

SPECIAL EDUCATIONAL NEEDS IN ENGLAND, JANUARY 2010

INTRODUCTION

This Annex to Statistical First Release (SFR) 19/2010 *Special Educational Needs in England, January 2010* provides commentary on the primary special educational needs (SEN) of pupils with a statement of SEN, and those pupils at School Action Plus. Local Authority level tables on SEN have been published at the same time.

KEY POINTS

PRIMARY NEED

This section shows new analysis, not previously published. It contains information on the primary need of pupils with SEN at school action plus or with a statement of SEN by their characteristics.

Gender (Table A)

- For both pupils with statements of SEN and those at school action plus, behavioural, emotional and social difficulties are more prevalent amongst boys than girls: 17.2 per cent of boys with statements of SEN had their primary need recorded as this compared to 6.2 per cent of girls.
- For girls (both with statements of SEN and those at school action plus) moderate learning difficulty was the most prevalent primary need: 22.6 per cent of girls with statements of SEN had their primary need recorded as this compared to 16.5 per cent of boys.
- For pupils with a statement of SEN, autistic spectrum disorder was more common in boys: 22.2 per cent of boys with a statement of SEN had their primary need recorded as this compared to 9.7 per cent of girls.

Age (Tables B1 and B2)

- For pupils with SEN at school action plus, speech, language and communications needs is the main primary need up to age 6, moderate learning difficulty the main primary need between the ages of 7 and 11, with behaviour, emotional and social difficulties being the main primary need from ages 12 to 18.
- For those with statements of SEN, autistic spectrum is prevalent between the ages of 4 to 10. Moderate learning difficulty is prevalent from age 11 to 15. Severe learning difficulty is prevalent in the over 16 age group.

Ethnicity (Tables C1 and C2)

- For pupils with SEN at school action plus, moderate learning difficulty is the main primary need amongst the Asian ethnic group (37.8 per cent). Behavioural, social and emotional difficulties are more prevalent in Black Caribbean pupils, with 41.0 per cent being recorded as having this type of primary need, compared to 27.2 per cent for all pupils.
- For those pupils with statements of SEN, behavioural, social and emotional difficulty is the most frequent primary need for White and Black Caribbean pupils (27.6 per cent of pupils). However, autistic spectrum disorder is the most common primary need for Chinese, Black and Mixed ethnic groups (28.7, 25.8 and 21.8 per cent respectively). For White and Asian ethnic groups the most common primary need is Moderate Learning Difficulty (19.5 and 17.9 per cent respectively).

Free School Meal Eligibility (Table D)

- Those pupils whose primary need is moderate learning difficulty or behaviour, emotional and social difficulties are more likely to be eligible for free school meals, this applies to both pupils at school action plus and those with a statement of SEN.
- Pupils with statements of SEN and at school action plus whose primary need is autistic spectrum disorder are less likely to be eligible for free school meals; 20.8 per cent of statemented pupils and 17.7 per cent of pupils at school action plus who have this as their primary SEN need are eligible for free school meals.

First Language (Table F)

- For those pupils at school action plus, the highest percentage of pupils whose first language is known or believed to be **other than English** have profound and multiple learning difficulty (25.3 per cent). For those pupils with a statement of SEN, the highest proportion is in pupils with hearing impairment (30.7 per cent).
- The highest proportion of those pupils whose first language is known or believed to be **English**, at school action plus, is autistic spectrum disorder (94.2 per cent). For those pupils with a statement of SEN, the highest proportion is those pupils with behaviour, emotional and social difficulties (96.1 per cent).

Gifted and Talented (Table G)

- For those pupils at school action plus, the highest proportion of pupils identified as gifted and talented is in pupils with autistic spectrum disorder (9.4 per cent of pupils). For those pupils with statements of SEN, the highest proportion is pupils with visual impairment, at 7.3 per cent of pupils identified as gifted and talented.

TABLES

ADDITIONAL LOCAL AUTHORITY TABLES

The following local authority level analyses will be available for download as Excel files from the website:

- Table 16** All schools: Pupils with statements of special educational needs, based on where the pupil attends school, by Local Authority Area and Government Office Region, England, 2006 to 2010
- Table 17** Maintained primary schools: Number of pupils with special educational needs, based on where the pupil attends school, by Local Authority Area and Government Office Region, England, 2010
- Table 18** State-funded secondary schools: Number of pupils with special educational needs, based on where the pupil attends school, by Local Authority Area and Government Office Region, England, 2010
- Table 19** Number of pupils with a statement maintained by each local authority, by Local Authority Area and Government Office Region, England, 2006 to 2010
- Table 20** Assessment and placement of children with new statements of special educational needs, by Local Authority Area and Government Office Region, England
- Table 21** Maintained mainstream schools: Pupils for whom statements were newly made, by Local Authority Area and Government Office Region, England, 2005 to 2009
- Table 22** Placement of children with a statement maintained by each local authority, by Local Authority Area and Government Office Region, England
- Table 23** Maintained primary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need, by Local Authority Area and Government Office Region, England, 2010
- Table 24** State-funded secondary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need, by Local Authority Area and Government Office Region, England, 2010
- Table 25** Special schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need, by Local Authority Area and Government Office Region, England, 2010

ADDITIONAL TABLES ON PRIMARY NEED

The following tables showing analyses of primary need will be available for download as Excel files from the website:

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| Table A | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs by gender and primary SEN need, England, 2010 |
| Table B1 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs at school action plus by age and primary SEN need, England, 2010 |
| Table B2 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with statements of special educational needs by age and primary SEN need, England, 2010 |
| Table C1 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs at school action plus by ethnic group and primary SEN need, England, 2010 |
| Table C2 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with statements of special educational needs by ethnic group and primary SEN need, England, 2010 |
| Table D | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs by free school meal eligibility and primary SEN need, England, 2010 |
| Table E1 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs at school action plus by National Curriculum year group and primary SEN need, England, 2010 |
| Table E2 | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with statements of special educational needs by National Curriculum year group and primary SEN need, England, 2010 |
| Table F | Maintained primary, state-funded secondary and special schools: Number and percentage of pupils with special educational needs by first language and primary SEN need, England, 2010 |
| Table G | Maintained primary and state-funded secondary schools: Number and percentage of pupils with special educational needs identified as gifted and talented by primary SEN need, England, 2010 |

For collection and data issues please see the Technical Notes in the main SFR text, available as a PDF from <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>.