Level 1.
- D – disapplied (e.g. the pupil has recently arrived from overseas and does not speak English).

For Key Stage 1 science, levels A (absent) and D (disapplied) are not available separately, but instead are reported under level U (unable to access).

## Key Stage 2

There were four different levels of attainment for pupils at Key Stage 2 in 2010. This included four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at Key Stage 2 and include:

- A – pupils who were absent from the test.
- B – pupils working below the level of the test and not entered for it.
- N – pupils who failed to register a level in the test.
- T – pupils whose test level was not assessable.

## Key Stage 4

Pupils predominantly aged 16 are tested via GCSE and equivalent examinations at the end of Key Stage 4. The expected level at KS4 is five or more GCSEs or equivalents at grades A\* to C including English and maths.

## Attainment of looked after children with special educational needs

The attainment data for children who had been looked after for at least 12 months at 31 March 2010 was obtained by matching looked after children data from the SSDA903 return to the 2010 National Pupil Database. The attainment data within this publication for children looked after was provided as additional information to that published in the experimental statistical release entitled *Bridging Series for Outcomes for Looked After Children: Comparison of Data from Matched Administrative Source with Current Aggregate Source*, which is available at <http://www.education.gov.uk/rsgateway/DB/STR/d000894/index.shtml>.

All national (England) numbers which appear in the data tables referenced in chapter 2 were rounded to the nearest 100 if they were more than 1,000 and to the nearest 10 otherwise. Regional numbers were rounded to the nearest 10 and Local Authority figures were rounded to the nearest 5. Numbers from 1 to 5 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to whole numbers unless the numerator was five or less or the denominator was 10 or less, in which case they had been replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

The tables referenced within chapter 2 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.



## Index of tables for chapter 2

Table	Title
2.1	Pupils in the Early Years Foundation Stage achieving a good level of development by provision of special education need
2.2	Percentage of pupils at Key Stage 1 achieving the expected level by subject and SEN provision
2.3	Percentage of pupils at Key Stage 2 achieving the expected level by subject, SEN provision and SEN primary need
2.4	Percentage of pupils at Key Stage 2 achieving the each individual level by subject and SEN provision
2.5	Percentage of pupils at Key Stage 2 achieving the expected level by subject and SEN primary need
2.6	Percentage of Looked After Children at Key Stage 2 achieving the expected level by SEN provision
2.7	Percentage of pupils at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C, by SEN provision and SEN primary need
2.8	Percentage of pupils at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C, by SEN provision and gender
2.9	Percentage of pupils at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C, by SEN primary need and gender
2.10	Percentage of pupils at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C, by SEN provision and ethnicity
2.11	Percentage of pupils at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C, by SEN provision and free school meal eligibility
2.12	Percentage of Looked After Children at Key Stage 4 achieving five or more GCSEs or equivalent at grades A* to C by SEN provision

# Data Annex 3 – Progression of pupils with special educational needs

The data included in chapter 3 refers to pupils at the end of Key Stages 2 and 4 in academic years 2007 to 2010 who were at maintained schools (including academies and City Technology Colleges (CTCs) and excluding independent schools and all special schools). Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database – see Data Annex 1 for more details. Data for all years were based on final National Pupil Database figures.

Percentages in Tables 3.1 and 3.2 were rounded to 1 decimal place. However, if the numerator was five or less or the denominator was 10 or less, percentages have been replaced in the tables by a hyphen (-). Eligible child numbers of 10 or less have also been replaced in the table with a hyphen.

For further information on the methodology used to determine the eligible pupils for the purposes of this analysis and for detailed descriptions of how progression is defined please see the following DfE statistical releases (please note that the findings in Chapter 3 differ slightly from those shown in the releases below due to different versions of the National Pupil Database being used).

## **Progression between Key Stages 2 and 4 information can be found at:**

- *Percentage of Pupils Making Expected Progress in English and Mathematics between Key Stage 2 and Key Stage 4 in England, 2007/08-2009/10*, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s001010/index.shtml>.

Progression results in chapter 3 are also shown between Key Stages 2 and 4 for both English and maths. The full set of possible scenarios for pupils achieving the expected level of progress between Key Stages 2 and 4 are shown by the green boxes in the table below. While the red boxes show scenarios of pupils not making the expected progress and the yellow boxes show pupils who are not included. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at Key Stage 2 to an F at Key Stage 4m or from a 3 to D or 5 to B).

		GCSE grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 test level (with TA substitution where appropriate)	Other										
	A/D/T										
	W										
	1										
	2										
	3										
	4										
	5										

Both tables referenced within chapter 3 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

### Index of tables for chapter 3

Table	Title
3.1	Proportion of pupils making expected progress in each separate subject of English and mathematics between Key Stage 2 and Key Stage 4, by special educational need provision
3.2	Proportion of pupils at School Action Plus or with statements making expected progress in each separate subject of English and mathematics between Key Stage 2 and Key Stage 4, by special educational need primary type of need

# Data Annex 4 – Activities at age 19 years for pupils with special educational needs

The activities by age 19 included in chapter 4 was provided as additional analysis following the publication of the Statistical First Release entitled *Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2010 (Provisional)* available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000995/index.shtml> and the Statistical Bulletin entitled *Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 19 year olds: England 2010* available at <http://www.education.gov.uk/rsgateway/DB/SBU/b001014/index.shtml>.

Details on the data sources used and the different groups of pupils which were included in these analyses can be found at the weblinks above. All numbers which appear in Tables 4.1 to 4.6 were rounded to the nearest five. Numbers from 1 to 4 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to one decimal place in Tables 4.1 to 4.4 and to the nearest whole number in Tables 4.5 and 4.6 unless the numerator was five or less or the denominator was ten or less, in which case they were suppressed and replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

Data on the number of children with special educational needs progressing to higher education is sourced from matched Higher Education Statistics Agency and National Pupils Database data. Further information about the Higher Education Statistics Agency can be found at <http://www.hesa.ac.uk/index.php/content/view/4/54/> and further information on the National Pupil Database can be found at <http://www.bristol.ac.uk/cmipo/plugin/support-docs/>.

The National Pupil Database holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds the tests and exam results at each Key Stage for all pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the National Pupil Database (such as age, gender, ethnicity, special educational needs etc) which is obtained by matching records to the School Census. The numbers in Table 4.7 were rounded to the nearest 100 and the percentages were rounded to the nearest whole number. Data for 2008/09 is used in Table 4.7 as this was the most readily available data at the time of production.

The 7 tables referenced within chapter 4 are listed below. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

## Index of tables for chapter 4

Table	Title
4.1	Proportion of 16, 17, 18 and 19 year olds who achieved at least five GCSEs or equivalent at grades A* to C, by special educational need provision and gender
4.2	Proportion of 16 and 19 year olds at School Action Plus or with statements who achieved at least five GCSEs or equivalent at grades A* to C, by special educational need primary type of need
4.3	Proportion of 18 and 19 year olds who achieved two A levels or equivalent, by special educational need provision and gender
4.4	Proportion of 18 and 19 year olds at School Action Plus or with statements who achieved two A levels or equivalent, by special educational need primary type of need
4.5	Main activities of 16, 18 and 19 year olds, by special educational need provision
4.6	Educational establishments of 16, 18 and 19 year olds in full time education, by special educational need provision
4.7	Proportion of 19 year olds progressing to Higher Education, by special educational need provision

# Data Annex 5 – Absence and exclusions from schools for pupils with special educational needs

The data included in chapter 5 has been provided as additional analysis following the publication of the Statistical First Releases entitled:

- *Pupil Absence in Schools in England, Including Pupil Characteristics: 2009/10* available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000994/index.shtml>.
- *Permanent and Fixed Period Exclusions from Schools in England 2009/10* available at <http://www.education.gov.uk/rsgateway/DB/SFR/s001016/index.shtml>.

Tables 5.1 to 5.5 contain 2009/10 absence data for pupils at maintained primary, state-funded secondary and maintained and non-maintained special schools. Special educational need provision was recorded in January 2010. Numbers were rounded to the nearest five and a hyphen (-) represents a number, percentage or rate based on fewer than five. Totals may not appear to equal the sum of the component parts because of rounding. It is not compulsory for schools to provide reasons for absence data – it is dependent on the software used by schools to collate their attendance data. However, in 2009/10, over 99 per cent of schools provided reason codes for all pupil absence. Further information can be found at the first weblink above. Figures relate to the 2009/10 academic year which ran from September 2009 to July 2010 and include pupils who enrolled in schools in England from the start of the academic year to May 2010 who were aged between 5 and 15. Pupils could have been enrolled in more than one school throughout the academic year, in which case they could appear in the absence record more than once.

Chapter 5 contains information on the reasons why pupils with special educational needs are absent from school. The reasons for absence fall into the following categories within each of the authorised and unauthorised absence groups:

<b>Authorised absence</b>	<b>Unauthorised absence</b>
Illness (NOT medical or dental appointments)	Family holiday not agreed
Medical/dental appointments	Arrived late
Religious observance	Other unauthorised circumstances
Study leave	No reason yet
Traveller absence	
Agreed family holiday	
Agreed extended family holiday	
Excluded, no alternative provision	
Other authorised circumstances	

Web based Tables 5.6 to 5.10 contain 2009/10 exclusion data for pupils at maintained primary, state-funded secondary and maintained and non-maintained special schools. Special educational need provision was recorded in January 2010. Numbers were rounded to the nearest five and a hyphen (-) represents a number, percentage or rate based on fewer than five. Totals may not appear to equal the sum of the component parts because of rounding.

The data source used in the tables was the School Census. Details of the School Census data collection can be found at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0064400/school-census-2011>.

The 10 tables referenced within chapter 5 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

## Index of tables for chapter 5

Table	Title
5.1	Percentage of half day sessions missed due to authorised and unauthorised absence, by special educational need provision and school type
5.2	Percentage of half day sessions missed due to authorised and unauthorised absence by pupils at School Action Plus or with statements, by special educational need primary type of need
5.3	Percentage of absent sessions missed by reason for absence, by special educational need provision
5.4	Percentage of absent sessions missed by reason for absence by pupils at School Action Plus or with statements, by special educational need primary type of need
5.5	Prevalence and absence for pupils defined as persistent absentees, by special educational need provision and gender
5.6	Percentage of pupil enrolments receiving one or more fixed term exclusion, by special educational need provision and school type
5.7	Percentage of pupils receiving fixed term and permanent exclusions, by special educational need provision and gender
5.8	Percentage of pupils at School Action Plus or with statements receiving one or more fixed term exclusion, by special educational need primary type of need
5.9	Percentage of fixed term exclusions by reason for exclusion, by special educational need provision
5.10	Percentage of fixed term exclusions for pupils at School Action Plus or with statements, by special educational need primary type of need and reason for exclusion



# Glossary

**Academy:** A publicly funded independent school offering free education to pupils of all abilities, established by sponsors from business, faith or voluntary groups working in partnership with central Government and local education partners.

**City Technology College (CTC):** An independent all-ability, non fee-paying school for all pupils aged 11 to 18. CTCs are sponsored by the private sector. The purpose is to offer all pupils in urban areas in England a vocational curriculum.

**Community school:** A maintained school for which the local authority has main responsibility for deciding arrangements for admitting pupils.

**Community special school:** A maintained school for which the local authority has main responsibility for deciding arrangements for admitting pupils, and which is specially organised to make special education provision for pupils with special educational needs.

**Early Years Foundation Stage Profile (EYFSP):** An assessment of children's achievement at the end of the academic year in which they become five years old.

**Foundation school:** A maintained school which has a foundation (generally religious) which appoints some – but not most – of the governing body.

**Foundation special school:** A maintained school which has a foundation (generally religious) which appoints some – but not most – of the governing body and which is specially organised to make special educational provision for pupils with special educational needs.

**Free School Meals (FSM):** A meal that is provided to a child or young person during a school break that is paid for out of Government funding. For a child to qualify for FSM, their parent or carer must be receiving particular eligible benefits as stated by Government.

**Independent school:** A school not maintained by a local authority and registered under section 464 of the Education Act 1996. Section 347 of the Education Act 1996 sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of pupils with special educational needs.

**Key Stage 1 (KS1):** Key Stage 1 is the stage of the National Curriculum between ages 4 and 7 years (year groups 1 to 3). Pupils at KS1 generally sit their KS1 tests aged 7.

**Key Stage 2 (KS2):** Key Stage 2 refers to the stage of the National Curriculum for pupils aged between 7 and 11 years (year groups 4 to 6). Pupils at KS2 generally sit their KS2 tests aged 11.

**Key Stage 3 (KS3):** Key Stage 3 refers to the stage of the National Curriculum for pupils aged between 11 and 14 years (year groups 7 to 9). Pupils at KS3 who are generally aged 14 are assessed as part of the national programme of National Curriculum assessment through on-going teacher assessment.

**Key Stage 4 (KS4):** Key Stage 4 refers to the stage of the National Curriculum for pupils aged between 14 and 16 years (year groups 7 to 9). Pupils at KS4 generally sit their KS4 exams (GCSEs and equivalents) aged 16.

**Looked After Children:** The term ‘looked after’ includes all children being looked after by a local authority; those subject to a care order under section 31 of the Children Act 1989; and those looked after on a voluntary basis through an agreement with their parents under section 20 of that Act.

**Local Authority Indicator:** These indicators formed part of the previous Government’s set of National Indicators.

**Mainstream school:** A school which is for all pupils, not just those with special educational needs. A mainstream school is usually a maintained school, although it could also be an independent school (CTC or academy).

**Maintained school:** A Government-funded school which provides education free of charge to pupils in either mainstream or special settings. Maintained schools are generally community schools, community special schools, foundation schools, foundation special schools, voluntary aided schools or voluntary controlled schools. Academies are not maintained schools although they are largely publicly funded and generally operate under similar rules to maintained schools under separate funding agreements with central Government.

**National Pupil Database (NPD):** The NPD is a longitudinal database that holds the test and examination results at each Key Stage for all pupils at maintained and independent schools in England who partake in the tests/exams. It also includes pupil and school characteristics for maintained schools only.

**Non-maintained special school:** School in England approved by the Secretary of State for Education as a special school which is not maintained by the state but charges fees on a non-profit making basis. Most non-maintained special schools are run by major charities or charitable trusts.

**Provision for special educational needs:** Educational provision which is additional to that made generally for pupils of the same age in schools maintained by the local authority (other than special schools). For the purpose of this publication, provision for special educational needs means provision at School Action, School Action Plus or with a statement of special educational needs.

**Pupil Referral Unit:** A school established and maintained by a local authority under section 19 (2) of the Education Act 1996. It provides education for pupils who would not otherwise receive suitable education because of illness, exclusion or any other reason.

**School Action:** When a class or subject teacher identifies that a pupil has special educational needs and gives help that is extra to or different from that provided as part of the school’s usual differentiated curriculum.

**School Action Plus:** When the teacher and the SENCO are given advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals). Extra or different help to that provided through School Action can then be put in place.

**SENCO:** Member of staff who has responsibility for coordinating the special educational needs provision within a school. In a small school the head teacher or deputy may take on this role. In larger schools there may be a special educational needs coordinating team.

**Special Educational Needs (SEN):** Pupils have special educational needs if they have learning difficulties that need special educational provision. They have learning difficulties if they find it much harder to learn than most pupils of the same age or they have disabilities that make it much more difficult for them in school.

**Special school:** A school that is just for pupils with statements of special educational needs.

**Statement of special educational needs:** A document that sets out a child's needs and all the extra help they should receive.

**Type of need:** Primary (i.e. the main) and secondary type of need are recorded for all pupils in maintained schools that are at School Action Plus or with statements. The 12 types of need that are referred to in this publication are as follows:

1. Specific learning difficulty.
2. Moderate learning difficulty.
3. Severe learning difficulty.
4. Profound and multiple learning difficulty.
5. Behaviour, emotional and social difficulty.
6. Speech, language and communication needs.
7. Hearing impairment.
8. Visual impairment.
9. Multi-sensory impairment.
10. Physical difficulty.
11. Autistic spectrum disorder.
12. Other difficulty/disability.

**Voluntary aided school:** A maintained school with foundation (generally religious) which appoints most of the governing body. The governing body is the admission authority.

**Voluntary controlled school:** A maintained school with a foundation (generally religious) that appoints some – but not most – of the governing body. The Local Authority is responsible for admissions.

## Additional Publications

**Special educational needs Code of Practice** – The code gives practical guidance on how to identify and assess pupils with special educational needs. The code is available at <http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro>.

**Special educational needs – a guide for parents and carers** – The guide sets out the main points of the Code of Practice, explaining procedures and informing parents of their rights. It is available at <http://www.teachernet.gov.uk/wholeschool/sen/parentcarers>.

**Data collection by type of special educational need** – The guidance and descriptions aim to provide support to schools and local authorities in recording pupils' needs in the School Census. The guidance is available at <http://www.teachernet.gov.uk/wholeschool/sen/datatypes>.

All of these documents are also available from our publications centre:

PO Box 5050  
 Sherwood Park  
 Annesley  
 Nottingham  
 NG15 0DJ  
 Telephone: 0845 60 222 60  
 Textphone: 0845 60 555 60

**DfE: Children with Special Educational Needs 2010: an analysis** – Last year's publication in this series which brings together key statistics on children with special educational needs. It is available at <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>.

**DfE: Children with Special Educational Needs 2009: an analysis** – The first in this series of publications. It is available at <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

**DfE: Special Educational Needs in England: January 2011** – The Statistical First Release brings together the information available on special educational needs and special schools in England. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>.

**DfE: Special Educational Needs in England: January 2010** – This Statistical First Release includes statistics on pupils with special educational needs in January 2010. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>.

**DfE: Special Educational Needs in England: January 2009** – This Statistical First Release includes statistics on pupils with special educational needs in January 2009. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000852/index.shtml>.

**DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2009/10** – This Statistical First Release provides 2009/10 Key Stage 4 information on attainment by different pupil characteristics, specifically gender, ethnicity, eligibility for free school

meals, special educational needs and first language. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000977/index.shtml>.

**DfE: Key Stage 2 Attainment by Pupil Characteristics in England, 2009/10** – This Statistical First Release provides 2009/10 Key Stage 2 information on attainment by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals, special educational needs and first language. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000972/index.shtml>.

**DfE: Foundation Stage Profile Attainment by Pupil Characteristics in England, 2009/10** – This Statistical First Release provides 2009/10 EYFSP information on attainment by different pupils characteristics, specifically gender, ethnicity, eligibility for free school meals, special educational needs and first language. It is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000979/index/shtml>.

Product Reference: XXXX  
Item Reference: XXXX

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