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CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 2013: AN ANALYSIS

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 pupils aged 5), Key Stage 1 (mainly aged 7), Key Stage 2 (mainly aged 11) and Key Stage 4 (mainly aged 16) in 2012. These show additional information split by pupil characteristics such as gender, ethnic origin, free school meal eligibility and first language, for each of the levels of provision and primary types of special educational need and the attainment at Key Stage 2 and Key Stage 4 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 teacher assessments are no longer published by the Department.

See Data Annex 2 for further detail on the material covered in this chapter. Referenced tables and publications can be found at the Government's Publications site at <https://www.gov.uk/government/publications>. 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 level of special educational need provision was recorded in the January of the same year.

KEY FINDINGS AT EARLY YEARS FOUNDATION STAGE PROFILE

In 2011/12, 68 per cent of pupils with no special educational needs achieved a good level of development at Early Years Foundation Stage Profile compared to 27 per cent of those at School Action, 23 per cent of those at School Action Plus and 5 per cent of those with statements of special educational needs. Overall, 23 per cent of pupils with special educational needs achieved a good level of development, which shows a gap of 46 percentage points between pupils with and without special educational needs.

Early Years Foundation Stage Profile Achievement

Early Years Foundation Stage 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 stage (mainly those who were 5 years old) in the stated academic year, at all types of schools. Special educational need information is recorded in January of each assessment year.

The Early Years Foundation Stage Profile (EYFSP) is a framework of six areas of learning covering children's physical, communication, numeracy, emotional, social and creative 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

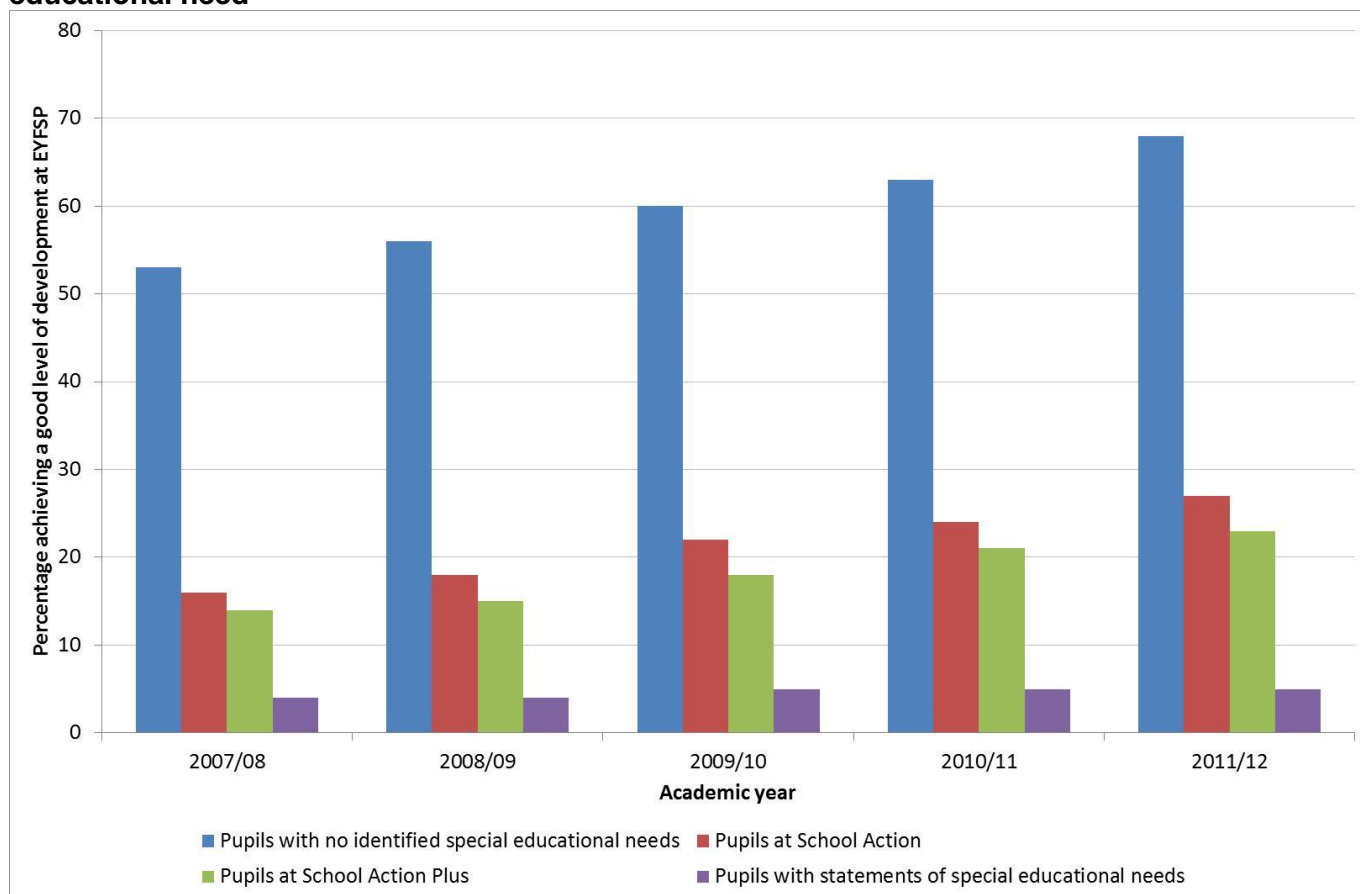
achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a good level of development.

All commentary in this chapter on EYFSP is taken from analysis as part of the Statistical First Release *EYFSP Attainment by Pupil Characteristics in England: academic year 2011 to 2012* at <https://www.gov.uk/government/publications/eyfsp-attainment-by-pupil-characteristics-in-england-academic-year-2011-to-2012>. More detailed information on Early Years Foundation Stage can be found in Data Annex 2.

ACHIEVEMENT AT THE END OF THE EARLY YEARS FOUNDATION STAGE BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

Table 1 in the above Statistical First Release and Figure 2.1 below show the percentage of pupils that achieved a good level of development from 2007/08 to 2011/12 by level of provision for special educational need. 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.

Figure 2.1: Percentage of pupils that achieved a good level of development at the end of the Early Years Foundation Stage in each year from 2007/08 to 2011/12 by level of provision for special educational need



In 2011/12, 68 per cent of pupils with no special educational needs achieved a good level of development compared to 27 per cent for those at School Action, 23 per cent for those at School Action Plus and just 5

per cent for those with statements of special educational needs. Overall, 23 per cent of pupils with special educational needs achieved a good level of development. This shows an attainment gap of 46 percentage points between pupils with and without special educational needs, which is slightly wider than in 2010/11 when the gap was 43 percentage points.

ACHIEVEMENT AT THE END OF THE EARLY YEARS FOUNDATION STAGE BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Table 1 in the above Statistical First Release shows the percentage of pupils at School Action Plus or with statements of special educational needs that achieved a good level of development by their primary type of need. It shows that pupils with visual impairments were the most likely to achieve a good level of development in each year from 2007/08 to 2011/12. 37 per cent of pupils with visual impairments achieved a good level of development in 2011/12, followed by those with hearing impairment (30 per cent) and those with physical disabilities (28 per cent). No pupils with severe learning difficulty achieved a good level of development in 2011/12. Pupils with profound and multiple learning difficulties and those with multi-sensory impairment achieving a good level of development have been suppressed due to small numbers of pupils in the groups.

ACHIEVEMENT AT THE END OF THE EARLY YEARS FOUNDATION STAGE BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Table 1 in the Statistical First Release shows that girls are more likely than boys to achieve a good level of development regardless of their level of provision for special educational need. In 2011/12, 29 per cent of girls with special educational needs achieved the level compared to 20 per cent of boys. For pupils with no special educational needs, 76 per cent of girls achieved a good level of development compared to 61 per cent of boys.

ACHIEVEMENT AT THE END OF THE EARLY YEARS FOUNDATION STAGE BY FREE SCHOOL MEAL ELIGIBILITY AND SPECIAL EDUCATIONAL NEEDS

Table 2b in the Statistical First Release shows that pupils eligible for free school meals are less likely to achieve a good level of development than other pupils, regardless of their level of provision for special educational need. In 2011/12, 18 per cent of pupils with special educational needs who are eligible for free school meals achieved the level compared to 25 per cent of those who are not eligible or whose eligibility could not be determined. For pupils with no special educational needs, 55 per cent of those eligible achieved a good level of development compared to 71 per cent of other pupils.

ACHIEVEMENT AT THE END OF THE EARLY YEARS FOUNDATION STAGE BY ETHNICITY AND SPECIAL EDUCATIONAL NEEDS

Table 2c in the Statistical First Release shows that of pupils with special educational needs, Chinese pupils are the most likely to have achieved a good level of development. For pupils with special educational needs, 26 per cent of Chinese pupils achieved this level compared to 23 per cent of White pupils, 24 per cent of pupils of mixed ethnicity, 21 per cent of Asian pupils and 23 per cent of Black pupils. For pupils, without special educational needs, White pupils and those of mixed ethnicity were the most likely to achieve this level. 69 per cent of both ethnic groups achieved the level compared to 65 per cent of Asian pupils and 66 per cent of both Black and Chinese pupils.

KEY FINDINGS AT KEY STAGE 1

Phonics screening at Key Stage 1

In the first year of phonics screening, pupils with special educational needs were less likely to be deemed to have met the required standard of phonics decoding than those with no special educational needs. 24 per cent of pupils with special educational needs met the required standard compared to 65 per cent with no special educational needs.

Attainment at Key Stage 1

In 2011/12, the attainment gap between pupils with and without special educational needs at Key Stage 1 was lowest in mathematics and science in which the attainment gap for both is 32 percentage points. In mathematics 66 per cent of pupils with special educational needs achieved the expected level compared to 97 per cent of pupils with no identified special educational needs and in science 64 per cent of pupils with special education needs achieved the expected level compared to 96 per cent without special educational needs. The widest attainment gap occurred in writing where 46 per cent of pupils with special educational needs achieved the expected level compared to 93 per cent of those with no identified special educational needs, which shows a gap of 47 percentage points. All subjects saw their attainment gaps narrow from 2010/11 to 2011/12.

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 the teacher assessments of pupils in maintained schools at the end of KS1 (mainly those who were 7 years old) in academic year 2011/12, who had special educational needs in January 2012. Pupils were assessed by teachers in reading, writing, mathematics and science at KS1 in 2011/12. The level of attainment in each subject expected for pupils at the end of KS1 is level 2.

All commentary in this chapter on KS1 is taken from analysis as part of the Statistical First Release Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England: 2012 at <https://www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2012>. More detailed information on KS1 can be found in Data Annex 2.

PHONICS SCREENING AT KEY STAGE 1 BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEEDS

Table 2 in the above Statistical First Release shows the percentage of pupils that met the required standard of phonics decoding in 2011/12 by level of provision for special educational need. Pupils with special educational need were less likely to meet the required standard than those with no special educational needs. 65 per cent of pupils with no special educational needs met the required standard compared to 25 per cent at School Action, 25 per cent also at School Action Plus and 12 per cent of those with statements of special educational needs.

PHONICS SCREENING AT KEY STAGE 1 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEEDS

Table 2 of the above Statistical First Release also shows the percentage of pupils at School Action Plus or with statements of special educational needs meeting the required standard of phonics decoding by their primary type of need. Pupils with visual impairments were the most likely to meet the required standard of all of the primary types of need. 35 per cent of pupils with visual impairments met the standard followed by pupils with hearing impairments (30 per cent) and those with behaviour, emotional and social difficulties (29 per cent). Pupils with severe learning difficulties and profound and multiple learning difficulties were the least likely to meet the required standard (both 2 per cent).

PHONICS SCREENING AT KEY STAGE 1 BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Table 2 of the above Statistical First Release shows that for pupils with special educational needs, boys were more likely to meet the required standard of phonics decoding than girls but for those with no special educational needs, girls were more likely to achieve this than boys. 23 per cent of girls with special educational need met the required standard compared to 67 per cent of girls with no special educational needs. 24 per cent of boys with special educational needs met this standard compared to 63 per cent of those without.

PHONICS SCREENING AT KEY STAGE 1 BY FREE SCHOOL MEAL ELIGIBILITY AND SPECIAL EDUCATIONAL NEEDS

Table 3b of the above Statistical First Release shows that for pupils who are eligible for free school meals were less likely to meet the required standard of phonics decoding than all other pupils, regardless of their provision for special educational need. For pupils who are eligible for free school meals, 18 per cent of pupils with special educational needs met the required standard compared to 55 per cent for those with no special educational needs. For pupils who were not eligible or whose eligibility was unknown, 26 per cent of pupils with special educational needs achieved the required standard compared to 67 per cent of those without.

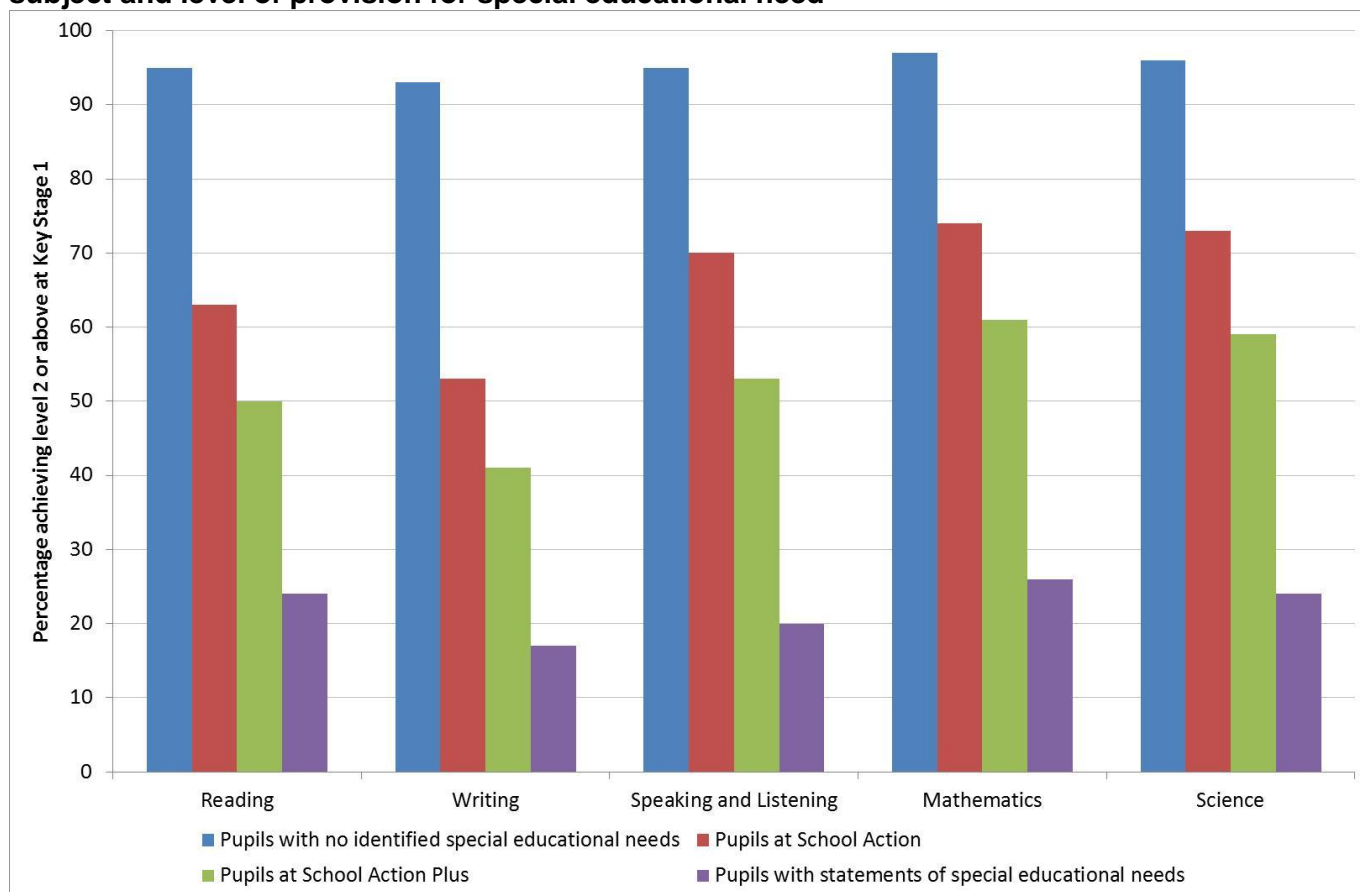
PHONICS SCREENING AT KEY STAGE 1 BY ETHNICITY AND SPECIAL EDUCATIONAL NEEDS

Table 3c of the above Statistical First Release shows that Chinese pupils were the most likely to meet the required standard of phonics decoding than pupils of other ethnicities, regardless of their provision for special educational need. 38 per cent of Chinese pupils with special educational needs met this standard compared to 22 per cent of White pupils, 25 per cent of pupils of mixed ethnicity, 28 per cent of Asian pupils and 30 per cent of Black pupils.

ATTAINMENT AT KEY STAGE 1 BY SUBJECT AND LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

Table 9 in the above Statistical First Release and Figure 2.2 below show the percentage of pupils that achieved level 2 or above in reading, writing, speaking and listening, mathematics and science in 2011/12 by level of provision for special educational need. Figure 2.2 shows that, for each of the five 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 reading, speaking and listening, mathematics and science, compared to writing, regardless of their level of provision for special educational need.

Figure 2.2: Percentage of pupils that achieved the expected level at Key Stage 1 in 2011/12 by subject and level of provision for special educational need



The attainment gap between pupils with and without special educational needs was lowest in mathematics and science which had an attainment gap of 32 percentage points. In mathematics, 66 per cent of pupils with special educational needs achieved level 2 or above at KS1 compared to 97 per cent of those with no special educational needs and in science, 64 per cent of pupils with special educational needs achieved this level compared to 96 per cent without special educational needs. The subject with the widest attainment gap was writing where 46 per cent of pupils with special educational needs achieved the expected level compared to 93 per cent without special educational needs which is a gap of 47 percentage points.

ATTAINMENT AT KEY STAGE 1 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Table 14 of the above Statistical First Release shows the percentage of pupils at School Action Plus or with statements of special educational needs achieving level 2 or above in reading, writing, mathematics and science at KS1 by their primary type of need. It shows that, for each of these subjects, pupils with visual impairments were the most likely to achieve the expected level in 2011/12. Of pupils with visual impairments, 67 per cent achieved the expected level in reading, 63 per cent in writing, 75 per cent in mathematics and 74 per cent in science. Pupils with severe learning difficulty or profound and multiple learning difficulty were the least likely to achieve the expected level for all subjects. For pupils with profound and multiple learning difficulty, 4 per cent achieved the expected level in reading and science, 2 per cent in writing and 3 per cent in mathematics.

ATTAINMENT AT KEY STAGE 1 BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Table 14 of the Statistical First Release shows that there is variation in the performance of the gender by special educational needs in 2011/12. For pupils with special educational needs, girls were more likely than boys to achieve the expected level in reading and writing but boys were more likely than girls to achieve it in mathematics and science. For pupils without special educational needs, girls were more likely than boys to achieve the expected level in reading and writing and there was no difference between the genders in mathematics and science.

ATTAINMENT AT KEY STAGE 1 BY FREE SCHOOL MEAL ELIGIBILITY AND SPECIAL EDUCATIONAL NEEDS

Table 15b of the Statistical First Release shows that pupils eligible for free school meals are less likely to achieve the expected level than those not eligible, regardless of subject or their level of provision for special educational need. In 2011/12, for pupils with special educational needs who were eligible for free school meals, 47 per cent achieved the expected level in reading, 38 per cent in writing, 59 per cent in mathematics and 57 per cent in science. For pupils with special educational needs who were not eligible for free school meals, 59 per cent achieved the expected level in reading, 50 per cent in writing, 69 per cent in mathematics and 68 per cent in science.

ATTAINMENT AT KEY STAGE 1 BY ETHNICITY AND SPECIAL EDUCATIONAL NEEDS

Table 15c of the Statistical First Release, shows that attainment at KS1 varies for different ethnic groups by subject and level of provision for special educational need. For pupils with any type of special educational need, attainment was highest for Black and Chinese pupils in reading, for Chinese pupils in writing and mathematics, and for those of mixed ethnicity in science. For pupils with no special educational needs, in reading and writing, pupils of mixed ethnicity were the most likely to achieve the expected level. In mathematics, Chinese pupils were the most likely and in science, White pupils were the most likely.

KEY FINDINGS AT KEY STAGE 2

Overall, 43 per cent of pupils with special educational needs achieved the expected level in both English and mathematics at Key Stage 2 in 2011/12, compared to 91 per cent for those with no special educational needs. Pupils with visual impairments were the most likely, of all the primary types of special educational need, to achieve the expected level in both English and mathematics at Key Stage 2 in 2011/12.

Gender

Boys were more likely than girls to achieve the expected level in both English and mathematics at Key Stage 2 in 2011/12, regardless of their level of provision for special educational need.

Ethnicity

Of pupils with special educational needs, Black pupils are most likely to achieve the expected level in both English and mathematics at Key Stage 2 in 2011/12 of all ethnic groups. Of pupils with no special educational needs, Chinese pupils were the most likely to achieve the expected level in both English and mathematics.

Free school meal eligibility

Pupils who were known to be eligible for free school meals were less likely to achieve the expected level in both English and mathematics at Key Stage 2 in 2011/12 than those who were not eligible for free school meals, regardless of their level of provision for special educational need.

Looked after children with special educational needs

All children looked after for at least 12 months at 31 March 2012 were generally less likely to achieve the expected level in both English and mathematics at Key Stage 2 in 2011/12, compared to all pupils, with the exception of those at School Action and 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 2011/12 by their level of provision for need in the January of that year. Pupils were assessed in English and mathematics at KS2 in 2011/12. Science tests were discontinued in 2010. Where used throughout this section, 'both English and mathematics' refers to pupils' attainment in both KS2 English and KS2 mathematics. 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.

All commentary in this chapter on KS2 is taken from analysis as part of the Statistical First Release *National Curriculum Assessments at Key Stage 2 in England: Academic Year 2011 to 2012* at <https://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012>. More detailed information on KS2 can be found in Data Annex 2.

ATTAINMENT AT KEY STAGE 2 BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

Table 9 in the above Statistical First Release shows the percentage of pupils that achieved the expected level in both English and mathematics at KS2 from 2007/08 to 2011/12. 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 better than those with statements of special educational needs.

In 2011/12, 91 per cent of pupils with no special educational needs achieved the expected level at both English and mathematics compared to 52 per cent for those at School Action, 38 per cent for those at School Action Plus and 17 per cent for those with statements of special educational needs. Overall, 43 per cent of pupils with special educational needs achieved the expected level. This is an increase from 2010/11 when 35 per cent achieved the expected level.

ATTAINMENT AT KEY STAGE 2 BY SUBJECT AND LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

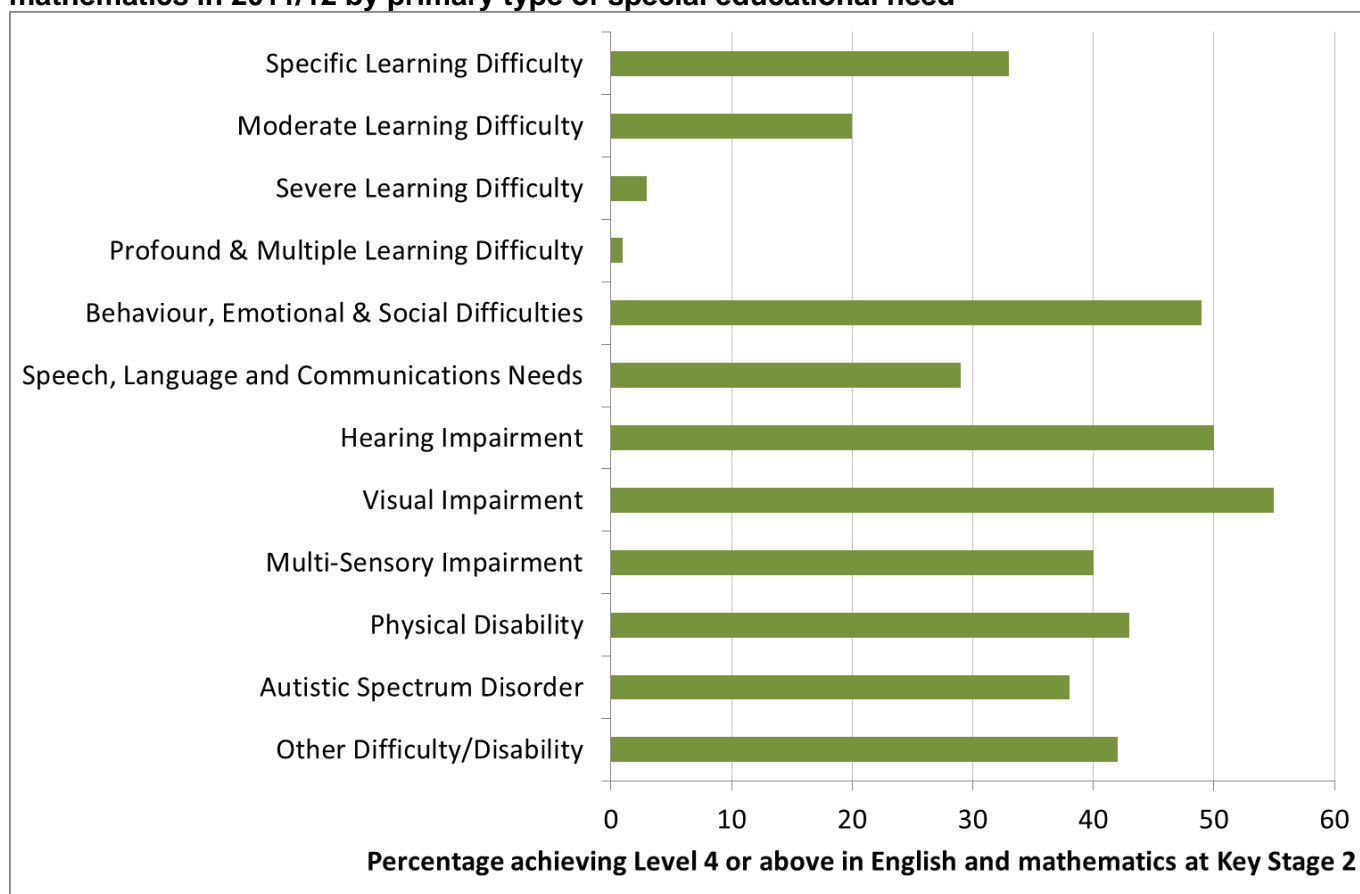
Table 9 in the above Statistical First Release shows the percentage of pupils achieving the expected level in English and mathematics in 2011/12 by level of provision for special educational need. For both subjects, pupils without special educational needs were more likely to achieve the expected level 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 without special educational needs or at School Action were more likely to achieve the expected level in English than in mathematics but this trend was reversed for pupils at School Action Plus or with statements of special educational needs. 55 per cent of pupils with special educational needs achieved the expected level in mathematics, compared to 54 per cent in English. The equivalent percentages for those with no special educational needs were 94 per cent for mathematics and 95 per cent for English.

ATTAINMENT AT KEY STAGE 2 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Table 9 in the Statistical First Release and Figure 2.3 below show the percentage of pupils at School Action Plus or with statements of special educational needs that achieved the expected level at both English and mathematics at KS2 in 2011/12 by primary type of need.

Figure 2.3: Percentage of pupils who achieved the expected level in Key Stage 2 English and mathematics in 2011/12 by primary type of special educational need



The data show that pupils with visual impairments were most likely to achieve the expected level in both English and mathematics at KS2 (55 per cent of those at School Action Plus or with statements) followed by pupils with hearing impairments and behavioural, emotional and social difficulties. Pupils with profound and multiple learning difficulties were the least likely to achieve the expected level (1 per cent). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups.

ATTAINMENT AT KEY STAGE 2 BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Table 9 in the Statistical First Release shows that boys are more likely than girls to achieve the expected level in both English and mathematics, regardless of their level of provision for special educational need. In 2011/12, 39 per cent of girls with special educational needs achieved the expected level compared to 45 per cent of boys. For pupils with no identified special educational needs, 91 per cent of girls achieved the expected level compared to 92 per cent of boys.

ATTAINMENT AT KEY STAGE 2 BY FREE SCHOOL MEAL ELIGIBILITY AND SPECIAL EDUCATIONAL NEEDS

Table 10b of the above Statistical First Release shows that pupils who are eligible for free school meals are less likely to achieve the expected level in both English and mathematics than other pupils who were not eligible or whose eligibility could not be determined, regardless of their level of provision for special educational need. In 2011/12, 37 per cent of pupils with special educational needs who are eligible for free school meals achieved the expected level compared to 45 per cent of other pupils. 85 per cent of those eligible with no special educational needs achieved the level compared to 92 per cent of other pupils.

ATTAINMENT AT KEY STAGE 2 BY ETHNICITY AND SPECIAL EDUCATIONAL NEEDS

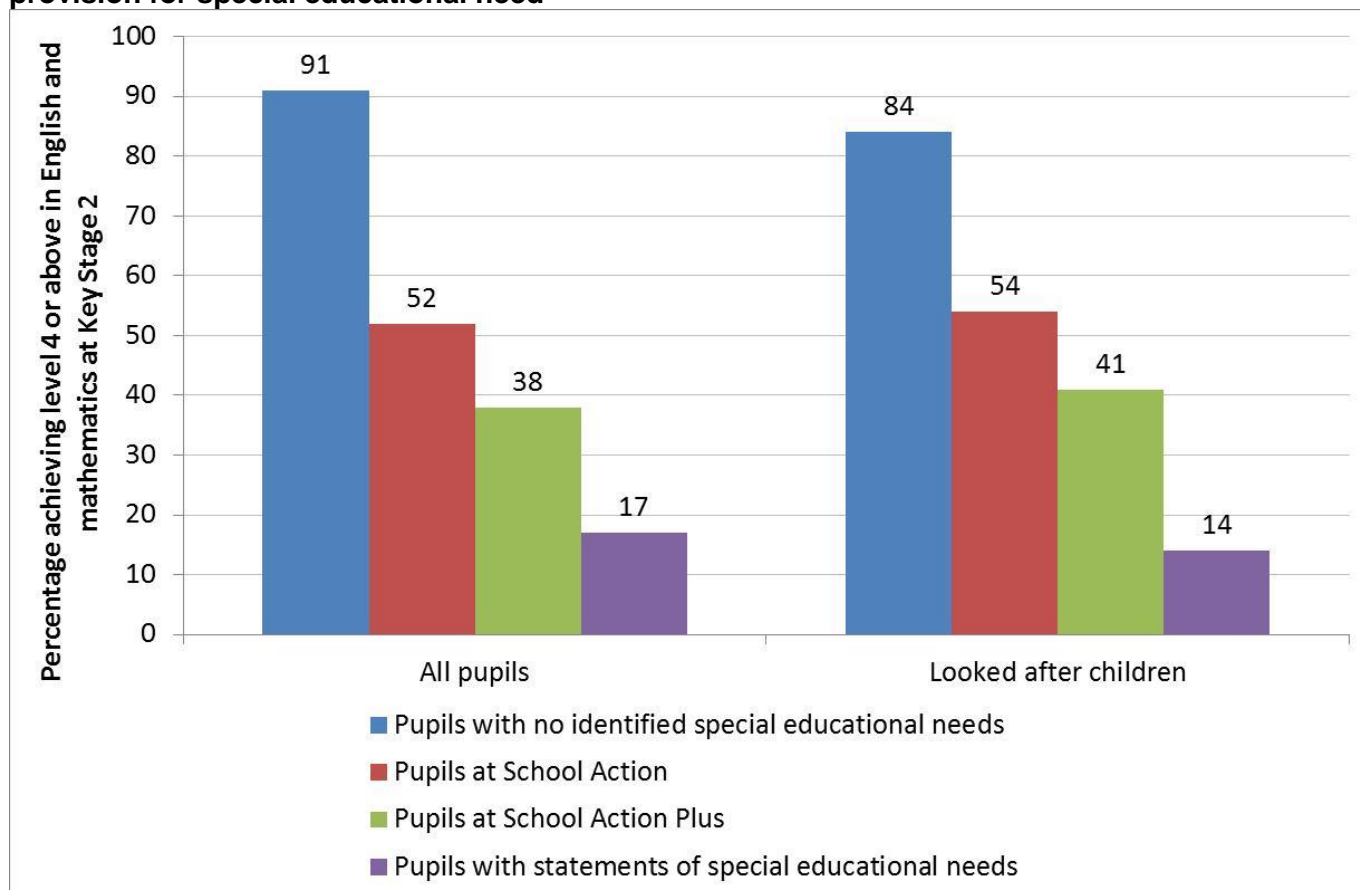
Table 10c of the Statistical First Release shows that Black pupils were most likely to achieve the expected level for pupils with special educational needs. 47 per cent of Black pupils achieved the expected level compared to 43 per cent of white pupils, 45 per cent of pupils with mixed ethnicity, 40 per cent of Asian pupils and 46 per cent of Chinese. However, for those with no special educational needs, Black pupils were the least likely to achieve the level (88 per cent) and Chinese pupils were most likely (93 per cent). 92 per cent of White pupils and those of mixed ethnicity with no special educational needs achieved the level, as did 90 per cent of Asian pupils.

ATTAINMENT AT KEY STAGE 2 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 at KS2. All commentary in this chapter looks at children who were looked after continuously for 12 months at 31 March 2012 and is taken from analysis as part of the Statistical First Release *Outcomes for Children Looked After by Local Authorities in England: 31 March 2012* at <https://www.gov.uk/government/publications/outcomes-for-children-looked-after-by-local-authorities-in-england-31-march-2012>.

Table 11 of this Statistical First Release and Figure 2.4 below show that children looked after for at least 12 months are generally less likely than their peers to achieve the expected level in both English and mathematics but there are variations depending on the level of provision for special educational need.

Figure 2.4: Percentage of all pupils and children looked after for at least 12 months at 31 March 2011 that achieved the expected level in Key Stage 2 English and mathematics in 2011/12 by level of provision for special educational need



All children looked after were generally less likely to achieve the expected level at both English and mathematics compared to all pupils, with the exception of those at School Action and School Action Plus who were slightly more likely than their peers of the same level of provision. It should be noted that the findings from Chapter 1 showed that 18.7 per cent of all pupils had special educational needs in 2011/12 compared to 71.5 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

Overall, 22.4 per cent of pupils with special educational needs achieved Level 2 including English and mathematics at Key Stage 4 in 2011/12, compared to 69.2 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 this standard.

Gender

For pupils with no special educational needs, at School Action and at School Action Plus, girls were more likely than boys to achieve Level 2 including English and mathematics. However, boys were more likely than girls to achieve this level if they had statements of special educational needs.

Ethnicity

Chinese pupils were more likely to achieve Level 2 including English and mathematics at Key Stage 4 than pupils of other ethnic groups, regardless of their level of provision for special educational need.

Free school meal eligibility

Pupils who were known to be eligible for free school meals were less likely to achieve Level 2 including English and mathematics, than those who were not eligible, regardless of their level of provision for special educational need.

Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2012 were less likely to achieve Level 2 including English and mathematics at Key Stage 4 than all pupils, regardless of their level of provision for special educational need.

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 2011/12, by their level of provision for special educational need in the January of that year. 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 mathematics.

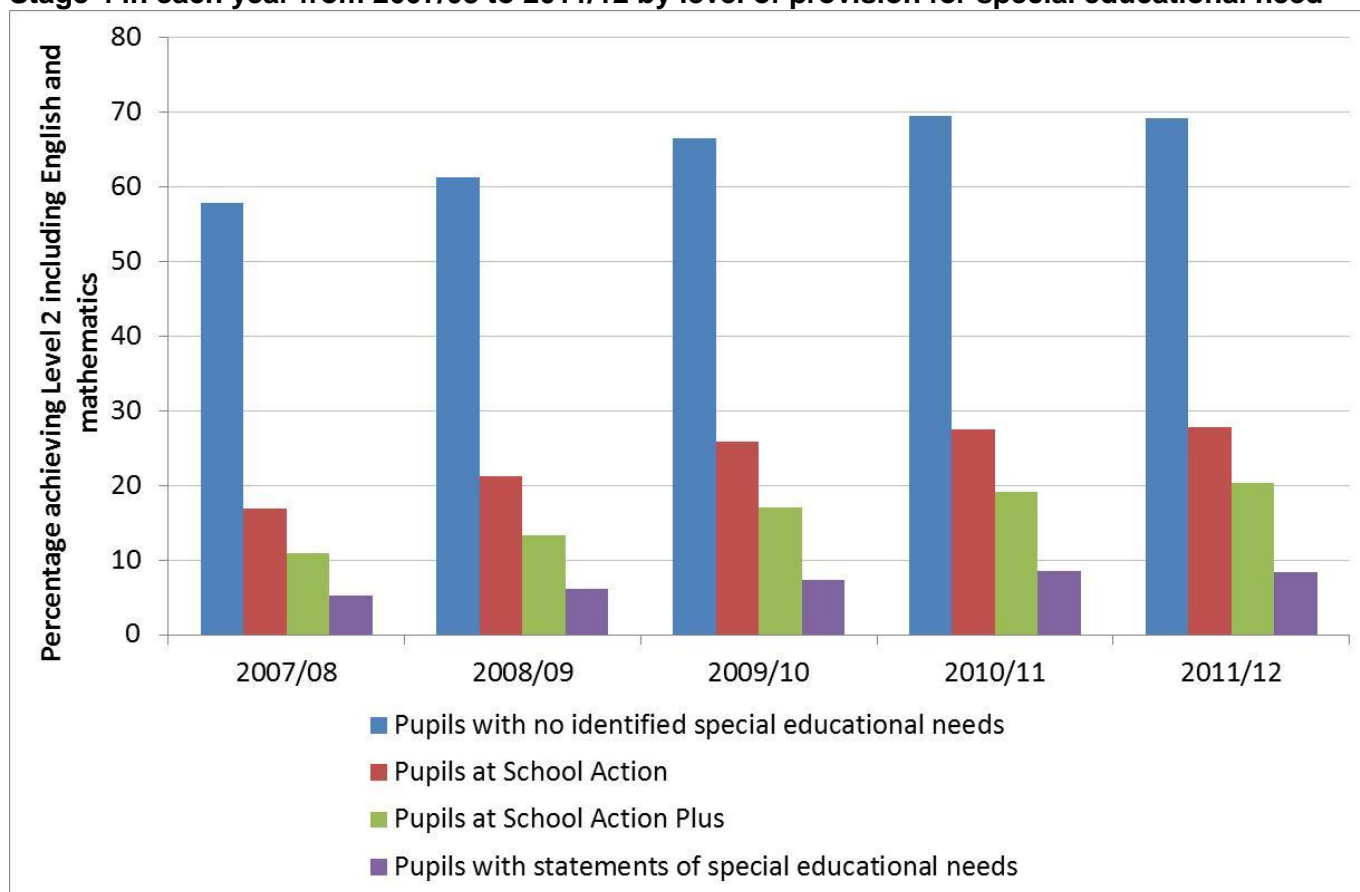
All commentary in this chapter on KS4 is taken from the Statistical First Release *GCSE and Equivalent Attainment by Pupil Characteristics in England: 2011 to 2012* at

<https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england>.

ATTAINMENT AT KEY STAGE 4 BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

Table 1 in the above Statistical First Release and Figure 2.5 below show the percentage of pupils that achieved Level 2 including English and mathematics by level of provision for special educational need from 2007/08 to 2011/12. Figure 2.5 shows, for all years, pupils without special educational needs were more likely to achieve this standard compared to pupils at School Action. In turn, pupils at School Action were more likely than those at School Action Plus and those at School Action Plus were more likely than those pupils with statements of special educational needs. The attainment percentage increased in each year between 2007/08 to 2011/12 for all levels of provision for special educational need with the exceptions of those with no special educational needs and those with statements between 2010/11 and 2011/12, both of which decreased slightly.

Figure 2.5: Percentage of pupils that achieved Level 2 including English and mathematics at Key Stage 4 in each year from 2007/08 to 2011/12 by level of provision for special educational need



In 2011/12, 22.4 per cent of pupils with any special educational needs achieved this standard compared to 69.2 per cent of those with no special educational needs which is an attainment gap of 46.8 percentage points. In 2010/11, the equivalent values were 22.1 per cent with special educational needs and 69.5 per cent without special educational needs for a gap of 47.4 percentage points. Therefore, the attainment gap has narrowed slightly in the most recent year.

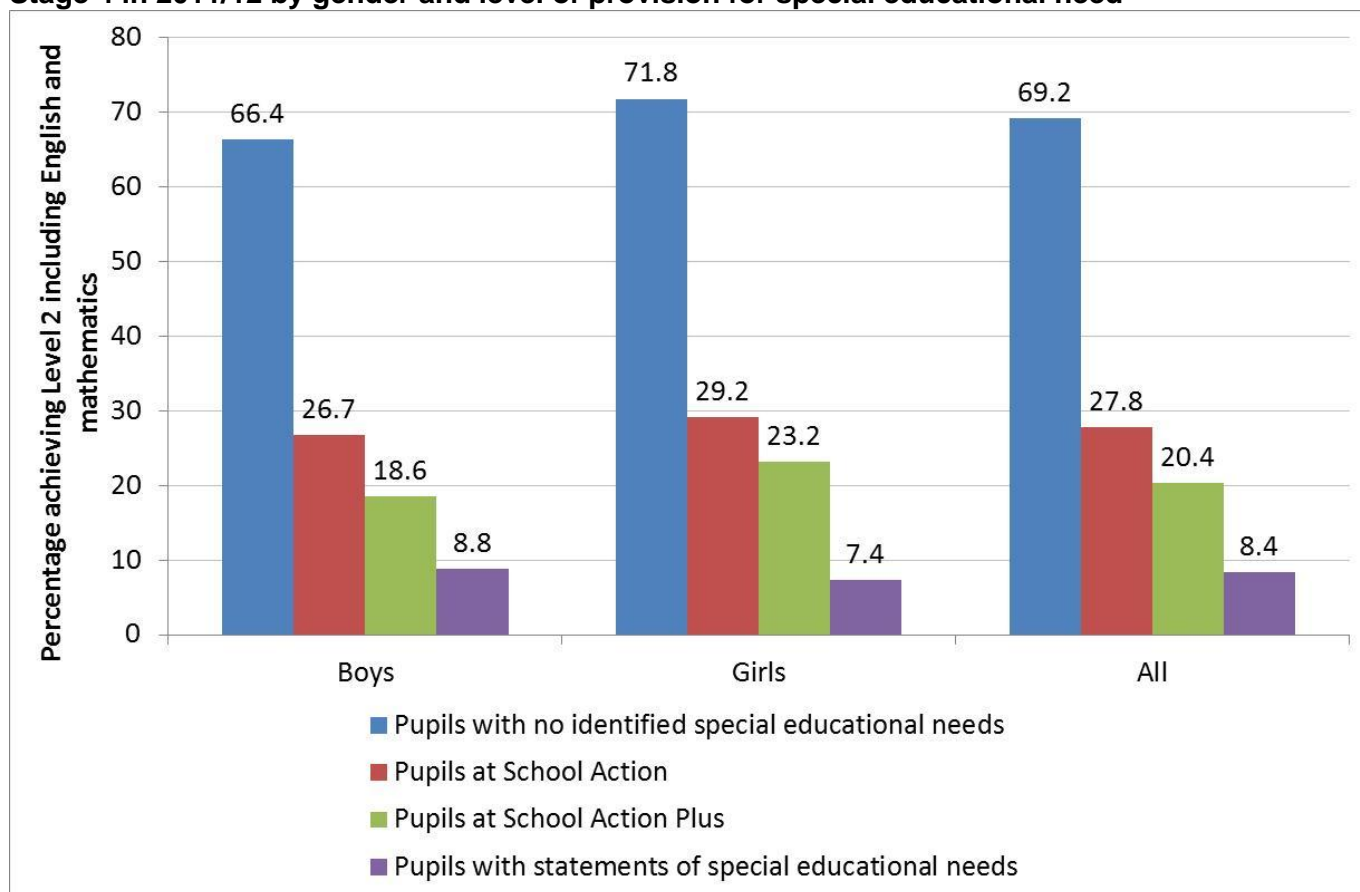
ATTAINMENT AT KEY STAGE 4 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED

Table 1 of the Statistical First Release shows that pupils with visual impairments were most likely to achieve Level 2 including English and mathematics of all the primary types of special educational need. 46.6 per cent of pupils with visual impairments achieved this standard followed by those with hearing impairment (37.3 per cent) and with physical disability (29.4 per cent). Pupils with severe learning difficulty and those with profound and multiple learning difficulty were the least likely to achieve this standard.

ATTAINMENT AT KEY STAGE 4 BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Table 1 in the Statistical First Release and Figure 2.6 below show that girls were generally more likely to achieve Level 2 including English and mathematics at KS4 with the exception of pupils with statements of special educational needs where boys were more likely.

Figure 2.6: Percentage of pupils that achieved Level 2 including English and mathematics at Key Stage 4 in 2011/12 by gender and level of provision for special educational need



24.9 per cent of girls with special educational needs achieved Level 2 including English and mathematics compared to 20.9 per cent of boys. For pupils with no special educational needs, 71.8 per cent of girls achieved this standard compared to 66.4 per cent of boys. The attainment gap is therefore 46.9 percentage points for girls and 45.5 percentage points for boys.

ATTAINMENT AT KEY STAGE 4 BY FREE SCHOOL MEAL ELIGIBILITY AND SPECIAL EDUCATIONAL NEEDS

Table 2b of the Statistical First Release shows that pupils known to be eligible for free school meals were less likely to achieve Level 2 including English and mathematics at KS4 than other pupils regardless of their level of provision for special educational need. In 2011/12, 14.5 per cent of those with special educational needs who were eligible for free school meals achieved this standard compared to 25.1 per cent of other pupils. For pupils with no identified special educational needs, 50.5 per cent of pupils eligible for free school meals achieved the standard compared to 71.6 per cent of other pupils.

ATTAINMENT AT KEY STAGE 4 BY ETHNICITY AND SPECIAL EDUCATIONAL NEEDS

Table 2c of the Statistical First Release shows that Chinese pupils were the most likely to achieve Level 2 including English and mathematics of all ethnic groups regardless of their level of provision for special educational need. For pupils with special educational needs, 41.7 per cent of Chinese pupils achieved this standard compared to 21.2 per cent of White pupils, 27.1 per cent of Asian pupils, 28.0 per cent of Black pupils and 25.7 per cent of pupils of mixed ethnicity. For pupils with no special educational needs, 81.1 per cent of Chinese pupils achieved Level 2 including English and mathematics compared to 69.1 per cent of

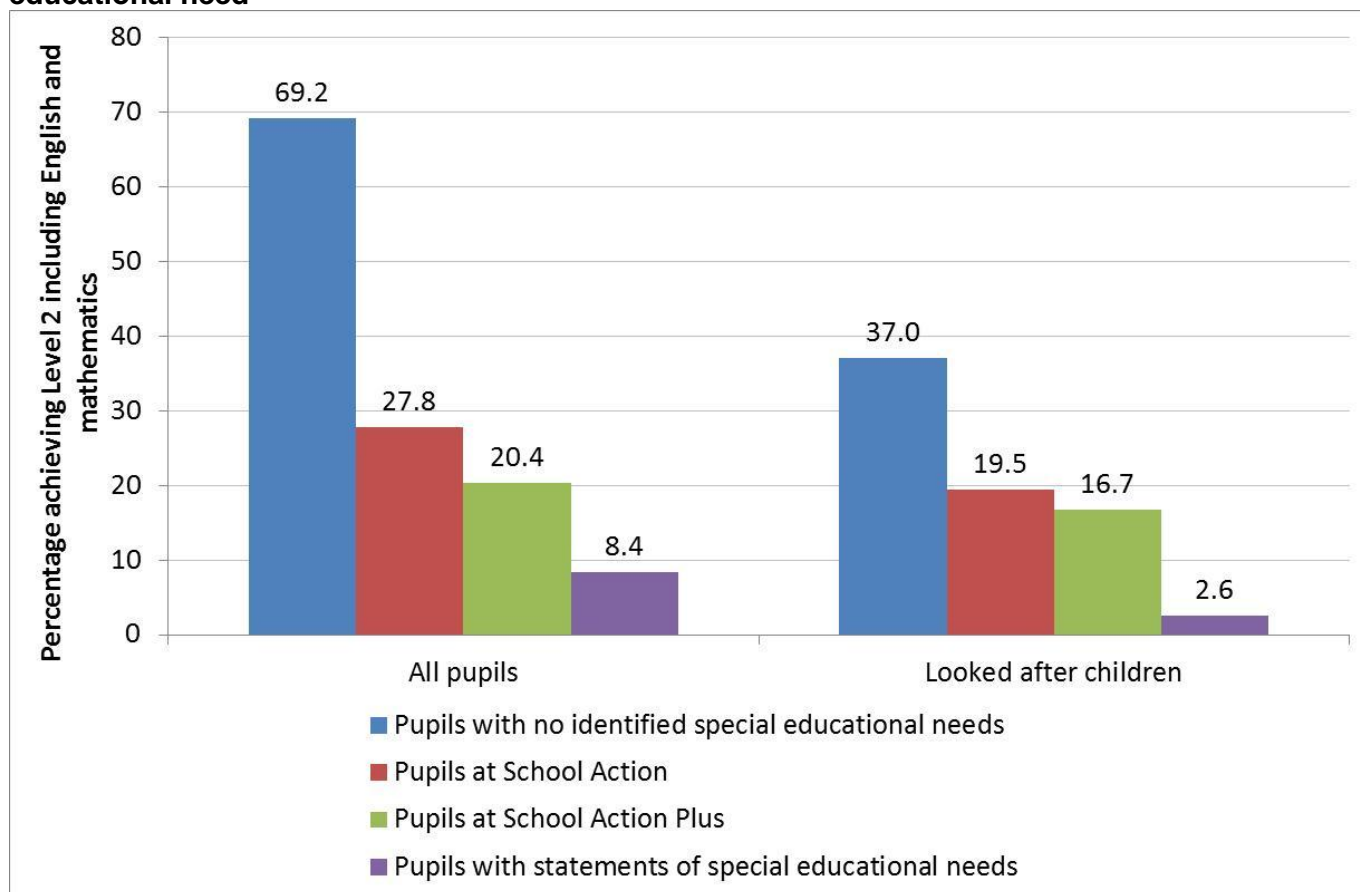
White pupils, 71.8 per cent of Asian pupils, 64.9 per cent of Black pupils and 70.6 per cent for pupils of mixed ethnicity.

ATTAINMENT AT KEY STAGE 4 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 at KS4. All commentary in this chapter refers to children who were looked after continuously for 12 months at 31 March 2012 and is taken from analysis as part of the Statistical First Release *Outcomes for Children Looked After by Local Authorities in England: 31 March 2012* at <https://www.gov.uk/government/publications/outcomes-for-children-looked-after-by-local-authorities-in-england-31-march-2012>.

Table 12 of the above Statistical First Release and Figure 2.7 below show that looked after children are less likely than all pupils to achieve Level 2 including English and mathematics regardless of their level of provision for special educational need.

Figure 2.7: Percentage of all pupils and children looked after for at least 12 months at 31 March 2012 that achieved Level 2 including English and mathematics in 2011/12 by level of provision for special educational need



Looked after children were less likely than all pupils to achieve Level 2 including English and mathematics for all level of provision for special educational need. 11.5 per cent of looked after children with special educational needs achieved this standard compared to 22.4 per cent of all pupils with special educational needs. 37.0 per cent of looked after children with no special educational needs achieved the standard compared to 69.2 per cent of all pupils. When comparing Figure 2.7 to Figure 2.4, it can be seen that there

is a larger attainment gap between looked after children and all pupils at KS4 than KS2.