

# 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, information on first language and whether or not the pupil is identified as being gifted and talented) for each of the provisions and primary types of special educational need. It also, for the first time, 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/STA/t000965/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 1.69 million (21 per cent of) pupils in 2010. The number of pupils with statements of special educational needs decreased from 236,750 in 2006 to 220,890 in 2010.

Of pupils with statements in 2010, 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 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.

**Gifted and talented**

Pupils with special educational needs were less likely to be identified as being gifted and talented than those without special educational needs. Of pupils with statements those with visual impairments were most likely, of all the primary need types, to be identified as gifted and talented.

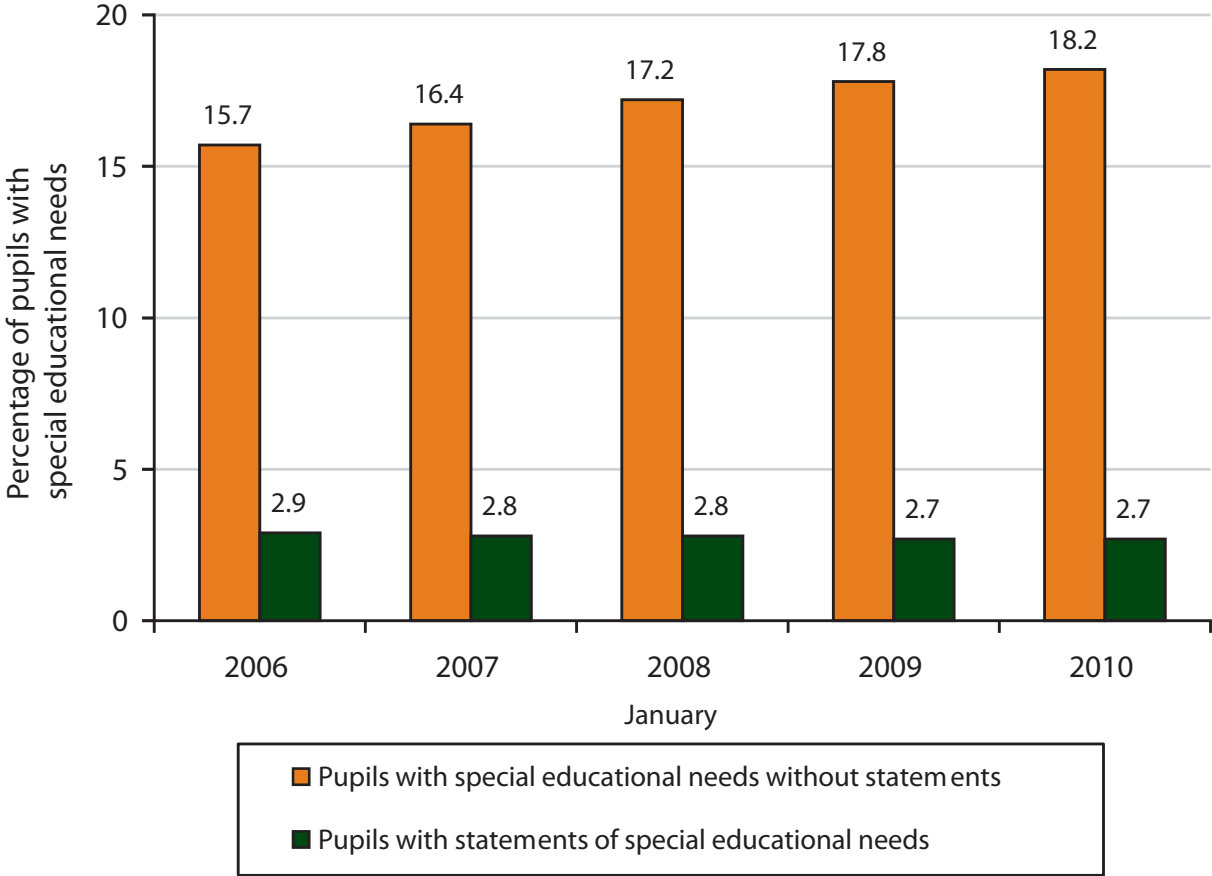
**Percentage of pupils with special educational needs**

Figure 1.1 shows the percentage of all pupils in England with special educational needs from 2006 to 2010. 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 1.69 million (21 per cent of) pupils in 2010.

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 2.7 per cent (220,890 pupils) in 2010. 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 18.2 per cent (1,470,900 pupils) in 2010.

**Figure 1.1: Percentage of pupils at all schools with special educational needs, 2006 to 2010**



Web based Tables 1.1 and 1.2 show 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 1,470,900 pupils who had special educational needs without statements in 2010. The vast majority of these pupils attended maintained primary (51.6 per cent) or state funded secondary schools (43.5 per cent), with 4.0 per cent attending Independent schools. The remaining pupils (around 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 Statistical Release entitled Schools, Pupils and their Characteristics: January 2010, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>. Table 2A, which is available from the above weblink, shows that the distribution of school types attended by all pupils in January 2010 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 2010**

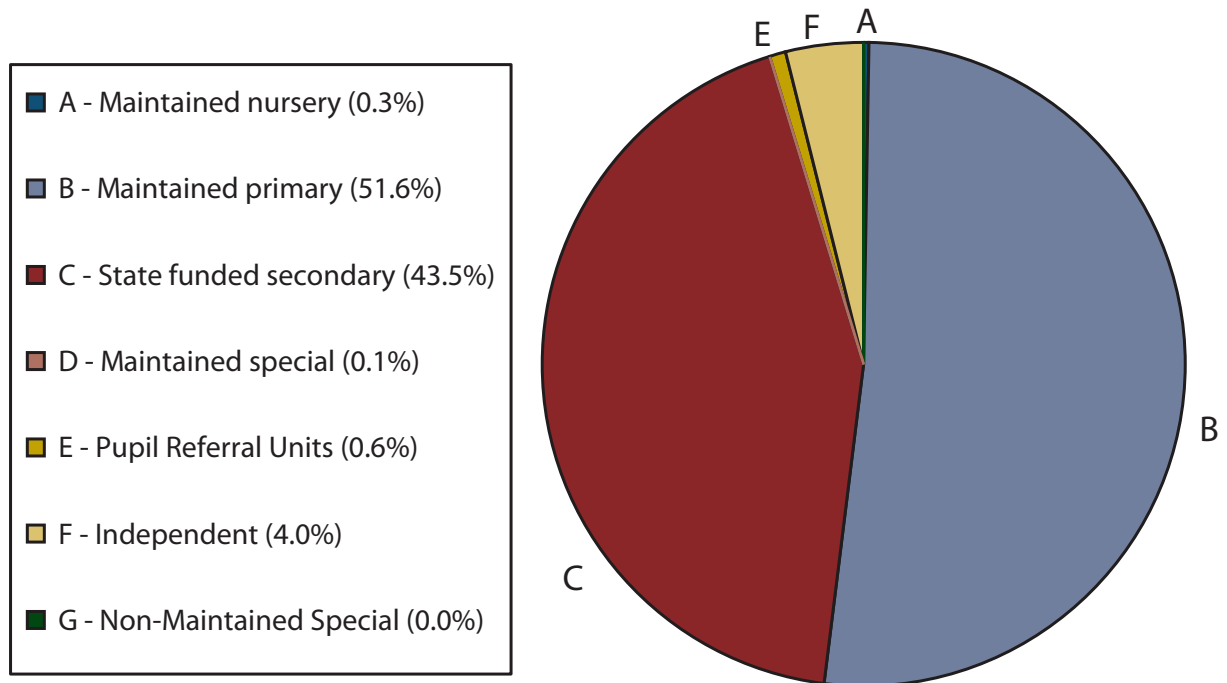
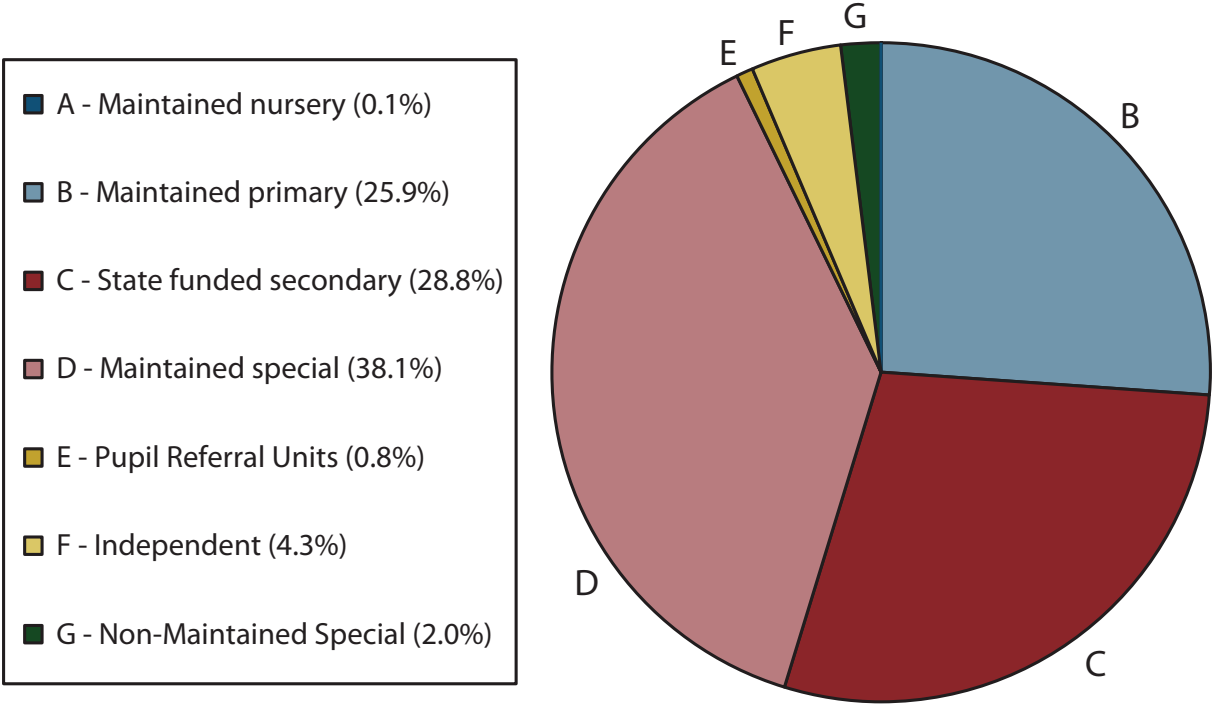


Figure 1.3 shows the school types attended by the 220,890 pupils who had statements of special educational needs in 2010. The distribution of school types attended by pupils with statements was wider than that shown for pupils with special educational needs without statements. Of the pupils with statements of special educational needs in 2010, 38.1 per cent attended maintained special schools (including general hospital schools), 28.8 per cent attended state funded secondary schools, 25.9 per cent attended maintained primary schools, 4.3 per cent attended independent schools and 2.0 per cent attended non-maintained special schools. The remaining pupils (less than 1 per cent) attended pupil referral units or maintained nursery schools.

Web based Tables 1.1 and 1.2 show the numbers and percentages of pupils with special educational needs by school type attended. Table 1.1 shows that the percentage of pupils with statements attending maintained special schools has increased from 34.9 per cent in 2006 to 38.1 per cent in 2010. 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 54.9 per cent in 2010.

**Figure 1.3: Percentage of pupils with statements of special educational needs by school type attended in 2010**

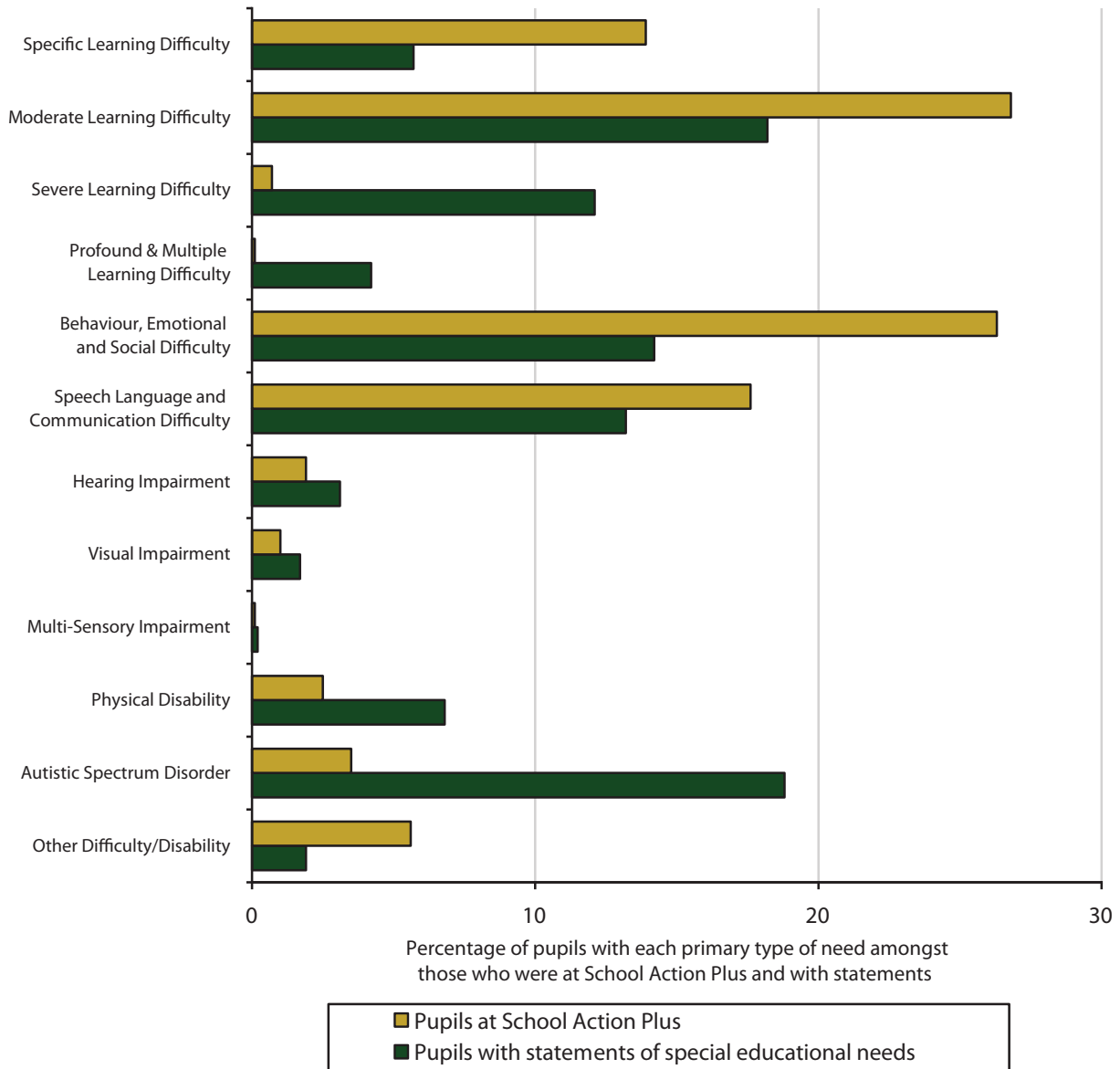


**Prevalence of primary type of special educational need**

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 2010. Primary need information is only available for these two groups.

Of the 209,440 pupils with statements attending maintained primary, state funded secondary and all special schools (both maintained and non-maintained) in 2010, the most common types of primary need were autistic spectrum disorder (18.8 per cent) and moderate learning difficulties (18.2 per cent), and the least common was multi-sensory impairment (0.2 per cent). Of the 487,120 pupils at School Action Plus within the same school types as above, the most common types of primary need were moderate learning difficulties (26.8 per cent) and behaviour, emotional and social difficulties (26.3 per cent), and the least common were multi-sensory impairment (0.1 per cent) and profound and multiple learning difficulties (0.1 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 2010**



Web based Tables 1.3 and 1.4 show the numbers and percentages of pupils at School Action Plus and with statements by primary type of need and school type for 2009 and 2010.

In January 2010, 26.5 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. 30.3 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 (23.7 per cent).

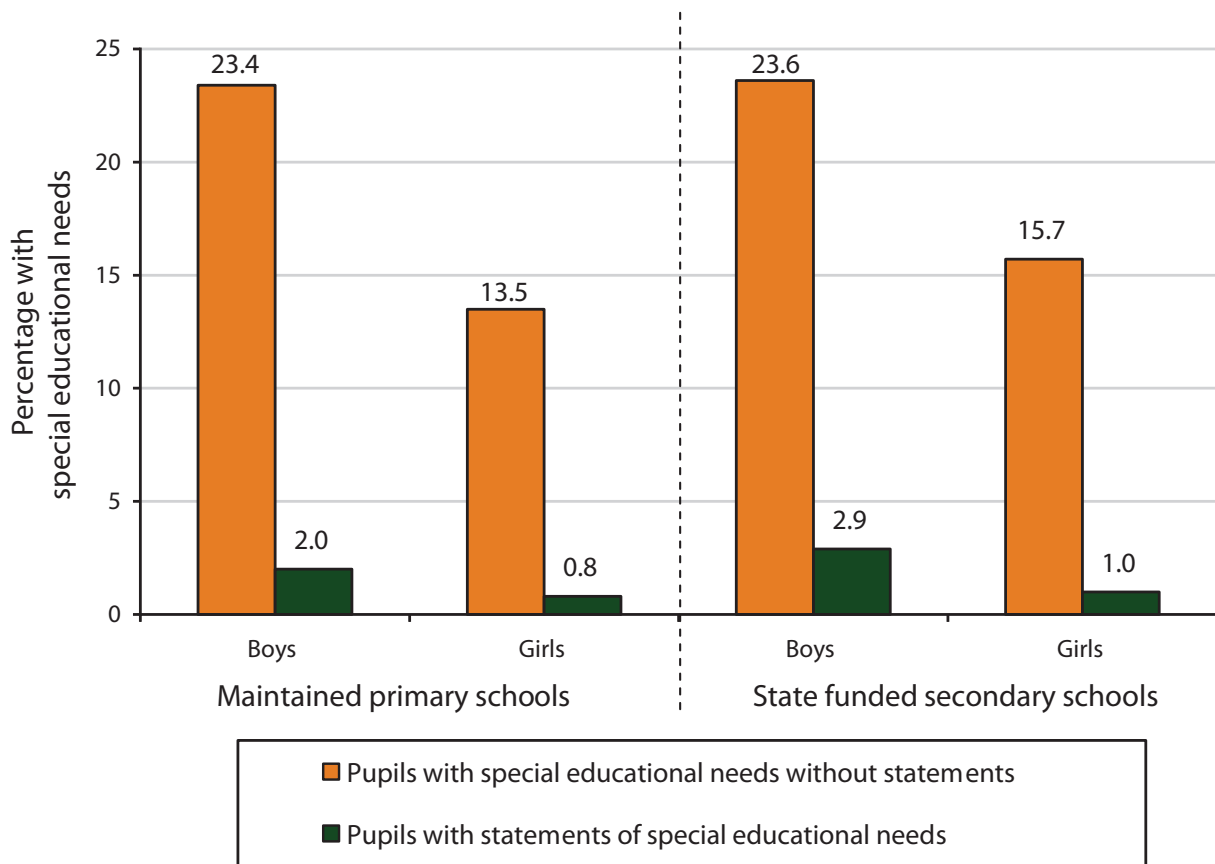
### Boys and girls with special educational needs

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 2010.

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 2010. 2.0 per cent of boys (41,620 pupils) at primary school had statements compared to 0.8 per cent of girls (15,660 pupils). At secondary school, 2.9 per cent of boys (47,090 pupils) had statements compared to 1.0 per cent of girls (16,540 pupils).

There were also more boys than girls with special educational needs without statements in 2010. 23.4 per cent of boys at primary school (489,250 pupils) and 23.6 per cent of boys at secondary school (386,730 pupils) were at School Action and at School Action Plus compared to 13.5 per cent of girls at primary school (269,890 pupils) and 15.7 per cent of girls at secondary school (252,470).

**Figure 1.5: Percentage of boys and girls with special educational needs in 2010**



Web based Tables 1.5 and 1.6 show the numbers and percentages of boys and girls with special educational needs at School Action, School Action Plus and with statements in 2010. Table 1.7 also shows data for pupils in special schools in 2010.

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

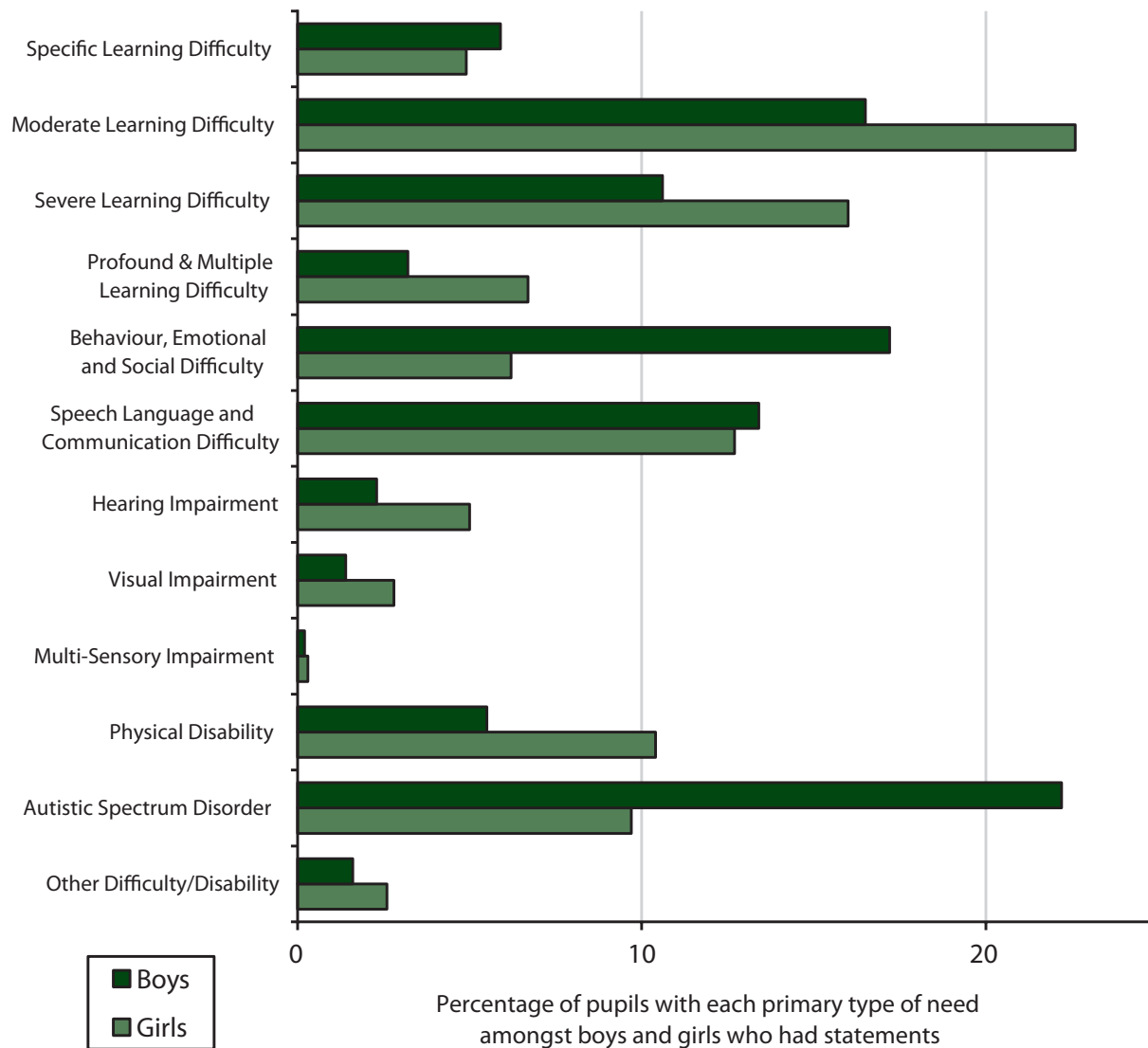
Figure 1.6 shows the distribution of the primary types of special educational need amongst boys and girls who had statements in January 2010. This information refers to pupils at maintained primary, state funded secondary schools and all special schools.

Boys with statements were most likely to have autistic spectrum disorder and just over a fifth (22.2 per cent) of boys with statements had this as their primary need. Girls with statements were most likely to have moderate learning difficulties and just over a fifth (22.6 per cent) of girls with statements had this as their primary need.

Boys with statements were more than twice as likely to have behavioural, emotional and social difficulties or autistic spectrum disorder as their primary need compared to girls with statements. 26,170 (17.2 per cent of) boys with statements had behavioural, emotional and social difficulties compared to 3,590 (6.2 per cent of) girls and 33,710 (22.2 per cent of) boys with statements had autistic spectrum disorder compared to 5,620 (9.7 per cent of) girls. Girls with statements were more than twice as likely to have profound and multiple learning difficulties or a hearing impairment as their primary need compared to boys with statements. 3,870 (6.7 per cent of) girls with statements had profound and multiple learning difficulties compared to 4,900 (3.2 per cent of) boys and 2,880 (5.0 per cent of) girls with statements had a hearing impairment compared to 3,540 (2.3 per cent of) boys.



**Figure 1.6: Percentage of pupils with each primary type of need amongst boys and girls who had statements in 2010**



Web based Table 1.8 shows the numbers and percentages of pupils at School Action Plus and with statements by type of need in 2010.

Table 1.8 shows that, at School Action Plus, boys were most likely to have behavioural, emotional and social difficulties (28.3 per cent), while girls were most likely to have moderate learning difficulties (30.5 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.

### **Pupils with special educational needs by age**

Figures 1.7 and 1.8 show the percentages of pupils with special educational needs, with and without statements at January 2010, 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. 9.1 per cent of pupils aged 4 years had special educational needs without statements in 2010. This increased to a maximum of 23.5 per cent for pupils aged 9 years. The percentage of pupils with statements also increased with age at primary school. In 2010, 0.7 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.

**Figure 1.7: Percentage of pupils aged between 4 and 10 at maintained primary schools with special educational needs in 2010 by their age at the start of the academic year**

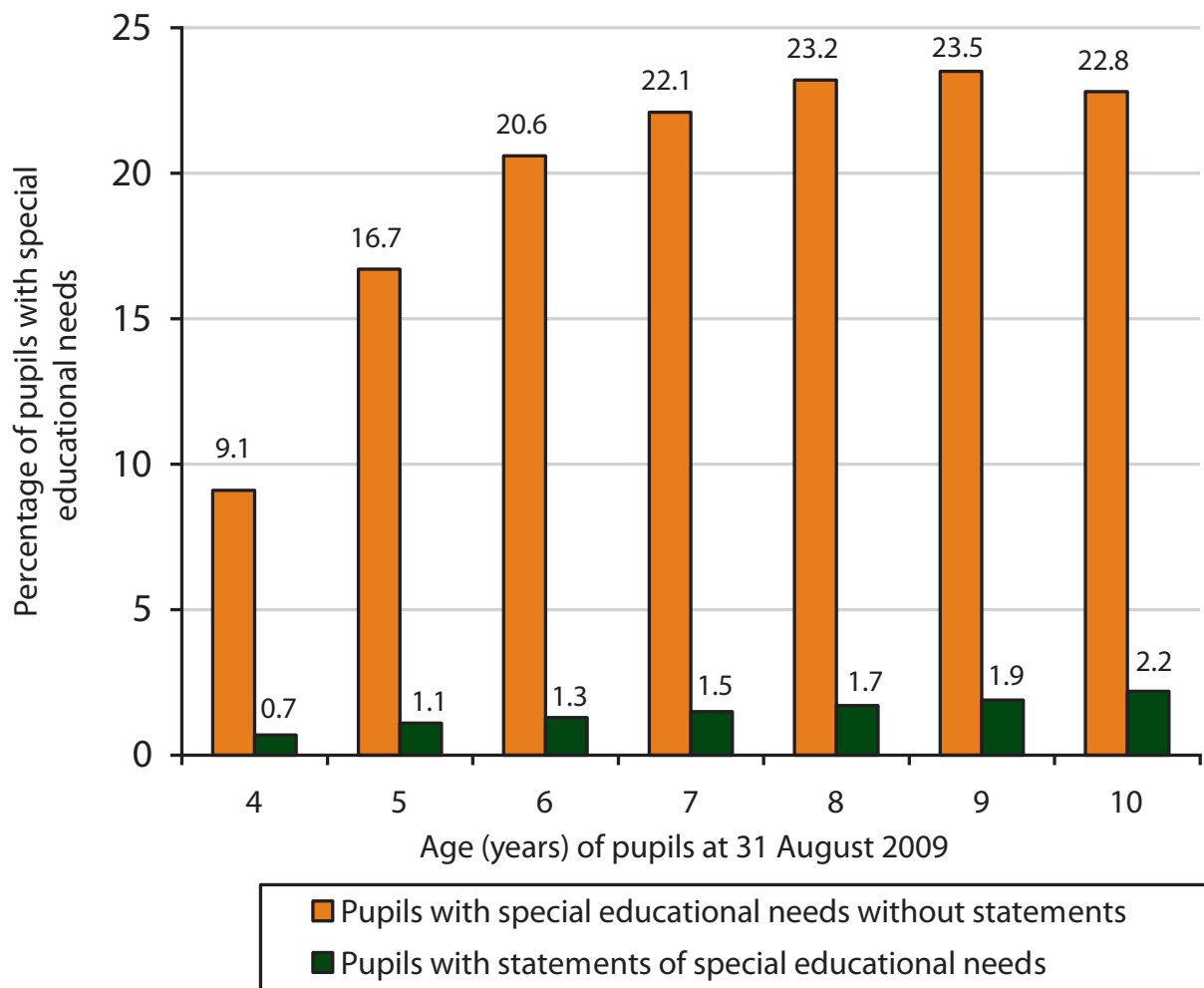
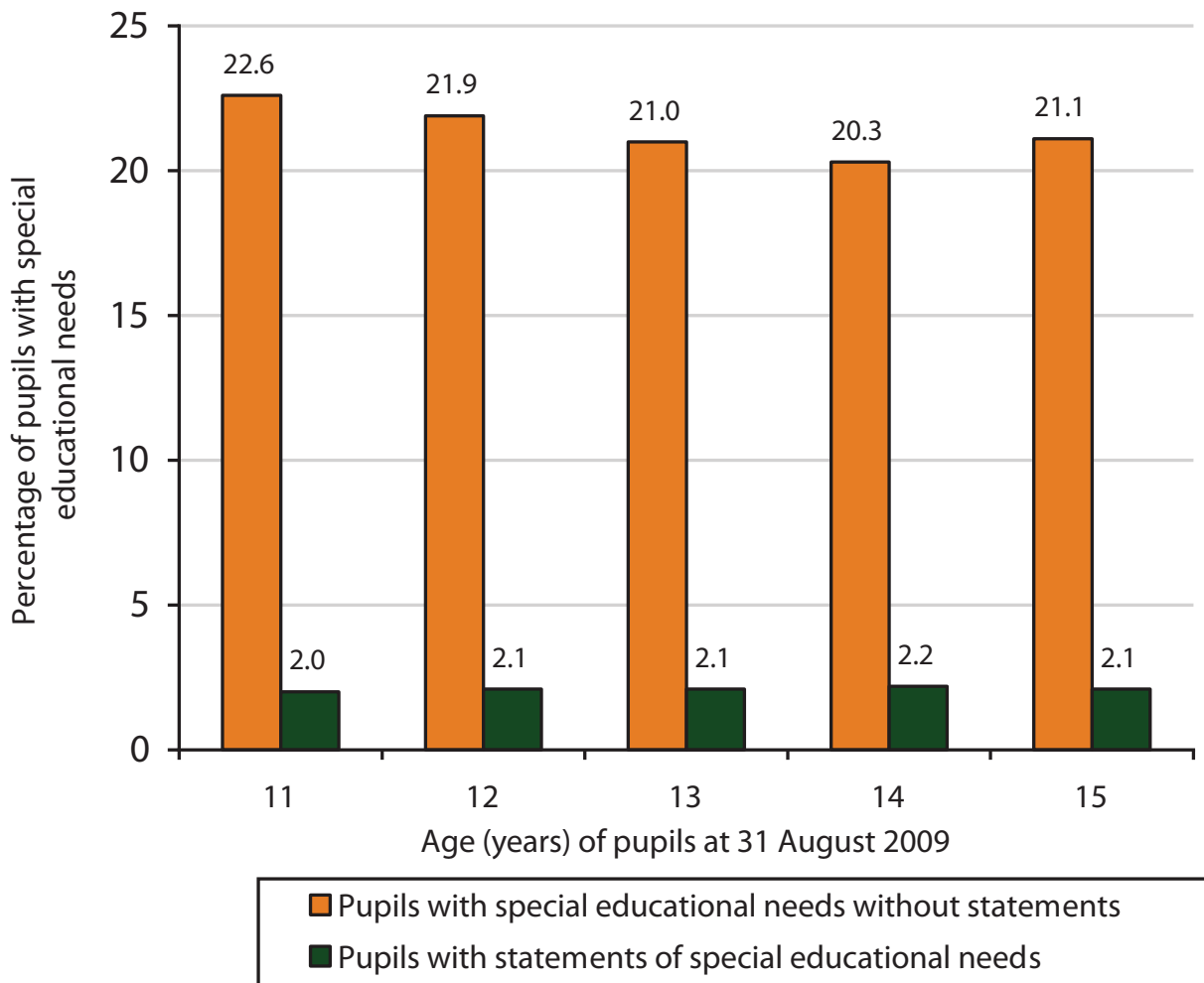


Figure 1.8 shows that the percentage of secondary school pupils (those generally aged 11 to 15 years at the start of the academic year) with special educational needs without statements decreased from 22.6 per cent for 11 year olds to 21.1 per cent for 15 year olds. The percentages of pupils with statements remained fairly stable at about 2 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 2010 by their age at the start of the academic year**

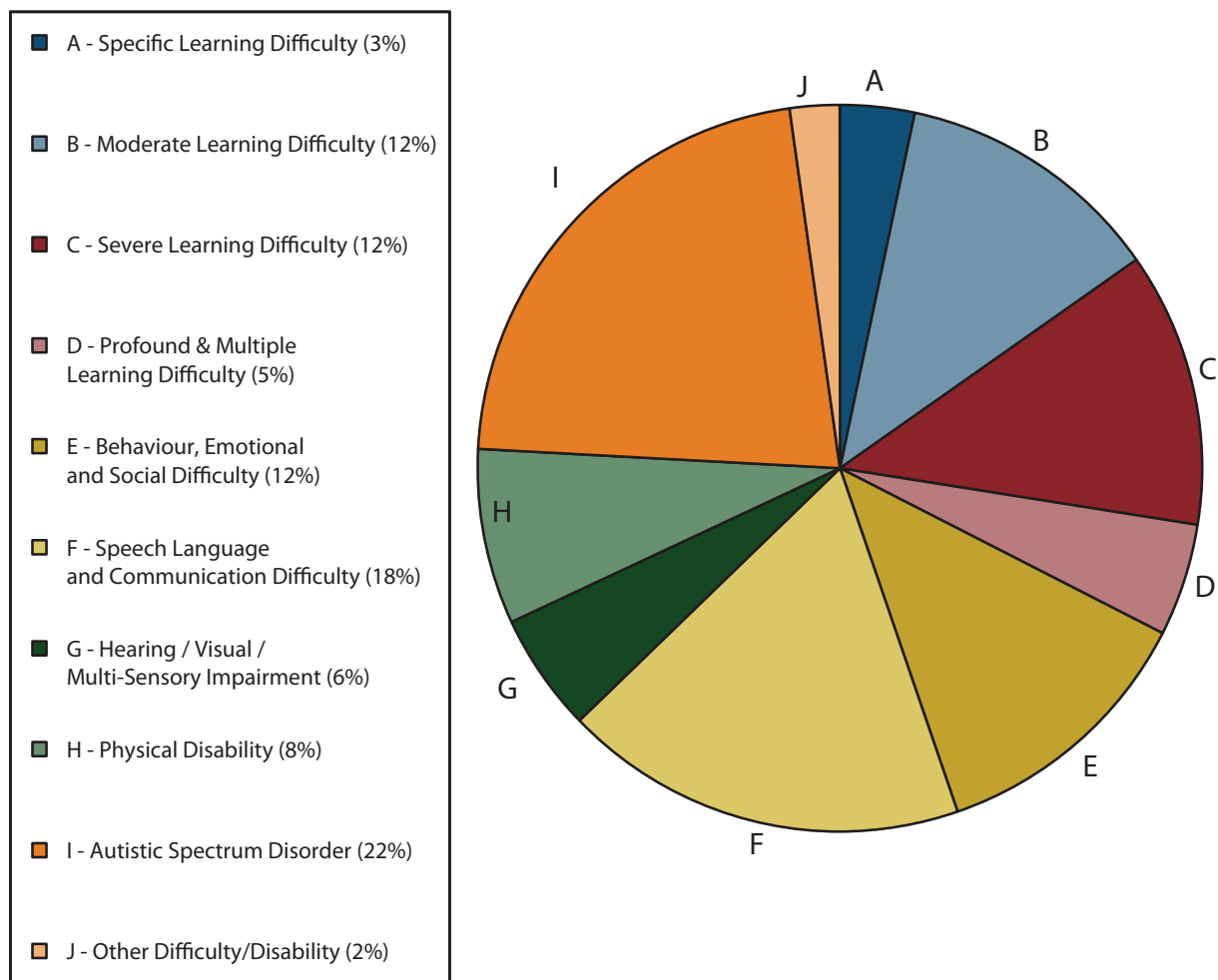


Web based Table 1.6 shows the numbers and percentages used to produce Figure 1.8. Pupils generally attend secondary school between the ages of 11 and 15 years (ages at start of academic year). Figures outside this age range in Table 1.6 should be treated with caution due to the small numbers of pupils involved. Table 1.7 also shows data for pupils who were at special schools in 2010.

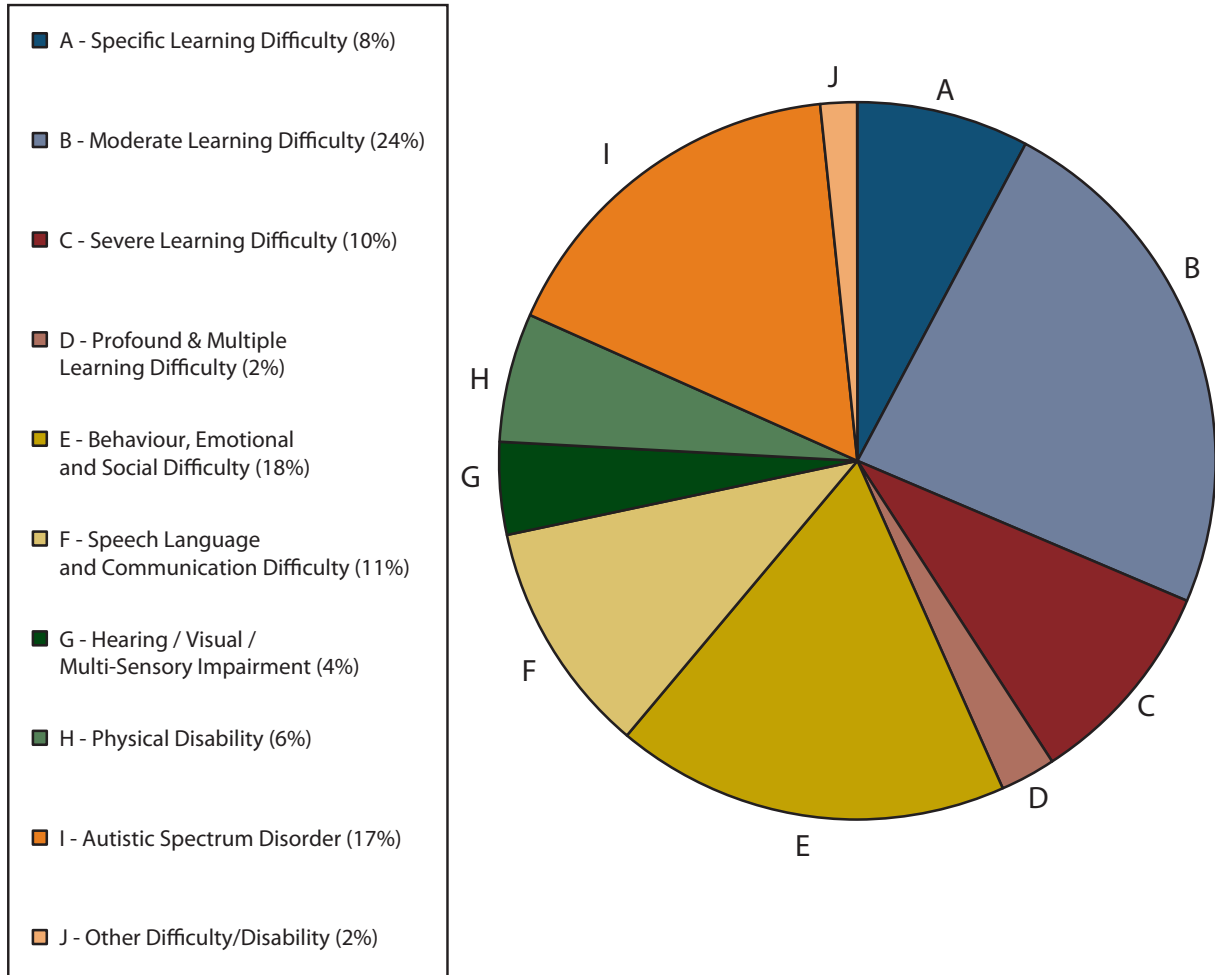
### **Prevalence of primary type of special educational need among pupils of different ages**

Figures 1.9 and 1.10 show that in January 2010, pupils with statements aged 4 to 10 years were most likely to have autistic spectrum disorder. Between the ages of 11 and 15 years, pupils with statements were most likely to have moderate learning difficulties. In Figures 1.9 and 1.10 the hearing, visual and multi-sensory impairment categories have been merged to form one group as there were small numbers of pupils with these primary need types. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. Web based Table 1.9 contains the data used to produce Figures 1.9 and 1.10.

**Figure 1.9: Percentages of primary type of need among pupils with statements aged 4 to 10 years in 2010**



**Figure 1.10: Percentages of primary type of need among pupils with statements aged 11 to 15 years in 2010**



Web based Table 1.10 shows that moderate learning difficulties and speech, language and communication needs were the most common types 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.

**Prevalence of special educational needs across the ethnic groups**

Figures 1.11 and 1.12 show the January 2010 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.

**Figure 1.11: Percentage of pupils at maintained primary schools with special educational needs in 2010 by ethnic group**

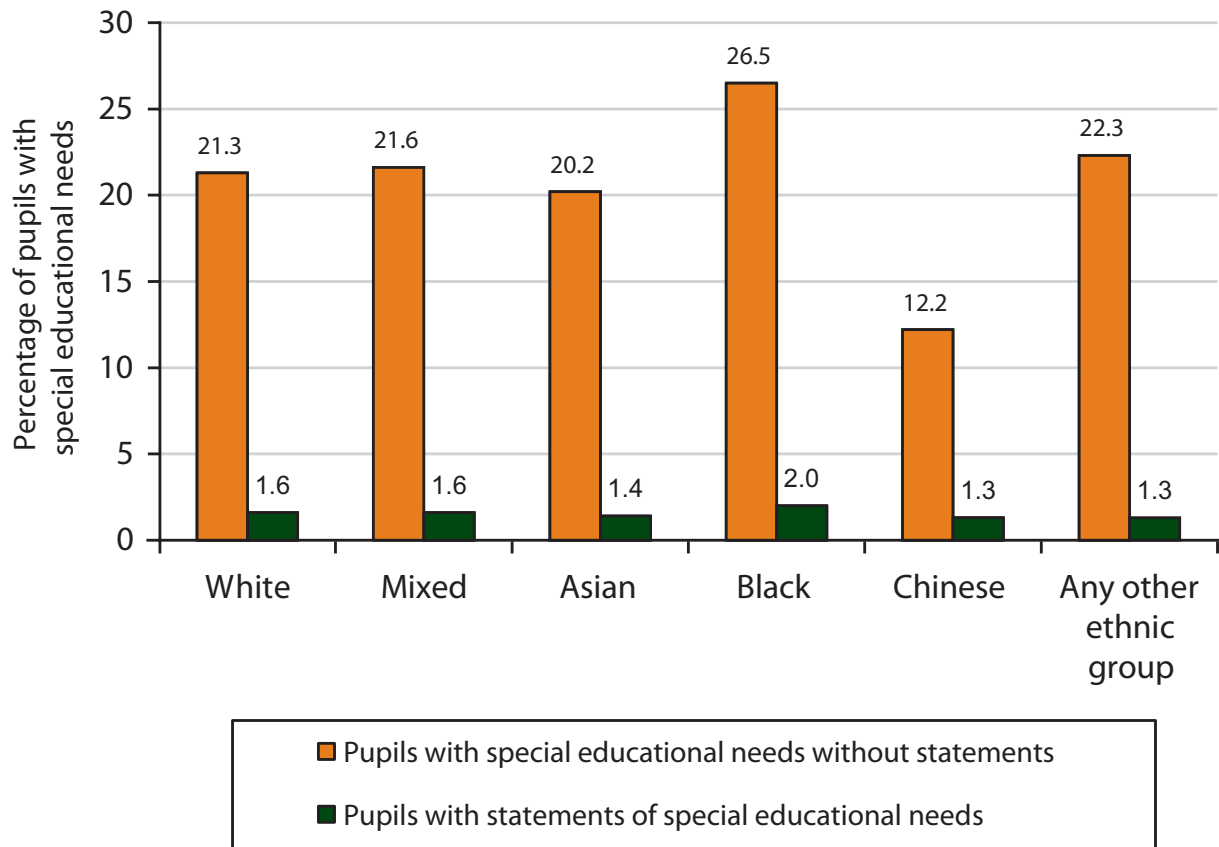
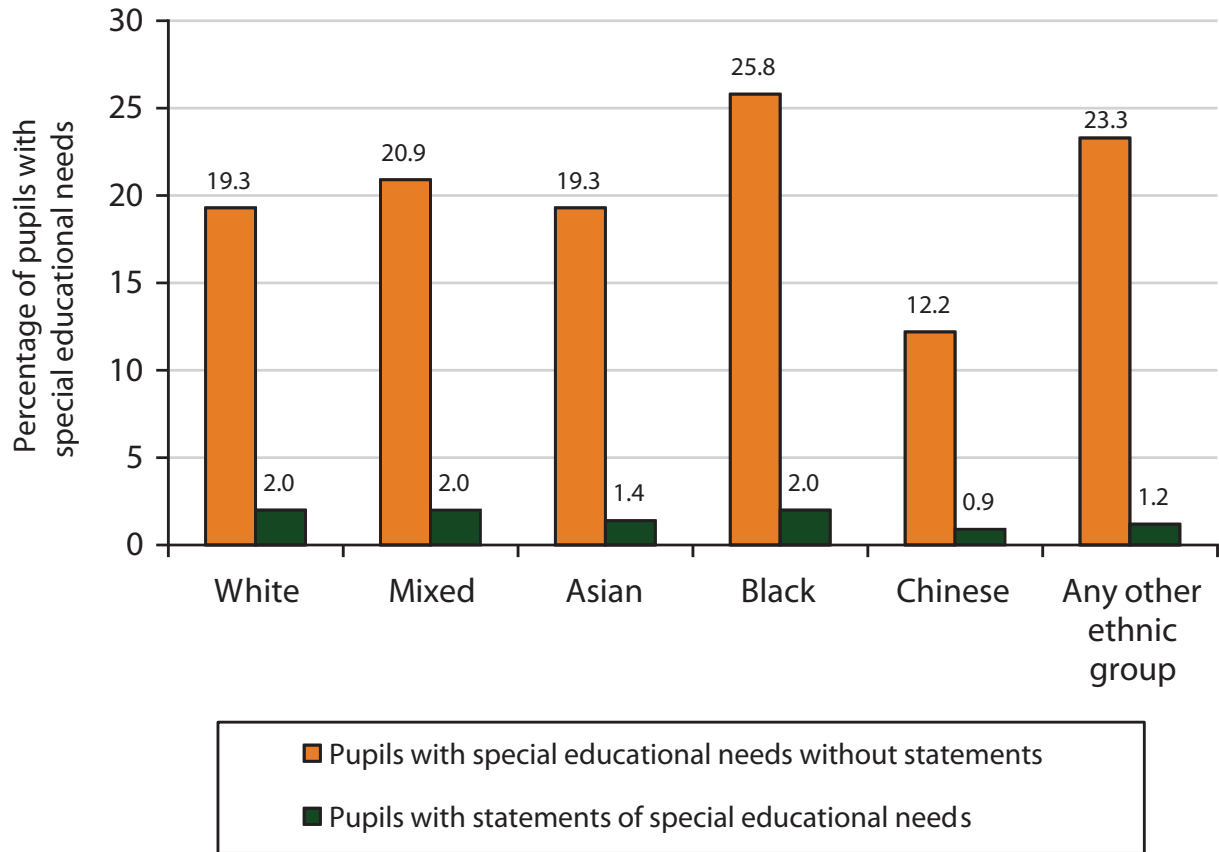


Figure 1.12 shows that at state funded secondary schools, white, mixed race and black pupils were most likely and Chinese pupils were least likely to have statements. Black pupils were most likely to have special educational needs, without statements. The proportion of pupils of each ethnic group with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

**Figure 1.12: Percentage of pupils at state funded secondary schools with special educational needs in 2010 by ethnic group**



Web based Tables 1.11 and 1.12 show the numbers and percentages for 2010. Table 1.13 shows the figures for special schools in 2010.

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

Web based Tables 1.14 and 1.15 show the number and percentage of pupils who had special educational needs in 2010 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 at School Action Plus were most likely to have behavioural, emotional and social difficulties. Black and mixed race pupils with statements were most likely to have autistic spectrum disorder.

### 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 2010 who were eligible for free school meals.

Pupils with special educational needs were far more likely to be eligible for 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 (30.5 per cent), than those with no special educational

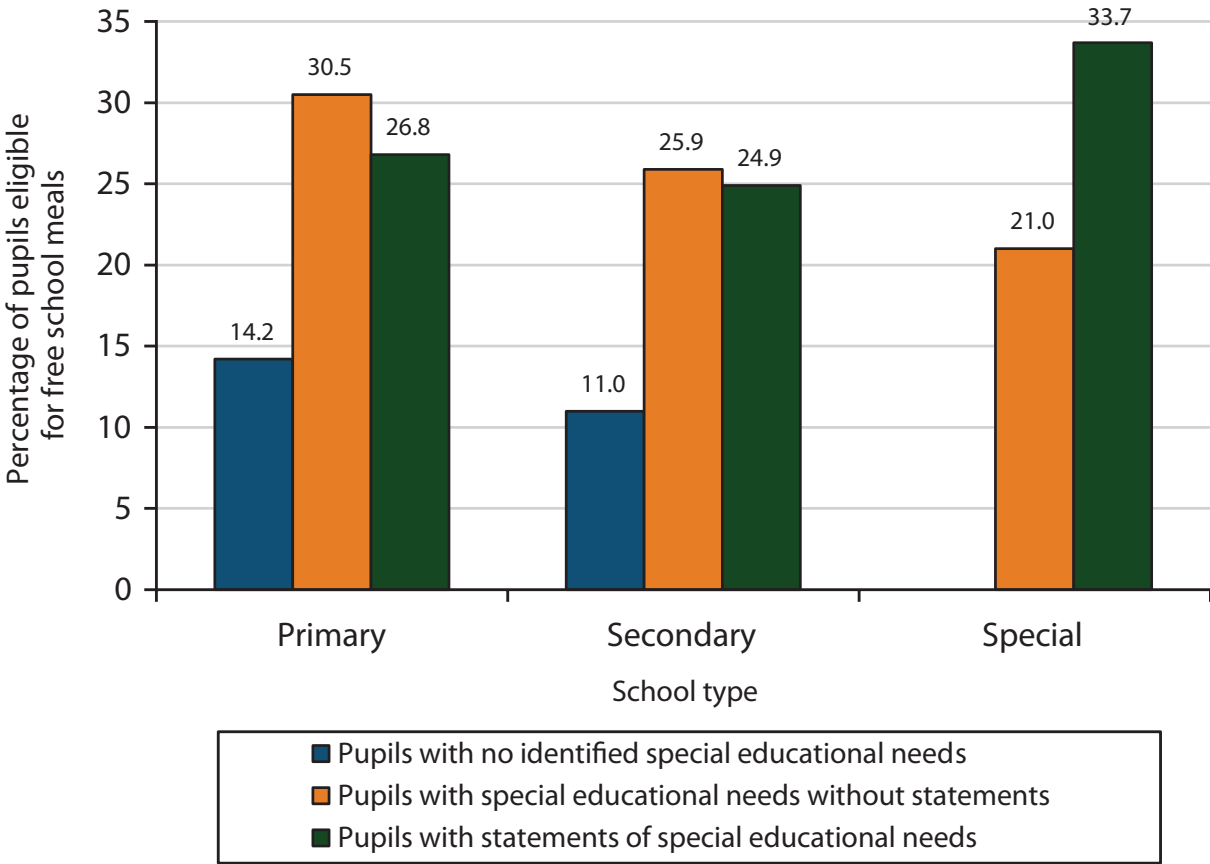


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needs (14.2 per cent). Those with statements were almost twice as likely to be eligible (26.8 per cent) as those without special educational needs.

Similarly, secondary school pupils with special educational needs were more than twice as likely to be eligible for free school meals (25.9 per cent for those with special educational needs without statements and 24.9 per cent for those with statements), compared to those with no special educational needs (11.0 per cent).

**Figure 1.13: Percentage of pupils with special educational needs who were eligible for free school meals by school type in 2010**



Pupils were more likely to be eligible for free school meals at primary than at secondary school. Pupils with statements at special schools were most likely to be eligible for free school meals, where 33.7 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.

Web based Table 1.16 shows the numbers and percentages of pupils with special educational needs who were eligible for free school meals in 2010.

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

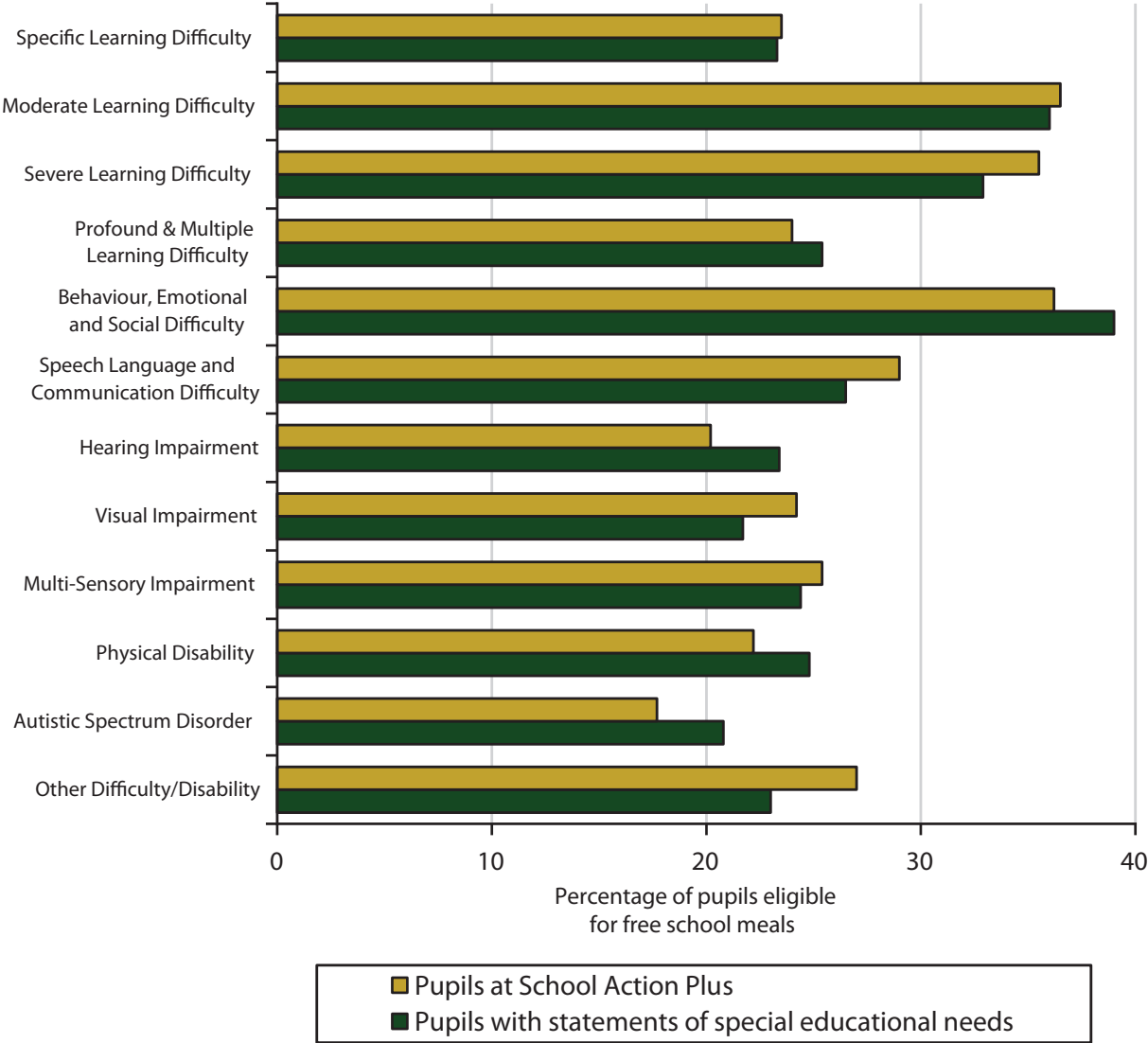
Figure 1.14 shows the percentage of pupils of each primary type of need at School Action Plus and with statements that were eligible for free school meals in January 2010. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. At School Action Plus, pupils with moderate learning difficulties (36.5 per cent) and behaviour, emotional and social difficulties (36.2 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 (17.7 per cent).

Figure 1.14 differs from the corresponding figure (1.13) of chapter 1 in the previous publication in the series entitled **Children with Special Educational Needs 2009: an analysis** (see <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml>).

Figure 1.14 shows the percentage of pupils of each primary type of need that were eligible for free school meals, whereas Figure 1.13 showed the percentage of those eligible for free school meals that were of each primary type of need.

Of the pupils with statements in 2010, those with behaviour, emotional and social difficulties (39.0 per cent) were most likely and those with autistic spectrum disorder (20.8 per cent) were least likely, of all the primary need types, to be eligible for free school meals. Web based Table 1.17 shows the numbers and percentages for 2010.

**Figure 1.14: Percentage of pupils with each primary type of special educational need who were eligible for free school meals in 2010**

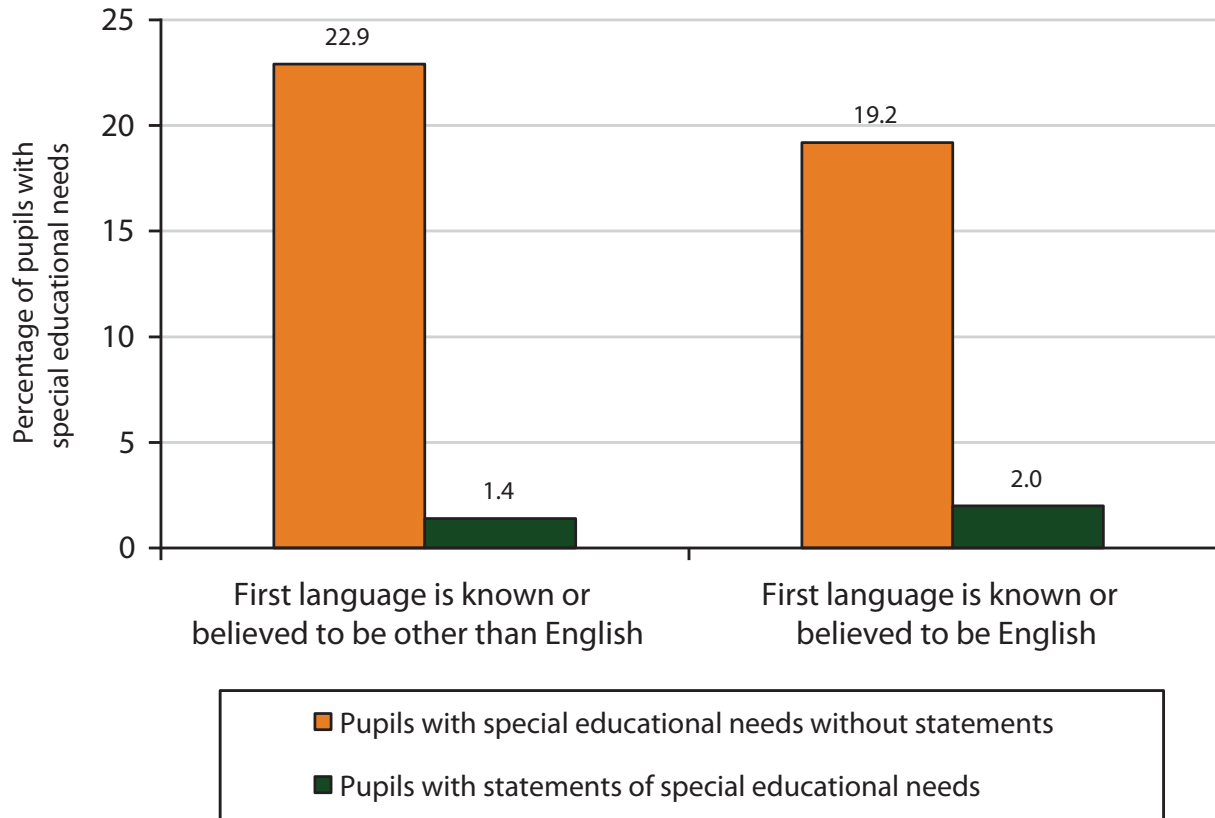


**Pupils with special educational needs by their first language**

Figure 1.15 shows the percentage of pupils at state funded secondary schools by their first language who had special educational needs in 2010. At secondary school, pupils whose first language was known or believed to be other than English were more likely to have special educational needs without statements (22.9 per cent) compared to pupils whose first language was known or believed to be English (19.2 per cent). However, pupils whose first language was English were more likely to have statements of special educational needs (2.0 per cent) than pupils whose first language was other than English (1.4 per cent).

Web based Table 1.19 contains the data used to produce Figure 1.15. Web based Table 1.18 shows that the findings for pupils at primary schools are similar to those at secondary schools. Web based Table 1.20 shows the figures for all special schools.

**Figure 1.15: Percentage of pupils at secondary school by their first language who had special education needs in 2010**



### 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 in 2010 by their first language. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. Pupils with autistic spectrum disorder were least likely (5.5 per cent) and those with profound and multiple learning difficulties were most likely (25.3 per cent) of all the primary need groups, to have a first language which was known or believed to be other than English. Web based Table 1.21 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 in 2010 by their first language**

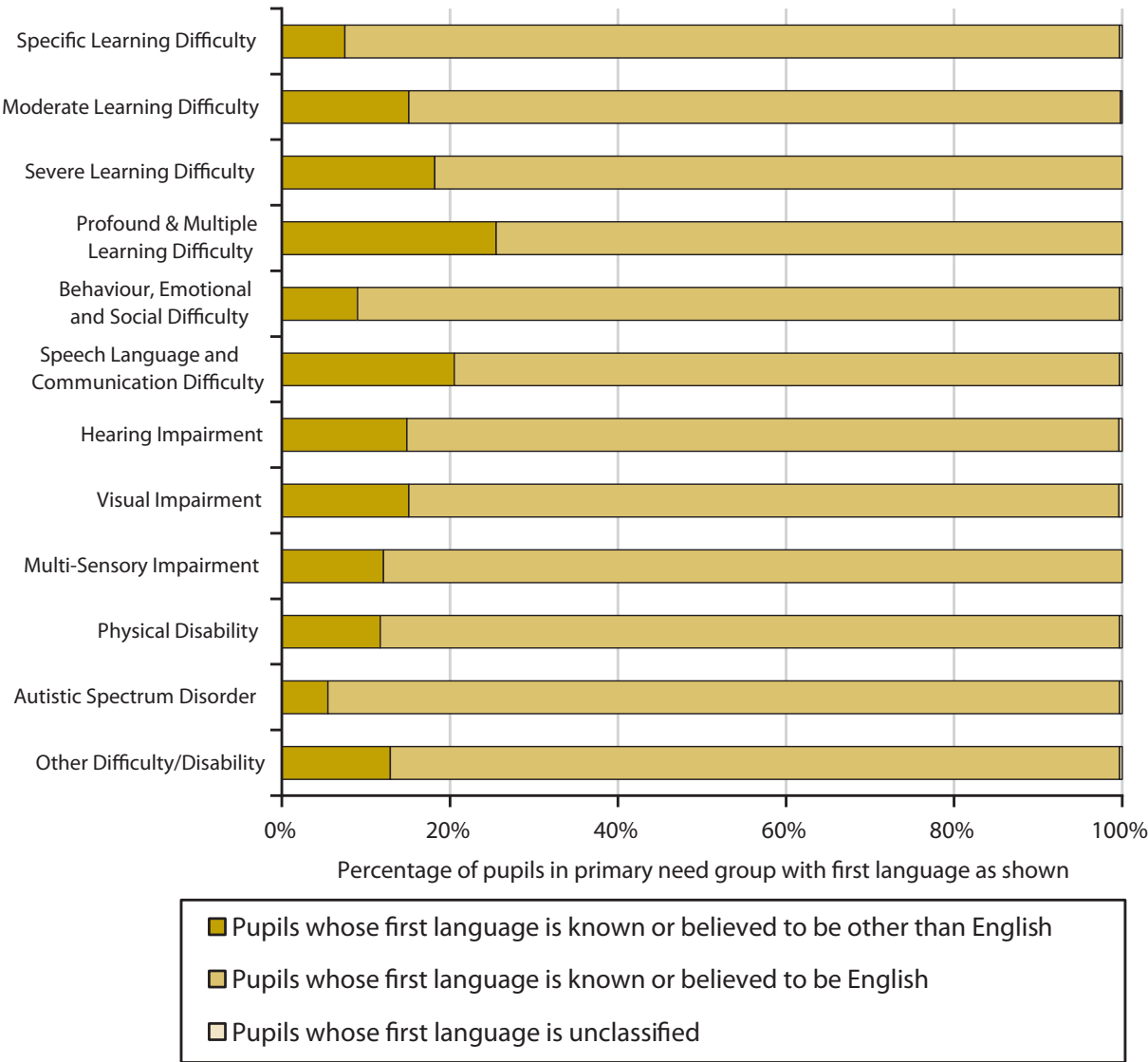
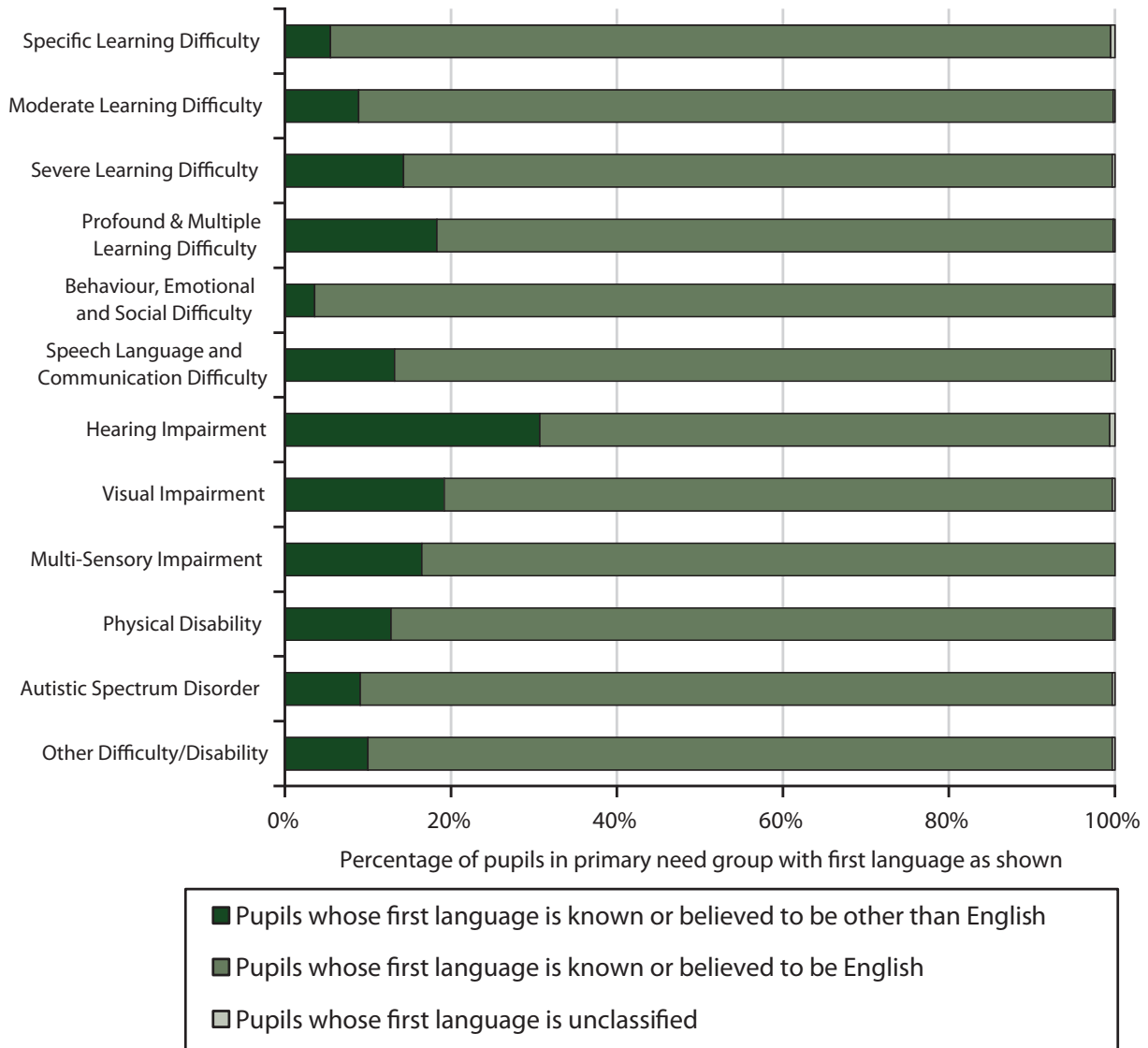


Figure 1.17 shows the percentage of pupils with statements in each primary need group in 2010 by their first language. Pupils with behaviour, emotional and social difficulties were least likely (3.6 per cent) and those with hearing impairments were most likely (30.7 per cent) of all the primary need groups to have a first language which was other than English.

When comparing Figures 1.16 and 1.17 it is evident that pupils with hearing impairments were twice as likely to have a first language which was other than English if they had statements rather than being at School Action Plus. This may be because some deaf children have British Sign Language recorded as their first language. Pupils with behaviour, emotional and social difficulties were over twice as likely to have a first language which was other than English if they were at School Action Plus rather than having statements.

**Figure 1.17: Percentage of pupils with statements at each primary type of need in 2010 by their first language**



**Pupils with special educational needs who were identified as being gifted and talented**

Figure 1.18 shows the percentage of pupils with special educational needs at maintained primary and state funded secondary schools in January 2010 who had been identified as being gifted and talented.

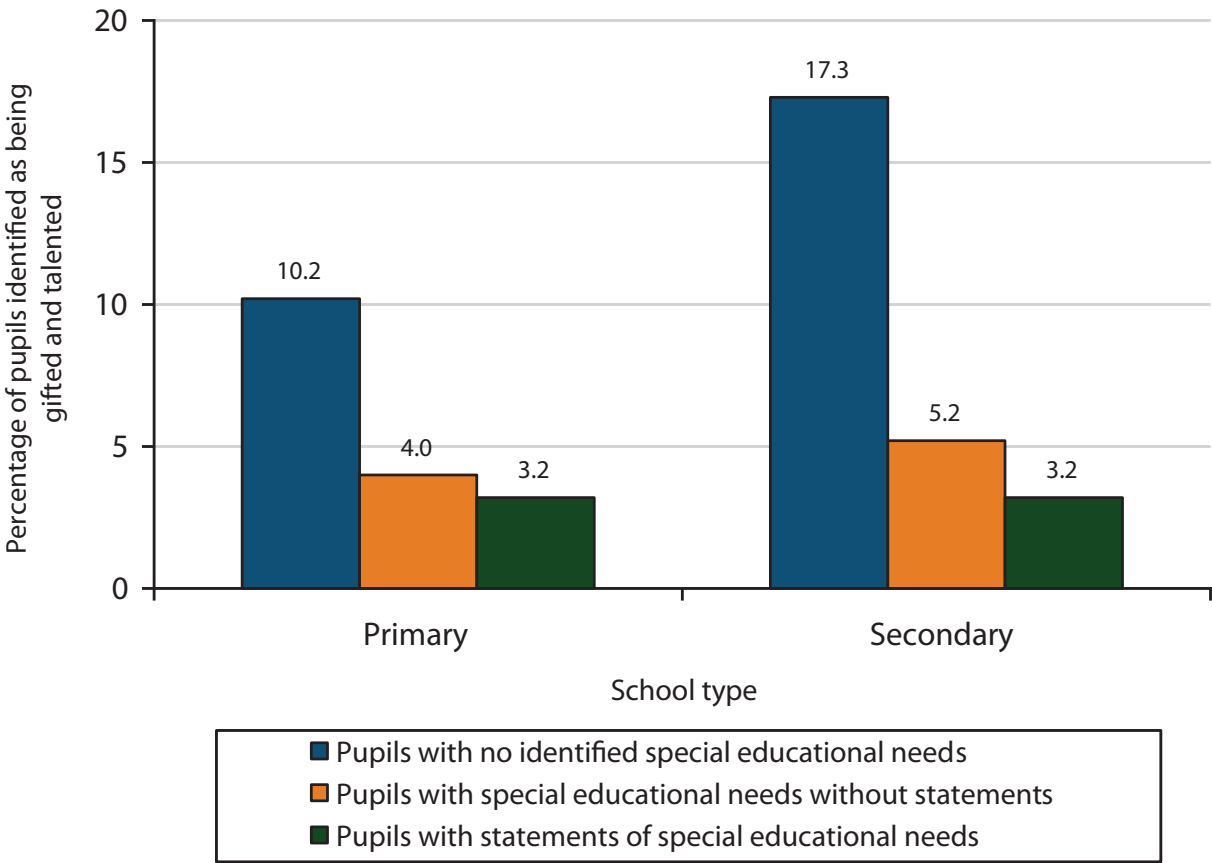
Gifted describes learners who have the ability to excel academically in one or more subjects such as English, Drama, Technology. Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance. These learners may well follow a vocational training pathway to accreditation and employment. In this chapter pupils are referred to as being identified as being gifted **and** talented but this really means those who were identified as gifted **or** talented **or** both.

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Pupils with special educational needs were less likely to be identified as being gifted and talented than those without special educational needs. At primary school, pupils with special educational needs without statements were less than half as likely to be identified as being gifted and talented (4.0 per cent) compared to those with no special educational needs (10.2 per cent). Pupils with statements were over three times less likely to be gifted and talented (3.2 per cent) compared to those without special educational needs.

Secondary school pupils with special educational needs were even more unlikely to be identified as being gifted and talented (5.2 per cent for those with special educational needs without statements and 3.2 per cent for those with statements), compared to those with no special educational needs (17.3 per cent). Web based 1.22 contains the data used to produce Figure 1.18.

**Figure 1.18: Percentage of pupils with special educational needs who were identified as being gifted and talented by school type in 2010**

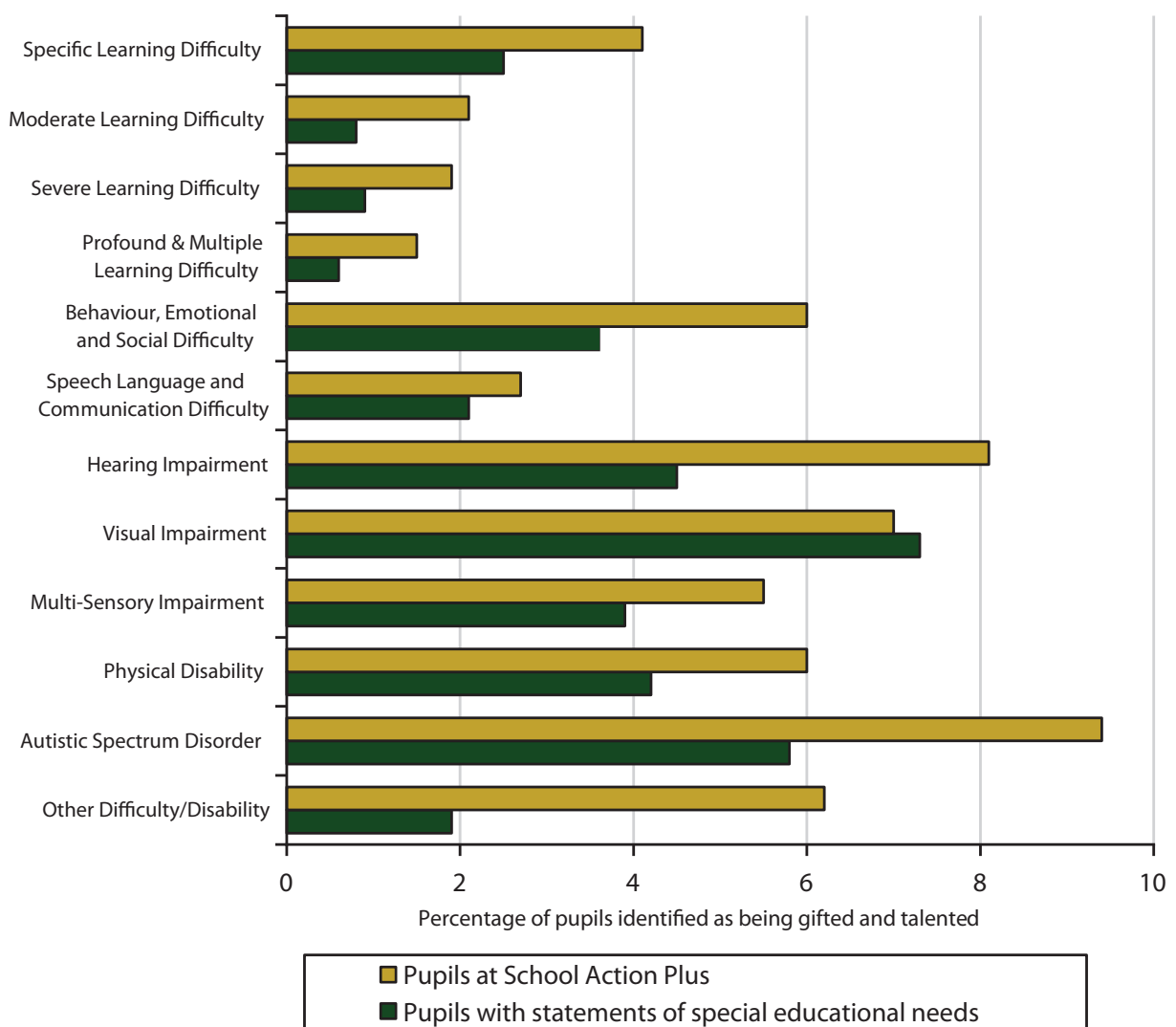


Pupils were generally more likely to be identified as being gifted and talented at secondary school compared to primary school. At primary and secondary schools pupils with special educational needs, without statements, were more likely to be gifted and talented than those with statements.

### Percentages of pupils of each primary type of special educational need who were identified as being gifted and talented

Figure 1.19 shows the percentage of pupils that had been identified as being gifted and talented for each primary type of need at School Action Plus and with statements in January 2010. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. School Action Plus pupils with autistic spectrum disorder (9.4 per cent) were most likely to be identified as gifted and talented. Pupils with profound and multiple learning difficulties were least likely to be identified as gifted and talented (1.5 per cent), both at School Action Plus and with statements.

**Figure 1.19: Percentage of pupils with each primary type of special educational need who were identified as gifted and talented in 2010**





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Of the pupils with statements in 2010, those with visual impairments (7.3 per cent) were most likely of all the primary need types, to be identified as gifted and talented. Web based Table 1.23 shows all the numbers and percentages for 2010.

### **Regional and local authority level analysis**

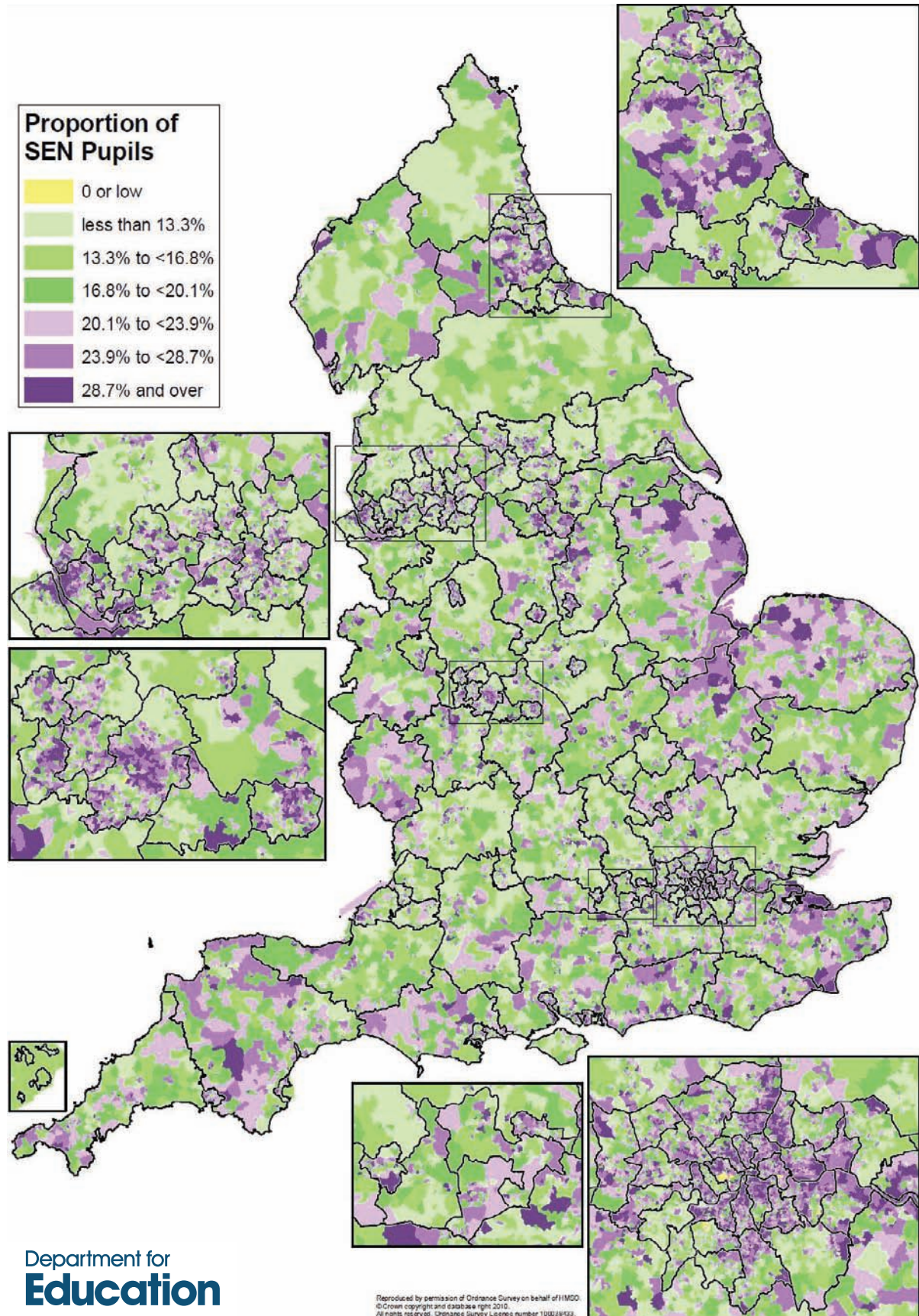
Regional and local authority level figures on the proportion of pupils with special educational needs can be found in the following Statistical First Release (which also contains additional analysis at national level):

*DfE: Special Educational Needs in England: January 2010* available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>

Figure 1.20 shows the percentage of pupils with special educational needs (pupils at School Action, School Action Plus or with statements) based on the pupil's area of residence in January 2010. The percentages are based on pupils attending maintained schools only and are derived by Super Output Area. Higher percentages of pupils of identified with special educational needs are shown in dark blue in Figure 1.20.

There is no clear geographical pattern in the prevalence of pupils with special educational needs. The major cities tended to have higher rates of pupils with special educational needs as did some rural areas, such as parts of Lincolnshire and Cambridgeshire.

**Figure 1.20: Percentage of pupils with special educational needs attending maintained schools in January 2010 by Super Output Area based on the pupils area of residence**



## Looked after children with special educational needs

### Key findings

52 per cent of the 35,600 children looked after for at least a year at 31 March 2009 had special educational needs, compared to approximately 21 per cent of all pupils in January 2009. This means that looked after children were approximately two and a half times more likely to have special educational needs compared to all children. Looked after children were over seven 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 experimental matched looked after children-School Census dataset (see Data Annex 1 for further details).

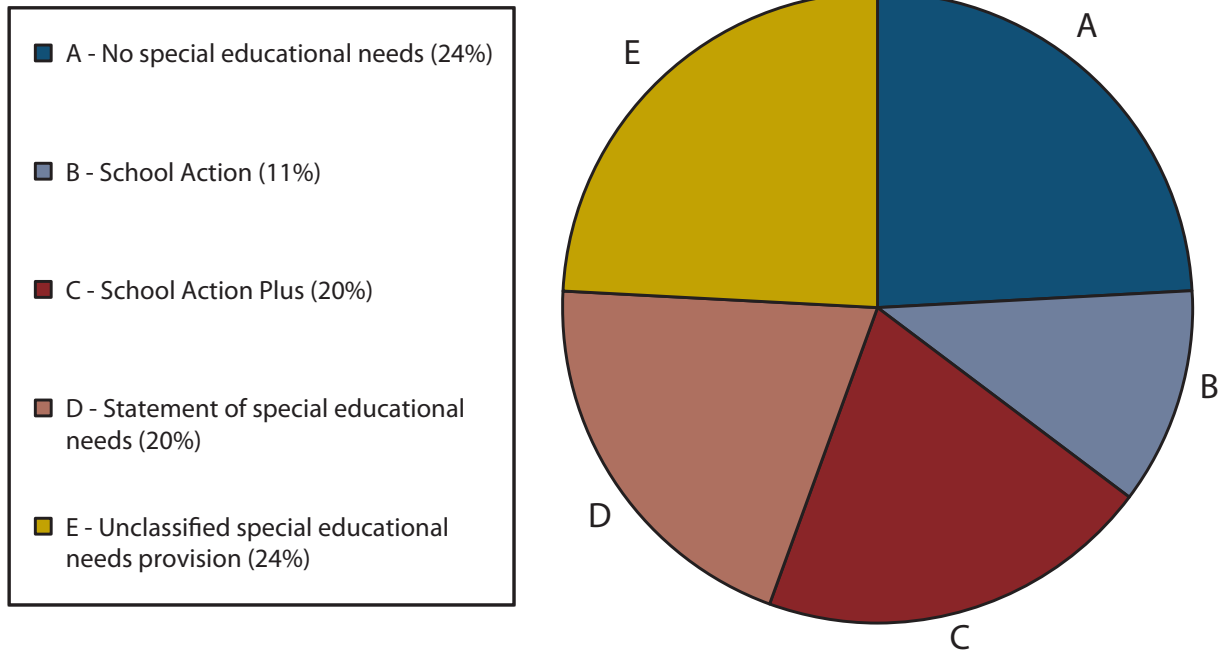
The figures are experimental so caution should be used when interpreting the findings.

Data are based on children looked after by Local Authorities in England for at least a year at 31 March 2009 and special educational need provision was obtained from the January 2009 School Census. Web based Table 1.24 contains the data quoted in the remainder of this chapter.

Of the 43,100 children looked after for at least a year at 31 March 2009, 35,600 successfully matched to the January 2009 School Census, which contains special educational need information. Figure 1.21 shows the distribution of special educational need provision amongst the 35,600 looked after children. **All references to children looked after in the remainder of this chapter refer to children looked after for at least one year at 31 March 2009.**

Figure 1.21 shows that just over half (52 per cent) of the 35,600 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 2009. This means that looked after children were approximately 2.5 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 2.7 per cent of all pupils had a statement of special educational needs in January 2009 compared to 20 per cent of looked after children at 31 March 2009. 17.8 per cent of all pupils had special educational needs without statements in January 2009 compared to 32 per cent of looked after children at 31 March 2009.

**Figure 1.21: Percentage of children looked after for at least a year at 31 March 2009 by special educational needs provision in January 2009**

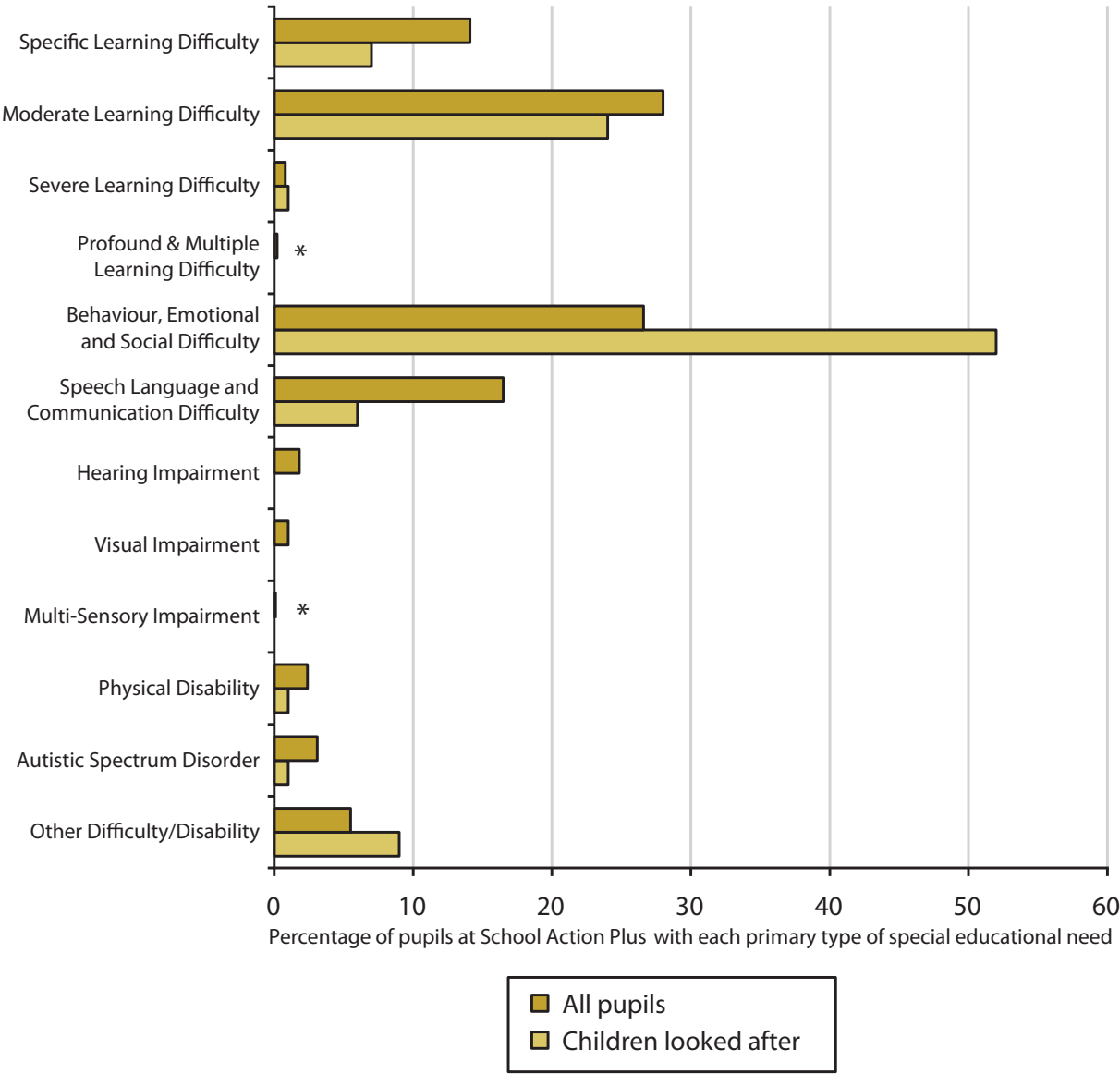


**Prevalence of primary type of special educational need among looked after children and all pupils**

Figure 1.22 compares the percentages of pupils of each primary type of special educational need at School Action Plus in January 2009 for all pupils and children looked after.

Of the 7,300 children looked after at School Action Plus in 2009, by far the most common primary need was behaviour, emotional and social difficulty (52 per cent). Children looked after who were at School Action Plus were nearly twice as likely to have behaviour, emotional and social difficulty compared to all pupils at School Action Plus.

**Figure 1.22: Percentage of children looked after for at least a year at 31 March 2009 and all pupils at School Action Plus with each primary type of need in 2009**

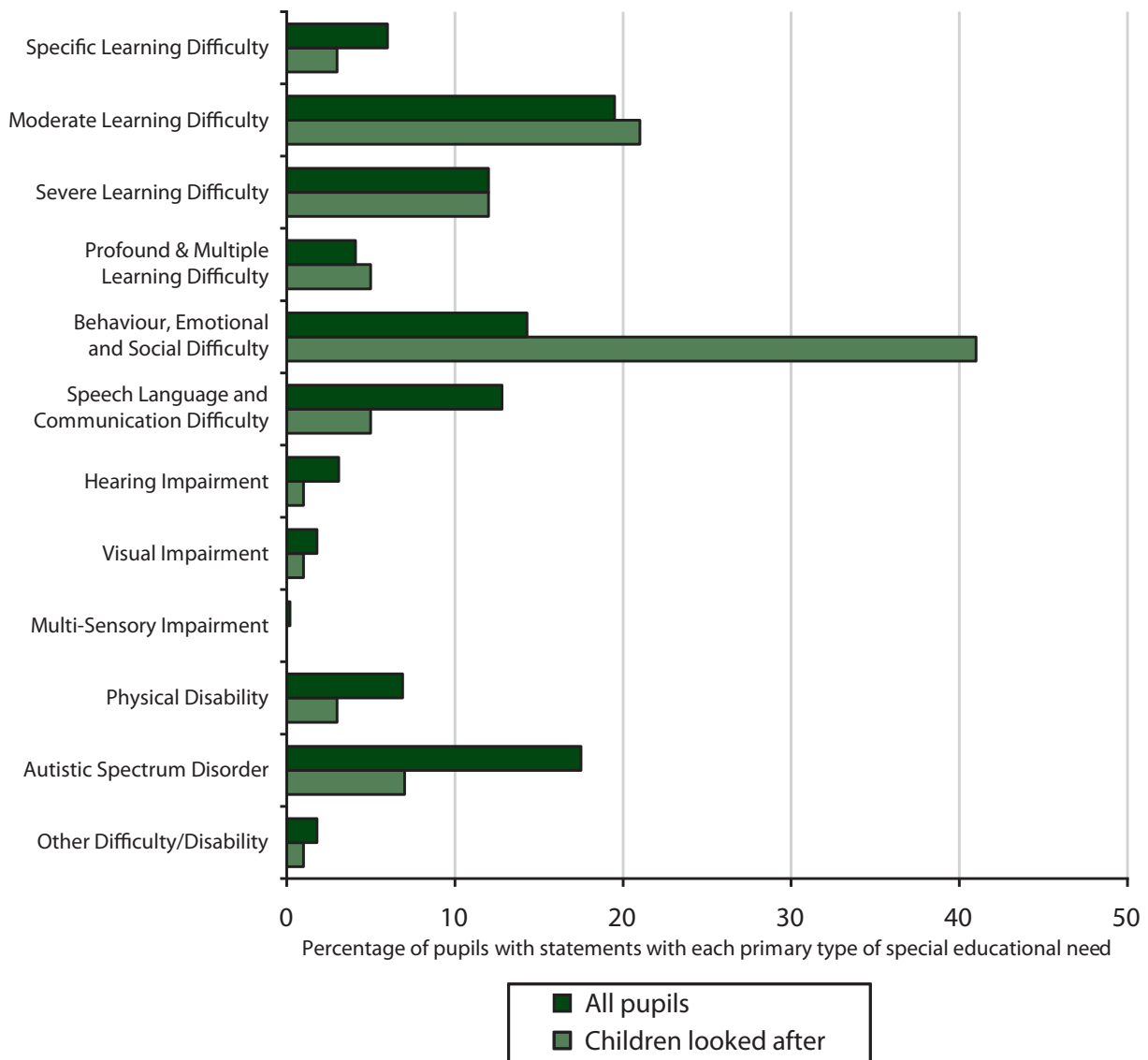


\* The percentages for profound and multiple learning difficulties and multi-sensory impairments were not displayed for looked after children as fewer than six pupils were in these groups.

Figure 1.23 compares the percentages of pupils of each primary type of special educational need in January 2009 for all pupils and children looked after with statements.

Of the 7,000 children looked after with statements in 2009, by far the most common primary need was behaviour, emotional and social difficulty (41 per cent). Children looked after with statements were nearly three times more likely to have a primary need of behaviour, emotional and social difficulty than all pupils with statements.

**Figure 1.23: Percentage of children looked after for at least a year at 31 March 2009 and all pupils with statements with each primary type of need in 2009**



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

Data for Tables 1.1 to 1.23 were taken from the Statistical First Releases (SFR) entitled

- 'Special Educational Needs in England: January 2010' available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>
- 'Special Educational Needs in England: January 2009' available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000852/index.shtml>

Tables 1.1 to 1.23 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 10 in Tables 1.1 to 1.23 and an 'x' represents a number or percentage based on fewer than 5. Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10.

The data sources used in Tables 1.1 to 1.23 were the 2010 and 2009 School Censuses. Details on the School Census data collection can be found at <http://www.bristol.ac.uk/cmpo/plugin/support-docs>

Table 1.24 contains experimental data for children who had been looked after for at least 12 months at 31 March 2009 by their special educational need provision in January 2009. This information was obtained by matching looked after children data from the SSDA903 return to the 2008/09 National Pupil Database. 43,100 children were looked after for at least 12 months by Local Authorities in England at 31 March 2009. However, it was only possible to match 35,600 of these children to the 2008/09 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 1.24 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 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 24 tables referenced within chapter 1 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

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