



Department
for Education

SEND Futures Discovery Phase

Wave 2 methodological report

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Responsibility for all interpretation of the data in this report lies solely with the authors.

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Contents

List of figures	5
List of tables	8
Executive summary	9
Introduction	15
Study aims and objectives	15
Wave 2 study design	16
Report aims and objectives	18
Terminology and analytical notes	20
The sample	22
Study sample overview	22
Wave 2 issued sample by mode	23
Wave 2 issued sample characteristics	23
Wave 2 fieldwork design and procedures	26
Contact strategy and processes	26
Key ethical and methodological considerations	37
Interviewer training	40
Overall response at wave 2	44
Strand 1	45
Strand 2	46
Parent / young person longitudinal response (Strands 1 and 2)	46
Detailed wave 2 outcomes (Strands 1 and 2)	48
Response and participation by mode at W2	50
Mode of participation within households	51
Strand 1	52
Strand 2	56
Self-completion web section in young person telephone survey	60
Response by subgroup and representativeness of the sample	64
Strand 1	64
Strand 2	84
Response maximisation and making contact	97

Web survey participation timeline	97
Incentives experiment (Strand 2 only)	99
Interviewer training experiment (Strand 1 only)	105
Questionnaire, protocols and accessibility	107
Support, accessibility and presence of others	107
Questionnaire feedback	114
A note on mode effects	118
Weighting	119
Longitudinal weights	119
Cross-sectional weights	120
Representativeness of the weighted sample	120
Summary and reflections	122
Response and representation	122
Mode considerations	124
Response maximisation strategies	126
Questionnaires and protocols	128
Looking ahead to a mainstage study	132
Appendix A. Glossary	135
Appendix B. Participant materials	137
Appendix C. Taking part cards used in face-to-face interview (Strand 1)	155
Appendix D. Questionnaire specification	158
Young person questionnaire	158
Adult questionnaire	195
Appendix E. Additional tables: Contact details	256
Appendix F. Additional tables: Response	257
Response by subgroups - Strand 1	258
Response by subgroups - Strand 2	265

List of figures

Figure 1: SEND Futures study overview	10
Figure 2: Study response overview (household level)	11
Figure 3: Illustration of fieldwork dates at wave 2 for each mode, by strand.....	27
Figure 4: Strand 1 response at wave 2 at parent, young person and household level of issued at wave 2 and wave 1	45
Figure 5: Strand 2 response at wave 2 for parents, YP and household levels, of issued at wave 2 and wave 1	46
Figure 6: Parent and young person longitudinal participation across waves 1 and 2, by strand.....	47
Figure 7: Strand 1 parent and young person response at wave 2 including mode of completion among those taking part – all issued at wave 2	53
Figure 8: Strand 1 parent and young person completion mode at wave 2 – cases with productive parent/young person interview at wave 2	54
Figure 9: Participation at wave 2 for Strand 1 young people by reason for non-participation at wave 1 and by mode used at wave 2 (where applicable)	56
Figure 10: Strand 2 parent and young person response at wave 2 including mode of completion among those taking part – all issued at wave 2	57
Figure 11: Strand 2 parent and young person completion mode at wave 2.....	58
Figure 12: Participation at wave 2 for Strand 2 young people and parents who did not participate at wave 1 by mode used at wave 2 (where applicable)	59
Figure 13: Proportion of young people consenting to the web self-completion section of the telephone interview, by strand	61
Figure 14: Proportion of young people who completed the self-completion questions (either online or over the phone), by strand	62
Figure 15: Strand 1 households with at least one productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN	65
Figure 16: Strand 1 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN	66

Figure 17: Strand 1 young person response at wave 2 by mode of completion and by SEN type.....	67
Figure 18: Strand 1 young person completion mode at wave 2 by young person’s primary SEN (all who took part at wave 2).....	68
Figure 19: Strand 1 household response at wave 2 of issued at wave 2 and wave 1, by EHC plan status.....	69
Figure 20: Strand 1 young person completion mode at wave 2 by EHC plan status	71
Figure 21: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by LAC status and overall	72
Figure 22: Strand 1 parent and young person response mode at wave 2 by mode of completion and by LAC status – of issued at wave 2.....	73
Figure 23: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by CiN status and overall	74
Figure 24: Strand 1 parent and young person response mode at wave 2 by mode of completion and by CiN status – of issued at wave 2.....	75
Figure 25: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by ethnic minority status and overall	76
Figure 26: Strand 1 parent and young person response mode at wave 2 by mode of completion and by ethnic minority status – of issued at wave 2.....	77
Figure 27: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by FSM eligibility and overall.....	78
Figure 28: Strand 1 parent and young person response mode at wave 2 by mode of completion and by FSM eligibility – of issued at wave 2	79
Figure 29: Proportion of ‘target’ interviews achieved within Strand 1 at waves 1 and 2 (compared with wave 1 issued); selected characteristics, household level (at least one interview achieved)	82
Figure 30: Strand 2 households with at least one productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN.....	84
Figure 31: Strand 2 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN	85

Figure 32: Strand 2 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN	86
Figure 33: Strand 2 young person completion mode at wave 2 by SEN type (all who took part at wave 2).....	87
Figure 34: Strand 2 household level response at wave 2 of issued at wave 2 and wave 1, by EHC plan status	88
Figure 35: Strand 2 young person completion mode at wave 2 by EHC plan status	89
Figure 36: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by LAC status and overall	90
Figure 37: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by CiN status and overall	91
Figure 38: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1 by ethnic minority status and overall	92
Figure 39: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by FSM eligibility and overall	93
Figure 40: Proportion of ‘target’ interviews achieved within Strand 2 at waves 1 and 2 (for a balanced sample based on wave 1 issued); selected characteristics, household level (at least one interview achieved)	95
Figure 41: Parent and carer web survey completes, by strand	98
Figure 42: Young people web survey completes, by strand.....	98
Figure 43: Proportion of Strand 2 households with at least one interview achieved at wave 2 of issued at wave 2, by wave 2 incentive experiment group.....	102
Figure 44: Proportion of Strand 2 parents and young people who took part at wave 2 of those issued at wave 2, by wave 2 incentive experiment group	103
Figure 45: Proportion of unconditional and conditional incentive households in Strand 2 who took part at wave 2, by wave 1 incentive experiment group.....	104
Figure 46: Help received with wave 2 web survey completion among young people by EHC plan status.....	111
Figure 47: Help received with wave 2 web survey completion among young people by primary SEN	112

List of tables

Table 1: Wave 2 cases issued by mode	23
Table 2: Issued sample characteristics by strand and by wave	24
Table 3: Strand 1 illustration of issued sample group overlap at wave 2* (column percentages; figures do not add to 100%)	25
Table 4: Overview of wave 2 participant communications and fieldwork dates.....	28
Table 5: Number of attempted calls made to households during telephone fieldwork at wave 2 by strand and overall	33
Table 6: Detailed wave 2 outcomes at household level out of cases issued at wave 2, by strand.....	48
Table 7: Mode of completion used at wave 2 among households where just one participant took part	51
Table 8: Whether same or different modes used at wave 2 by young person and parent by strand.....	52
Table 9: Strand 1 parent and young person productive interviews at wave 2 by EHC plan status (row percentages; categories not mutually exclusive and do not add to 100%)....	70
Table 10: Strand 1 issued at wave 1 and achieved sample at wave 2 characteristics summary.....	83
Table 11: Strand 2 parent and young person productive interviews at wave 2 by EHC plan status (row percentages; categories not mutually exclusive and do not add to 100%)	89
Table 12: Strand 2 issued at wave 1 and achieved sample at wave 2 characteristics summary.....	96
Table 13: Types of parent assistance provided during young person telephone interview	108
Table 14: Interviewer-reported reasons for parental presence during young person face-to-face interview (figures do not add to 100%).....	109

Executive summary

The SEND Futures Discovery Phase is a large-scale feasibility study, comprising two waves of quantitative data collection with young people with special educational needs and disabilities (SEND) and their parent or guardian. The study was commissioned by the Department of Education (DfE) and will inform the planning of a future longitudinal study of children and young people with SEND living in England – a significant piece of new data infrastructure if commissioned. The Discovery Phase study was carried out by the National Centre for Social Research (NatCen) in collaboration with the National Children’s Bureau (NCB).

This report sets out methodological findings from the second wave of the study, undertaken between April and September 2023 with young people in Year 9 (aged 13-14) and their parent or guardian. A detailed summary and reflections on implications for the mainstage study are provided in the ‘Summary and reflections’ chapter. Main points are also provided in what follows. Separate reports set out [methodological findings from the first wave of the study](#) and [findings from analysis of data collected from young people and their parents](#).

Study details

The **initial wave of the study** (wave 1) was undertaken between May and September 2022 when the young people in the study were in Year 8 (aged 12-13). This involved surveys with the young person and their parent:

- 1) A face-to-face survey with four subgroups. The subgroups comprised young people with SEN with one or more of the following characteristics: ‘looked after’ (LAC) or ‘in need’ (CiN) status, eligible for free school meals (FSM), and/or from an ethnic minority background.
- 2) A web survey with a nationally representative sample of pupils in Year 8 with SEN.

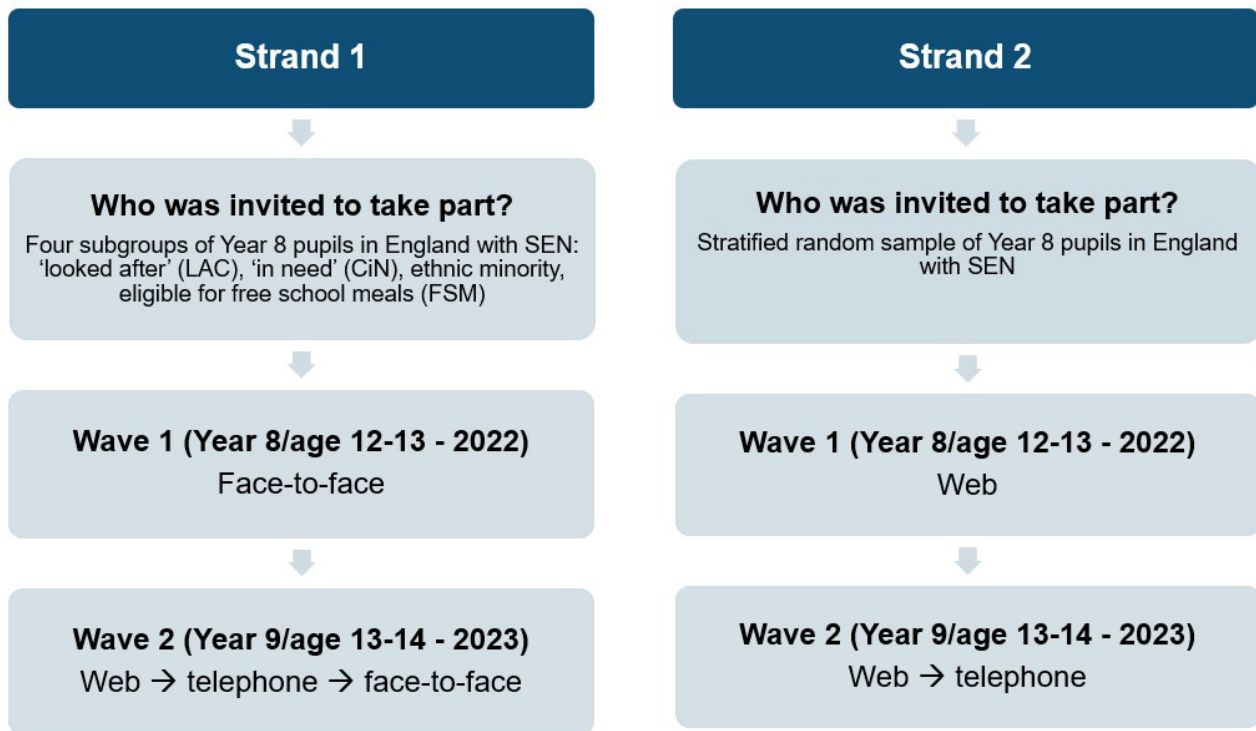
In total, across the two strands, 2,992 young people took part in the initial wave, alongside 3,526 parents or guardians. Data were collected from or about 4,012 young people with SEND.

The **second wave of the study** (wave 2) was undertaken between April and September 2023. It followed up all households who had taken part in the initial wave of the study where the parent had not opted out of being contacted again.

As in wave 1, surveys were undertaken with young people and their parent or guardian. At wave 2, though, a **sequential mixed mode design using a web-first approach** was used for both strands. Parents and young people in each strand were invited to complete a survey online. Those who did not respond within a few weeks were then contacted by

telephone and offered to participate this way. Parents and young people in Strand 1 who had not responded after a few weeks of telephone fieldwork were contacted by an interviewer at home. Sample members could also request to take part in a telephone or face-to-face interview¹.

Figure 1: SEND Futures study overview



Main points

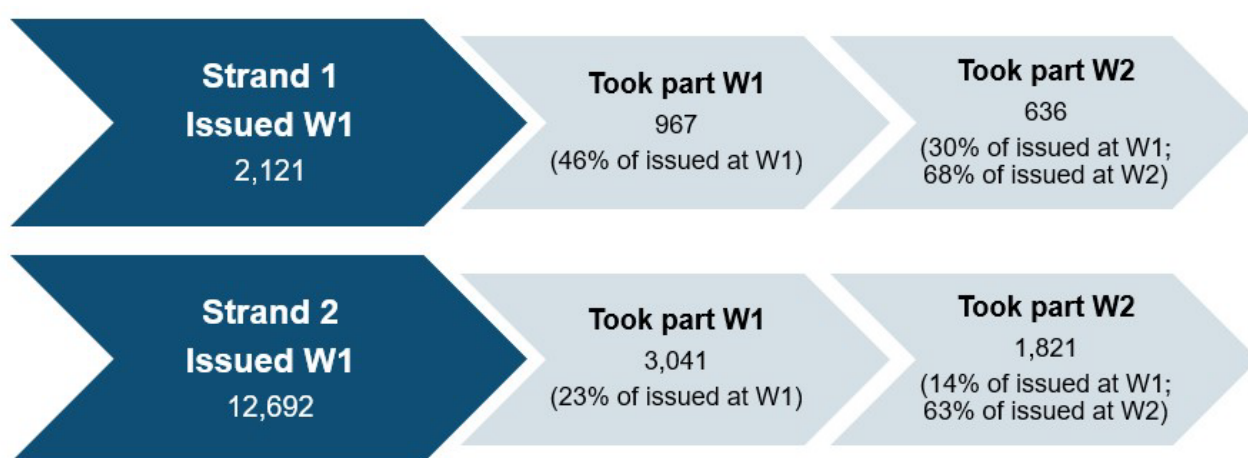
Response and representation

- Of those originally issued to the study, 30% of households in Strand 1 and 14% of households in Strand 2 took part at wave 2 (see Figure 2). Of those who took part at wave 1, 68% of Strand 1 households and 63% of Strand 2 households took part again at wave 2.
- At the second wave, data were collected from or about 2,457 young people. 1,967 young people completed a survey themselves.
- Across both strands, higher levels of participation were seen where the young person had an Education, Health and Care plan (EHC plan) than among those where the young person did not.

¹ Families in Strand 1 could request a telephone or face-to-face interview; families in Strand 2 could request a telephone interview.

- Looking at the young person’s primary type of SEN, across both strands the highest level of participation was seen in cases where the young person had autism as their primary need at both household and young person level. Among young people in Strand 2 the proportion of young people with ‘physical and sensory’ needs who took part was almost as high as among those with autism. Conversely, the lowest levels of participation were seen where the young person had ‘communication and interaction’ needs.
- There was some underrepresentation of young people with LAC, CiN and FSM status and of young people attending Alternative Provision (AP) in the achieved Strand 2 sample.

Figure 2: Study response overview (household level)



Mode considerations and going multi-mode

- **Switching from fully face-to-face to a mixed mode approach** with Strand 1 worked well - 71% of parents and 61% of young people who took part at wave 2 did so either online or over the phone (52% of parents and 51% of young people participated online).
- However, a sizeable minority (38%) of young people in Strand 1 still took part face-to-face at wave 2 and there were **indications that an interviewer-led approach was more accessible for some young people than a web survey**, including those with ‘communication and interaction’ needs.
- The **web mode may offer accessibility as well as cost benefits**, though not possible to draw firm conclusions and numbers were small: 21% (26) of the young people in Strand 1 who had not been able to take part in a face-to-face interview at wave 1 due to accessibility issues took part via a web survey at wave 2.
- A **telephone mode** may offer some benefits when compared with a web-only approach but the benefits of offering it alongside a face-to-face mode may be

more limited – at least in terms of addressing accessibility concerns. Costs and the level of complexity of the data should also be considered.

- Specifically, in the context of a web-telephone approach (with no face-to-face element), there were indications that the telephone mode appears to have been particularly useful in engaging those with ‘communication and interaction’ needs.
- More broadly, using **multiple modes** (in particular web and face-to-face) will help drive up engagement and help improve accessibility and representation – a key concern for a study such as SEND Futures. The web option may be more engaging for some young people and enables them to take part without the need for communicating with an interviewer. At the same time, a face-to-face approach is likely required for maximum engagement of young people who are more reluctant to take part and/or for whom the face-to-face approach better suits their needs.
- An innovation in the form of a **web survey for sensitive questions in the young person telephone interview** was implemented, to minimise mode effects. Whilst the implementation was generally successful, a relatively small group (16% of young people who took part over the phone) agreed to complete the self-completion section online but subsequently did not, resulting in these data not being collected. With a dedicated reminder strategy this figure would likely reduce, and if implemented as part of a sequential mode approach including face-to-face fieldwork, this could be part of considerations when selecting cases for face-to-face fieldwork (alongside other factors).

Response maximisation strategies

- **Unconditional incentives were more effective than conditional incentives of the same value** (£5 per person i.e. up to £10 per household). In Strand 2, at a household level, response was 10 percentage points higher among those offered an unconditional incentive than for those offered a conditional one. The unconditional incentive may also have helped improve dual completion rates within households.

Questionnaire and protocol considerations

- Participants and interviewers raised several points for consideration in a mainstage study. These include **weighing up data needs versus length and content of questionnaire**. Engaging young people and parents will require questionnaires to be relevant, and not too lengthy. For some young people a 30-minute interview was too long. In addition, findings from wave 1 suggested higher rates of participation among those offered a shorter web interview (20 minutes rather than 30 minutes).

- A further consideration will be the extent to which the young person's participation will be a key parameter for the success of the study, or whether collecting data about the young person (e.g. from their parent) will be of higher or equal value.
- Several initiatives were implemented **to improve levels of whole-household completion** for wave 2. Whilst it was not possible to determine the impact of these initiatives, the percentage of Strand 2 households where only the young person took part dropped from 16% in wave 1 to 6% in wave 2. Wave 2 also saw the addition of young person data from 297 young people who did not take part at wave 1.
- Ensuring interviewers are provided with **guidance on how to provide support** and mechanisms for **capturing data about support provided for or received by survey participants** will be important for a mainstage study to improve and enable assessments of data quality. For example, as highlighted in the first wave of the study, parents were often present during the young person's face-to-face interview.

Looking ahead to mainstage

- The Discovery Phase study has demonstrated the feasibility of conducting a large-scale survey with a population of young people with SEND through web, telephone and face-to-face modes and provided pointers for consideration in a mainstage study.
- A key challenge will be to reflect this wide variety of needs and circumstances of children and young people with SEND in a way that **ensures the data collected are robust and meet the study's analytical needs**.
- Specifically, significant work will be required in the **questionnaire development** phase to ensure question wording is optimised for participants. As shown in the Discovery Phase, young people with SEND, even within a specific year group, have a wide range of needs, experiences and circumstance which affects what feels relevant, appropriate and engaging, and what support they need to take part.
- Similarly, developing an optimal **fieldwork design** will require careful consideration of potentially competing needs of different sub-groups. This will affect contact and response maximisation strategies as well as interview protocols and instrument design.
- This report suggests that key considerations ahead of mainstage development include reflecting (and, ultimately, deciding) on priorities regarding 1) **hearing from children and young people directly** versus from their parents or carers; 2) **enabling comparisons with the wider population** of children and young people who do not have SEND versus ensuring sufficient detail are captured about experiences uniquely relevant to study participants, and collected in a manner

which meets their needs; and 3) whether **subgroups** of the population of children and young people with SEND are of particular analytical interest.

- The aims and objectives of the mainstage study will help drive decision making in all key areas including sampling, study design (including choice of mode(s)), response maximisation strategies and questionnaire development.
- Within the context of resource and timelines available, the nature of the involvement of those with direct experience of SEND and other stakeholders in the development phase will also be a key consideration, as will deciding on the extent of testing of the approach and, in particular, the questionnaire instruments.

The final chapter of the report, 'Summary and reflections', discusses the points raised here in more detail.

If rolled out as currently intended, the SEND Futures mainstage study will provide robust, high-quality data for a large, representative sample of children and young people with SEND and their families. This will enable researchers and policy makers to answer some of the questions that we are not currently able to answer within existing data structures. Promisingly, the Discovery Phase study has demonstrated the feasibility of a quantitative approach to collecting data with this population and provided several methodological pointers to help successfully scale up to a full-size study.

Introduction

Study aims and objectives

Securing positive outcomes for disadvantaged children and young people and supporting those with special educational needs (SEN) to live happy and fulfilled lives is a priority for the Department for Education (DfE). The SEND Futures Discovery Phase was commissioned by DfE to inform the methodology for a mainstage longitudinal study of young people with special educational needs and disabilities (SEND) and their families. A mainstage study would provide a significant piece of social science infrastructure. It would enable researchers in Government and beyond to provide high-quality evidence to support policymaking aimed at improving experiences and outcomes for children and young people with SEND.

The specific design and scope of a mainstage study is yet to be determined. For the Discovery Phase, the National Centre for Social Research (NatCen) were commissioned, in collaboration with the National Children's Bureau (NCB), to conduct a large-scale test of various aspects of survey methodology to inform the mainstage study design. A key requirement was to understand more about how to maximise survey response rates among the population of young people with special educational needs (SEN) and the feasibility of collecting information about and from children and young people with SEND using a large-scale survey approach. Furthermore, understanding how to maximise the representation of subgroups which are often underrepresented in survey research – specifically, young people who are 'looked after' or otherwise deemed vulnerable, young people from ethnic minority backgrounds, and young people from low-income households – was a particularly important aim.

The Discovery Phase study has also collected valuable substantive information about the experiences of young people with SEND at ages 12-13 and 13-14. It provides a unique resource that enables researchers and policy makers to explore and understand more about the diverse lives of young people with SEND, and, ultimately, how they and their families can best be supported.

The Discovery Phase was limited in scope. It comprised two waves of data collection with young people with SEN and their parent or guardian. As such, it provided information about the initial wave of recruitment into the study and a follow-up a year later. A mainstage longitudinal study of children and young people with SEND would likely cover a wide range of ages up to the end of compulsory schooling, and beyond. The Discovery Phase, however, focussed on a single year group, namely young people who were in Year 8, aged 12-13, in the academic year 2021/22, following them up one year later in 2022/23. This was done in order to reduce the significant development work required for a multi-age study of children and young people with SEND, especially one involving younger children.

Further details about wave 1 of the study, including the sampling design, are available in the [Wave 1 Methodological report](#).

Wave 2 study design

At this second wave, a total of 3,826 households were invited to take part in the study. Invitations to the wave 2 survey were issued to all households where at least one interview had been obtained at wave 1 and where the parent or guardian had not opted out of further participation in the study.

At the point of wave 2 fieldwork, the cohort young people were at the end of Year 9, aged 13-14. All young people in the study were registered on the National Pupil Database (NPD) as having SEN at the time they were in Year 8. The sample selected for the study ahead of wave 1 consisted of two strands. Strand 1 comprised a selection of young people with one or more of four selected characteristics, previously found to be underrepresented in survey research² and of particular interest to the Discovery Phase study: young people with 'looked after' or 'in need' status, young people from ethnic minorities (excluding white minorities) and young people from low-income families, defined in this study as those eligible for free school meals. Strand 2, in contrast, comprised a representative sample of all young people with SEN in the relevant year group. Wave 1 was single mode: participants in Strand 1 were invited to take part face-to-face via Computer Assisted Personal Interviewing (CAPI), while those in Strand 2 were invited to take part online (Computer Assisted Web Interviewing, CAWI).

A mixed-mode approach is likely to be a consideration for a future mainstage study. Compared with a single-mode approach of either web or face-to-face, as used at wave 1, a sequential multi-mode approach using a web-first approach followed by interviewer-led modes such as telephone interviewing (Computer Assisted Telephone Interviewing, CATI) and/or in-person interviewing has several benefits. Some of the main benefits are:

- **Accessibility:** compared with a single-mode approach, a multi-mode approach offers a wider range of options for sample members to take part, and to cater for different needs. This was of particular concern for the SEND Futures sample members. We know that some young people in Strand 1 were unable to take part in a face-to-face interview at wave 1, and feedback from parents in Strand 2 suggested that some young people were unable to take part online. Adding additional mode(s) at wave 2 enabled us to look at the extent to which this seemed to improve accessibility of the survey format.

² See e.g. briefing document on LSYPE2 response rates for MRS/ESRC roundtable 18/05/17 and in the DfE's [Education, Health and Care Plans: Parents and Young People Survey Technical Report \(March 2017\)](#)

- **Representativeness:** as a result of the survey being more accessible, we might also expect the data collected to be more representative of the population it seeks to represent (that is, young people with SEN). Furthermore, compared with a web-only approach, the addition of an interviewer-led mode (such as CATI) can help increase responses, especially among more reluctant participants. Survey non-response is rarely random as some groups are less likely to take part than others. Adding an interviewer-led mode can help improve the representativeness of the study.
- **Data quality:** closely linked to accessibility and representativeness, having additional modes can result in higher data quality, because the modes are more suitable for individual participants' needs. This includes, for example, an interviewer being able to explain more clearly what participation entails and to provide support to those who need it in a standardised and observable manner.
- **Cost:** a multi-mode approach is more expensive than a single-mode web survey approach. However, compared with a single-mode face-to-face survey, the sequential multi-mode approach is significantly less expensive, because the cheaper modes (web, then telephone) are deployed before cases are issued for the more costly face-to-face fieldwork.

Some of the drawbacks of a multi-mode approach include the increased complexity of the data and risk of mode effects – these need to be monitored and borne in mind in analysis of the data.

With a key aim of the Discovery Phase being to trial potential approaches for a mainstage study, at wave 2 a sequential mixed-mode approach was adopted for both strands. Sample members in both strands were initially invited to complete the survey online. After a reminder process, those for whom telephone numbers were available were approached by telephone. For Strand 1 cases only (who were interviewed in person in wave 1), households who did not respond to either the online or telephone approaches were issued to a field interviewer and invited to take part in a face-to-face interview.

Just like the first wave of the study, the second wave of the SEND Futures Discovery Phase study consisted of two questionnaires: one for the young person, and one for their parent or main carer. Each was designed to take about 30 minutes to complete.

Wave 2 fieldwork took place between April and September 2023, approximately one calendar year after the first wave of fieldwork.

Strand 1 Wave 2 overview

Respondents: Parent/guardian and young person interviews

Interview length: 30 minutes each

Fieldwork mode: sequential mixed mode web, telephone, face-to-face

Sample: Four subgroups of Year 8 pupils in England with SEN followed up when in Year 9: Young people with 'looked after' status; with 'in need' status; from ethnic minority backgrounds; and/or eligible for free school meals

Eligibility at wave 2: Household productive interview achieved at W1 and parent/guardian did not say 'no' to follow-up

Issued cases at wave 2: 932 households

Achieved interviews at wave 2: 636 households (68% of issued at W2; 30% of issued at W1); 621 parent interviews (67% of issued at W2; 29% of issued at W1); 502 young person interviews (54% of issued at W2; 24% of issued at W1)

Fieldwork period: 20 April - 6 September 2023

Strand 2 Wave 2 overview

Respondents: Parent/guardian and young person interviews

Interview length: 30 minutes each

Fieldwork mode: sequential mixed mode web, telephone

Sample: Stratified random sample of Year 8 pupils in England with SEN followed up when in Year 9

Eligibility at wave 2: Household productive interview achieved at W1 and parent/guardian did not say 'no' to follow-up

Issued cases at wave 2: 2,894 households

Achieved interviews at wave 2: 1,821 households (63% of issued at W2; 14% of issued at W1); 1,709 parent interviews (59% of issued at W2; 13% of issued at W1); 1,465 young person interviews (51% of issued at W2; 11% of issued at W1)

Fieldwork period: 20 April - 19 July 2023

Report aims and objectives

The SEND Futures Discovery Phase study has several objectives, ranging from specific and detailed questions to wider questions of a more speculative nature. This report addresses several of these objectives as they pertain to the second wave of the study.

Further objectives relevant to wave 1 of the study were explored in the [Wave 1 Methodological report](#). The detailed research questions explored in this report are set out in what follows.

Response and representation

- What were overall levels of response at wave 2 and attrition since wave 1?
- What were response levels across key subgroups at wave 2 and attrition since wave 1?
- How representative of the original issued population was the achieved sample after wave 2 data collection?

These questions are largely addressed in the chapters 'Overall response at wave 2', 'Response and participation by mode at W2' and 'Response by subgroup and representativeness of the sample'.

Response maximisation

- Did an unconditional incentive work better than a conditional incentive for a web-telephone survey of the same amount? (Strand 2 only)
- Did additional interviewer training at wave 1, focussed on the experiences of young people with SEND and their families, result in higher participation rates at wave 2? (Strand 1 only)

The chapter 'Response maximisation and making contact' addresses these questions.

Mode considerations and going multi-mode

- How well did introducing a sequential web-telephone approach at wave 2 work, especially among families who took part face-to-face at wave 1?
- How suitable was the telephone mode for young people with SEND? And are there likely to be benefits to including a telephone mode as part of a mainstage study with children and young people with SEND?
- What might the implications be of dropping the face-to-face mode at wave 2 in a mainstage study, assuming the initial wave is done face-to-face?
- What role did mode play in engaging different subgroups – in particular young people with different types of needs?
- Is an online self-completion embedded in a telephone interview a useful way of ensuring privacy and comparability with self-completion modules in web and face-to-face modes among young people with SEND?

These questions are addressed across several sections, specifically with further key details provided in the chapter 'Wave 2 fieldwork design and procedures'.

Questionnaire and processes

- What can we learn about:
 - questionnaire development considerations key for ensuring high quality data are collected in a future mainstage study?
 - interview process considerations, to improve accessibility and encourage high levels of data quality in a future mainstage study?
 - encouraging whole-household participation in a context with no face-to-face contact?

These questions are considered in the chapter 'Questionnaire, protocols and accessibility'.

Terminology and analytical notes

The population of interest for the SEND Futures study are children and young people with special educational needs and disabilities in the broadest sense. For the Discovery Phase study, the sample frame used the National Pupil Database (NPD) and the Alternative Provision (AP) database, which have details of pupils registered as having SEN but does not have a dedicated flag for those with disabilities. This means that pupils who were disabled but were not registered as having SEN on the NPD and AP database were not included in the study.

In this report the term 'SEND' is used to refer to the study population more broadly, while 'SEN' is used when referring specifically to sample or questionnaire variables used (for example, when looking at the young person's primary type of SEN, which, in instances where no data were provided in the survey, were derived from sample data).

In line with the sampling strategy used, the definition of 'ethnic minority' in this report includes those from Black, Asian, mixed and multiple ethnicities and those classified as 'other' ethnic groups. 'Ethnic minority' does not include those from white groups, including white minorities such as Gypsy, Roma and Irish Traveller groups.

Unless otherwise indicated, information about characteristics such as type of primary SEN, whether the young person had an Education, Health and Care plan (EHC plan) and ethnic minority status were updated from sample information provided by parents who took part at wave 1. The exception to this is the analysis directly compared with the issued sample at wave 1 where sample details from the NPD were used – this will be highlighted in the text. Sample details were also used where no information was provided in the wave 1 interview.

Note also that the terms 'interview' and 'survey' are used interchangeably, with 'interviews' mostly used in the context of telephone and face-to-face modes, and 'survey' often being used in the context of web completions.

When interpreting tables and figures, note that percentages in this report are typically presented to zero decimal points. This has been done to improve readability and because percentages smaller than 1 are rarely meaningful. As a result, figures may not sum to 100%. Furthermore, some tables are not intended to sum to 100% - where this is the case it is flagged in the table heading.

Further details about the variables used in the analysis and on the terms used can be found in individual chapters and in the glossary (Appendix A. Glossary).

The sample

This chapter provides an overview of the SEND Futures Discovery Phase sample, including details of the cases issued for the second wave of fieldwork.

Study sample overview

At wave 2, all households where at least one interview had been achieved at wave 1 and where the parent or guardian did not opt out of being recontacted were invited to take part³. At the point of wave 2 data collection, the young people in the study were all in Year 9, aged 13-14.

The SEND Futures Discovery Phase sample, issued ahead of the first wave of fieldwork, comprised two strands:

- **Strand 1:** Year 8 pupils with SEN in one or more of four specific groups of interest:
 - young people with 'looked after' status (LAC)⁴
 - young people with 'in need' status (CiN)⁵
 - young people from an ethnic minority background
 - young people eligible for free school meals (FSM)
- **Strand 2:** a stratified random sample drawn from all Year 8 pupils with SEN in the 2021/22 academic year).

The notable differences in the make-up of these samples, and their different experiences of taking part in the study at the initial wave of the study, are important context for understanding the participation figures and analysis presented in this report. Readers are encouraged to read the [Wave 1 Methodological report](#) for further details of the sample and the response patterns, processes and procedures at wave 1.

³ 4% of parents did not agree to recontact at wave 1.

⁴ 'LAC' refers to 'Looked After Children', a commonly used term for children and young people with 'looked after' status.

⁵ 'CiN' stems from 'Child in Need'.

Wave 2 issued sample by mode

Table 1 sets out the number of issued cases for each mode by strand and overall. A total of 3,826 households were invited to take part (932 in Strand 1 and 2,894 in Strand 2). Of these, 1,909 (50%) were subsequently invited to take part over the telephone – 722 households in Strand 1 and 1,187 households in Strand 2. Cases issued for telephone fieldwork had at least one telephone number available (76%), provided as part of the wave 1 interview and were issued to those who had not yet completed the web survey. Further details are provided in the section ‘Telephone contact approach’. Finally, 435 households in Strand 1 were issued for face-to-face fieldwork, with a mix of parent and young person interviews outstanding for these households. Further details are provided in the section ‘Face-to-face contact approach (Strand 1 only)’.

Table 1: Wave 2 cases issued by mode

Issued at wave 2	Strand 1	Strand 2	All
Households issued to web	932	2,894	3,826
Households issued to telephone	722 (77% of issued to web)	1,187 (41% of issued to web)	1,909 (50% of issued to web)
Households issued face-to-face	435 (both 331, parent only 22, child only 82) (47% of issued to web)	n/a	435 (Strand 1 only)

Base: All households issued at wave 2.

Wave 2 issued sample characteristics

Key characteristics of the issued sample for each wave are set out in Table 2. This illustrates, the effect of the significant oversampling of four particular groups within Strand 1 – namely young people with ‘looked after’ status (LAC), ‘in need’ status (CiN), from an ethnic minority background, and those eligible for free school meals (FSM). In Strand 2 the proportion of issued households with these characteristics (at both wave 1 and wave 2) were much lower.

Table 2: Issued sample characteristics by strand and by wave

Issued sample characteristics (selected)	Strand 1 wave 1 issued, %	Strand 1 wave 2 issued, %	Strand 2 wave 1 issued, %	Strand 2 wave 2 issued, %
Looked After status (LAC)	22	20	2	2
In Need status (CiN)	47	50	14	10
Ethnic minority	36	32	20	17
Eligible for Free School Meals (FSM)	72	69	44	35
Has EHC plan	36	40	27	24
Primary SEN: Cognition and Learning	33	34	36	37
Primary SEN: Communication and Interaction	10	10	12	10
Primary SEN: Social, Emotional and Mental Health	28	26	19	17
Primary SEN: Physical and Sensory Need	5	4	5	7
Primary SEN: Autism	11	14	14	14
Primary SEN: Other or no information	12	7	7	6
School type: mainstream school	79	76	86	88
School type: special school	17	20	12	10
School type: Alternative Provision	4	4	2	2
Gender: male	66	67	65	61
Unweighted bases	2,121	932	12,693	2,894

**The figures in this table use original sample information from NPD for everyone (rather than use information provided by parents in wave 1 interview for those where a parent interview was achieved at wave 1).*

Another thing to note about the Strand 1 sample is the significant overlap between the four subgroups it is comprised of – see Table 3 for an illustration of this among cases issued at wave 2. There is a significant overlap between households where the young person had ‘looked after’ status and those where they had ‘in need’ status – 99% of Strand 1 young people issued at wave 2 who were ‘looked after’ were also in the ‘in need’ group.

Table 3: Strand 1 illustration of issued sample group overlap at wave 2* (column percentages; figures do not add to 100%)

Sample group	LAC, %	CiN %	Ethnic minority, %	FSM, %	All, %
% within group were: LAC	100	45	11	21	22
% within group were: CiN	99	100	27	46	47
% within group were: ethnic minority	18	20	100	27	36
% within group were: FSM-eligible	69	70	55	100	72
<i>Unweighted base</i>	<i>455</i>	<i>1,006</i>	<i>761</i>	<i>1,519</i>	<i>2,121</i>

**Note that percentages for each column do not add up to 100% – the purpose of the table is to illustrate overlap between the sample groups in a simplified manner, rather than provide a comprehensive breakdown of group membership at case level.*

Wave 2 fieldwork design and procedures

This chapter sets out the key fieldwork procedures of the second wave of the SEND Futures Discovery Phase study. Starting with the contact procedures and timings, it covers the approach to communicating with and engaging participants across three modes of data collection – web, telephone and face-to-face in-home interviewing – before turning to some key ethical and methodological considerations relevant to the development of this second wave. Finally, the chapter sets out the procedures for training the interviewers working on the study.

Contact strategy and processes

This section outlines the fieldwork timings for wave 2, to show when each mode of data collection was launched across the two strands, followed by detailed summaries of the participant communications used for each mode and how these communications were optimised as part of the contact strategy.

Fieldwork timings

Timings of the fieldwork undertaken at wave 2 are provided in Figure 3, with some further detail provided in Table 4. Whilst all web fieldwork commenced at the same time for both strands, telephone fieldwork was staggered, with Strand 1 cases contacted earlier than those in Strand 2. This was done to enable face-to-face fieldwork for this group to be undertaken, as far as possible, before the start of the summer holidays. A two-week pause in fieldwork between the Strand 1 web and telephone fieldwork and subsequent face-to-face fieldwork was required to enable set-up of systems for issuing selected cases face-to-face. Furthermore, Strand 2 cases were issued for telephone fieldwork in two batches, with cases in the underrepresented groups (that is, households where the young person was 'looked after' or 'in need', eligible for free school meals or from an ethnic minority background) issued first, to allow more time for making contact.

Figure 3: Illustration of fieldwork dates at wave 2 for each mode, by strand

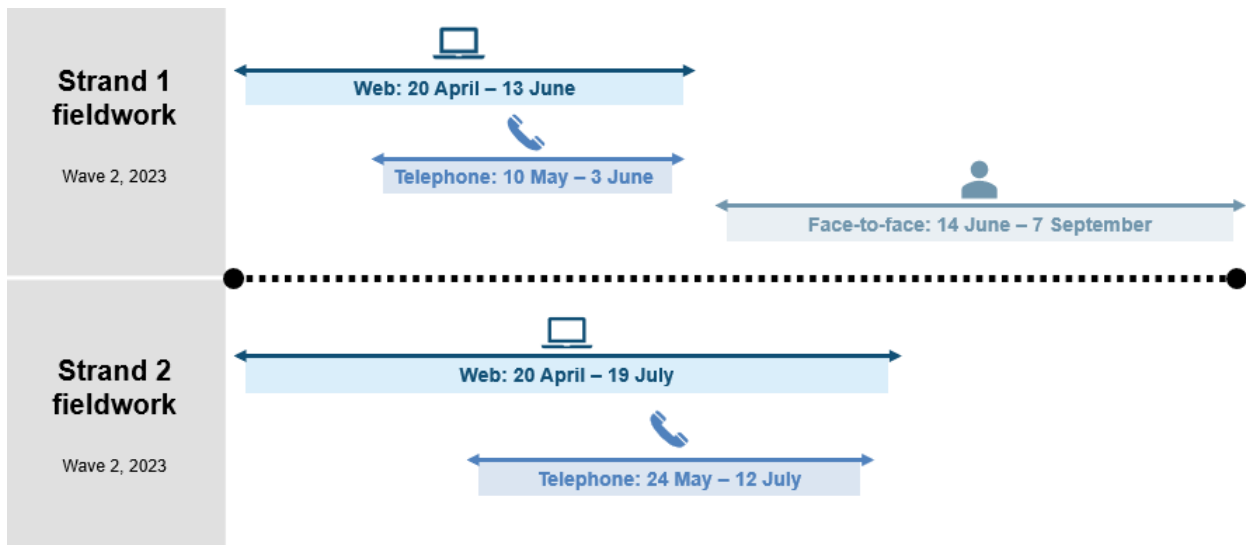


Table 4: Overview of wave 2 participant communications and fieldwork dates

Participant communication	Strand	Date(s)
Pre-notification letter	1 & 2	7 March
Pre-notification email	1 & 2	14 March
Invitation letter	1 & 2	19 April
Invitation email	1 & 2	20 April
Web fieldwork	1 & 2	20 April to 13 June (Strand 1) 20 April to 19 July (Strand 2)
Reminder email 1 and reminder text 1	1 & 2	27 April
Reminder letter	1 & 2	3 May
Reminder email 2 and reminder text 2	1 & 2	5 May
Telephone fieldwork	1 & 2	10 May to 3 June (Strand 1) 24 May to 12 July (Strand 2)
Reminder email 3	2	6 July
Additional reminder calls from the Telephone Unit	2	10 July to 19 July
Face-to-face fieldwork	1	14 June to 7 September

Pre-fieldwork communications

On 7 and 14 March 2023, prior to the launch of the web survey, two pre-notification communications were sent out to all participants – a letter for everyone where we had a postal address (all except one case) and an email to everyone where we had an email address for the parent or carer. The purpose of these communications were to notify participants that we would soon be getting in touch again, and to collect up-to-date contact details, in case these had changed since we were last in contact with them a year earlier during wave 1 fieldwork.

The pre-notification letter and email was addressed to the parent or carer of the young person. Where a parent/guardian interview had been completed at wave 1, the pre-notification letter/email was addressed to the parent/carer by name. In cases where no parent interview had been achieved at wave 1, the letter was addressed to 'The parent/guardian of [young person]' – in these cases no parent email address had been obtained so no pre-notification email was sent.

The pre-notification mailings thanked parents and carers for their previous participation at wave 1 and let them know that we would be in touch with them again in a few weeks' time to offer them the opportunity to take part in this year's SEND Futures survey. Recipients were also advised that if they wanted to be invited to participate, their contact details would need to be up to date for us to reach them. To prompt these updates, sample members were presented with the email address, telephone numbers and address that were currently stored for them on file. Parents/carers were also asked whether the young person was still living with them. If any of these details had changed, parents were advised to get in contact with the designated study enquiry team at NatCen via email or telephone. The mailings stressed that updating these details would not commit them or the young person to take part in the 2023 survey. In total, 3,825 postal pre-notification letters and 3,100 pre-notification emails were sent out. Copies of the letters are provided in 'Appendix B. Participant materials'.

Web survey contact approach

Invitation letters and emails

Web survey invitation communications were sent out to everyone eligible to take part at wave 2 to inform them that the 2023 web survey was now available and provide them with details of how to access it. A letter was sent to all eligible households where we had a postal address; emails were sent to everyone where we had an email address for the parent or guardian. The majority of households received both of these mailings.

The web survey invitation mailing included two letters: one for the parent/carer and one for the young person. Each letter used a different colour scheme, to highlight the difference between the two. This difference between the two letters was unique to wave 2 and had not been previously employed at wave 1. This approach aimed to engage the young person by providing them with a personalised letter, while also acknowledging the importance of their parent or carer as a 'gatekeeper' and as a key informant in their own right. The expectation was that addressing the young person and their parent or carer from the outset, could help with engagement of both parties and emphasise that SEND Futures was interested in hearing from each of them separately.

Following good practice guidance for survey materials, both letters explained the purpose of the survey, why their individual participation was important and that we could not replace them with anyone else, and how to access the online survey. Alongside this, the

letters reassured them that they would not have to answer any questions they did not want to and gave reassurances about the confidentiality of the data collected in the study. Recipients were also informed that if they were unable to take part online, they would have the option to take part over the phone or (for those in Strand 1 only) in person at a later stage. Lastly, the back of the letter provided answers to frequently asked questions (FAQs) about taking part in the study. For the young person letter, the FAQs page was designed to be more visually engaging for a younger audience.

The advance emails contained very similar content to the advance letters, with a hyperlink to direct individuals to an online version of the FAQs page found on the back of the hardcopy letters. Separate emails were developed for the young people, in line with the approach taken for the letters. There was guidance in the parent invitation email to say that they would receive a separate email for their child. Emails for the young person were sent to their parent's email address.

There were two key differences between the web survey invitation communications for Strand 1 and Strand 2:

- **Fieldwork modes:** for those in Strand 1, letters/emails informed them that they would have the choice of completing the survey via telephone or face-to-face at a later stage. For those in Strand 2, this only mentioned telephone.
- **Incentive conditions:** all individuals in Strand 1 were told that they would receive a conditional £5 incentive each upon their completion of the survey (one each for the young person and the parent). However, for individuals in Strand 2 this varied depending on their incentive experiment allocation – half the Strand 2 sample were offered a conditional £5 voucher on completion of the survey, while others were sent an unconditional £5 voucher (one each for the young person and the parent) enclosed with their web survey invitation letter⁶. For more information on this refer to the 'Incentives experiment (Strand 2 only)' section.

A total of 3,824 web survey invitation letter mailings were sent out. 3,103 web survey invitation emails were sent out to the parents and carers who had previously provided an email address (802 Strand 1 parents and 2,301 Strand 2 parents). For each parent email sent out, an accompanying email for their child was sent to the same email address. Thus all except two of the issued cases at wave 2 received an invitation letter and 81% received an invitation email.

Reminders

Three different types of reminder communications were sent: emails, texts and letters. Those who had provided multiple contact details received reminders in multiple formats,

⁶ In the two households where no postal address was available one case was in Strand 2 in the conditional incentive group while the other case was in Strand 1 where all cases received an unconditional incentive.

thus helping to increase the visibility of the reminders. Using multiple means for sending out reminders also ensured that everyone in the sample was able to receive a minimum of at least one prompt, irrespective of the contact details available for them. Reminder communications were issued on the basis of individual surveys within a household but were all sent to the parent or guardian. Where the parent survey was outstanding, the parent would receive reminders addressed to them, asking them to complete their survey. Where a young person survey was outstanding, their parent would be sent the young person's reminder communications with instructions to forward these on to their child.

Following the launch of the web fieldwork on 20 April 2023, sample members received their first reminders one week later, on 27 April 2023. These reminders were sent out via email and text message to all parents and young people who had not yet fully completed the web survey and where the parent or guardian had provided the relevant contact details. The email and text reminders were sent on the same day but were spaced half an hour apart to avoid participants being overwhelmed by too many simultaneous notifications, especially considering there were already mailings for both the young person and their parent or carer. Following this, a reminder letter mailing was sent to all those who had not yet completed and for whom an address was available. The reminder letter was dispatched in the same week as another two-pronged digital reminder, made up of a further reminder email and text for parents and young people who had not yet completed their survey. A final reminder email was sent out to Strand 2 sample members towards the end of the web and telephone fieldwork period as a final push to encourage participants to complete the survey.

The reminder mailings for the parent/carer and the young person were very similar in their messaging (see Appendix B. Participant materials). Exceptions here included specifically communicating to the young people that they had been chosen to help NatCen and DfE understand more about what life is like for young people like them. In line with the advance communication, the reminders for the young person also included additional text that informed them that their parent or guardian needed to be aware that they were taking part. All reminder communications were personalised, addressing either the parent/carer or the young person by name upfront. Where no parent survey had been completed at wave 1, parent communications were addressed to 'The parent/guardian of the [young person] in the study. All email and letter communications had a clear 'How to take part' section on the front (for letters) or the top (for emails), which directed recipients towards a hyperlink to the web survey and their unique access code to log in. Recipients were also reminded of the incentive they were eligible for to further encourage them to participate. The reminder texts carried similar but condensed messaging. Reminders for the young person included clear instructions for the parent/guardian to pass these on to the young person. In line with good practice guidance, the messaging of each round of reminder communication was also varied. For example, the later reminder tried to convey a greater sense of urgency by reminding individuals of the deadline for completion. It also

reminded individuals that their answers would help to improve support for young people with SEND in the future. Copies of the letters are available in 'Appendix B. Participant materials'.

Telephone contact approach

All participants in both strands were notified in their web survey invitation mailing that an interviewer would get in contact with them over the phone if the online survey was not a convenient or accessible means to reach the parent and/or the young person.

Overall, 76% of cases had a telephone number available to be called by the telephone unit. All of these households where at least one phone number had been provided, and where the parent and/or the young person survey had not been completed via web a few weeks into the fieldwork period were contacted by the NatCen telephone unit. This meant that among all households issued for wave 2 fieldwork 50% (1,909 – 722 in Strand 1 and 1,187 in Strand 2) met this criterium for being contacted for CATI fieldwork.

As set out in the 'Fieldwork timings' section, the issuing of cases for telephone fieldwork was operationalised using a 'batched' approach, meaning that the point at which telephone contact was initiated varied across cases. The NatCen telephone unit operated between 9am to 9pm, ensuring that participants were contacted across the week (both weekdays and weekends) and at different times of the day to maximise the chances of making contact with each participant. Towards the end of fieldwork, the contact approach was further adapted to maximise telephone response rates by permitting interviewers to leave voicemails for recipients. This was done in an effort to let individuals know that the caller was from NatCen and that the call pertained to their participation in the SEND Futures study. This was done to reassure participants that the calls were not spam and thus were not blocked or ignored.

A limit was initially set to 8 calls to all available numbers for each household issued for telephone follow-up. This was later increased. Table 5 summarises the number of calls received by all households who were called during wave 2 telephone fieldwork. Households which were actively contacted to take part over the phone were called a minimum of one time, extending to a maximum of 24 calls. The majority of respondents received far fewer calls than this - on average the mean and median frequency for contact was 10 calls. Some cases where both the parent and young person had outstanding interviews received a higher number of calls. For instance, if the interviewer could not conduct both interviews in one call, they would need to make additional calls to arrange a suitable time for interviewing the young person.

Table 5: Number of attempted calls made to households during telephone fieldwork at wave 2 by strand and overall

Number of attempted calls	Strand 1, %	Strand 2, %	All, %
1-4	27	25	26
5-8	13	13	13
9-12	45	10	24
13+	14	52	38
<i>Unweighted base</i>	722	1,187	1,909

Base: All households issued for telephone fieldwork at wave 2.

Since the young people in the study were under 16, telephone interviewers were instructed to first speak to a parent or guardian when the phone was answered and were only contacting parent phone numbers and landline numbers, even if only the young person interview was pending for the household. If a parent or carer had taken part at wave 1, their name was listed on the interviewer's call screen and interviewers were instructed to ask for them. If this parent/guardian was not available during the fieldwork period, interviewers would ask for another parent or guardian. In cases where a parent survey was not completed at wave 1, interviewers were instructed to make contact with a parent or main carer of the young person. Depending on who still needed to be interviewed, the interviewer's call screen either guided them to speak to the parent about completing their survey, or otherwise about the young person completing their survey. In a situation where both the parent and young person surveys had not been completed, interviewers were guided to attempt to complete the parent survey first.

Once contact with the adult was established, parents and/or young people were offered to do their survey over the phone there and then or were able to make an appointment for a time that suited them. To maximise the efficiency of each call, interviewers aimed to complete the parent and young person interview in the same session (if both were pending). Out of 273 cases where a parent interview was completed over the phone, the

interviewer had also completed a young person telephone interview in 56 cases (21%). In 37 cases (14%) the interviewer had completed the young person interview in a separate telephone call. In the remainder of cases the young person interview had either already been completed online (25 cases, 9%) or was not yet completed at the point where the interviewer answered the question about completion of the parent and young person telephone interviews (155 cases, 57%)⁷.

Young people who took part in a telephone interview were encouraged to do part of the interview online. See the section 'Self-completion web section in young person telephone survey' for further details on the practicalities and take-up of this element.

After the two rounds of reminder mailings (see 'Reminders') there was a final effort to prompt Strand 2 households to take part, from 10 July 2023 until the end of fieldwork on 19 July 2023. 346 households were selected⁸ for this exercise and additional phone calls were made to these households. Telephone interviewers emphasised that there was still time to take part. When speaking to a participant whose survey was partially completed, interviewers highlighted this and pointed out that completing it would give us a fuller picture of their experiences. In cases where only the young person had completed a survey, they emphasised the importance of the parent survey also being completed. This also functioned as a notification to parents or guardians that their child had completed the survey, to address ethical considerations around parental consent arising from the occasions of young person-only surveys completed at wave 1 (see further details in section 'Encouraging whole-household completion and parental consent').

Face-to-face contact approach (Strand 1 only)

To a large extent, face-to-face procedures at wave 2 were similar to those followed at wave 1. This section gives an overview of processes at wave 2, with emphasis on aspects that were different to those followed at wave 1. Further details about general processes followed at wave 1 can be found in the [Wave 1 Methodological report](#).

435 Strand 1 households were issued for face-to-face fieldwork at wave 2. These were all cases where at least one of the interviews in the household was not yet fully completed - i.e. the parent and/or the young person interview was either outstanding or only partially completed. In order to bring numbers in line with the budgeted resources for the project, cases where the young person had been unable to take part in a face-to-face interview at wave 1 due to accessibility issues (95 cases) were not issued face-to-face at

⁷ Interviewers were asked to code whether they completed the parent and young person survey in one or separate calls after completing a call to the household. Due to the many different combinations of call patterns and contact with different members of sample households this information was not collected for all cases.

⁸ Cases include those where at least one person in the household had already demonstrated engagement in the study, e.g. by partially or fully completing their survey.

wave 2. This was done on the basis that enabling young person participation was a key aim of including a face-to-face mode – i.e. it was decided to target the resources for face-to-face fieldwork at households with a higher likelihood of the face-to-face approach enabling the young person to take part. Secondly, cases where the parent had already explicitly refused over the telephone (43 cases) were not issued. This was done on the basis that these households had already engaged with the survey and decided not to take part. Conversely, households with partially completed interviews by either the parent or the young person were prioritised for face-to-face fieldwork. This reflected a decision to maximise engagement within households who had already demonstrated a willingness to take part and thereby increase data quality.

Field interviewers were issued with details of the address provided by sample members in the wave 1 interview (or an updated address, where provided), as well as the name of the young person, and the name of the parent or carer who took part at wave 1. They were also given contact details provided by sample members as part of their wave 1 interview and had details about the outstanding interviews at wave 2 – that is, whether they would need to do a parent interview only, a young person interview only, or both a parent and a young person interview.

Interviewers were required to visit each address a minimum of six times, with at least three of these visits taking place at the weekend or in the evening. Given that households had already been called by the telephone interviewers there were no requirements for field interviewers to use the telephone numbers provided. These were, however, made available to field interviewers and were checked on the doorstep and used for appointment reminders as appropriate.

When visiting a household, interviewers were instructed to ask for the parent or carer who took part at wave 1 in the first instance. They would then ask a few questions to check that this parent or carer was still a good person to complete the wave 2 survey (e.g., if they were the young person's main carer). Interviewers were advised that living with the young person was a good indication of parent eligibility to do the interview, but it was not a hard rule. A parent or main carer could live separately to the child, but still do the interview if they classed themselves as the main carer. Because the young people in the study were under 16, all initial contact was made through the parents or carers, and interviewers were required to gain permission from the parent/carer before approaching the young person.

Interviewers were able to make an appointment for interview that suited the family, or, where sample members were well-informed about the study and were happy to take part, they could go ahead and do the interview there and then.

Once contact was made, interviewers explained about the wave 2 survey and what it would involve, including who in the household they would need to speak to. However, interviewers reported that many of the families remembered the study well after their

participation in wave 1, with some families recognising the interviewer⁹. During this introductory process, interviewers were also encouraged to learn about the young person's needs. The purpose of this was twofold: to establish if the young person would be able to take part in a face-to-face interview and if so, what support, if any, they would need. In addition to gaining informed consent from the parent or guardian, interviewers also did so from the young person themselves, drawing on the age-appropriate materials provided (mainly the young person letter) and the training they had received. At this stage, although not actively encouraged or mentioned by interviewers, families could opt to take part via the web survey as this was reopened for Strand 1 cases once face-to-face fieldwork commenced¹⁰.

If the interviewer could not make contact with anyone living at the address or if they discovered that the young person had moved, they were required to carry out tracing to try to find the young person's new address. Interviewers were encouraged to make use of all the contact details provided at wave 1, except for the young person's email address nor mobile number (interviewers did not use these for tracing, even if details were provided). Contact details included contact information for a 'stable contact' for parents who took part at wave 1. In addition to using these contact details, interviewers were also encouraged to speak to current occupiers of the sample address, and neighbours.

Interviewers were provided with three letters to help with the tracing:

- **Occupier letter** – the interviewer could post this through the door at the issued address. This letter asked if the young person was still living there or if they had moved, asking current residents for a forwarding address.
- **Tracing letter** – this could be passed to the current occupier or a neighbour if they had a new address for the young person who was part of the study but did not wish to tell the interviewer directly. This letter could be forwarded to the young person's parent or carer to reply directly to NatCen.
- **Stable contact letter** – the interviewer could forward this letter onto the stable contact for the young person where details had been provided by the adult who participated at wave 1. This letter let the stable contact know that the family had previously given permission for them to be contacted by NatCen.

All of these letters contained a reply slip with space for writing in new address details and a free post envelope pre-addressed to NatCen. The letter also contained details of a

⁹ Of the 435 households issued to face-to-face fieldwork at wave 2, 90 had the same interviewer (21%), whilst 345 did not (79%).

¹⁰ The web survey was not accessible for families in Strand 1 for a two-week period immediately before face-to-face fieldwork commenced. This was to allow processing of details for the face-to-face fieldwork across separate operating systems

freephone helpline and a study email address. Tracing was carried out in 8% of households with a productive face-to-face interview.

Key ethical and methodological considerations

The planning and implementation of a study like the SEND Futures Discovery Phase includes several considerations on a range of methodological and ethical issues. In this section we outline a few of the most pertinent ethical and methodological issues relevant to the development of the second wave of the study.

Encouraging whole-household completion and parental consent

The relatively high number of Strand 2 households where only the young person completed their web survey at wave 1 prompted considerations about how to maximise whole-household completion rates at wave 2 (i.e. where both the parent and young person take part). In addition, from an ethical perspective it was deemed important to consider how to strengthen the processes around parental consent without limiting the flexibility offered to families and, though this, inadvertently reducing the likelihood of the young person taking part (e.g. by insisting that the parent survey was completed first).

The following summarises the features which aimed to ensure parental consent was gained in all cases at wave 2. Some of these features were already in place at wave 1, some were being strengthened at wave 2, and some were new for wave 2.

Participant materials / communications

- All survey invitations went through the parent or guardian. This included both invitations sent via letter and email.
- The parent letter and email made explicit that there was a separate survey for the young person to complete and that by passing on the young person letter the parent/carer consented to the young person taking part.
- The young person letter and email explicitly stated that their parent/guardian must be aware that they are completing the survey.

Survey instrument

- The young person web survey included a question at the beginning which asked if at least one of their parents or guardians was aware of them completing the survey. If they said 'no', they were shown the following message: 'Please tell your parent or carer that you will be completing this survey. Once you have done that you can log back in to complete the survey – we can't wait to hear from you!' and the survey closed until they re-accessed it.

- The parent web survey included questions towards the end about the young person's participation, including whether the young person had already or would be completing their web survey and, if no, why not.

Web survey reminders

- In cases where only the young person web survey had been completed, the parent/guardian was sent a reminder letter which stated that the young person had completed their survey and reminded the parent or guardian that there was also a survey for them to complete.

Telephone fieldwork

- The parent questionnaire included a few questions about whether their child had already or would be completing their survey.

Assessing accessibility

In a similar vein to what was done at wave 1, a range of 'quality questions' were included at wave 2. These were questions aimed at assessing the accessibility of the survey for the young person, as well as to assess the quality of the data collected. The quality questions included at wave 2 were adjusted for each mode, with web survey questions relating to whether the respondent completed the survey on their own or with help from others and, for the parent, a question about the status of the young person web survey. The telephone and face-to-face quality questions were generally directed at the interviewer and covered aspects such as the presence of and support provided by other people during the interview. The quality questions used at wave 2 can be found in the wave 2 questionnaire documentation, provided in 'Appendix D. Questionnaire specification'. These questions provide helpful context to understand trends in the data and can help analysts assess the quality of the data collected. There are, however, some obvious limitations to this. These questions provide subjective assessments by either the respondent themselves (in the web surveys) or by an interviewer. Although the interviewers were trained on how to complete the questions, the debrief suggested some variation in how interviewers answered these questions (for example, around the help provided). Furthermore, in some instances it was difficult for the interviewer to assess, for example when conducting interviews over the phone. Finally, the set-up of the telephone instrument meant that in cases where the parent and young person interview were conducted across more than one call, different interviewers may have conducted the two surveys and were therefore not able to provide data on the quality of both interviews (in these cases, quality data about the parent interview was often not available, or the interviewer did not feel able to properly comment based on notes left by the previous interviewer).

Assuring privacy in young person telephone survey

Creating a private and psychologically safe space during the interviews was an important consideration given the sensitive nature of some survey modules, which covered topics such as mental health, bullying and relationships with parents or carers. Creating a notion of privacy is in theory reasonably straightforward in both a web survey (which is a self-completion instrument) and in a face-to-face context (where the creation of a Computer-Assisted Self-Interviewing (CASI) section to be completed on the interviewer's laptop creates a private space for the respondent to answer questions). However, note the limitations on this observed in both waves of SEND Futures due to the presence and influence of others in the household, see section 'Support, accessibility and presence of others'. Within a telephone survey context, however, the interviewer reads out the questions, potentially affecting responses to the most sensitive questions. To overcome these challenges and minimise the risk of interference, a self-completion module to be administered online was developed for the young person telephone survey. This was an innovation as self-completion modules are not standard practice for telephone surveys. This lack of a self-completion section in telephone surveys is one of the main drivers of measurement-related mode effects.

Compared with administering a self-completion section face-to-face, doing so as part of a telephone interview added some practical challenges. When conducting interviews in person, interviewers were able to hand a young person a CAWI instrument to complete the section. By contrast, over the phone, interviewers needed the young person to have access to a device that could connect to the internet, as well having a system that could automatically email a survey link to an email address the young person could access, upon receiving their consent.

Because the young people in the study were under 16, all contact was made through the young person's parent or carer – including the email with a link to the sensitive questions module of the young person telephone survey. This meant that the parent's or guardian's email address had to be provided (by the parent/guardian) before the young person telephone interview could go ahead. Partly as a result of this, and to generally streamline the process, where both parent and young person surveys were outstanding at the point of telephone contact, the parent interview must be completed first.

Among the young people who completed a telephone interview, 86% had a parent's or carer's email address recorded and consent from their parent to use this and were thus eligible for the web self-completion completion at the time of their telephone interview.

The topics selected for the self-completion module were the same for both telephone and face-to-face modes. The module was made up of 8 sections that were deemed to be more personal for the young person participants. These topics included: gender, school belonging and mental health support, behaviour at school, self-esteem, bullying, their relationships with their parent(s) or carer(s), anxiety and wellbeing. These sections were

positioned towards the end of the young person survey and the young people were encouraged to answer these questions themselves if they were able to. However, participants were also offered the opportunity to have the questions read out by the interviewer, or to skip the self-completion module entirely.

Instrument development

Questionnaire content for wave 2 was developed to 1) allow for key policy and academic research questions to be answered in the data; 2) to maintain and change questions in line with good practice identified at wave 1; 3) to maintain some key questions to allow for longitudinal analysis across waves; 4) optimise questions for a full multi-mode approach including web, telephone and face-to-face completions.

Consultation was undertaken with policy colleagues and academic collaborators working in the field to ensure topics covered were of relevance and would help fill existing evidence gaps. This resulted, among other things, in the introduction of questions on mental health support and questions to further capture the young people's level of 'independence'.

In addition, a review was undertaken of the wave 1 questionnaire to ensure any issues identified at wave 1 were addressed (for example, reducing the number of open ended questions in the young person's questionnaire). Alterations were also implemented to address potential sensitivities relating to questions about the young person's future. Amends were also made to ensure that questions were suitable for all three modes being applied at wave 2. Since the wave 1 questionnaire was already optimised for web (with all Strand 2 participants having taken part in this mode at wave 1) and for face-to-face (for the Strand 1 participants), the main activities relating to multi-mode development were associated with developing an approach for administering the questions over the phone. This included the development of a web self-completion element for particularly sensitive questions in the young person survey. In addition, considerations around the display of lists of answer options were considered, with some changes to question structures implemented as a result (for example, questions about the school type attended by the young person). The wave 2 questionnaires are available in 'Appendix D. Questionnaire specification'.

Interviewer training

This final section of the chapter outlines the training provided to interviewers working on wave 2 of the study – first for telephone interviewers, then for face-to-face interviewers.

Telephone interviewer training

Prior to the start of fieldwork, all telephone interviewers due to work on the project attended a three-hour online briefing run by the research team at NatCen. A total of two briefing sessions were held. The briefings provided information and guidance on the following things:

- Background to the study.
- Information about the SEND population - including key characteristics of the four key under-represented groups (young people from low-income families, young people from ethnic minority backgrounds, young people who were looked after or care-experienced and young people in contact with social services). Other salient terms such as EHC plan, special school, Special Educational Needs Coordinator (SENCo) etc. were also explained.
- Study design - outlining the aims of the study, methodology and sample design, experiments undertaken and key interviewer tasks.
- Contact procedures – making contact with a parent/carer, providing information about the study, encouraging respondents to take part by telephone where applicable, setting appointments, allowing participation online and dealing with partially completed interviews.
- Overview of the content of the parent/carer and young person questionnaires.
- Young person online self-completion – procedures on getting parental approval, providing participants with a link to the survey, supporting completion online as well as over the phone (where necessary).
- Best practice on helping young people with special needs to participate and safeguarding.
- Demonstration run-through of some common scenarios when contacting cohort families - both parent and young person interviews pending, just young person interview pending, and interviews which had been partially completed online.

Following the briefing, all interviewers were provided with detailed written instructions. To ensure they were familiar with the questionnaire content, all interviewers were instructed to conduct a practice parent/carer and young person interview in telephone mode prior to starting work.

After fieldwork had completed, a virtual debrief session was held with three telephone interviewers who worked on the study. The aim of this session was to gather feedback from interviewers on what had worked well, and less well, during fieldwork.

Face-to-face interviewer training

All face-to-face interviewers working on the project attended a five-hour online project briefing run by the research team at NatGen. A total of six briefing sessions were held over a two-week period. Ahead of the briefing, interviewers were required to watch an hour-long video which contained helpful guidance on engaging with children with SEND and their families. This video was a new element introduced at wave 2 and was a condensed version of the additional training provided for some interviewers as part of the randomised controlled trial (RCT) conducted at wave 1 (see further details in 'Interviewer training experiment (Strand 1 only)'). The project briefing included information and training on the following aspects:

- Background to the study.
- Information about the SEND population - including key characteristics of the four key groups (young people from low-income families, young people from ethnic minority backgrounds, young people who were looked after or care-experienced and young people in contact with social services). Other salient terms such as EHC plan, special school, SENCO etc. were also explained.
- Study design - outlining the methodology, sample design, experiments undertaken and key interviewer tasks.
- Contact procedures - including information about the advance letter; the procedure to follow on the doorstep (including the correct protocols for recruiting and interviewing young people) and determining whether parent/guardian and/or young person interviews were required for each case. This was relevant because not all cases issued for face-to-face fieldwork required both a parent and a young person interview – in some cases, the parent had already completed an interview online or over the phone.
- Demonstration of the SEND Futures Electronic Address Record Form (e-ARF) and recruitment script.
- Tracing procedures.
- Overview of the content of the parent and young person questionnaires.
- Best practice guide to helping young people to participate in the research (such as putting the young person at ease before the interview) and how to engage with parents and the young people themselves about how to accommodate their needs in the interview. This included following up on key themes presented in the video interviewers had been watching prior to the briefing.
- Ethics and safeguarding information.
- Response rate targets and tips for increasing response.

Following the briefing interviewers were provided with written instructions. All interviewers had to run through a practice interview before starting work.

After fieldwork had completed, a debrief session was held with 12 face-to-face interviewers, to gauge their feedback on working on wave 2 of the study, including what went well, and what did not go so well.

Overall response at wave 2

This chapter outlines the response achieved at wave 2. It does so by looking at both household, parent and young person response, with household response indicating that at least one person within the household took part (i.e. the young person and/or their parent). Data collected at a household level helps indicate the extent to which information about or from a young person was gathered (i.e. the extent to which their experiences were reflected in the study, irrespective of who provided this information), while young person response patterns tell us something about the extent to which we also included young people's own voices in the data.

Firstly, it outlines household, parent and young person response among Strand 1 households out of those issued at wave 2 and out of all those originally issued for the study (at wave 1). It then outlines similar details for Strand 2. Following this is a section outlining response for parents and young people across the two waves, and finally a section setting out detailed breakdown of both productive and unproductive outcomes at wave 2.

For context, at wave 2, cases were classified as 'productive' if they were fully or partially completed by the respondent¹¹. 'Partial' completion was defined as the respondent having provided data up to a certain point in the survey where it was deemed that they had provided sufficient data to be useful for analytical purposes. For parents and guardians, a partially productive interview was recorded for anyone who had answered past the SchSett DV in the web and telephone modes, and past SuppReclIntro for those who completed in CAPI mode¹². For young people, those who answered PLWE were classed as at least partially productive (see questionnaires for parents and young people in 'Appendix D. Questionnaire specification').

¹¹ There were 18 partially completed young person interviews (5 in Strand 1 and 13 in Strand 2) and 47 partially completed parent interviews (9 in Strand 1 and 38 in Strand 2)

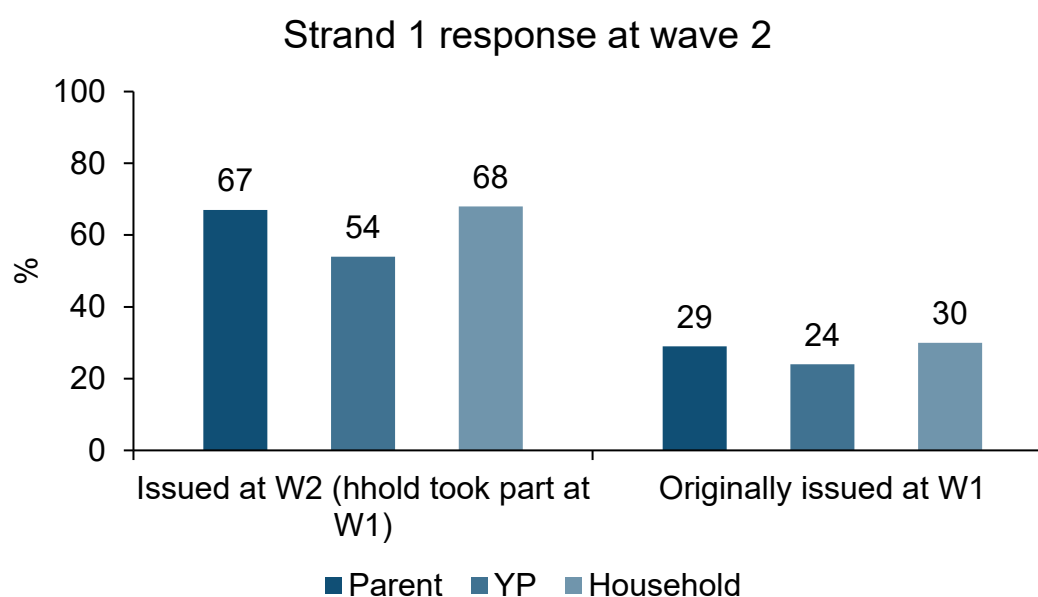
¹² The slight difference here was due to technical matters. These points are very close to each other and it was decided to keep these cut-off points for simplicity.

Strand 1

Figure 4 outlines response at wave 2 among parents, young people and at household level – that is, where at least one interview was achieved in the household. The chart shows response out of all cases issued at wave 2 (i.e. households which took part at wave 1), and out of all cases originally issued to the study at wave 1. As shown, at least one productive interview was achieved in 68% of Strand 1 households issued at wave 2 (636 households), corresponding to 30% of households originally invited to take part in the study.

The level of response among parents was higher than among young people. Out of cases issued at wave 2, 67% of parents completed an interview, while 54% of young people did so (621 parents and 502 young people) – equivalent to 29% and 24%, respectively, of all parents and young people originally invited to take part in the study. This is in line with expectations given the gatekeeper role of the parent – all communication about the study went through the parent/guardian. We also know that the survey format was not accessible to all young people invited to take part at wave 1.

Figure 4: Strand 1 response at wave 2 at parent, young person and household level of issued at wave 2 and wave 1

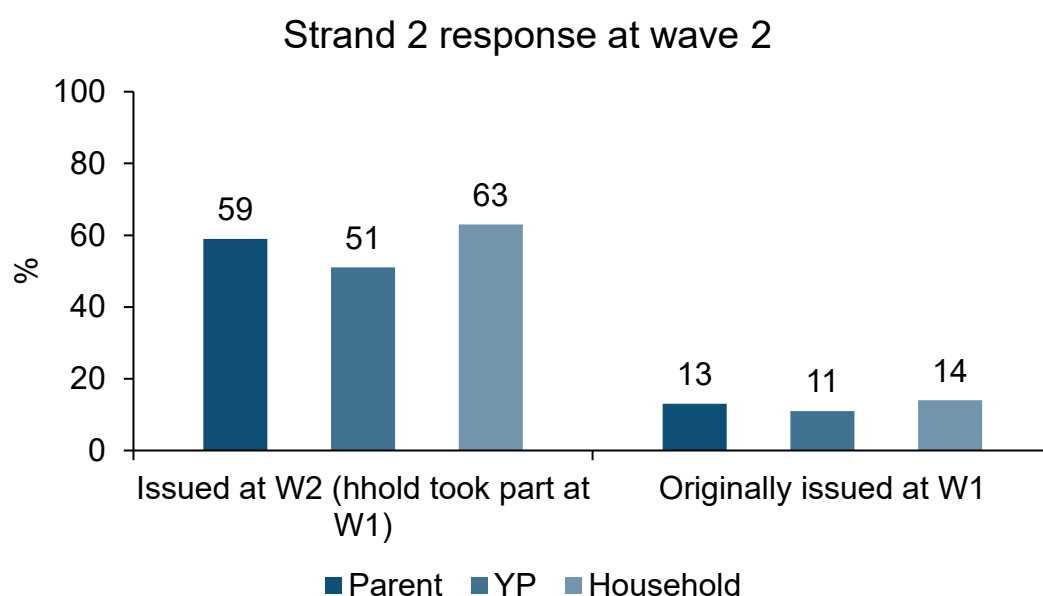


Base: Strand 1 households, unweighted base for each group: Issued at W2=932; Originally issued at W1=2,121.

Strand 2

Figure 5 shows response at wave 2 among parents, young people and at household level among Strand 2 households, out of all cases issued at wave 2 and out of all cases issued at wave 1. In Strand 2, at least one interview was achieved in 63% of households issued at wave 2, equivalent to 14% of households invited at wave 1 (1,821 households). As seen in Strand 1, parent response was higher than young person response, with 59% of parents and 51% of young people taking part (1,709 parents and 1,465 young people). The corresponding figures out of all issued to the study were 13% and 11%. Across Strand 1 and Strand 2, among those issued at wave 2 64% of households took part, equivalent to 16% of households originally invited to take part in the study.

Figure 5: Strand 2 response at wave 2 for parents, YP and household levels, of issued at wave 2 and wave 1



Base: Strand 2 households, unweighted base for each group: Issued at W2=2,894; Originally issued at W1=12,963.

Parent / young person longitudinal response (Strands 1 and 2)

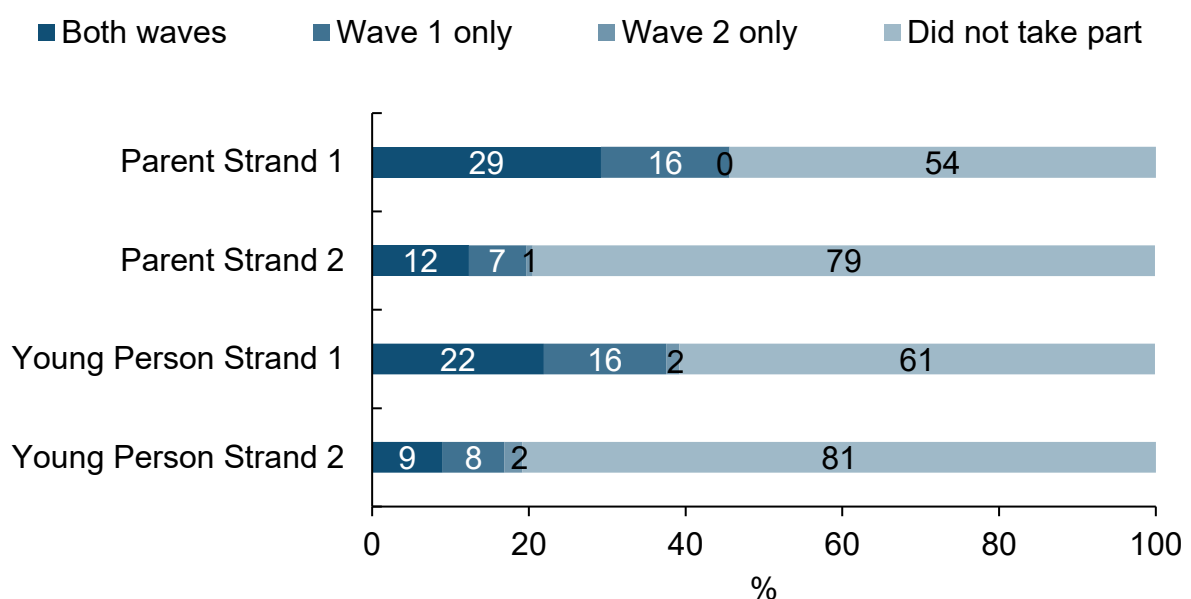
Eligibility criteria for issuing to wave 2 was a household level productive outcome at wave 1, and that the parent or guardian had not said 'no' to recontact. With opportunities for either one or both invited parties within each household to take part at each wave, this allows for a range of possible combinations in within-household outcomes across the two waves. These combinations are explored in this section.

Figure 6 shows a breakdown of parents and young people across the two strands who took place in both waves, only one wave, or neither of the two waves.

As shown, the highest prevalence of participation at both waves was seen among parents in Strand 1, with 29% doing so, followed by young people in Strand 1, of whom 22% did so. This is in line with the higher levels of response seen in Strand 1, particularly at the initial wave, as well as with the pattern of higher participation levels among parents as compared with young people. The highest prevalence of completing only at wave 1 – i.e. the individual ‘dropped out’ of the study at wave 2 – was also seen among Strand 1 participants (16% among both parents and young people; 347 parents and 331 young people). By comparison, these figures were 7% among parents in Strand 2 and 8% among young people in Strand 2 (959 parents and 1,027 young people respectively).

Unsurprisingly, prevalence of wave 2-only-completion was much lower, with around 2% of young people issued at wave 1 taking part for the first time at wave 2. Whilst these percentages were small, the actual number of young people who took part at wave 2 for the first time was not insignificant: a total of 334 young people (297 in Strand 2 and 37 in Strand 1). This may be due to a change in circumstance for the young people in question, increased familiarity with the study at this point, and/or the additional mode offered at wave 2. It is also possible that the increased efforts to encourage full-household response at wave 2 were working (see ‘Encouraging whole-household completion and parental consent’). In relation to the latter, it is also encouraging that a 109 Strand 2 parents took part for the first time at wave 2 (only 1 Strand 1 parent took part for the first time at wave 2, reflecting the very small number of cases in the wave 1 face-to-face strand where only a young person took part – 4 households).

Figure 6: Parent and young person longitudinal participation across waves 1 and 2, by strand



Base: All cases issued at wave 1, unweighted base for each group: Strand 1=2,121; Strand 2=12,963

Detailed wave 2 outcomes (Strands 1 and 2)

Table 6 shows a breakdown of outcomes at a household level among cases issued at wave 2. It shows that, across both strands, the most common outcome was that both the parent and young person took part: 52% in Strand 1, 46% in Strand 2 and 48% overall. Households where both the parent and young person interviews were completed made up 74% of households with a productive outcome at wave 2 – 76% of productive households in Strand 1 and 73% of productive households in Strand 2. Of the cases issued at wave 2, 14% of Strand 1 and 12% of Strand 2 households resulted in a parent-only outcome (134 households in Strand 1 and 356 households in Strand 2). A young person-only outcome was the result in 2% of Strand 1 households issued at wave 2 (15 households) and 4% of Strand 2 households (112 households). A parent-only outcome was the result in 21% of Strand 1 households where at least one person in the household took part; the equivalent figure among Strand 2 households was 20%¹³. Looking at young person-only-completion, this was the result in 2% of productive Strand 1 households and 6% of productive Strand 2 households¹⁴. Across the two strands, 13% of issued cases resulted in a parent-only interview being achieved, equivalent to 20% of all households with at least one productive interview. For young person-only interviews the equivalent figures were 3% (of cases issued at wave 2) and 5% (of productive households at wave 2).

Table 6: Detailed wave 2 outcomes at household level out of cases issued at wave 2, by strand

Household level outcome at W2	Strand 1, %	Strand 2, %	All, %
Both parent and young person productive interview	52	46	47
Parent only productive interview	14	12	13
Young person only productive interview	2	4	3
Refusals (incl broken appointments)	19	5	9
Non-contact (incl untraced movers)	6	28	23
Survey accessed but not completed	1	4	3
Other unproductive (incl away during fieldwork)	5	-	1
<i>Unweighted base</i>	932	2,894	3,826

Base: All households issued at wave 2.

¹³ This compares with 28% of productive Strand 2 households at wave 1.

¹⁴ This compares with 16% of productive Strand 2 households at wave 1.

Table 6 also sets out key categories of unproductive outcomes for all cases issued at wave 2. The unproductive outcomes were generated based on the latest mode through which a case was contacted. That is, for cases issued to face-to-face fieldwork (Strand 1 only), the outcome logged will be based on the outcome logged by the field interviewer, and in cases where the last attempt was via telephone, the outcome was derived based on the telephone operating system. Furthermore, in some cases the outcome reflects the fact that a case was last accessed online – for example, if the respondent clicked the link to the survey but did not go on to complete it and was not subsequently called by an interviewer. Given the gatekeeper role of the parent/guardian, these unproductive outcomes were generated on a household level.

As shown in the table, there are some notable differences between unproductive outcomes recorded across the two strands. To a significant extent, these reflect the different modes used. Non-contacts were more common in Strand 2 (28% compared with 6% in Strand 1) – in this strand there were no attempts at face-to-face engagement and interviewers relied on participants answering their phones. Conversely, in Strand 1, where interviewers approached households face-to-face, cases where contact was made were more common (19% compared with 5% in Strand 2). Likely as a result of this, a higher proportion of actual refusals were recorded among cases in Strand 1 than among cases in Strand 2. A survey being accessed but not completed was also more common in Strand 2, while ‘other reasons including the participant being away during fieldwork were more commonly noted in Strand 1 – again, this is a reflection of the modes applied.

Response and participation by mode at W2

Wave 2 introduced a new fieldwork approach, applying a web-first approach across both strands. This contrasted with the single mode approach used at the initial wave – face-to-face only for Strand 1 and web only for Strand 2. This chapter outlines response at wave 2 by mode of participation among those who took part. It firstly outlines the extent to which parents and young people within the same household took part via different modes, before setting out response and participation by mode for Strand 1 and for Strand 2. For each strand the chapter also considers mode of participation at wave 2 in relation to participation at wave 1 – this section is specifically focussed on young people.

Mode of participation within households

Table 7 shows the mode of participation in households where only either the parent/guardian or the young person took part at wave 2. Looking at Strand 1 households where just the parent participated at wave 2, completion via telephone was much more common than for parents overall – at 40% this was twice the level seen for parent completions overall (19%); a difference of 21 percentage points. Taking part via web and face-to-face was correspondingly lower in this group - levels of completion via web were 7 percentage points lower than for parents overall and face-to-face completion 13 percentage points lower. The lower levels of completion face-to-face may to some extent be explained by the fact that a significant proportion of households where just the parent took part (40 out of 134, 30%) were not issued for face-to-face fieldwork as a result of the young person not having been able to complete a face-to-face interview at wave 1 (see further details on criteria for being issued to face-to-face fieldwork in the section ‘Face-to-face contact approach (Strand 1 only)’). A similar trend was seen with Strand 2 households where just the parent took part, with completion by telephone more than twice the level seen for overall parent completes. The higher level of telephone participation may reflect a lower level of interest in the study among these families, with interviewer follow-up by phone necessary to encourage participation at wave 2 – sufficient to engage the parent, but not the young person. Among Strand 2 households where only the young person took part, levels of web completion were 5 percentage points higher than for young person participation overall.

Table 7: Mode of completion used at wave 2 among households where just one participant took part

Mode of completion	Parent only (Strand 1), %	Parent only (Strand 2), %	Young person only (Strand 2), %
Web	45	73	98
Telephone	40	27	2
Face-to-face	16	n/a	n/a
<i>Unweighted base</i>	<i>134</i>	<i>356</i>	<i>112</i>

Base: All parents in Strand 1 and Strand 2 and young people in Strand 2 where only one respondent in household participated at wave 2.

When we look at households where both the parent and young person participated at wave 2, in around 9 in 10 cases the parent and the young person took part using the same mode (see Table 8). The parent and young person completing in different modes was more prevalent among Strand 1 households – this is perhaps unsurprising given that it was possible for participants to complete in three different modes, compared with two modes for the Strand 2 sample.

Among Strand 1 households where both the young person and their parent participated, both completing by web was most common (46%), followed by both doing a face-to-face interview (30%) and, finally, both participating by telephone (8%). The most frequent combination of modes was web and face-to-face (9%), followed by web and telephone (5%) and then telephone and face-to-face (3%). Of all the possible within-household mixed mode combinations in Strand 1, web completion by the parent and face-to-face completion by the young person was the most common.

Among Strand 2 households where both the young person and their parent took part, in the majority of cases, both completed the survey by web (89%), followed by one person online and the other over the phone (6%), and then both over the phone (5%). The most common within-household mixed mode combination seen in Strand 2 was the young person participating by web and the parent by telephone.

Table 8: Whether same or different modes used at wave 2 by young person and parent by strand

Type of mode/s used	Strand 1, %	Strand 2, %	All, %
Same mode used	84	94	91
Different modes used	16	7	9
<i>Unweighted base</i>	487	1,353	1,840

Base: All households where both parent and young person completed an interview at wave 2.

Strand 1

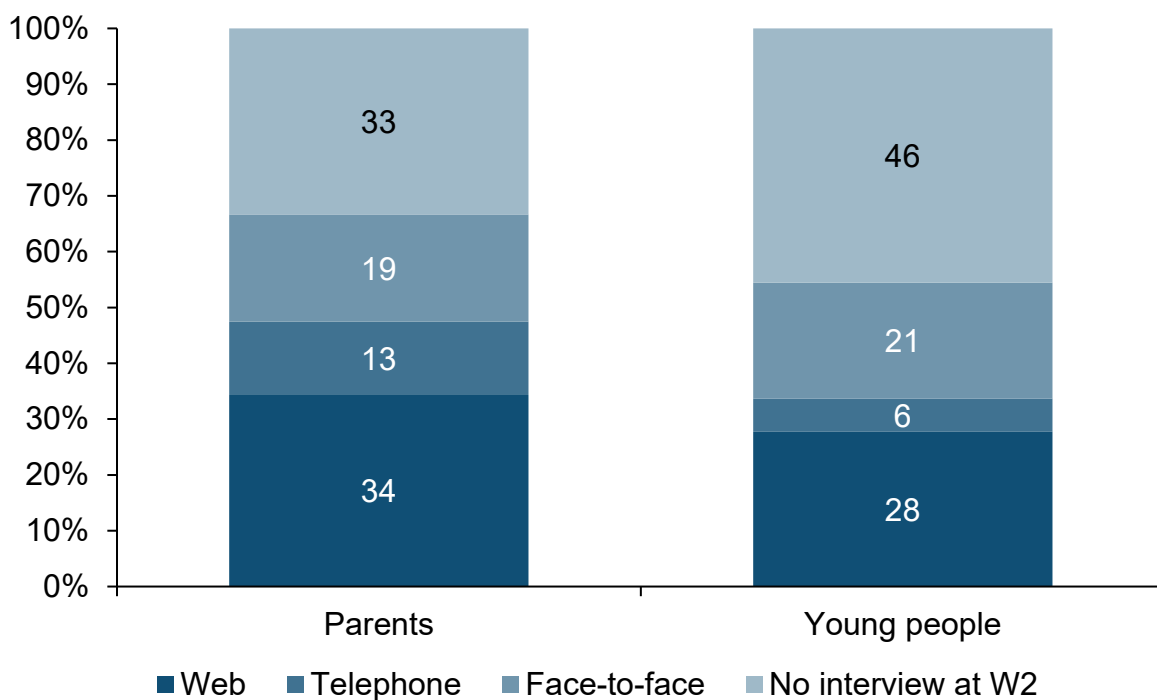
This section outlines response and participation among Strand 1 households at wave 2, with a breakdown of the mode through which parents and young people took part.

Parent and young person response and participation by mode at W2

Figure 7 shows response among Strand 1 parents and young people at wave 2 of cases issued at wave 2, and the mode by which parents and young people took part. As shown, for both parents and young people, telephone and face-to-face modes added noticeably to participation rates – especially the face-to-face mode. Among the young people in Strand 1 invited to take part at wave 2, 28% took part online, 6% took part over the

phone, and 21% took part face-to-face. Among parents in Strand 1 34% took part online, 13% over the phone and 19% face-to-face. Given the sequential mixed mode approach, the proportion who took part via web can tentatively be seen as an indication of the response which may have been achieved with only that mode. There are some important caveats, however. Firstly, a web-only approach would likely have made use of additional reminder communications to those used here. Secondly, the web-only fieldwork period for Strand 1 cases was only three weeks, meaning that even without the addition of other modes, response rates for a web-only approach could likely have been pushed beyond the web response figures seen here.

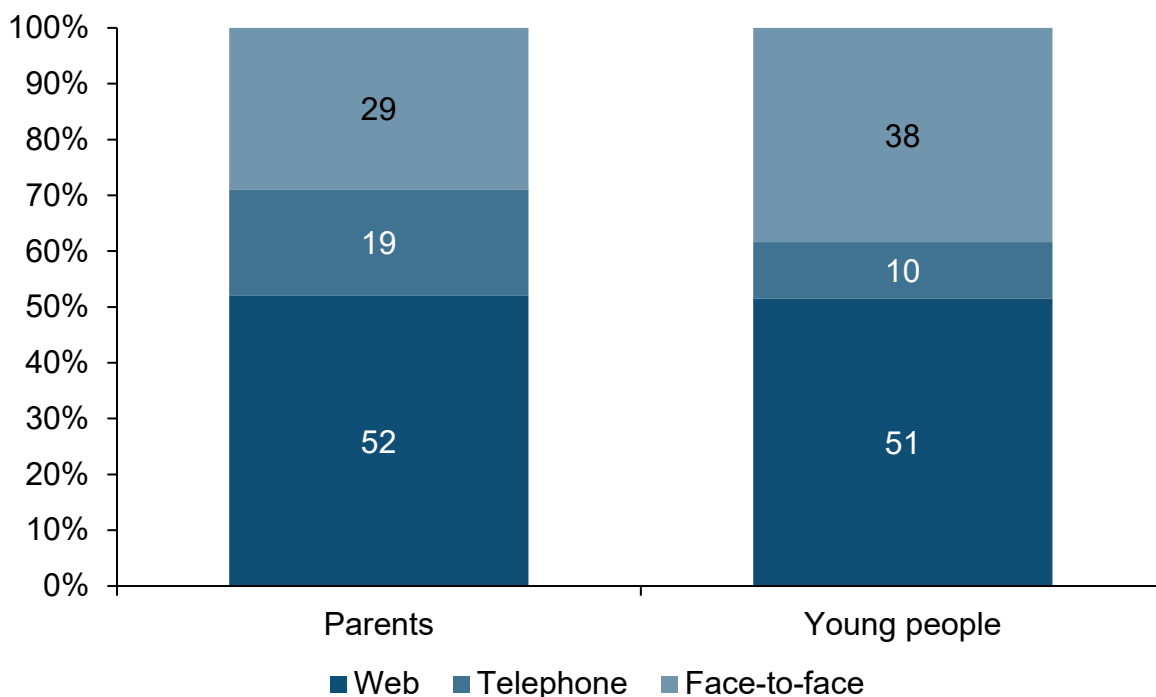
Figure 7: Strand 1 parent and young person response at wave 2 including mode of completion among those taking part – all issued at wave 2



Base: All Strand 1 households issued at Wave 2, unweighted group = 932.

Figure 8 shows mode of participation among those who took part at wave 2. It shows that around half of Strand 1 respondents who took part at wave 2 did so via web, the mode they were initially invited to take part in at wave 2 – 52% of parents and 51% of young people. A further 19% of parents and 10% of young people took part over the phone. Finally, 3 in 10 parents (29%) and just under 4 in 10 young people (38%) took part face-to-face.

Figure 8: Strand 1 parent and young person completion mode at wave 2 – cases with productive parent/young person interview at wave 2



Base: All Strand 1 parents and young people who participated at wave 2, unweighted base for each group: Parents = 621; Young people = 502.

These figures show that, despite Strand 1 respondents having taken part in one mode (face-to-face) at the initial wave, half of these respondents – both parents and young people – were able and willing to participate by web at the second wave: 71% of parents and 61% of young people took part by either web or telephone at wave 2. They also show that both telephone and face-to-face modes contributed to overall response – face-to-face notably more so than telephone.

The figures show some differences between parent and young people participation via telephone and face-to-face, with a greater proportion of young people than parents taking part face-to-face and a lower proportion taking part over the phone. This may suggest that some young people were better able to take part face-to-face than over the phone – and that even though their parents were able and willing to take part over the phone, the young people were not. The role of the interviewer in establishing contact and creating rapport with parents and young people will also play a role here.

Wave 2 participation and mode by wave 1 participation

In this section we look at participation rates and mode of participation at wave 2 among participants who did not take part at wave 1 (see Figure 9).

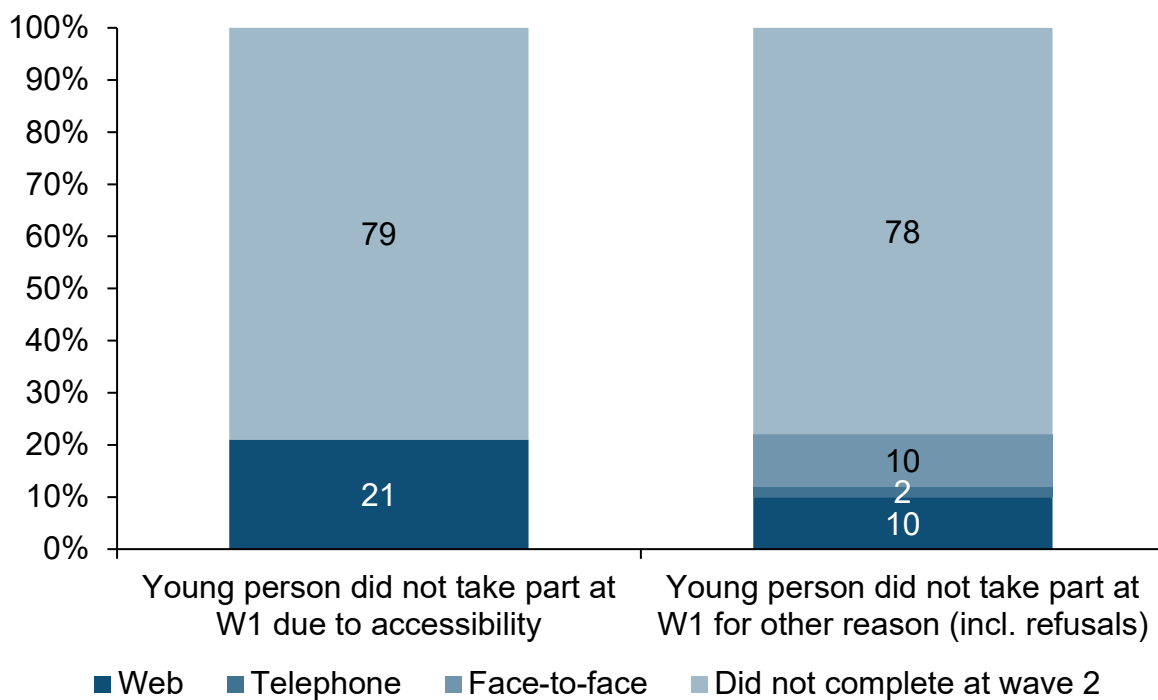
First looking at Strand 1 households where the parent took part at wave 1 but the young person did not due to the survey not being accessible to them: at wave 2 one in five of these young people (21%) were able to participate online – none of these young people completed either over the phone or face-to-face¹⁵. This may indicate that the web mode was more accessible to some young people who were not able to take part face-to-face. Though numbers are very small, this could particularly be the case for young people who had difficulties with communication or social interaction who may prefer a self-completion mode that does not involve engagement with an interviewer, nor requires any verbal interactions, or young people with certain physical disabilities making it easier to complete an online survey rather than having to speak¹⁶.

Looking at Strand 1 households where the parent took part at wave 1 but the young person did not for reasons other than accessibility: at wave 2, 10% of these young people took part online, 10% face-to-face, and 2% by telephone, while 78% did not take part at wave 2. This may suggest that for some young people at least, the web option was a more engaging way of taking part. However, it also suggests that a face-to-face approach may still be required for maximum engagement of this group of young people who are, perhaps, more reluctant about taking part.

¹⁵ Among all young people in Strand 1 who took part for the first time at wave 2 (37 young people) the majority, 31, took part online, while 1 person took part over the phone and 5 people did so face-to-face.

¹⁶ Of the 26 young people completing online at wave 2 who did not take part at wave 1, 10 had autism, 4 had 'social, emotional and mental health' needs, 2 had 'physical and sensory' needs, 2 had 'communication and interaction' needs, and 8 had 'cognition and learning needs'.

Figure 9: Participation at wave 2 for Strand 1 young people by reason for non-participation at wave 1 and by mode used at wave 2 (where applicable)



Base: Strand 1 young people who did not participate at W1 whilst parent did, and who were issued to wave 2, unweighted base for each group: Strand 1 young person did not complete wave 1 due to accessibility, while parent did = 121; Strand 1 young person did not complete at wave 1 for other reason (incl. refusals), while parent completed partially or fully = 49. *Low base*

Strand 2

This section outlines response and participation among Strand 2 households at wave 2, including the mode through which parents and young people took part.

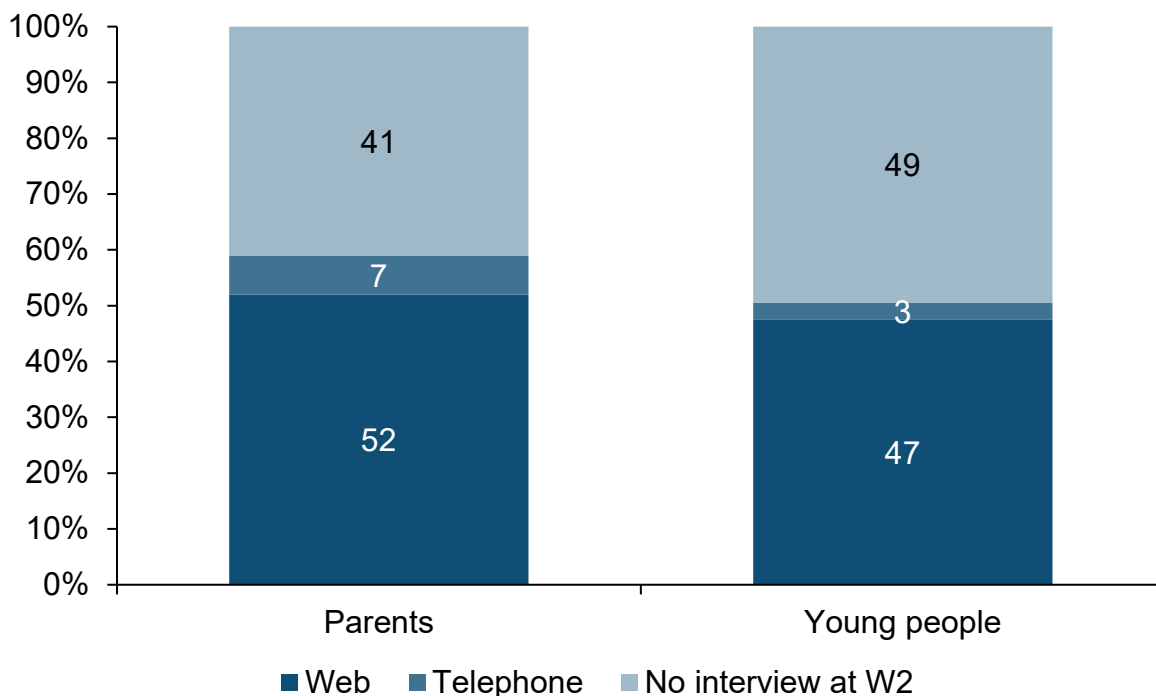
Parent and young person response and participation by mode at W2

Figure 10 shows response among Strand 2 parents and young people, with a breakdown of response into each mode. Of all Strand 2 cases issued at wave 2, 52% of parents took part in a web survey, and a further 7% over the phone. Among young people, 47% took part online, and a further 3% over the phone. This suggests that the telephone mode did help increase response, particularly among parents. Though not possible to tell based on the data available here, it is possible that a parent taking part over the telephone would subsequently encourage their child to take part too – either online or over the phone.

Figure 11 shows a breakdown of mode used among parents and young people in Strand 2 who took part at wave 2: as many as 88% of parents and 93% of young people completed online, while 12% and 7% respectively took part over the phone.

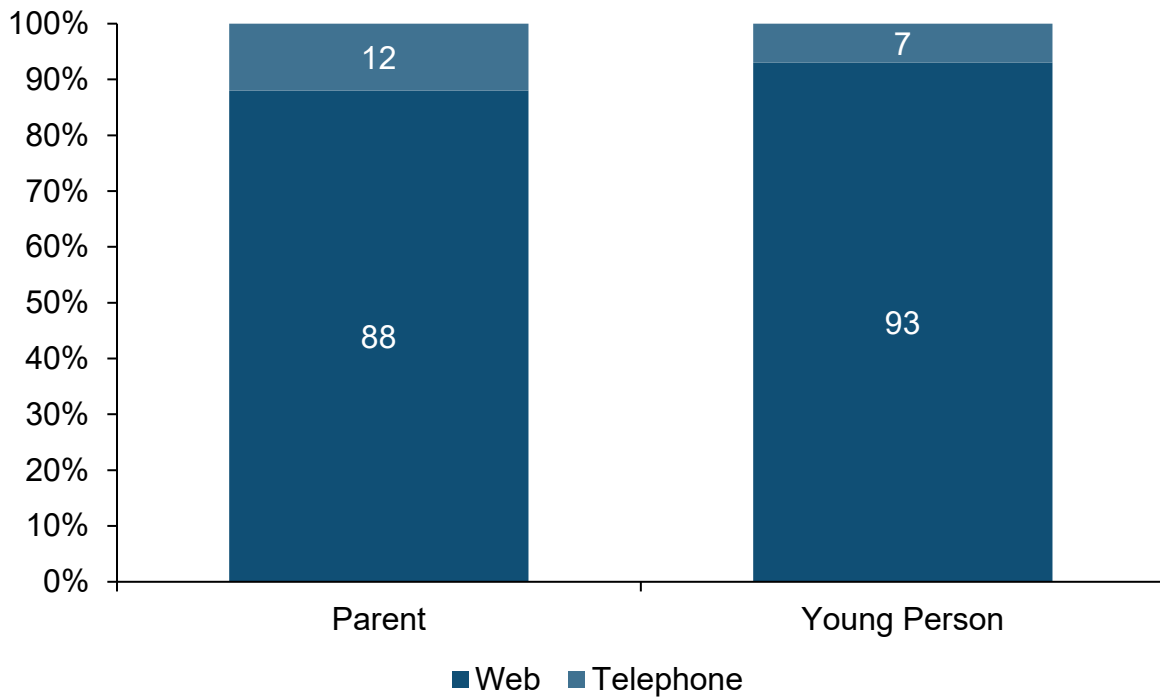
For participants in Strand 2, the time between online and telephone fieldwork starting was relatively long (20 April versus 24 May), meaning that there was a considerable period during which people could have taken part online before being contacted by a telephone interviewer, but did not. It is therefore reasonable to conclude that telephone fieldwork increased response among sample members in Strand 2 overall, compared with a web only approach.

Figure 10: Strand 2 parent and young person response at wave 2 including mode of completion among those taking part – all issued at wave 2



Base: All Strand 2 households issued at Wave 2 – unweighted groups = 2,894.

Figure 11: Strand 2 parent and young person completion mode at wave 2

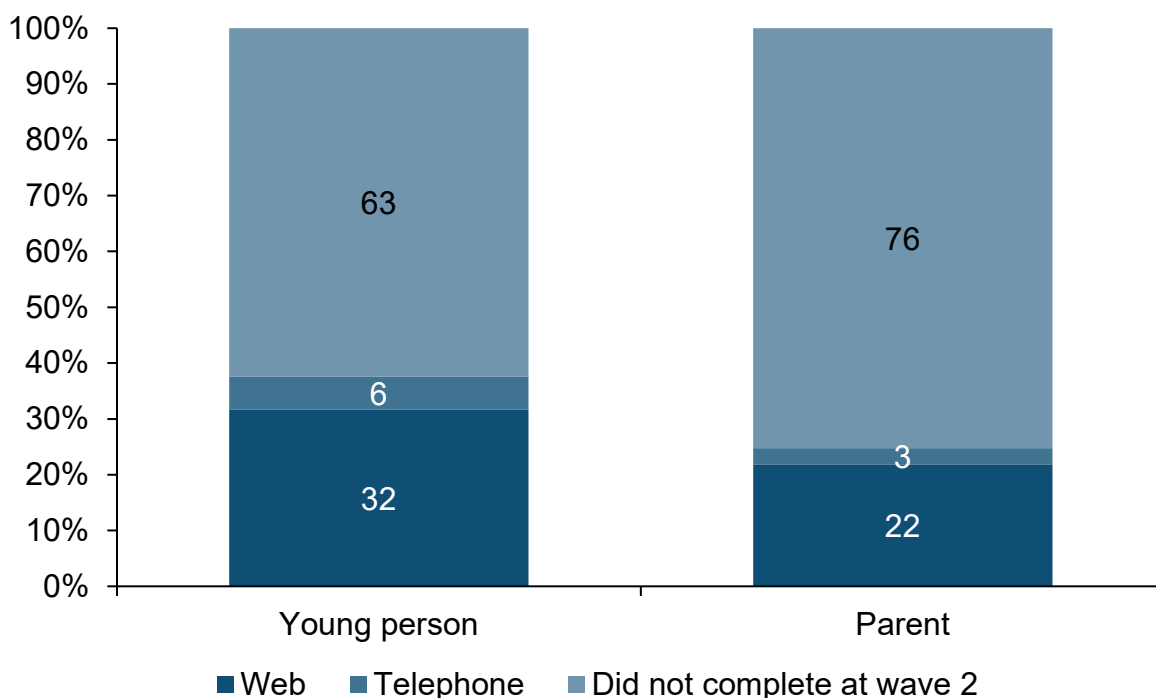


Base: All strand 2 parents or young people who participated at wave 2, unweighted base for each group: Parents = 1,709; Young people = 1,465.

Wave 2 participation by participation at wave 1

Looking at Strand 2 households where the parent completed at wave 1 while the young person did not participate - as Figure 12 shows, at wave 2, a third (32%) of young people completed by web and a further 6% took part over the phone, while the remaining 63% did not take part at wave 2¹⁷. Among Strand 2 households where the parent did not take part at wave 1 while the young person did – at wave 2, 22% of parents completed by web and 3% did so by telephone; the remaining 76% of parents did not take part at wave 2¹⁸. These findings demonstrate the small but positive impact that introducing the telephone mode may have had on encouraging whole-household response at the second wave.

Figure 12: Participation at wave 2 for Strand 2 young people and parents who did not participate at wave 1 by mode used at wave 2 (where applicable)



Base: Strand 2 young people and parents issued at wave 2 who did not participate at wave 1 whilst other member of their household did, unweighted base for each group: young people (did not complete wave 1, while parent did) = 795; parents (did not complete wave, while young person did) = 445.

¹⁷ Among all young people in Strand 2 who took part for the first time at wave 2 (297) 85% completed by web and 15% by telephone.

¹⁸ Among parents in Strand 2 who did not take part at wave 1 but did so at wave 2 (109 cases), 89% completed by web and 11% did so by telephone.

Self-completion web section in young person telephone survey

This chapter outlines the processes relating to and levels of consent and completion of the online self-completion module implemented as part of the young person telephone interview. It also outlines feedback from telephone interviewers on the implementation of this aspect of the survey.

Consent for the self-completion module in telephone interview

Before progressing to the young person survey, the adult contact always needed to provide consent for the young person to take part. These adults were also asked for consent for their email address to be used to send a link to an online self-completion survey as part of the young person survey (see further detail on the rationale for including this in the section 'Assuring privacy in young person telephone survey').

Where the parent had given permission and an email address had been provided, as part of the young person telephone interview, interviewers informed young people that some of the questions would be more personal in nature and that they would therefore like them to complete these in an online survey sent to their parent's or carer's email address. Young people were informed that they could skip these, just like they were able to over the phone. Interviewers then asked the young people to confirm whether they were happy to do the self-completion survey online. At this stage, the young people were able to refuse this online option and continue over the telephone, or even skip the module entirely if they were uncomfortable with answering more personal questions.

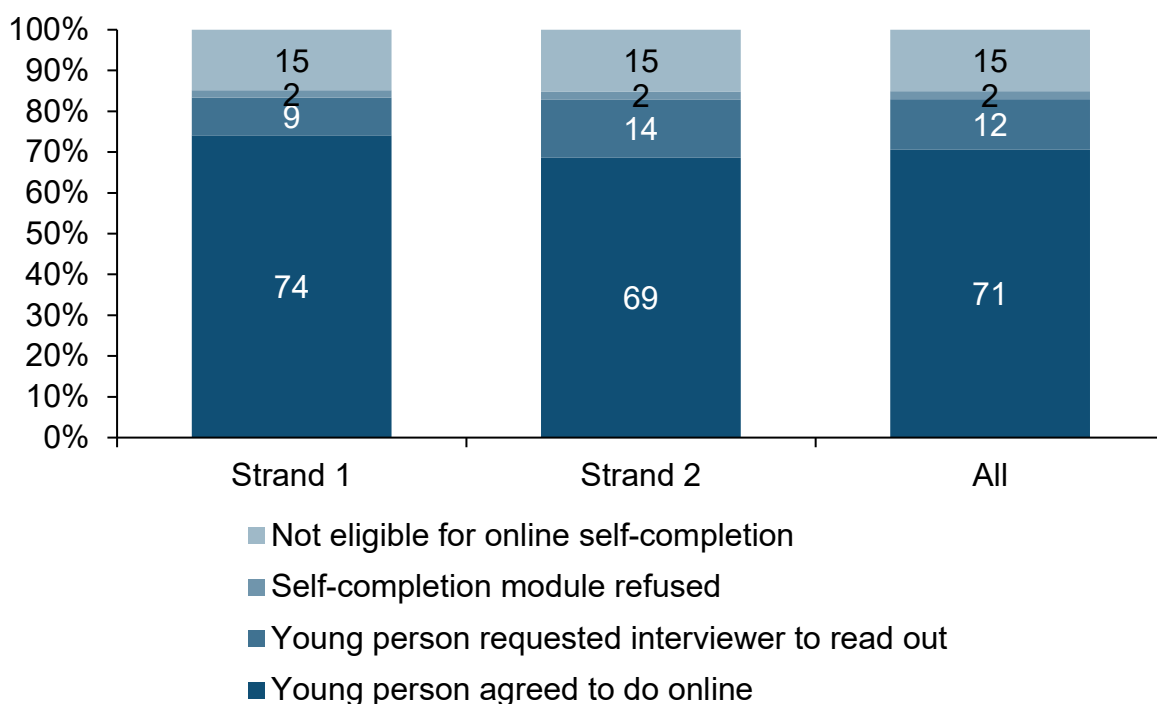
Once the young person had agreed to do the online self-completion module, an email with the survey link was sent to their parent's email address. The telephone interviewer would then stay on the line to collect a few contact details from the young person and check that the young person was able to access the email with the web survey link. It was then up to these young people to complete the rest of the survey via this online module in their own time.

Response to online self-completion module in telephone interview

Figure 13 shows that among the 153 young people who completed over the phone at wave 2, 71% said they were willing and able to do the self-completion online, while 12% opted for the interviewer to continue reading out the questions over the phone. A further 2% refused to do the self-completion module in any mode. The remaining 15% were cases where no parent or carer email address was available to send the weblink to. In these cases, the default was for the self-completion module to be read out by the telephone interviewer.

A higher proportion of young people in Strand 2 (14%) than in Strand 1 (9%) asked the interviewer to read out the questions in the self-completion module. Correspondingly, fewer in Strand 2 said they would do it themselves online (74% in Strand 1 compared with 69% in Strand 2).

Figure 13: Proportion of young people consenting to the web self-completion section of the telephone interview, by strand



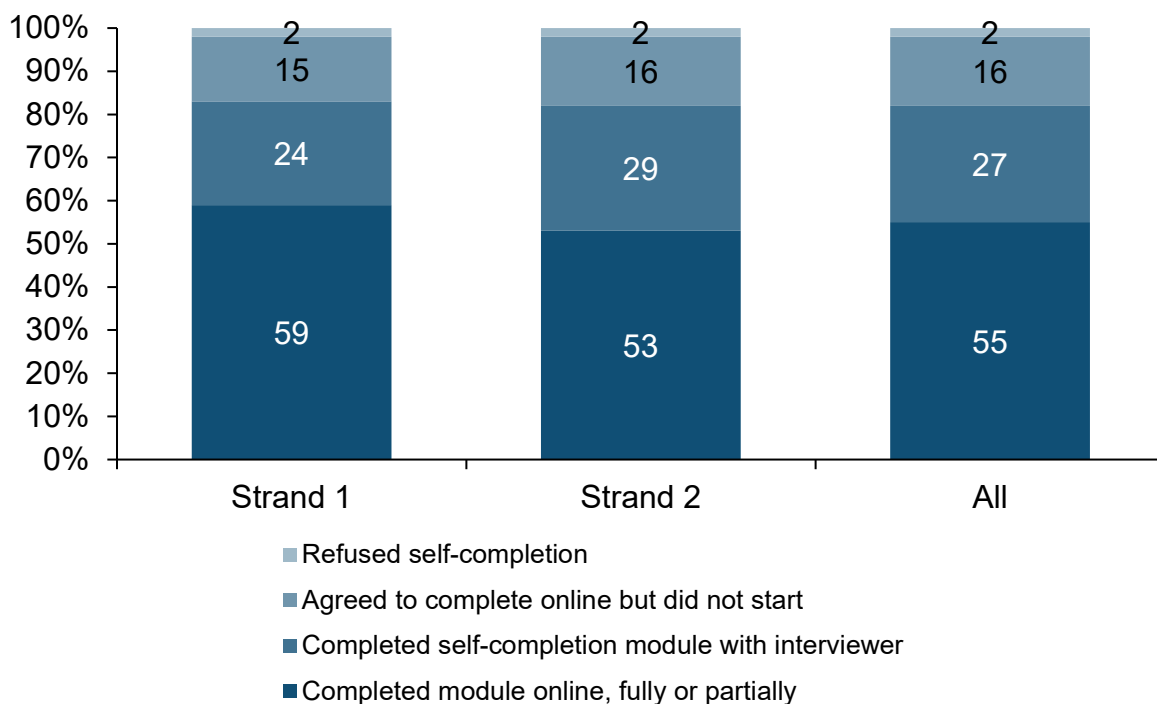
Base: Young people who completed their interview over the telephone, unweighted base for each group: Strand 1=54, Strand 2=99, All = 153.

Interviewer feedback provided at the end of the telephone survey suggested that for almost all of the small number of cases where the young person asked for the questions to be read out this was because the young person 'just preferred answering questions over the phone', rather than, for example, due to other issues such as struggling to use a device or literacy issues. Sample sizes were too small to analyse this according to the

young person's type of need, but it is possible that young people with certain types of need would be more likely to prefer having the questions read out over the phone.

Figure 14 sets out the proportion of young people who did a telephone interview who ultimately completed the online-self completion, either via telephone (the interviewer reading out) or online. It shows that 82% of young people taking part over the phone completed the self-completion module, with 55% fully or partially completing it online¹⁹ and 27% completing it with the interviewer reading out the questions.

Figure 14: Proportion of young people who completed the self-completion questions (either online or over the phone), by strand



Base: Young people who were productive cases and who completed their interview on CATI mode, unweighted: Strand 1 individuals =54, Strand 2 individuals =99, All =153.

Interestingly, feedback from an interviewer who had stayed on the line during the completion of the self-completion module suggested that in a few cases the young person completed the self-completion module online, their parent or carer read out the questions for them. This could have implications for data quality in these instances, as supervising adults may paraphrase the questions and answers when reading aloud, whilst the study interviewers are instructed not to do this. Moreover, these situations pose questions around the meaning of 'privacy' in the context of asking questions of this population, and of what might constitute 'sensitive' questions. Whilst, traditionally, self-completion modules have tended to be developed predominantly with a view to limiting

¹⁹ Of the 153 young people who took part over the telephone, 78 completed the self-completion module questions online and 6 partially completed the self-completion module online.

interviewer effects, the level of parental presence seen in the study – even in sections of the questionnaire that were presumably completed by the young person themselves online – highlights how the ‘sensitive’ nature of questions need to be considered in relation to who is likely to be around when the young person answers the questionnaire, and for these details to be recorded in the interview – including who was present, and to what extent they assisted the young person.

Once the young person had consented to do the self-completion module online and had finished their telephone interview, interviewers were able to stay on the phone with them to help them access the self-completion survey. In cases where the young person consented to do the self-completion online, 76% of interviewers stayed on the phone until the young person had accessed the web survey. In a few cases interviewers even stayed for the duration of the self-completion module in case the young person required any additional help. However, in the vast majority of cases (82% of cases where the young person agreed to do the self-completion module online), telephone interviewers reported that they had provided no help. ‘A little’ help was provided in 17% of cases and ‘a lot’ of help in just 1%. Since the majority of interviewers stayed on the phone until the survey had been accessed, the subsequent small base sizes for not doing this meant there were limited opportunity for making comparisons with cases where this did not happen. Indicative analysis cautiously suggests that the interviewer staying on the phone with the young person somewhat helped to increase the chances of full self-completion.

On the whole, interviewers gave positive feedback on the administration of the online self-completion module in the young person telephone interviews. The automated system for sending the email with the survey link worked well, and interviewers were able to complete a few contact detail questions while the young person waited for the self-completion link to come through to their parent’s or carer’s inbox. Interviewers reported that there were only a handful of cases where the parent was not around and therefore the young person could not check if the link had arrived while they were still on the phone.

Response by subgroup and representativeness of the sample

Understanding levels of response and representation across key subgroups was a key aim of the Discovery Phase study. In particular, the study has focussed on four groups found to be underrepresented in survey research – young people who were ‘looked after’, ‘in need’, from an ethnic minority background, and/or eligible for free school meals – and young people with different types of needs. In addition, whether the young person had an EHC plan was also looked at.

Further to understanding overall levels of response and representation, an important aim of applying a multi-mode design at wave 2 was to understand how this might affect participation among different groups. In particular, there was interest in exploring the accessibility of the telephone mode among young people with SEN, and the extent to which this may vary according to the young person’s needs. There was also interest in exploring the extent to which the move to multi-mode from face-to-face worked for the four subgroups of interest in Strand 1 – that is, groups often underrepresented in survey research – and, more broadly, how the change from single to multi-mode worked across the two strands.

This chapter explores these questions in more detail. Starting with Strand 1, it outlines response at wave 2 across key subgroups. Starting with response across young people with different types of SEN, it looks at household and young person response, including the mode used at wave 2 among those taking part. It then considers response by EHC plan status before moving on to look at response across the four key sample subgroups within Strand 1, including by mode among those who participated at wave 2. Finally, it summarises the response patterns seen across subgroups and reflects on the level of representation across these groups achieved after the second wave.

The Strand 2 section follows a similar structure, albeit with less emphasis on the four subgroups of those underrepresented in surveys which were a primary consideration in Strand 1.

Strand 1

Young person’s primary SEN

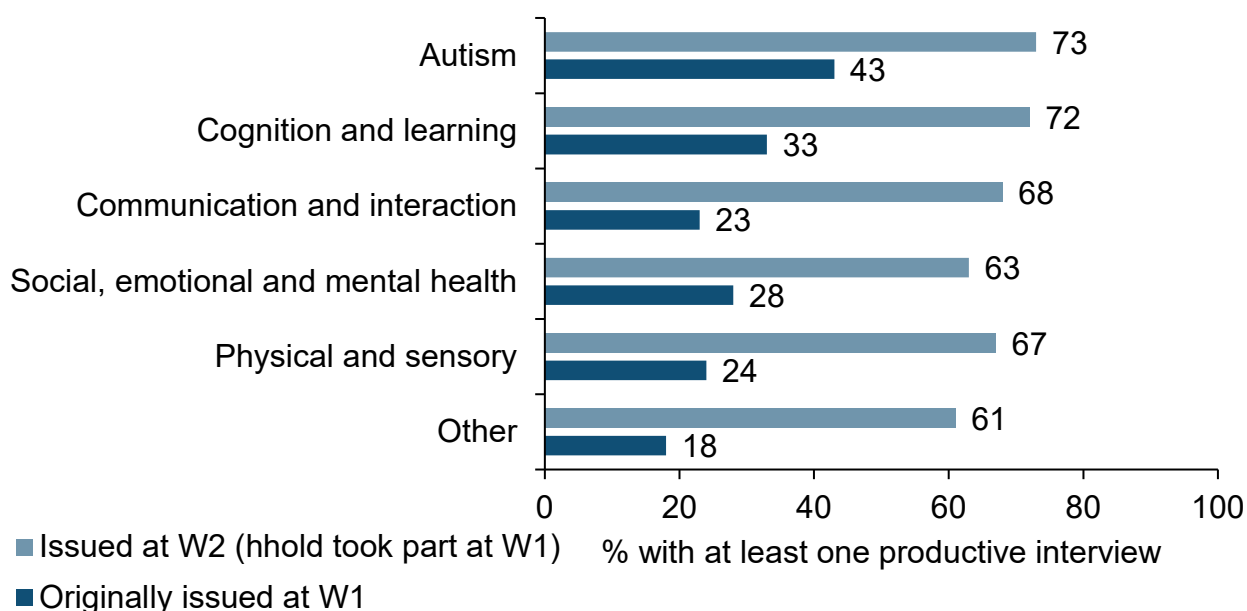
In the analysis that follows, unless otherwise stated, the young person’s primary need (SEN type) was defined based on parental report at wave 1 and, where this was not available, based on information in the NPD obtained at the sampling stage. In the following we first look at household level response before moving on to considering young person participation levels in more detail.

Figure 15 shows the proportion of Strand 1 households where at least one interview was achieved, broken down according to the young person’s primary SEN. It shows proportions of productive households out of those issued at wave 2 and out of those originally issued to the study (wave 1).

The highest household level participation rates were seen among those where the young person had autism - 73% of households issued at wave 2 and 43% of households originally issued to the study took part at wave 2. Next were households where the young person had ‘cognition and learning’ needs, with 72% of those invited to take part at wave 2 doing so – 33% of those originally invited to the study.

Looking at households with lower levels of response, among those issued at wave 2, the lowest proportion of households taking part were seen among households where the young person had ‘social, emotional and mental health’ needs (63%) and ‘other’ types of SEN (61%), compared with overall response levels of 68%. Looking at response out of everyone originally invited to the study, the lowest levels of response were seen among households where the young person had ‘communication and interaction’ (23%) or ‘physical and sensory’ needs (24%) or ‘other’ needs (18%) – compared with overall response levels at 30%.

Figure 15: Strand 1 households with at least one productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN



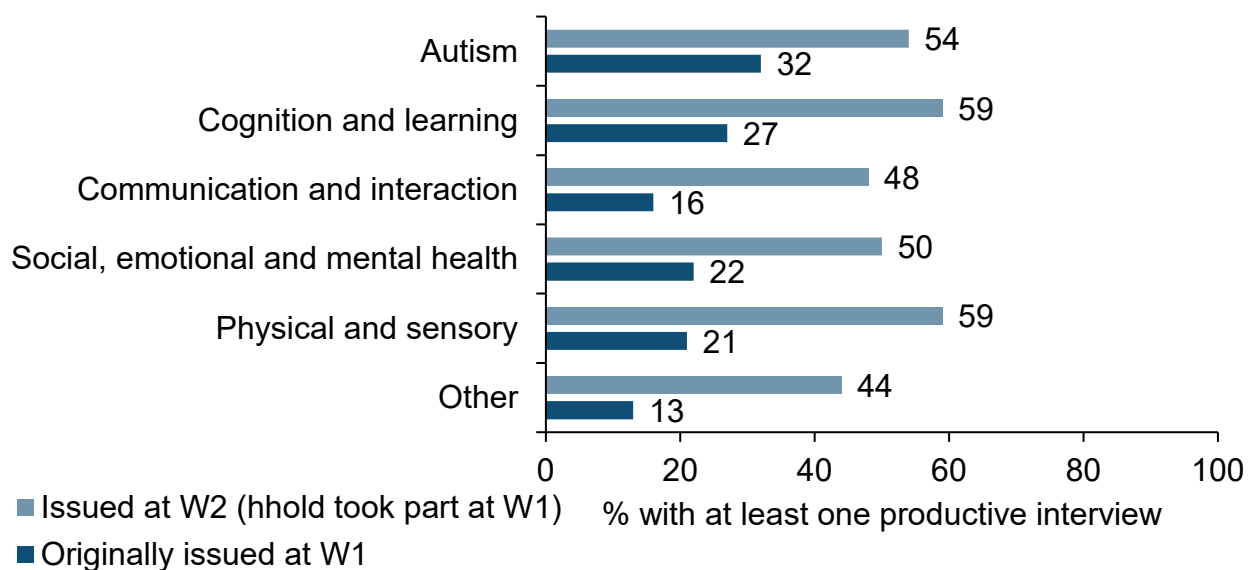
Base: Strand 1 households, unweighted groups - All households issued at wave 2, Cognition and learning = 325; Communication and interaction = 66; Social, emotional and mental health = 282; Physical and sensory need = 39; Autism = 161; Other = 59; unweighted groups - All households issued at wave 1 - Autism = 272; Cognition and learning = 706; Communication and interaction = 194; Social, emotional and mental health = 638; Physical and sensory = 109; Other = 202.

Detail of parent response according to their child’s primary type of SEN are provided in ‘Appendix F. Additional tables: Response’.

Moving now to participation among young people, Figure 16 sets out the proportion of young people who took part at wave 2 by their primary need, out of cases issued at wave 2 and cases issued at wave 1. Looking first at response among cases issued at wave 2, the highest levels of participation were seen among young people with ‘physical and sensory’²⁰ or ‘cognition and learning’ needs (59%), followed by young people with autism (54%)²¹. Looking at participation at wave 2 out of all Strand 1 young people originally invited to the study, participation levels were highest among those with autism (32%), followed by those with ‘cognition and learning’ needs (27%). The lowest levels of participation were seen among young people with ‘communication and interaction’ needs (16%) and those with ‘other’ types of needs (13%).

In line with what was seen at the household level, when considering participation out of all young people invited to take part in the study, these figures demonstrate comparatively high levels of participation among young people with autism and ‘cognition and learning’ needs in Strand 1.

Figure 16: Strand 1 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN



Base: Strand 1 households, unweighted groups – All Strand 1 households issued at wave 2: Cognition and learning = 325; Communication and interaction = 66; Social, emotional and mental health = 282; Physical and sensory need = 39; Autism = 161; Other = 59; Overall = 932; unweighted base – All households issued at wave 1: Autism = 272; Cognition and learning = 706; Communication and interaction = 194; Social, emotional and mental health = 638; Physical and sensory = 109; Other = 202. *Low base*

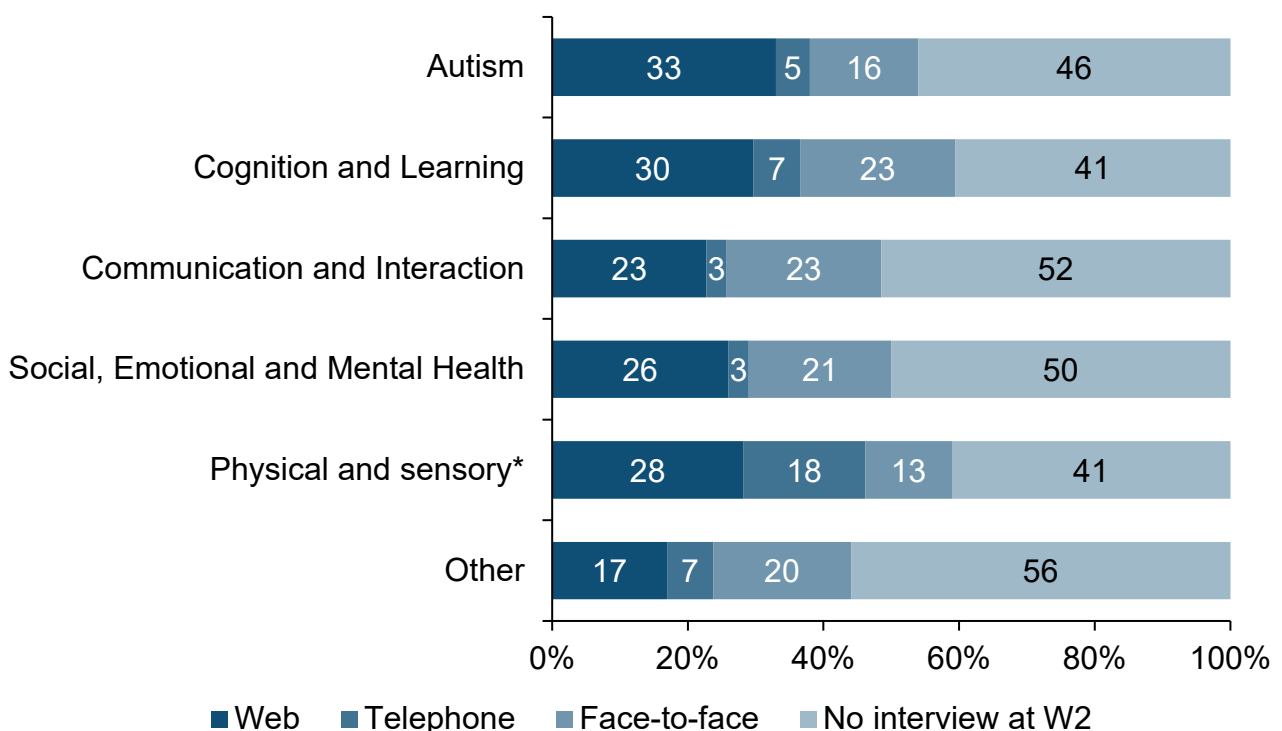
²⁰ Note low base for this group (n=39).

²¹ Looking at Strand 1 young person response levels among households where the parent took part at wave 2, out of cases issued at wave 2, the highest proportion of completed young person interviews were seen among those with ‘physical and sensory’ needs (90%), with the proportion who took part across the remaining groups at similar levels (78-80%).

At wave 2 all young people (and their parents) were initially invited to take part by web, then by telephone and finally face-to-face. Figure 17 shows response among young people with different types of primary needs at wave 2, out of all those issued at wave 2, and the mode used to take part among those who did so. Figure 18 provides a similar breakdown of modes used at wave 2, but among those who participated at wave 2 only. Note low base sizes for some groups (indicated in the charts).

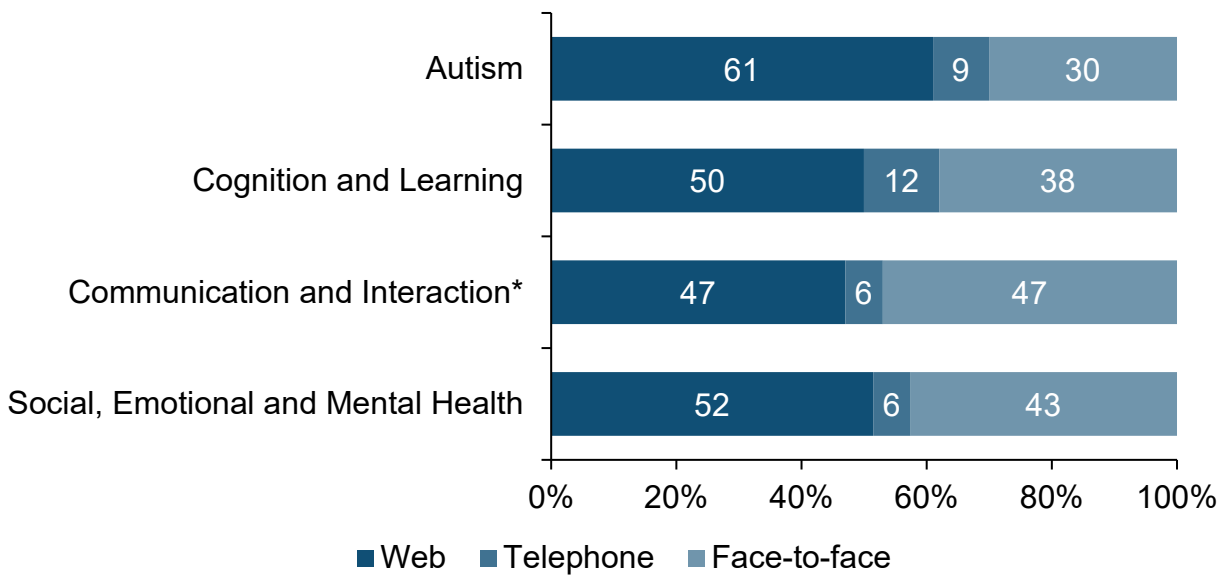
As shown in Figure 17, young people with ‘communication and interaction’ needs, ‘cognition and learning’ needs and SEMH needs were the groups with the greatest proportion taking part face-to-face. Of all cases issued at wave 2, 23% of young people with ‘communication and interaction’ needs and ‘cognition and learning’ needs, respectively, took part face-to-face, and 21% of those with SEMH needs did so. Those with ‘communication and interaction’ and SEMH needs were also the least likely to take part over the phone and, alongside those with ‘other’ needs, the groups least likely to take part at wave 2. Autistic young people were the group most likely to take part online and the least likely to take part face-to-face. Of all invited to take part at wave 2, 33% of autistic young people took part online, 16% face-to-face, and 5% over the phone. Just under half, 46%, did not take part.

Figure 17: Strand 1 young person response at wave 2 by mode of completion and by SEN type



Base: All Strand 1 households issued at wave 2: Autism = 161; Cognition and learning = 325; Communication and interaction = 66; Social, emotional and mental health = 282; Physical and sensory* = 39; Other = 59. *Low base

Figure 18: Strand 1 young person completion mode at wave 2 by young person's primary SEN (all who took part at wave 2)



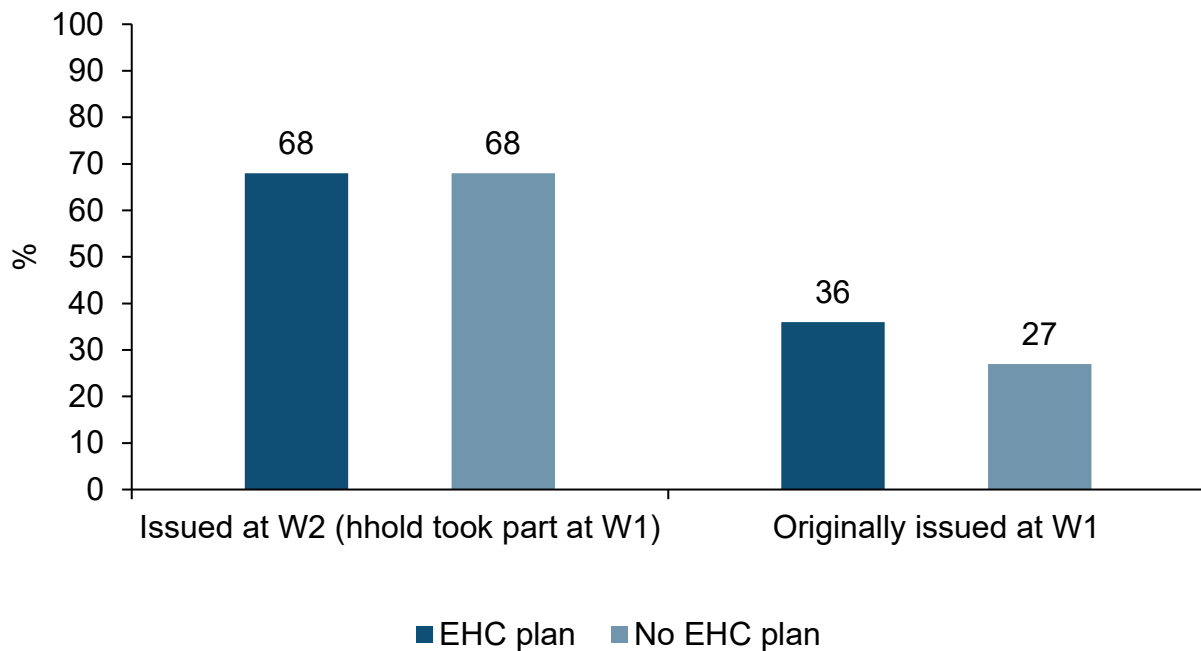
Base: All Strand 1 young people who participated at wave 2, unweighted base for each group: Strand 1 young people with autism = 87; 'cognition and learning' needs = 193; 'communication and interaction' needs = 32; 'social, emotional and mental health' needs = 141. Note: Categories 'physical and sensory' or 'other' needs are not shown due to low base sizes (<30). *Low base*

EHC plan status

Figure 19 shows response at the household level by whether or not the young person had an EHC plan, out of Strand 1 cases issued at wave 2 and out of all cases issued for the study at wave 1. Table 9 shows response for parents and young people at an individual level. The measure of whether or not the young person had an EHC plan used in this analysis was derived based on parent report in the wave 1 interview or, where this was not available, from information on the NPD obtained at the samplings stage.

At a household level there was no difference in response among those issued at wave 2, but looking at all households originally issued to the study we see higher levels of participation in households where the young person had an EHC plan - 36% versus 27% among households where the young person did not have an EHC plan.

Figure 19: Strand 1 household response at wave 2 of issued at wave 2 and wave 1, by EHC plan status



*Base: Strand 1 households, unweighted - All cases issued at wave 2: EHC plan = 424, No EHC plan = 508
- All cases issued at wave 1: EHC plan = 812; No EHC plan = 1,309.*

Looking at individual parent and young person level response (Table 9), participation among young people at wave 2 was lower among those who had an EHC plan, compared with their peers who did have an EHC plan. Parent response was the same across these two groups.

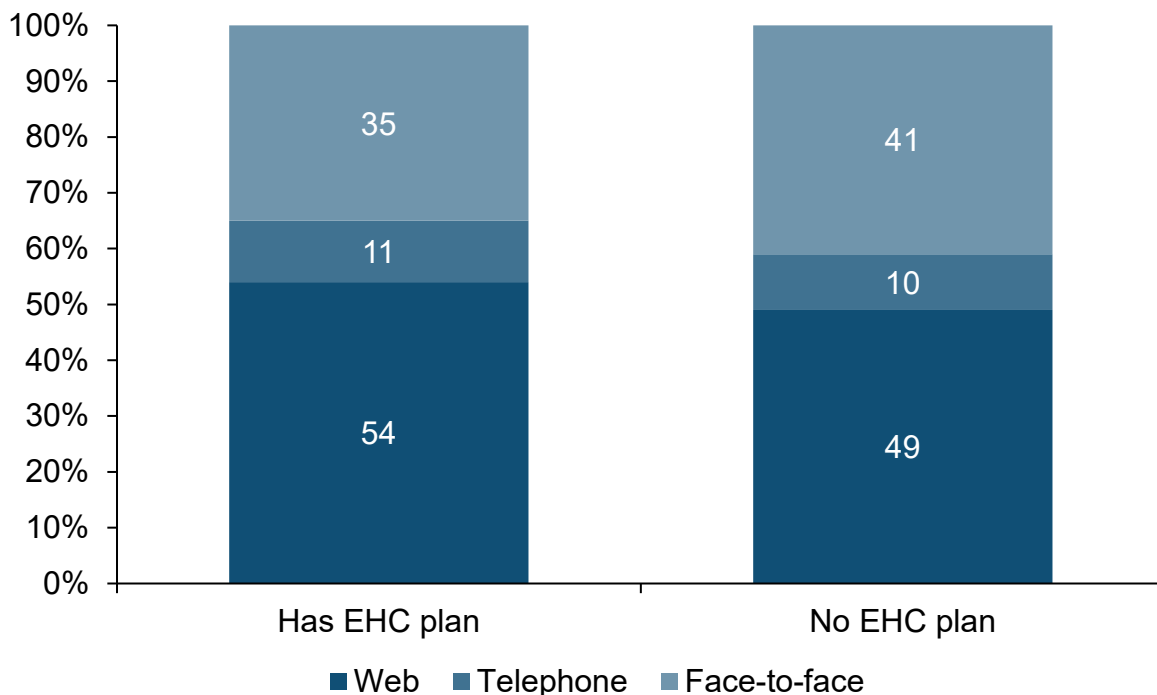
Table 9: Strand 1 parent and young person productive interviews at wave 2 by EHC plan status (row percentages; categories not mutually exclusive and do not add to 100%)

	Issued at W2, parent interview achieved	Issued at W2, YP interview achieved	Issued at W1, parent interview achieved	Issued at W1, YP interview achieved
EHC plan, %	67	49	35	26
No EHC plan, %	66	58	26	22

Base: All cases issued at wave 1, unweighted – Strand 1: EHC plan= 812; No EHC plan = 1,309; All cases issued at wave 2, unweighted – Strand 1: EHC plan= 424; No EHC plan = 508.

Looking at mode of participation among young people who took part at wave 2 (Figure 20), compared with their peers who did not have an EHC plan, a greater proportion of young people with an EHC plan took part online (54% compared with 49%) and a lower proportion took part face-to-face (35% compared with 41%).

Figure 20: Strand 1 young person completion mode at wave 2 by EHC plan status



Base: All Strand 1 young people who participated at wave 2, unweighted base for each group: had EHC plan = 208; no EHC plan = 294.

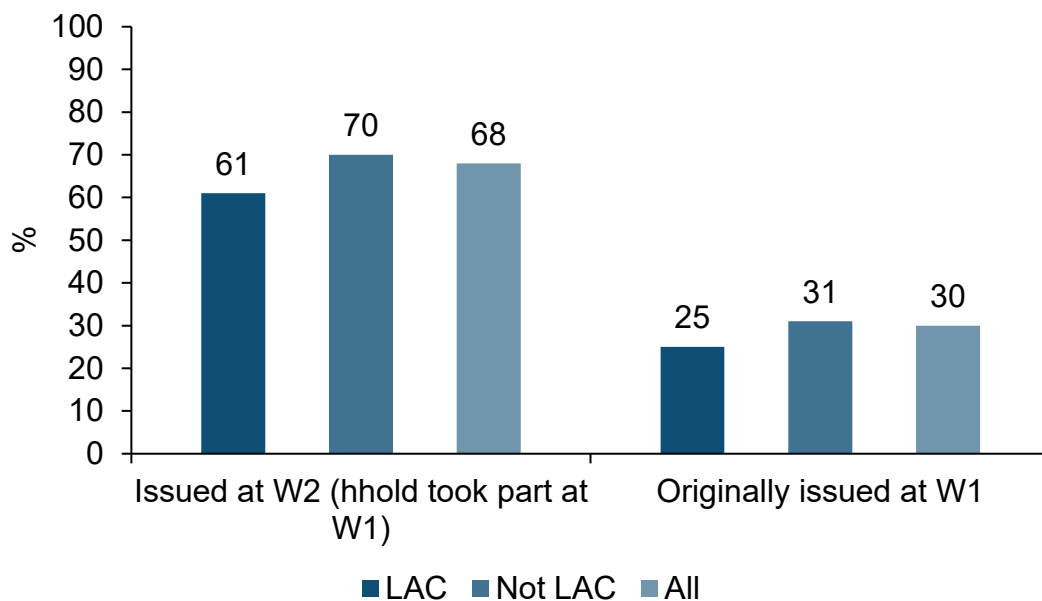
Additional details are available in ‘Appendix F. Additional tables: Response’.

LAC, CiN, ethnic minority and FSM eligibility

This section sets out response and mode of completion at wave 2 across four groups of interest in the Discovery Phase study: young people with ‘looked after’ status, young people in contact with social services (‘in need’ status), young people from ethnic minority backgrounds, and young people eligible for free school meals. Young people from these four groups made up the entire Strand 1 sample. For the comparisons that follow, it is important to note here that the group being compared with is *not* a general population of young people with SEN – rather, the ‘not LAC’ group was made up of other groups assumed to be ‘seldom heard’ (i.e. other young people with ‘in need’ status, young people from ethnic minorities, and young people eligible for free school meals). Retention of these groups is crucial for a mainstage SEND Futures study and there is therefore particular interest in understanding how the change to a mixed mode approach affected response among these groups. Additional detailed response tables are available in ‘Appendix F. Additional tables: Response’.

Looking at households where the young person had 'looked after' status (LAC), the proportion of households who took part at wave 2 was lower in this group (25% among those issued at wave 1; 61% of those issued at wave 2) than in households not in this group (31% and 70% respectively) (Figure 21).

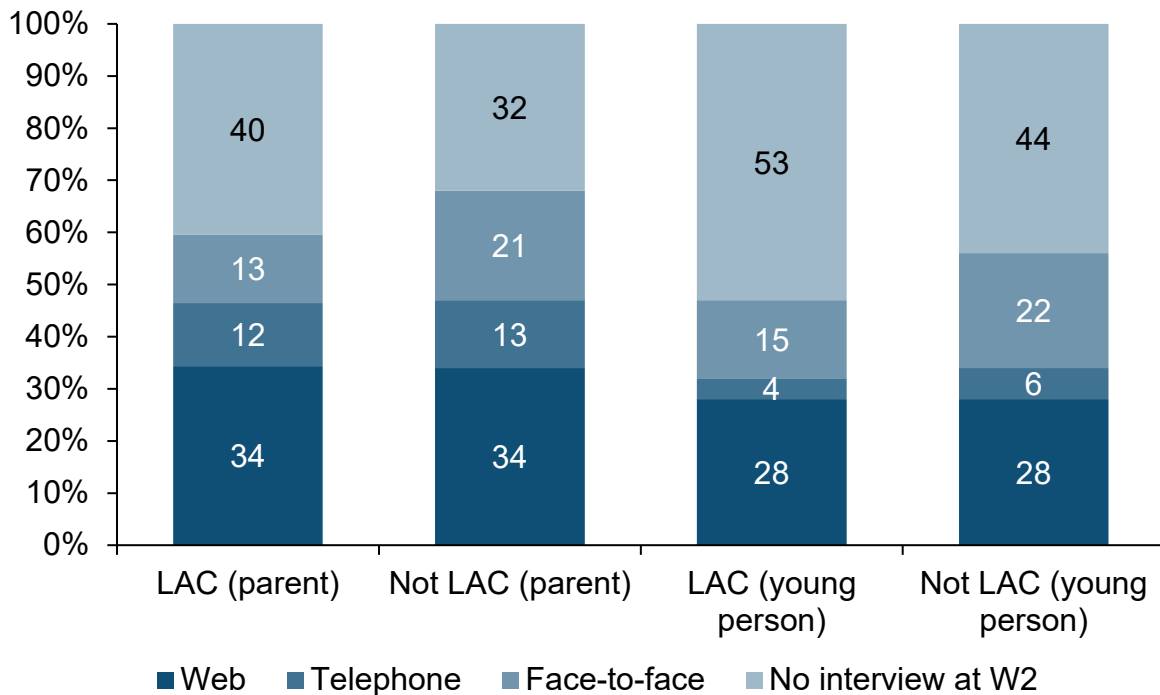
Figure 21: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by LAC status and overall



Base: Strand 1 households: unweighted groups - All households issued at wave 2, LAC=189, not LAC=743, All=932; unweighted groups - All households issued at wave 1, LAC=445, not LAC =1,666, All=2,121.

Figure 22 shows Strand 1 parent and young person response at wave 2 by whether or not the young person was 'looked after' with a breakdown by mode among those taking part. It shows that, while the web and telephone modes achieved similar levels of response, the face-to-face approach encouraged a larger proportion of parents and young people in the 'not-LAC' group to take part, compared with the LAC group. This may reflect a higher level of non-contacts and untraced movers among the LAC group.

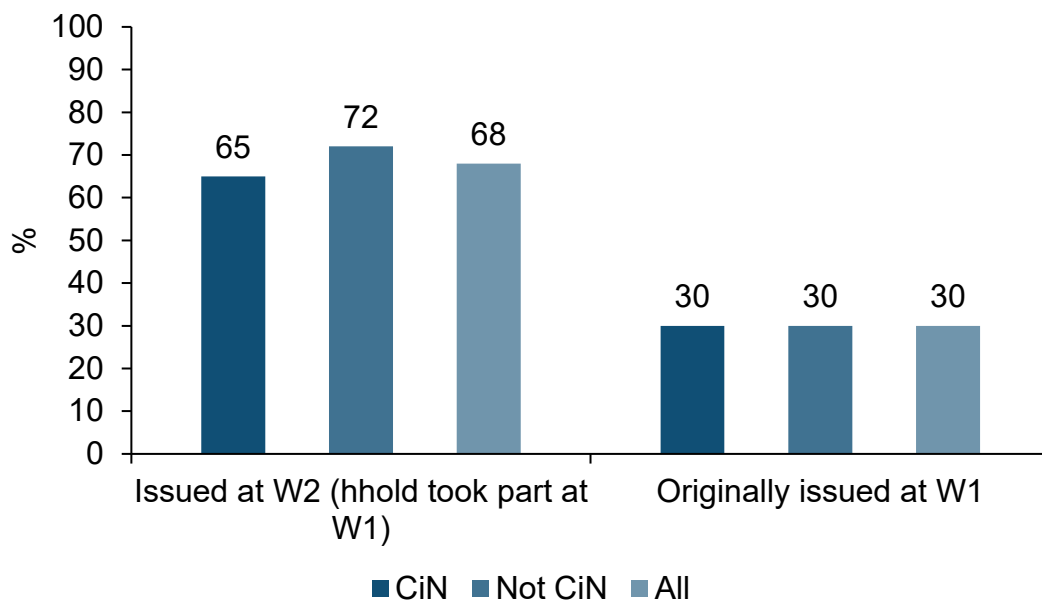
Figure 22: Strand 1 parent and young person response mode at wave 2 by mode of completion and by LAC status – of issued at wave 2



Base: All Strand 1 households issued at wave 2, unweighted base for each group: Strand 1 LAC household = 189; Strand 1 not LAC household = 743.

Figure 23 shows participation at household level by whether or not the young person was in contact with social services (had ‘in need’ status – CiN). It shows that out of all cases issued to the study, response rates were similar across households irrespective of whether the young person had ‘in need’ status.

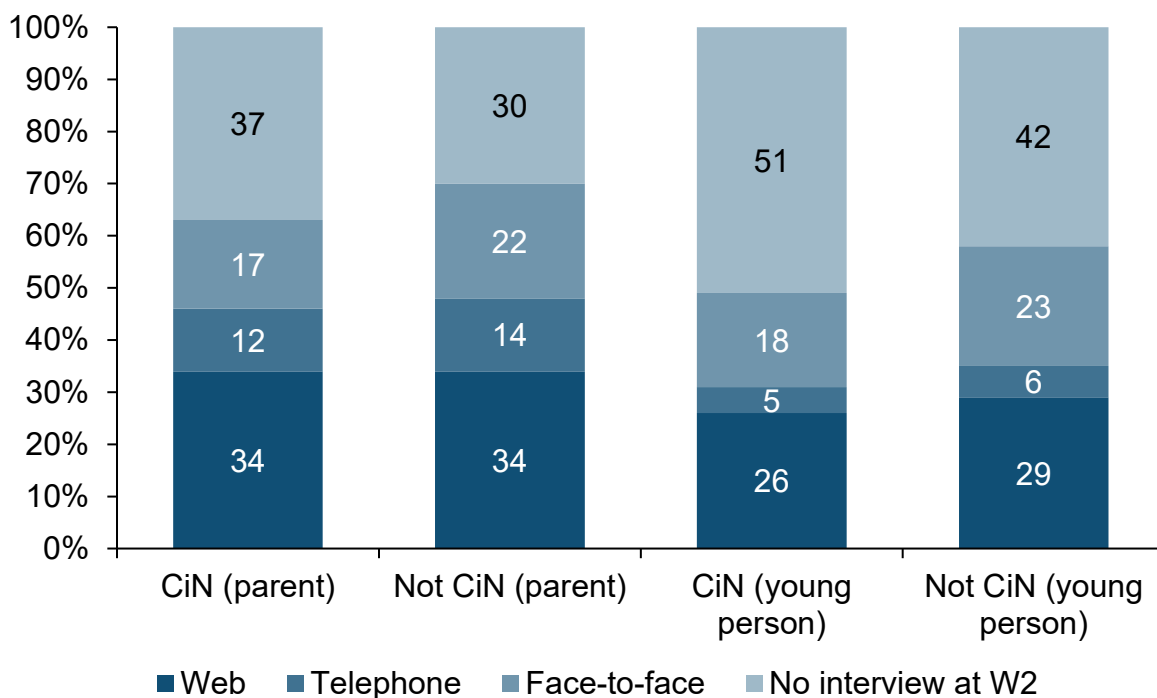
Figure 23: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by CiN status and overall



Base: Strand 1 households: unweighted groups - All households issued at wave 2, CiN=467, not CiN=465, All=932; unweighted groups - All households issued at wave 1, CiN=1,006, not CiN =1,115, All=2,121.

Figure 24 shows response and mode of completion at wave 2 for parents and young people in the CiN and not-CiN groups. For parents, it suggests that face-to-face fieldwork ‘added’ more in terms of productive cases within the not-CiN group, whilst response levels for web and telephone were similar. Among young people, the proportion who took part face-to-face was also higher among those who were not in contact with social services than among those who were. The proportion who took part online was also slightly higher in the not-CiN group, adding up to overall higher participation levels among the not-CiN group of young people.

Figure 24: Strand 1 parent and young person response mode at wave 2 by mode of completion and by CiN status – of issued at wave 2

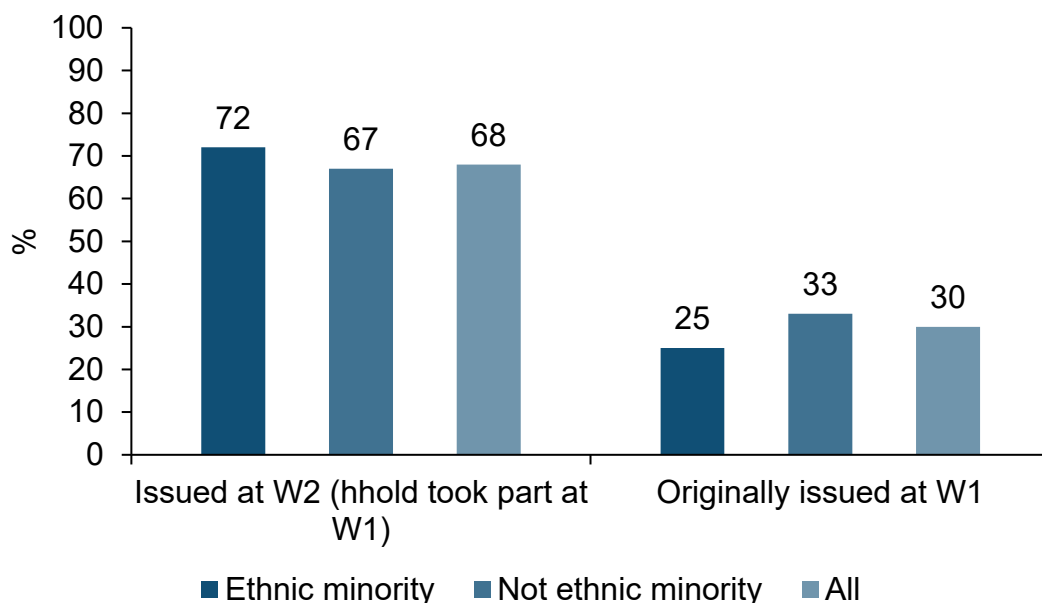


Base: All Strand 1 households issued at wave 2, unweighted base for each group: Strand 1 CiN household = 467; Strand 1 not CiN household = 465.

Figure 25 shows household level participation at wave 2 according to whether the young person had an ethnic minority background (excluding white minorities, see glossary for details). It shows that, out of all cases originally issued for the study, response rates were lower among ethnic minority households than in ethnic majority households – 25% compared with 33%.

Among those issued at wave 2, in contrast, the household response rate among those with an ethnic minority background was higher than for households where the young person was not from an ethnic minority – 72% compared with 67%. This suggests that, among Strand 1 participants, attrition among the ethnic minority group was no greater than for those not in the ethnic minority group. In this context it is worth noting that we saw both lower levels of participation and, among those who did participate, lower levels of consent to re-contact in the ethnic minority group at wave 1. Only households who took part at wave 1 and did not say ‘no’ to recontact were invited at wave 2. As such, some of the ‘attrition’ among the ethnic minority group in Strand 1 effectively took place at the end of the wave 1 interview with those more willing to participate being retained in the study.

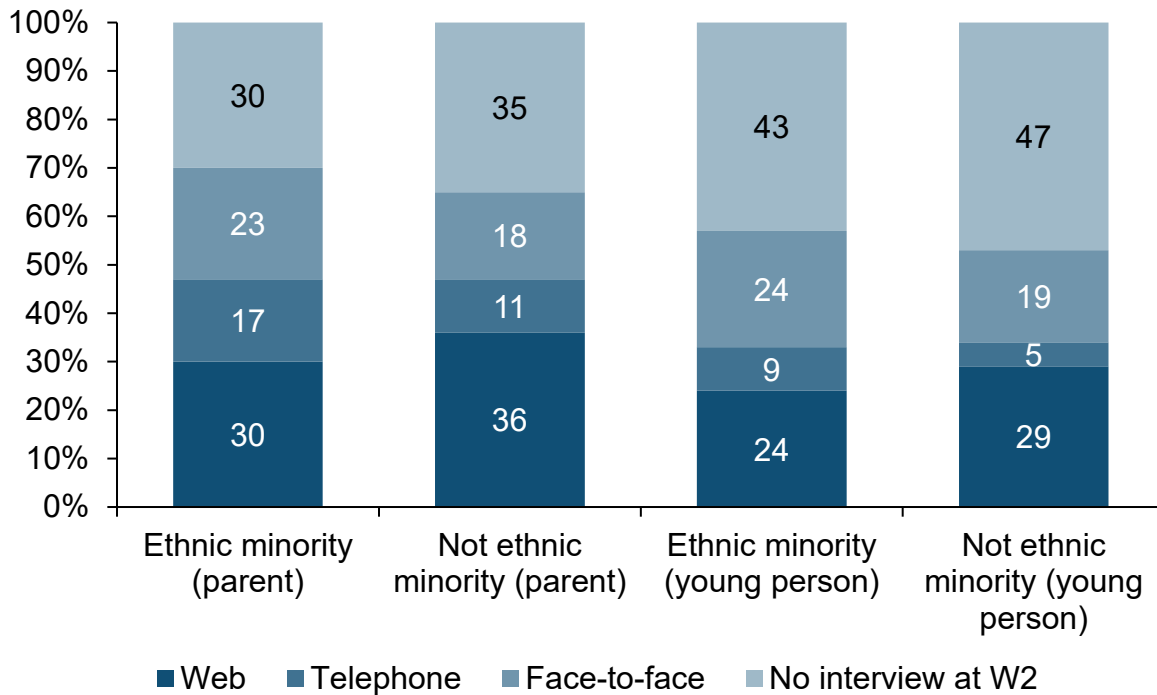
Figure 25: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by ethnic minority status and overall



Base: Strand 1 households: unweighted groups - All households issued at wave 2, Ethnic minority = 246, not ethnic minority = 686, All = 932; unweighted groups - All households issued at wave 1, Ethnic minority = 715, not ethnic minority = 1,406, All = 2,121.

As shown in Figure 26, among both parents and young people in Strand 1, both the telephone and face-to-face modes increased response more in the ethnic minority group than in the not-ethnic minority group, contributing to overall higher levels of response among parents in the ethnic minority group.

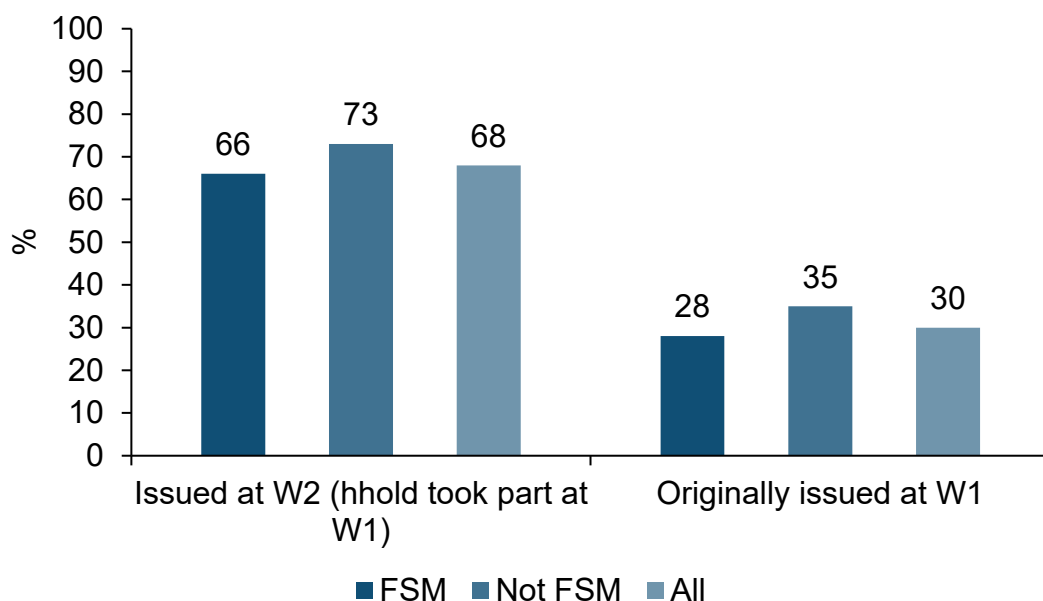
Figure 26: Strand 1 parent and young person response mode at wave 2 by mode of completion and by ethnic minority status – of issued at wave 2



Base: All Strand 1 households issued at wave 2, unweighted base for each group: ethnic minority household = 246; not ethnic minority household = 686.

In households where the young person was eligible for free school meals (FSM), as shown in Figure 27, participation rates were lower than in households where the young person was not eligible for free school meals - 28% compared with 35% of those originally issued to the study; 66% compared with 73% of those issued at wave 2.

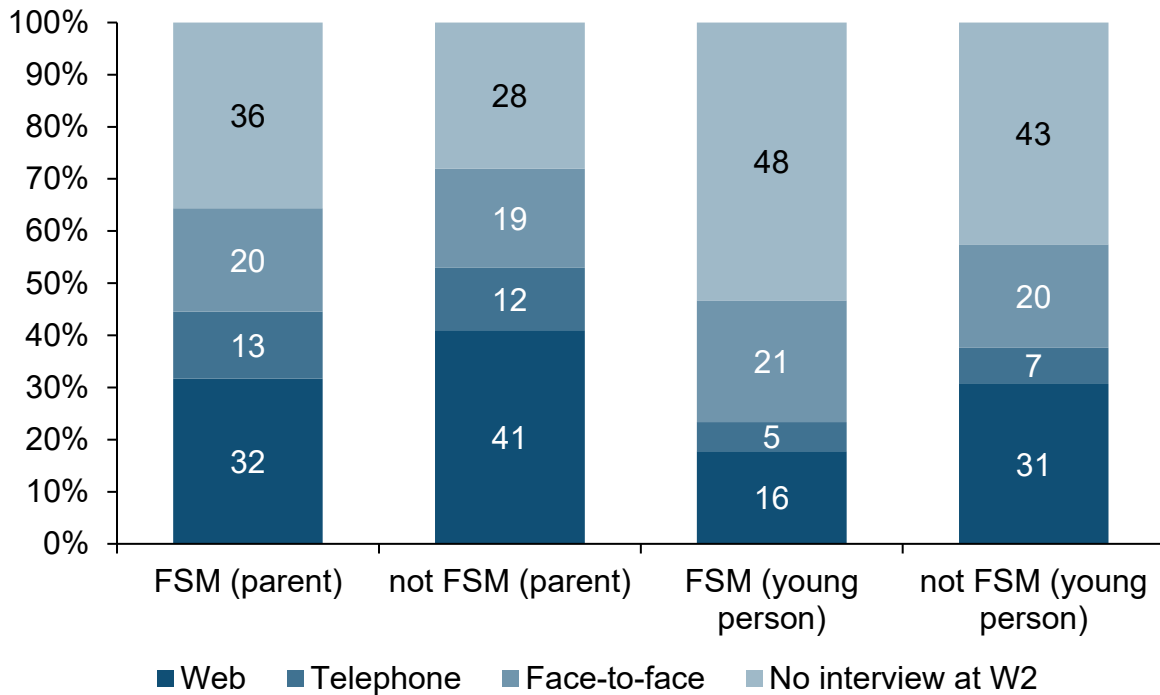
Figure 27: Proportion of Strand 1 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by FSM eligibility and overall



Base: Strand 1 households: unweighted groups - All households issued at wave 2, FSM=642, not FSM=290, All=932; unweighted groups - All households issued at wave 1, FSM=1,519, not FSM=602, all=2,121.

The analysis of mode of participation according to FSM-eligibility (Figure 28) shows that telephone and face-to-face modes were equally effective with participants in the FSM and non-FSM groups, but that the online mode was noticeably more effective in the non-FSM group.

Figure 28: Strand 1 parent and young person response mode at wave 2 by mode of completion and by FSM eligibility – of issued at wave 2



Base: All Strand 1 households issued at wave 2, unweighted base for each group: Strand 1 FSM household = 642; Strand 1 parents not in FSM household = 290.

Representation of key subgroups in Strand 1

The previous sections demonstrated that at the point of the second wave of data collection, and with a change in mode, the study still achieved interviews with a significant proportion of the subgroups identified by DfE as of particular interest for a mainstage SEND Futures study, and previously found to be underrepresented in survey research. Specifically, out of all households invited to take part ahead of wave 1, between one in four and one in three households across the four groups of interest were participating at the second wave: 25% of those where the young person had 'looked after' status, 30% of those where the young person had 'in need status', 28% of those where the young person was eligible for free school meals, and 25% of those from an ethnic minority background (excluding white minorities). Looking at participation across young people in Strand 1 with different types of needs, as seen in the previous sections, the lowest levels of participation were among young people with 'communication and interaction' needs, while the highest levels were seen among those with autism and 'cognition and learning' needs.

Differences in response levels across key subgroups are useful to help assess future response rates for different groups. Another way of assessing participation across subgroups is set out in Figure 29. The chart sets out the proportion of interviews achieved at wave 1 and at wave 2 within selected subgroups, compared with the proportion in each of these subgroups in the original sample issued for wave 1 – we call this the proportion of the 'target' interviews achieved. This provides an indication of the comparative levels of participation across the subgroups – it enables us to see in which subgroups the study has managed to engage participants well or less well relative to the other subgroups in the study. Importantly, it does not show anything about the level of representativeness of the achieved Strand 1 sample in relation to the population of young people with SEN beyond the sample issued for this study.

Figure 29 shows that some subgroups were less likely to engage in the study than others²². These included, in particular, households where the young person attended AP (75% of original sample proportion was achieved in the wave 2 achieved sample for this group). The proportion of households where the young person had SEMH needs was also below 90% of the proportion in the original sample, at 83%, as was the case for those where the young person had 'looked after' status, at 85%. Conversely, for some subgroups the proportion in the achieved sample was noticeably higher than in the original sample, suggesting these groups were particularly likely to take part – this was especially the case for where the young person had autism, attended a special school, and/or had an EHC plan.

²² This figure uses sample characteristics for all cases.

Whilst for most subgroups, levels of participation relative to other subgroups was fairly consistent across waves 1 and 2, there were some notable differences. Most notable was the drop in households where the young person attended AP, where the figure dropped from 98% to 75%. Drops were also evident in other subgroups such as households where the young person had SEMH needs and those where the young person had 'looked after' status. These suggest higher levels of attrition among these groups, compared with other groups. Conversely, the proportion of the 'target' number of interviews for households where the young person had 'physical and sensory' needs increased between waves 1 and 2, suggesting higher levels of engagement within this group at wave 2, relative to other groups and relative to at wave 1.

Table 10 sets out the achieved young person interviews at wave 2 among selected subgroups relative to the proportion in the original sample. It shows that the achieved sample for three of the subgroups at wave 2 was at less than 90% of the proportion in the original sample, suggesting some level of 'underrepresentation' among young people in these groups, relative to the other groups. These groups are similar to those seen at the household level, namely young people attending AP, young people with SEMH needs and young people who were 'looked after'.

Figure 29: Proportion of ‘target’ interviews achieved within Strand 1 at waves 1 and 2 (compared with wave 1 issued); selected characteristics, household level (at least one interview achieved)

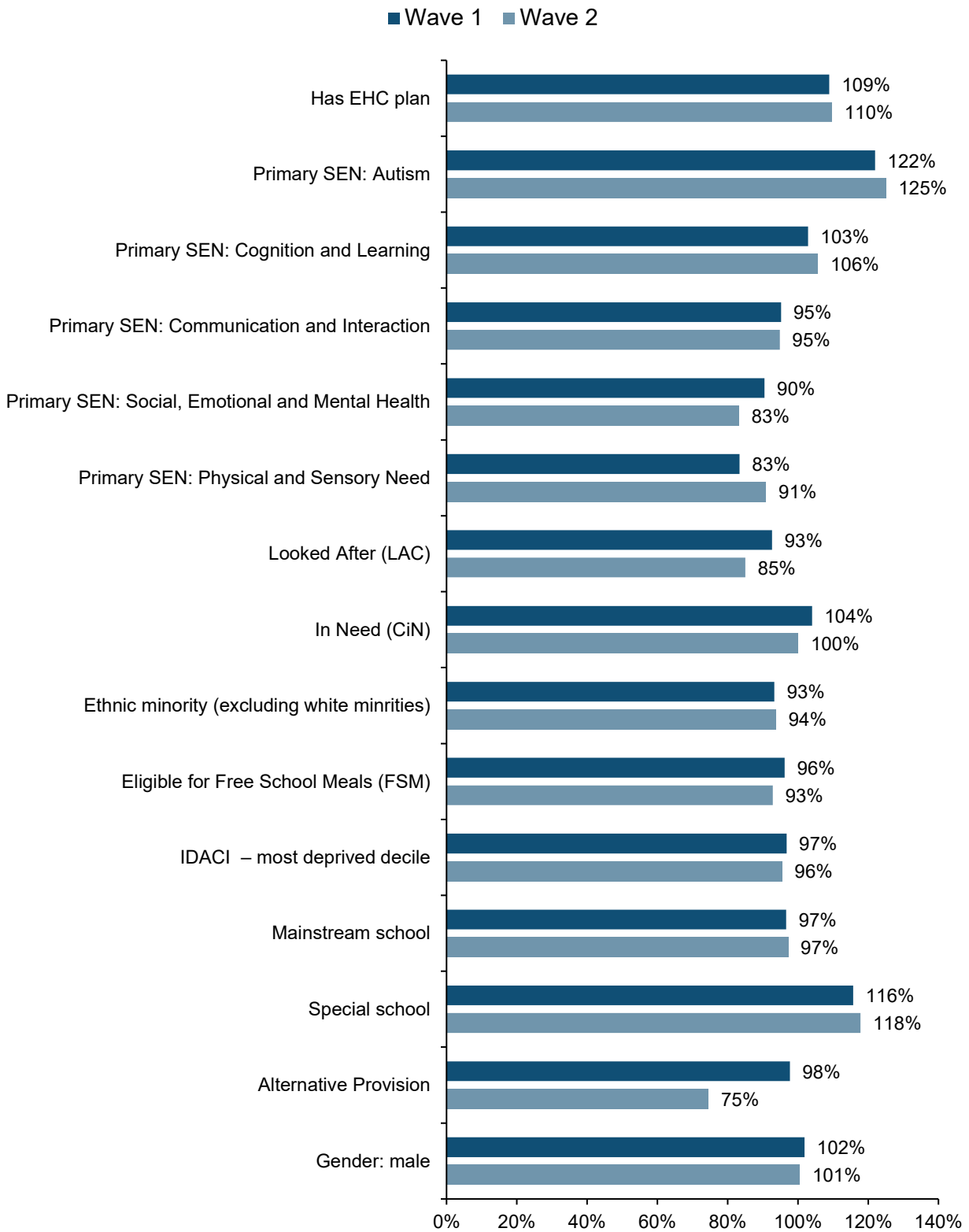


Table 10: Strand 1 issued at wave 1 and achieved sample at wave 2 characteristics summary

Sample characteristic (selected)	Issued, %	Achieved – parent, %	Achieved – young person, %	Achieved of ‘target’ (parent), %	Achieved of ‘target’ (young person), %
Has EHC plan	36	40	34	111	95
Autism	11	14	13	128	116
Cognition and Learning	33	34	35	104	108
Communication and Interaction	10	10	10	94	97
Social, Emotional and Mental Health	28	24	22	84	79
Physical and Sensory Need	5	5	5	93	100
Eligible for Free School Meals	72	67	67	93	93
‘Looked After’	21	18	18	85	83
‘In Need’	47	48	46	100	97
Ethnic minority	36	33	32	93	90
IDACI – most deprived decile	39	37	36	96	93
Mainstream school	79	77	81	97	103
Special school	17	21	16	119	93
Alternative Provision	4	3	2	72	67
Gender: male	66	66	65	101	99
<i>Unweighted base</i>	<i>2,121</i>	<i>621</i>	<i>502</i>	<i>n/a</i>	<i>n/a</i>

Base: All issued Strand 1 households at wave 1; all achieved Strand 1 parent/guardian cases at wave 2; all achieved Strand 1 young person cases at wave 2. Note: rounded figures. Note also that this table uses sample characteristics for all cases.

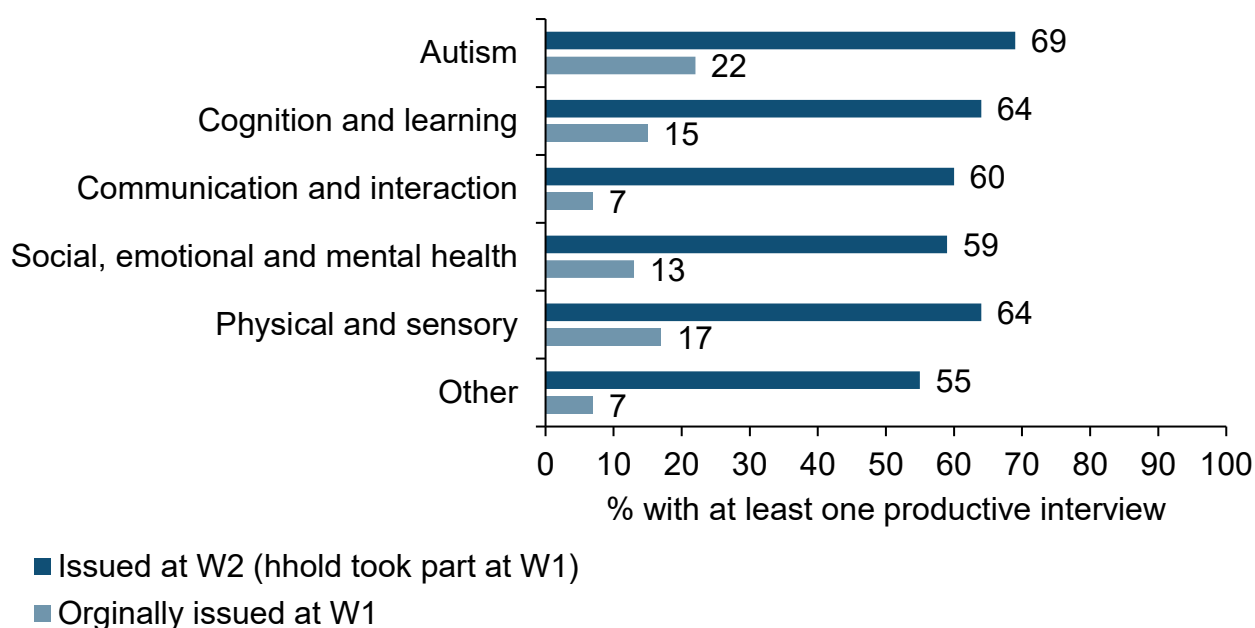
Strand 2

Young person's primary SEN

Among Strand 2 households, like in Strand 1, the highest level of participation at wave 2 was seen among those where the young person had autism - 69% of households issued at wave 2 and 22% of households originally issued to the study took part at wave 2 (Figure 30). The groups with the second and third highest participation levels were households where the young person had 'physical and sensory' needs (17% of those originally issued and 64% of those invited at wave 2) and 'cognition and learning needs' (15% of those originally invited and 64% of those issued at wave 2).

Looking at response out of everyone issued at wave 1, the lowest levels of participation at a household level were seen among households where the young person had 'communication and interaction' or 'other' needs – 7% of those originally issued, compared with 14% on average. Out of those issued at wave 2, participation levels among households in this group were at a similar level to those where the young person had SEMH needs (60% and 59% respectively).

Figure 30: Strand 2 households with at least one productive interview at wave 2 of issued at wave 2 and wave 1, by young person's primary SEN



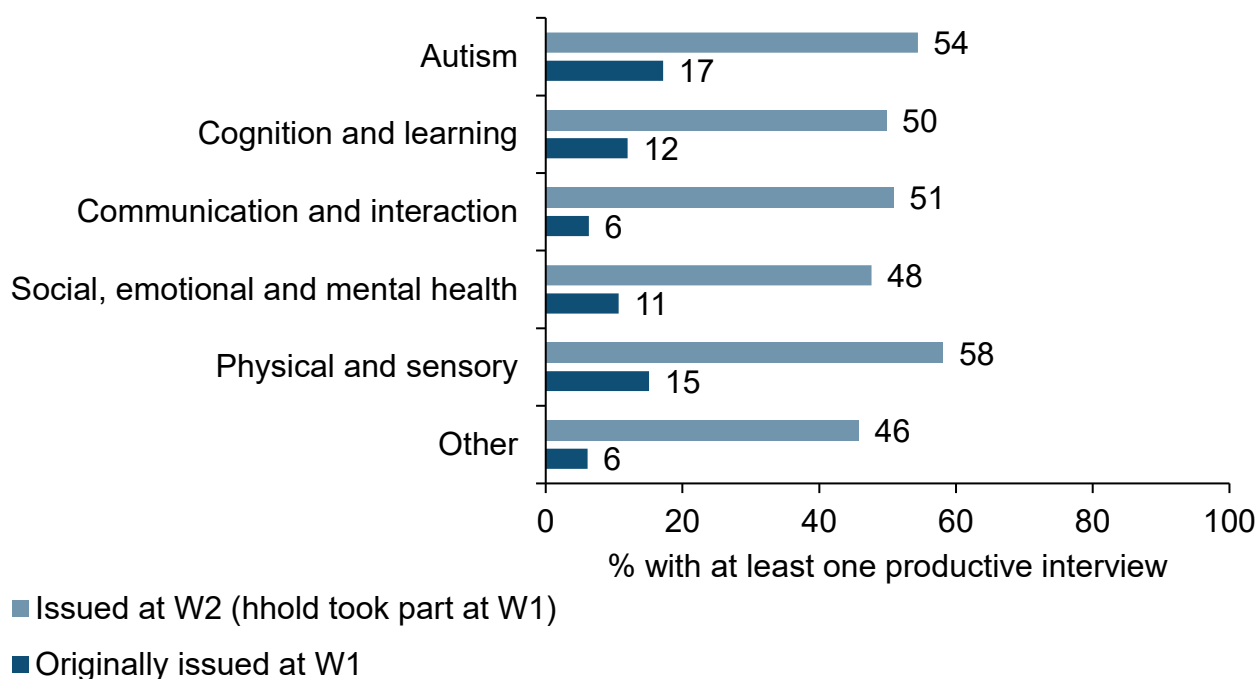
Base: Strand 2 households, unweighted groups - All households issued at wave 2, Cognition and learning = 1,122; Communication and interaction = 169; Social, emotional and mental health = 579; Physical and sensory need = 172; Autism = 623; Other = 229; Overall = 2,894.; unweighted groups - All households issued at wave 1 - Autism =1,976; Cognition and learning =4,666; Communication and interaction = 1,362; Social, emotional and mental health = 2,587; Physical and sensory =662; Other = 1,710.

Detail of parent response according to their child’s primary type of SEN are provided in ‘Appendix F. Additional tables: Response’.

Looking now at participation among young people, Figure 31 sets out the proportion of young people who took part at wave 2 by their primary need, out of cases issued at wave 2 and cases issued at wave 1. Among cases issued at wave 2, young people with ‘physical and sensory’ needs were the group with the highest proportion of completed interviews – 58%. Conversely, the lowest levels of participation were seen among those with SEMH needs (48%) and ‘other’ needs (46%). Considering, instead, participation rates out of everyone issued to the study, the highest level of participation was seen among young people with autism (17%), followed by those with ‘physical and sensory’ needs (15%). Similar to what was seen in Strand 1, the lowest levels of participation were seen among young people with ‘communication and interaction’ and ‘other’ needs – 6% of young people with these needs who were originally invited to take part in the study did so at wave 2, compared with an average of 11%.

These figures demonstrate comparatively high levels of participation among young people with autism and ‘physical and sensory’ needs in Strand 2.

Figure 31: Strand 2 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN



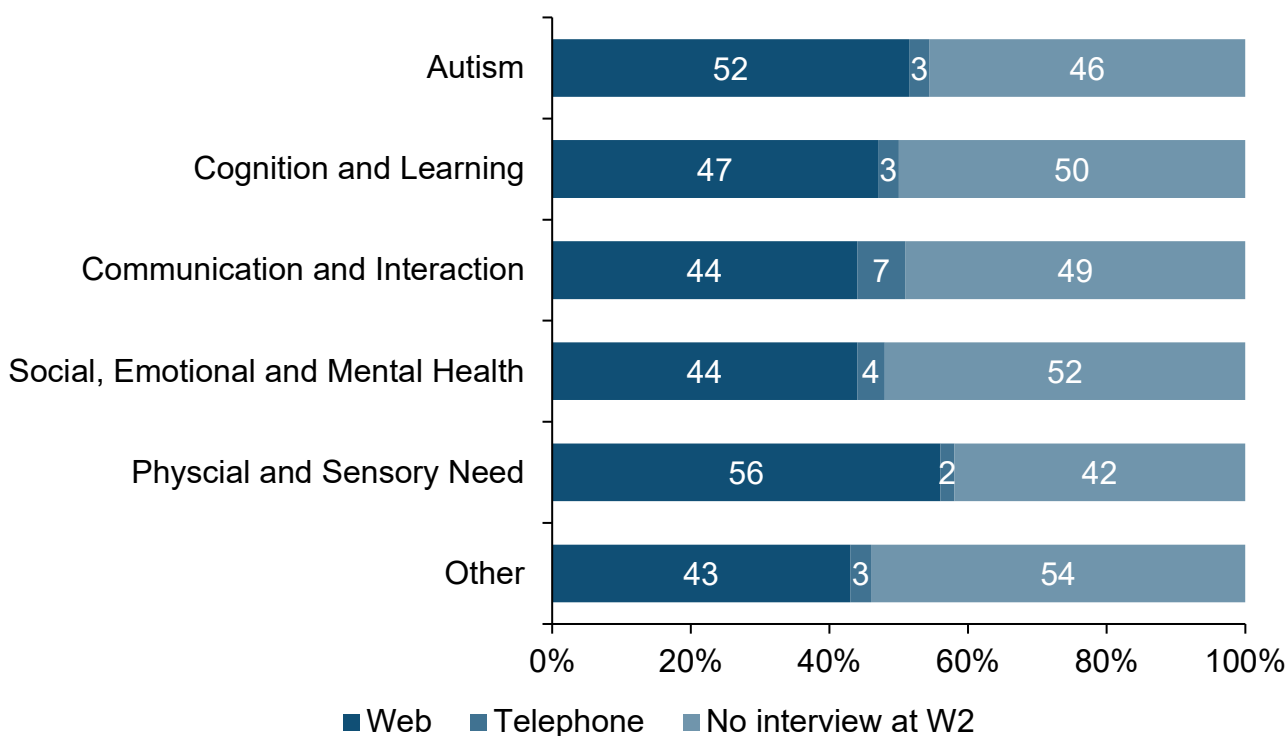
Base: Strand 2 households, unweighted groups - All households issued at wave 2, Cognition and learning = 1,122; Communication and interaction = 169; Social, emotional and mental health = 579; Physical and sensory need = 172; Autism = 623; Other = 229; Overall = 2,894.; unweighted groups - All households issued at wave 1 - Autism =1,976; Cognition and learning =4,666; Communication and interaction = 1,362; Social, emotional and mental health = 2,587; Physical and sensory =662; Other = 1,710.

Figure 32 shows response among young people in Strand 2 with different types of primary needs at wave 2, out of all those issued at wave 2, and the mode used to take part among those who did so – web or telephone. Figure 33 provides a similar breakdown of modes used at wave 2 among those who participated at wave 2 only. They show, above all, that the vast majority of young people in Strand 2 took part online at wave 2, irrespective of their primary need.

Looking at the proportion of those issued who took part in each mode, the telephone mode appears to have been particularly useful in engaging those with ‘communication and interaction’ needs.

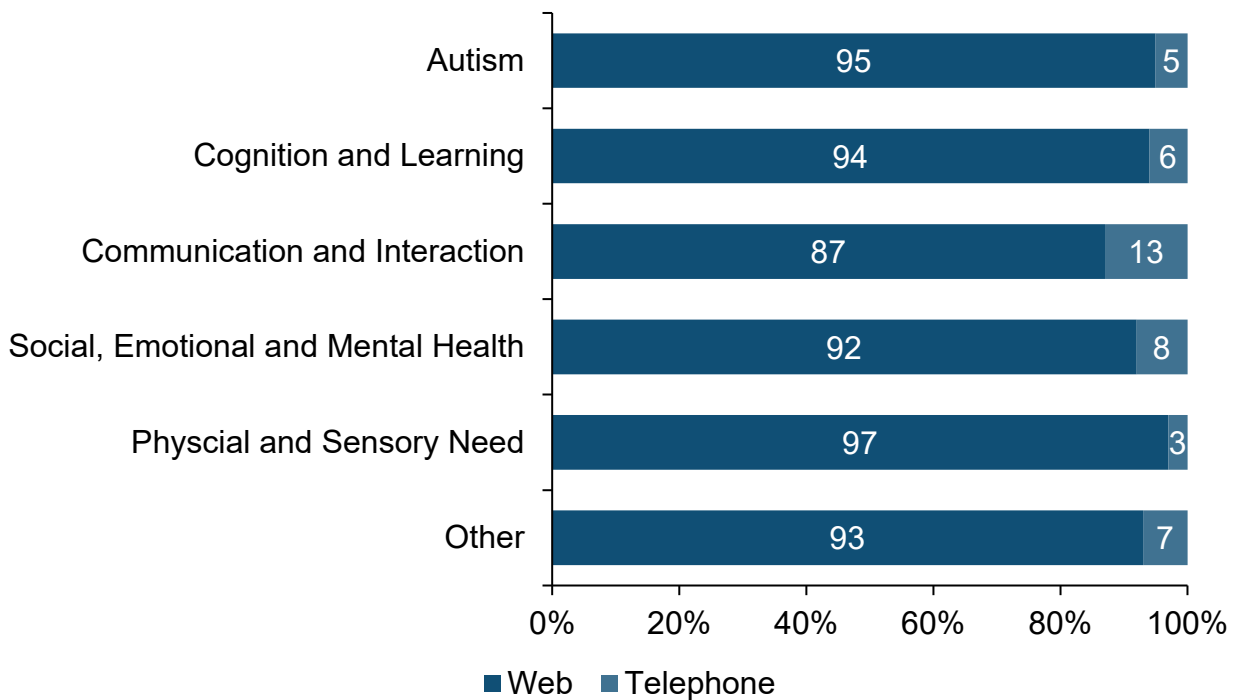
As seen in Figure 33, those with ‘physical and sensory’ needs were the group with the greatest proportion completing by web (97%), followed by those with autism (95%) and those with ‘cognition and learning’ needs (94%). Conversely, the highest proportion of participation over the phone was seen among young people with ‘communication and interaction’ needs.

Figure 32: Strand 2 young person productive interview at wave 2 of issued at wave 2 and wave 1, by young person’s primary SEN



Base: All Strand 2 households issued at wave 2, unweighted bases: Cognition and learning = 1,122; Communication and interaction = 169; Social, emotional and mental health = 579; Physical and sensory need = 172; Autism = 623; Other = 229.

Figure 33: Strand 2 young person completion mode at wave 2 by SEN type (all who took part at wave 2)



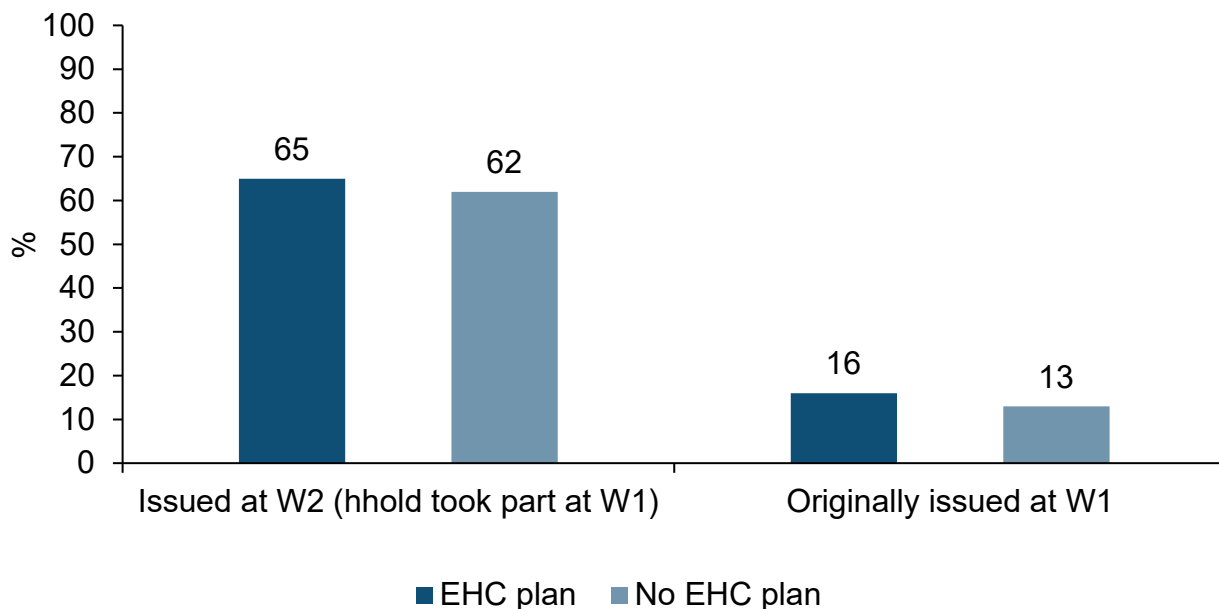
Base: All Strand 2 young people who participated at wave 2, unweighted base for each group: Autism = 339; Cognition and learning = 559; Communication and Interaction = 86; Social, emotional and mental health = 276; Physical and sensory = 100; Other = 105.

Additional details are available in 'Appendix F. Additional tables: Response'.

EHC plan status

Strand 2 response at the household level by whether or not the young person had an EHC plan, out of Strand 1 cases issued at wave 2 and out of all cases issued for the study at wave 1 is shown in Figure 34. Response for parents and young people at an individual level are shown in Table 11. The chart shows a small difference in response according to EHC plan status, with households where the young person had an EHC plan a little more likely to take part – 16% of those issued to the study compared with 13% where the young person did not have an EHC plan; 65% and 62% respectively out of cases issued at wave 2. As seen in the table, these differences were driven by differences in parent response – response levels among young people in Strand 2 who did and did not have an EHC plan were similar.

Figure 34: Strand 2 household level response at wave 2 of issued at wave 2 and wave 1, by EHC plan status



Base: Strand 2 households, unweighted – All cases issued at wave 1: EHC plan = 3,676; No EHC plan = 9,287; All households issued at wave 2: EHC plan = 876, No EHC plan = 2,018.

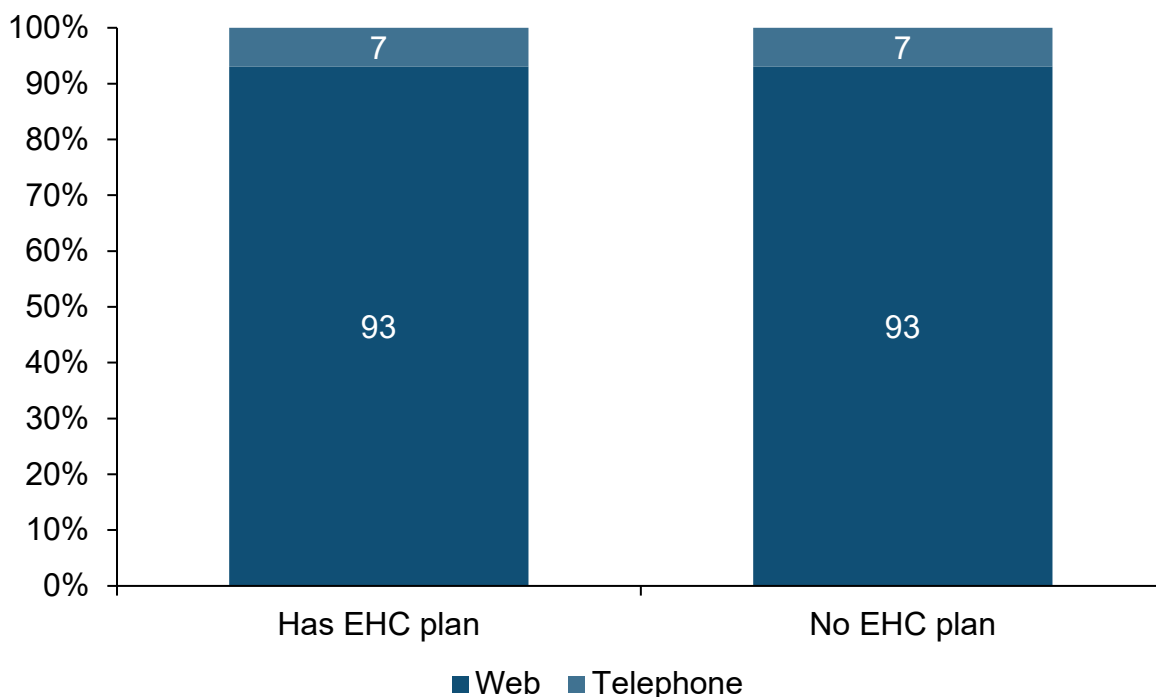
Table 11: Strand 2 parent and young person productive interviews at wave 2 by EHC plan status (row percentages; categories not mutually exclusive and do not add to 100%)

	Issued at W2, parent interview achieved	Issued at W2, YP interview achieved	Issued at W1, parent interview achieved	Issued at W1, YP interview achieved
EHC plan, %	63	51	15	12
No EHC plan, %	57	50	12	11

Base: Strand 2: unweighted - All cases issued at wave 1: EHC plan = 3,676; No EHC plan= 9,287; unweighted - All cases issued at wave 2: EHC plan = 876; No EHC plan= 2,018.

Among young people in Strand 2 there was no difference in the mode of completion between those with and without an EHC plan – in both groups, 93% completed by web and the remaining 7% by telephone (Figure 35).

Figure 35: Strand 2 young person completion mode at wave 2 by EHC plan status



Base: All Strand 2 young people who participated at wave 2, unweighted base for each group: had EHC plan = 451; no EHC plan = 1,014.

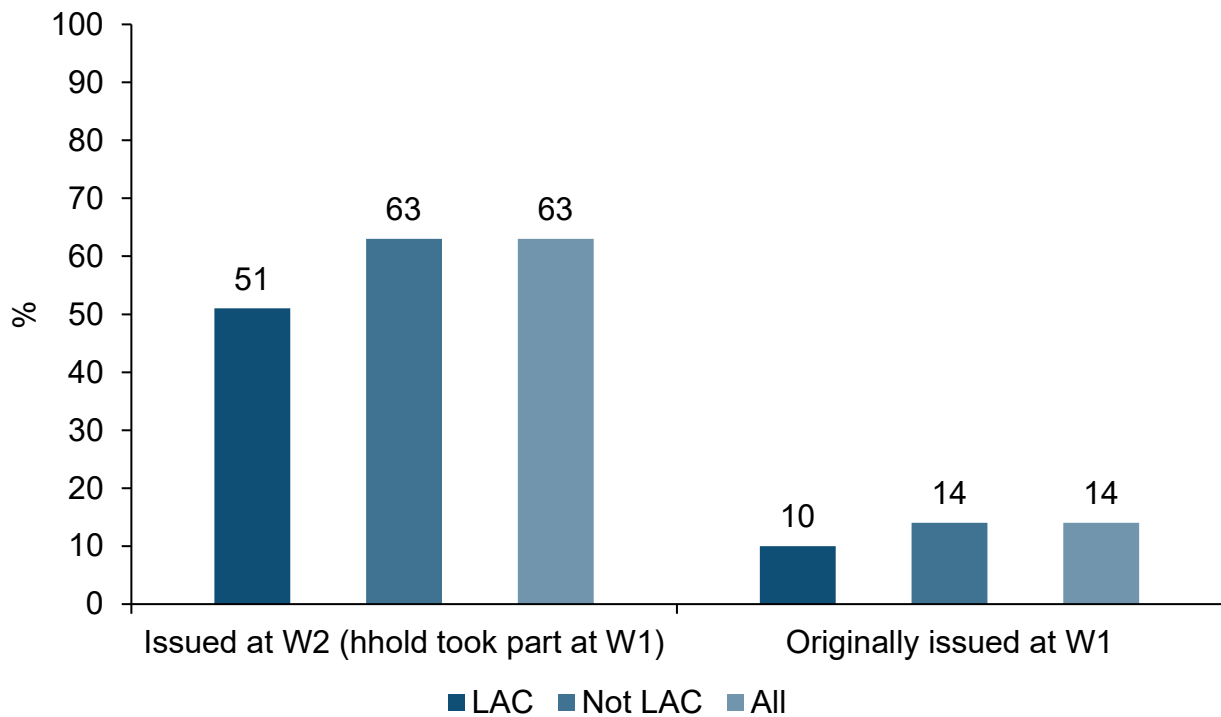
Additional details are available in 'Appendix F. Additional tables: Response'.

LAC, CiN, ethnic minority and FSM eligibility

The following section sets out household level response at wave 2 across four subgroups: young people with 'looked after' status, young people in contact with social services ('in need' status), young people from ethnic minority backgrounds, and young people eligible for free school meals. Detailed response tables are available in 'Appendix F. Additional tables: Response'.

As seen in Figure 36, participation among Strand 2 households in the LAC group at wave 2 was lower than among those in the not-LAC group - 10% versus 14% among those issued at wave 1; 51% versus 63% of those issued at wave 2.

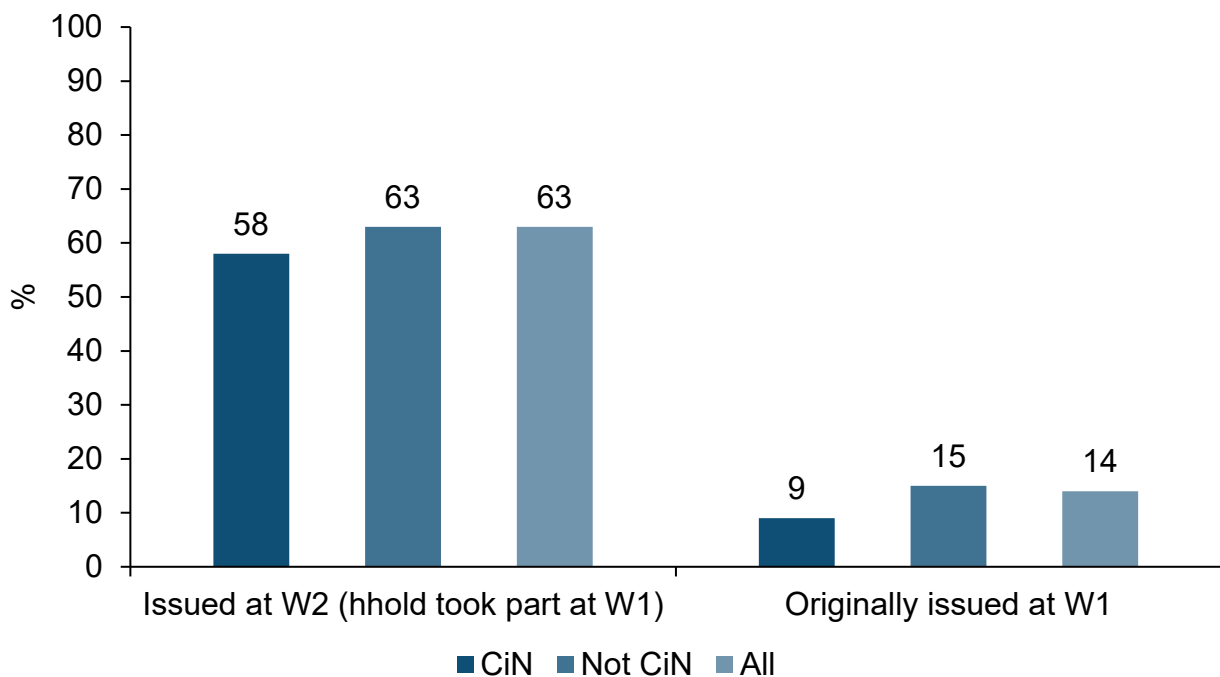
Figure 36: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by LAC status and overall



Base: Strand 2 households: unweighted groups - All households issued at wave 2, LAC=55, not LAC=2,839, All=2,894; unweighted groups - All households issued at wave 1, LAC=291, not LAC =12,672, All=12,963.

Figure 37 shows household level participation at wave 2 by whether the young person had ‘in need’ status. As shown, participation was lower among households in the CiN group compared with those in the not-CiN group. Of those issued at wave 2, 58% of households where the young person had ‘in need’ status took part, compared with 63% of those where the young person did not have ‘in need’ status – out of all households issued for the study, these figures were 9% and 15% respectively.

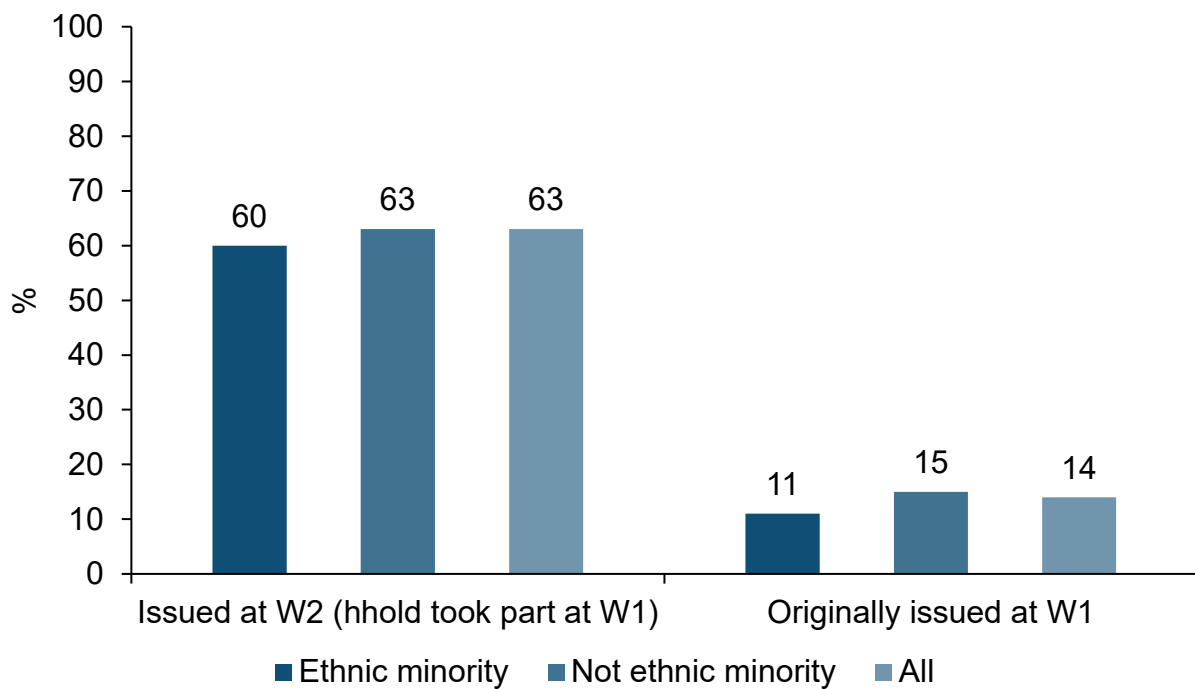
Figure 37: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by CiN status and overall



Base: Strand 2 households: unweighted groups - All households issued at wave 2, CiN=292, not CiN=2,602, All=2,894; unweighted groups - All households issued at wave 1, CiN=1,792, not CiN =11,171, All=12,963.

In Strand 2, response among households where the young person was from an ethnic minority background was lower than among households where this was not the case – 60% compared with 63% of cases issued at wave 2; 11% compared with 15% of those issued at wave 1 (Figure 38).

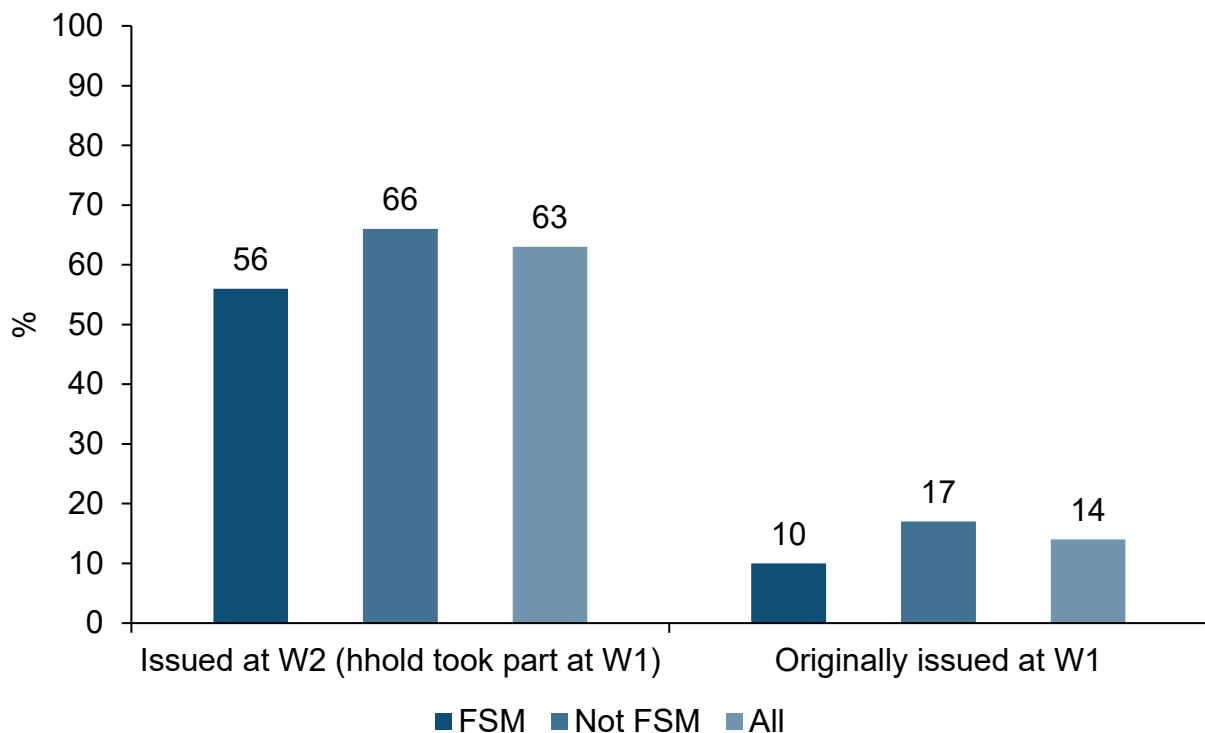
Figure 38: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1 by ethnic minority status and overall



Base: Strand 2 households: unweighted groups - All households issued at wave 2, Ethnic minority=480 not ethnic minority=2,414, All=2,894; unweighted groups - All households issued at wave 1, Ethnic minority =2,603, not ethnic minority =10,360, All=12,963.

As shown in Figure 39, there were also differences in response levels according to FSM-eligibility: response was lower among Strand 2 households where the young person was eligible for free school meals than among those where the young person was not eligible – 56% of households in the FSM group issued to wave 2 took part versus 66% in the non-FSM group; equivalent figures among those issued at wave 1 were 10% and 17%.

Figure 39: Proportion of Strand 2 households where at least one productive interview was achieved in wave 2 of issued at wave 2 and wave 1, by FSM eligibility and overall



Base: Strand 2 households: unweighted groups - All households issued at wave 2, FSM=1,006, not FSM=1,888, All=2,894; unweighted groups - All households issued at wave 1, FSM=5,650, not FSM=7,313, all=12,963.

Representativeness of Strand 2 sample

The Strand 2 sample issued at wave 1 was a random sample of the population of young people with SEN in the relevant year group. Thus, comparing the profile of the Strand 2 sample originally issued to the study with the profile of respondents who were still in the study at the point of wave 2 enables us to compare longitudinal participation rates for individual sample groups.

Figure 40 and Table 12 show selected results from such a comparison. It shows the proportion of each group in the originally issued sample at wave 1, and the corresponding proportion of achieved parent and young person interviews for each group at the point of wave 2 (ignoring whether or not the parent or young person took part at

wave 1). An additional column expresses the level of parent interviews achieved at wave 2 as a percentage of the proportion we would expect to achieve (i.e., where 100% indicates the level of parent interviews achieved matched the proportion in the population). As seen, a number of groups were somewhat underrepresented in the achieved Strand 2 sample at wave 2. Of the characteristics looked at, the lowest proportion of the 'target' sample (i.e. whereby the achieved sample had the same proportion of cases with this characteristic as seen in the population) was achieved among households where the young person attended AP, with 67% of the 'target' sample achieved at wave 2 at a household level. This was down slightly from 69% at the point of wave 1 fieldwork.

Households where the young person had 'in need' or 'looked after' status were also underrepresented, with 68% and 70% respectively of our 'target' sample achieved at wave 2. The level of representation of those with 'looked after' status dropped noticeably between waves 1 and 2, from 87% of the target sample achieved at wave 1²³. A drop was also evident among those with 'in need' status but less pronounced (from 72%). Households where the young person was eligible for free school meals were also not fully represented at wave 2, with 72% of the 'target' proportion reached here, down from 80% at wave 1. There was also a drop in the level of representation of those with an ethnic minority background, down from 90% to 83% between waves 1 and 2. Thus, between waves 1 and 2 a drop in the level of representation was seen across all four 'underrepresented' groups – namely those eligible for free school meals, those from an ethnic minority background, and those with 'in need' and/or 'looked after' status.

In addition, we saw a noticeable fall in representation levels between the two waves among those living in areas with families most affected by income deprivation (IDACI decile – down from 90% of the 'target' proportion achieved at wave 1 to 82% at wave 2).

Conversely, increases in levels of representation were noticeable among households where the young person had autism and, to a lesser extent, 'physical and sensory' or 'cognition and learning' needs, with 'target' sample sizes exceeded (i.e. above 100%) for these groups.

²³ It is worth noting that prevalence rates may play a role here, with population prevalence figures for both those in AP and those with 'looked after' status very small (2% each).

Figure 40: Proportion of ‘target’ interviews achieved within Strand 2 at waves 1 and 2 (for a balanced sample based on wave 1 issued); selected characteristics, household level (at least one interview achieved)

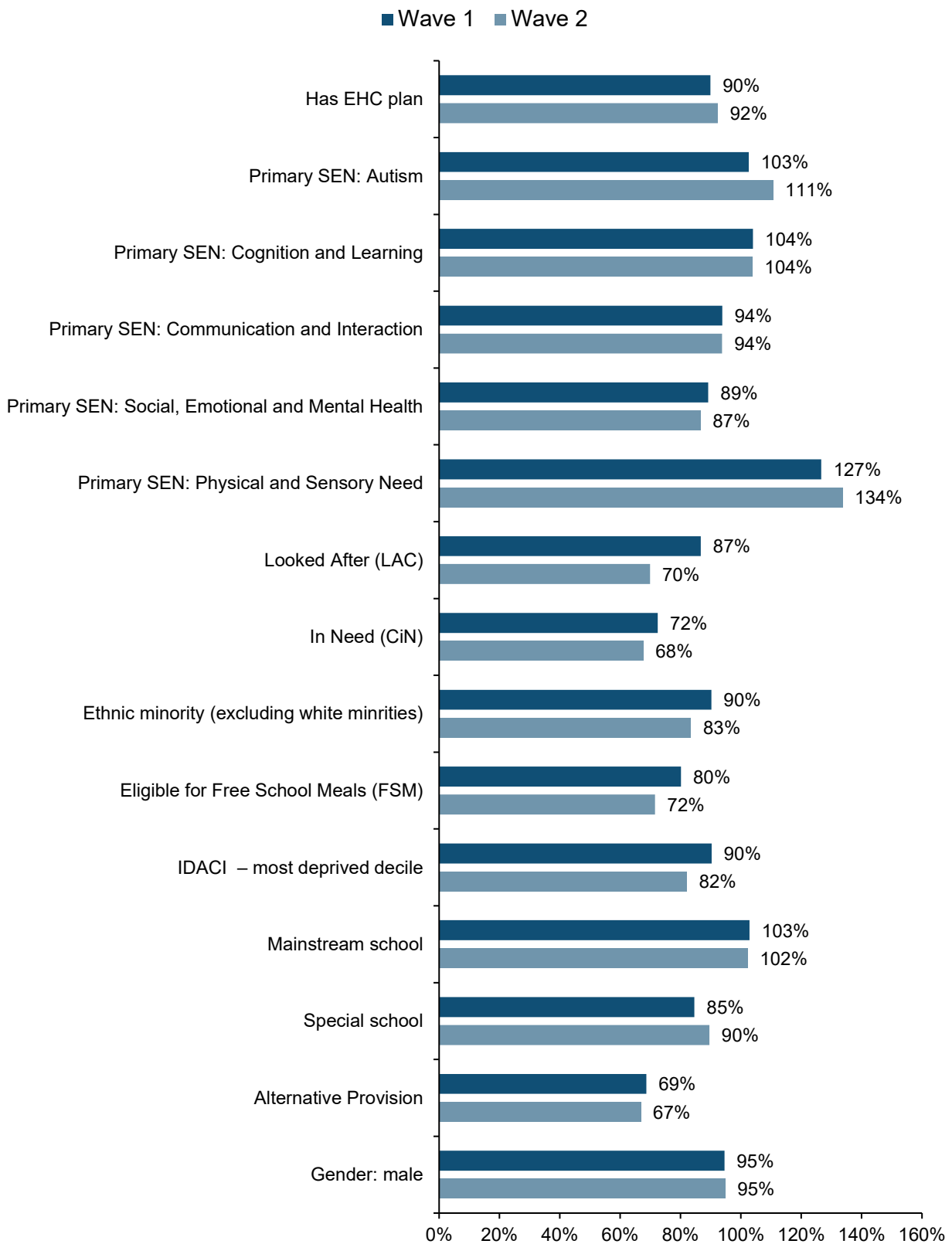


Table 12: Strand 2 issued at wave 1 and achieved sample at wave 2 characteristics summary

Sample characteristic (selected)	Issued, %	Achieved – parent, %	Achieved – young person, %	Achieved of ‘target’ (parent), %	Achieved of ‘target’ (young person), %
Has EHC plan	27	25	24	94	90
Autism	14	15	14	114	104
Cognition and Learning	36	37	37	103	103
Communication and Interaction	12	11	11	92	92
Social, Emotional and Mental Health	19	17	17	86	89
Physical and Sensory Need	5	7	7	134	139
Eligible for Free School Meals	44	30	30	70	69
‘Looked After’	2	2	2	69	68
‘In Need’	14	9	8	65	61
Ethnic minority	20	16	17	79	82
IDACI – most deprived decile	17	13	14	78	81
Mainstream school	86	88	88	102	103
Special school	12	11	10	90	85
Alternative Provision	2	2	1	69	62
Gender: male	65	62	61	96	94
<i>Unweighted base</i>	<i>12,962</i>	<i>1,709</i>	<i>1,465</i>	<i>1,709</i>	<i>1,465</i>

Base: All issued strand 2 households at wave 1; all achieved strand 2 parent/guardian cases at wave 2; all achieved strand 2 young person cases at wave 2. Note: rounded figures. Note also that this table uses sample characteristics for all cases.

Response maximisation and making contact

This chapter outlines specific response maximisation efforts applied at wave 2, in addition to the efforts outlined as part of the multi-mode strategy set out in the section 'Contact strategy and processes'. It first outlines the impact of reminders on response to the survey in web mode throughout the fieldwork period. It then examines the impact of using unconditional incentives within the Strand 2 sample (compared with a conditional incentive of the same value). Finally, it explores whether the additional interviewer training provided to interviewers working on half the Strand 1 sample at wave 1 has any bearing on response at wave 2.

Web survey participation timeline

To encourage people to take part online during the web survey fieldwork period, a series of reminders were issued to participants via letters, emails and text messages (see further detail in section 'Contact strategy'). Figure 41 and Figure 42 show the dates reminders were sent out and how daily completes mapped against this. Figure 41 shows the number of parent web interviews finished across the fieldwork period. As can be seen, there are some obvious spikes for completions. The largest spikes in completions corresponded with reminder emails and text messages being sent out to the families on 26 April and 5 May 2023, represented by the dashed lines on the image. These spikes were seen for both Strand 1 and Strand 2. Figure 42 shows a similar story for young people participation, with the number of web surveys being finished increasing each time reminders landed.

In addition, the charts show a slightly higher level of web surveys being completed among Strand 1 parents after telephone fieldwork started on 10 May 2023. It is possible that phone calls from NatCen prompted some Strand 1 participants to either start or complete their online survey. Among parents in Strand 2, slightly higher levels of web survey completions were seen after telephone fieldwork commenced at the end of May. No equivalent uplift in young person web completions was seen in either of the strands.

Figure 41: Parent and carer web survey completes, by strand

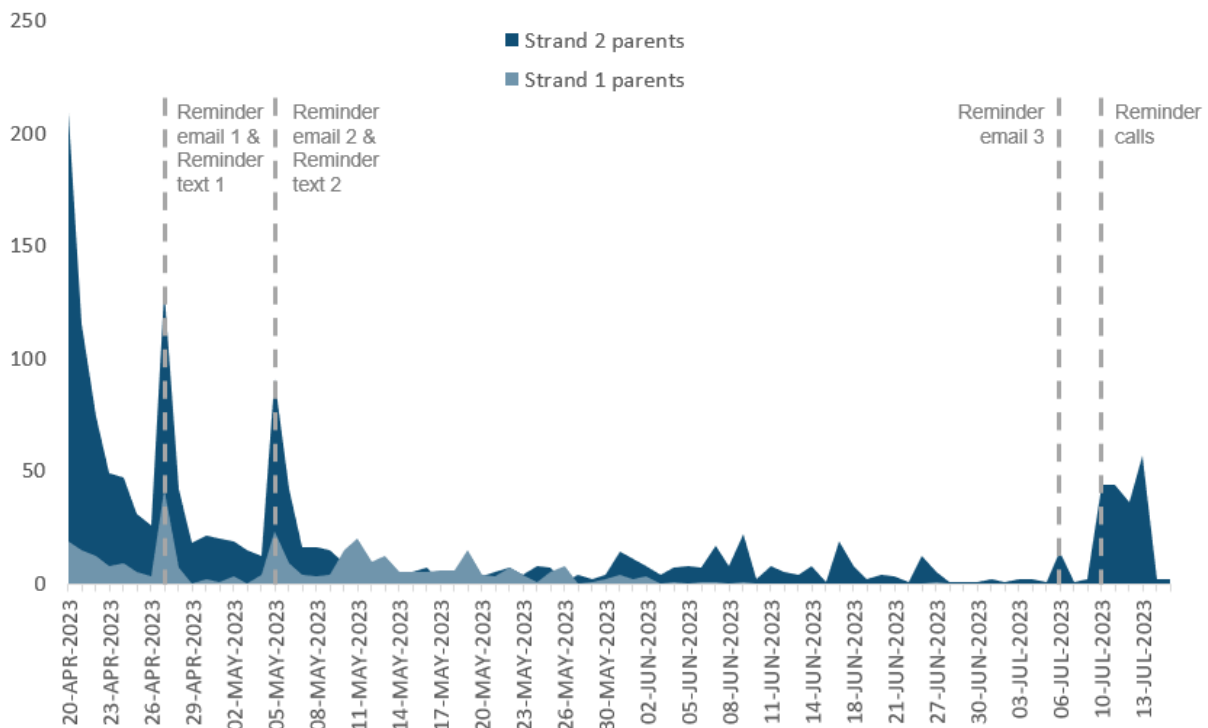
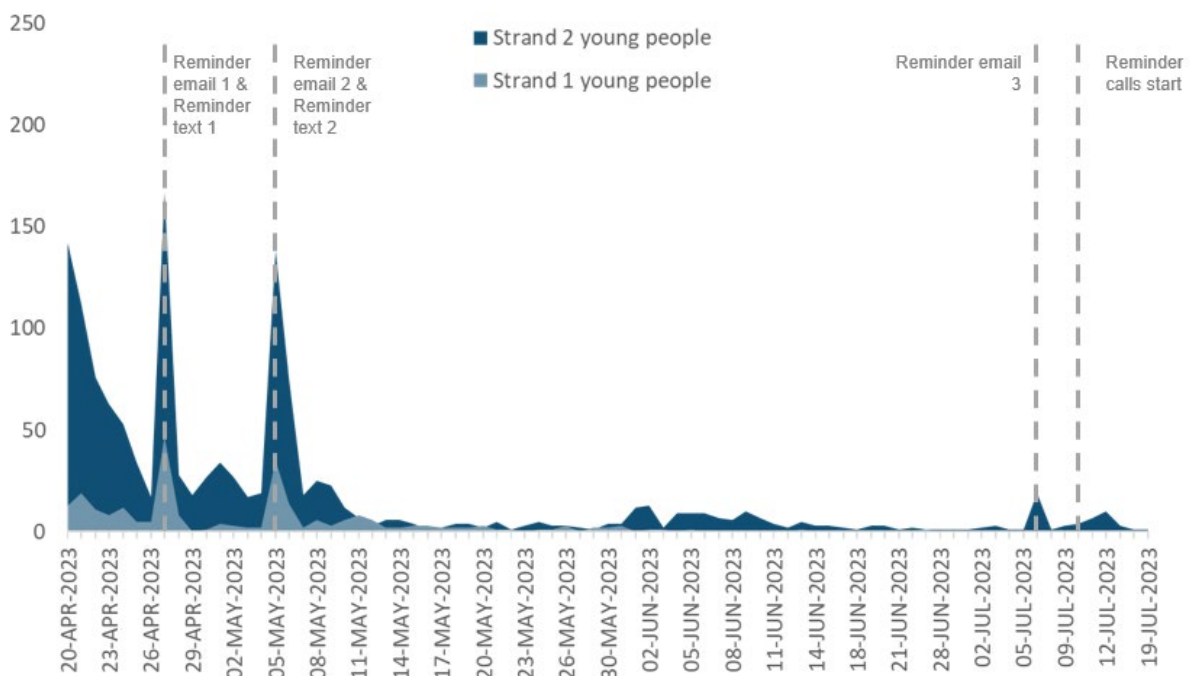


Figure 42: Young people web survey completes, by strand



Incentives experiment (Strand 2 only)

This section of the report outlines a Randomised Controlled Trial (RCT) carried out among Strand 2 participants at wave 2. This RCT examined the effect of unconditional incentives offered up front, compared with a conditional incentive of the same value. It seeks to answer the question: 'Did an unconditional incentive work better than a conditional incentive for a web-telephone survey?'.

Rationale and execution

Incentives are an integral part of standard practice for high-quality surveys but there are many different ways that these can be approached. As part of the SEND Futures wave 1 fieldwork, two randomised controlled trials were carried out to test the effectiveness of the incentive strategies implemented. At wave 1, among Strand 1 families an experiment was carried out to test the effectiveness of a lower-value unconditional incentive (two x £5 shopping vouchers sent with the advance letter), compared with a higher-value conditional incentive (two x £10 shopping vouchers) paid upon completion of the interview. This showed higher levels of response at a household level in the group offered an unconditional incentive (5 percentage points higher than in the group who received a conditional incentive). This was within a face-to-face fieldwork context. In Strand 2, where all wave 1 fieldwork was carried out by web, an RCT testing conditional incentive values showed that response at a household level among families offered a higher incentive (two x £10) was 7 percentage points higher than among those offered a lower value incentive (two x £5).

There is already a body of evidence demonstrating that pre-paid, unconditional incentives tend to have a greater positive effect on response rates than incentives of equal value that are conditional on participation²⁴. The wave 1 Strand 1 incentive experiment findings confirmed that this was also the case when compared with a conditional incentive of higher value. It is worth noting, though, that the wave 1 analysis did not show any evidence of a difference in response rates by incentive conditionality among households in the ethnic minority group. Moreover, the wave 1 results did not show any relationship between incentive type and the level of young person response. In the face-to-face fieldwork strand, contact was made through the parent or carer of the young person, and they acted as a gatekeeper for the interviewer to be able to approach the young person. This indirect means of communication may have reduced the motivational impact of the pre-paid incentive on the young person.

At wave 2, within Strand 1, all families were offered a £10 unconditional incentive in their advance letter. Strand 2 families, however, were assigned to one of two experimental

²⁴ For an overview of the evidence see: Singer, E. & Ye, C. (2013). The Use and Effects of Incentives in Surveys. *Annals of the American Academy of Political and Social Science*, 645(1): 112-141.

groups – one group was offered an unconditional incentive (two x £5 shopping vouchers with the advance letter) while the other half were offered a conditional incentive (two x £5 shopping vouchers sent upon completion of their survey). This experiment tested the assumption of unconditional incentives being more effective than conditional ones within the specific context of a web-telephone survey conducted with young people with SEN.

This experiment was different to the conditional/unconditional RCT undertaken with Strand 1 families at wave 1 in several ways. First and foremost, the mode was different – web-telephone at wave 2 in Strand 2, compared with face-to-face for Strand 1 families at wave 1. Second, everyone invited to take part at wave 2 had already taken part at wave 1 – as such, they were already familiar with the study at the point of being contacted. Third, the sample was different – while Strand 2 participants were sampled to be representative of the general population of young people with SEN in their year group, the Strand 1 sample consisted only of households identified as belonging to one or more groups found to be underrepresented in survey research. Fourth, while the wave 1 experiment used a lower-value incentive for the unconditional strand, to make it affordable with the high number of issued cases, at wave 2 the amounts offered within the conditional and unconditional groups were the same - £10 per household. Finally, it is worth noting that the incentives offered at wave 1 differed among Strand 2 participants, with half having been offered £20 in total at the household levels, which was a larger amount than they were subsequently offered at wave 2. This latter point was taken into account at the RCT allocation stage, with the wave 2 experimentation groups created to be distributed as evenly as possible across the wave 1 incentive experiment groups (see further details about the wave 1 sample in the Wave 1 Methodological report)²⁵.

Analytical approach

To investigate the impact of incentive conditions upon response rates at wave 2, bivariate analysis was used to assess the proportion of completed interviews for each experimental group at both a household level and an individual parent/young person level. For this analysis, partially completed interviews were defined as ‘productive’ interviews.

Following this, binary logistic regression models were used to assess the relationship between the experimental condition and response rates when also taking into account

²⁵ One case was ‘forced’ into the conditional incentive group at wave 2 because no address was held for them and it was therefore not possible to send an advance letter.

other known differences²⁶. The wave 2 incentive RCT variables were added to separate regression models predicting response, alongside other characteristics²⁷.

Where an intervention was found to be associated with response (i.e. significant in the model), interaction effects were fitted to the model to test if the relationship varied for the two sample groups. Broadly speaking, if an interaction was significant, this indicated that the relationship between the experiment condition and response was different for each of the groups.

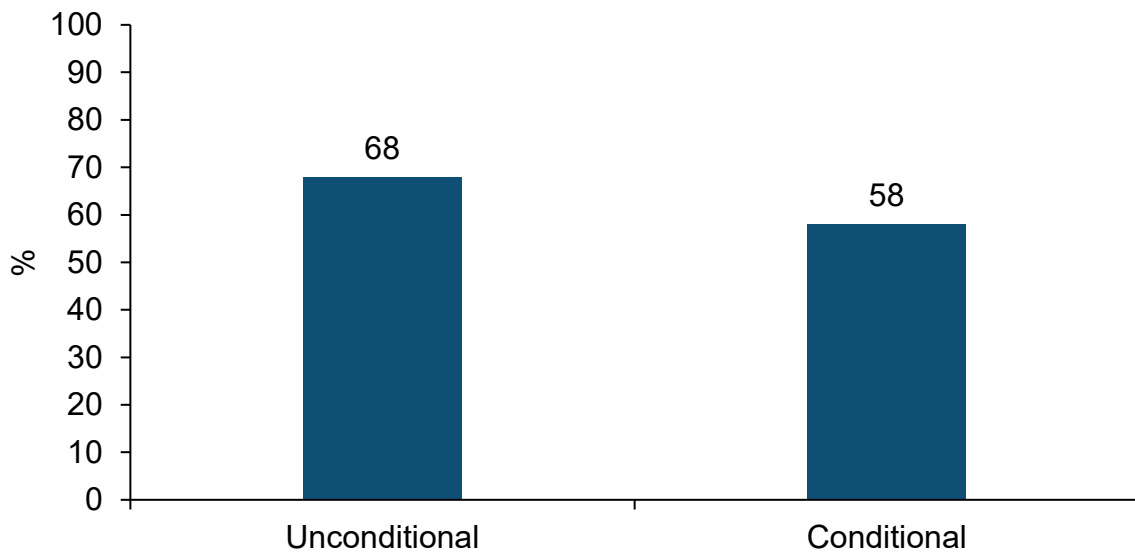
²⁶ The RCT design had already taken most sample differences into account, so this step was predominantly an additional check. However, some variables such as the parent or carer who completed at wave 2, for example, could not be controlled for at the sampling stage so this needed to be considered within the analysis. This model was also an additional step to take into account the overlap between the sample groups, by including each distinct characteristic as a control variable.

²⁷ The variables controlled for in the regression analysis were as follows: IDACI score (quintiles), region, urban/rural, school type, gender, whether young person had EHC Plan, primary SEN, whether young person eligible for Free School Meals (FSM), whether young person had 'looked after' status (LAC), whether young person had 'in need' status (CiN), whether young person from ethnic minority background, whether they received a high (£10 pp) or low (£5 pp) value voucher at wave 1.

Incentive findings – response of wave 2 issued

As shown in Figure 43 participation rates at a household level were noticeably higher among those offered an unconditional incentive than among those offered a conditional one. In households where an unconditional incentive was provided with the advance letter, at least one interview was achieved in 68% of cases at wave 2. Conversely, in households where participants were required to complete the survey to receive their voucher, this was the case in 58% of instances.

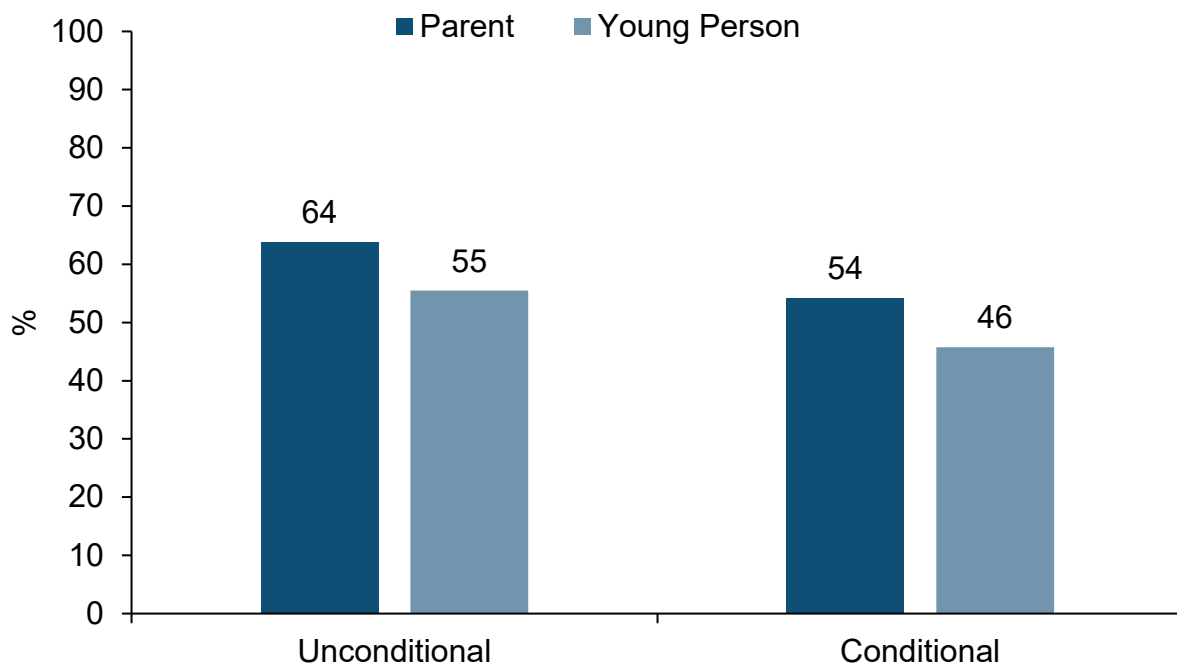
Figure 43: Proportion of Strand 2 households with at least one interview achieved at wave 2 of issued at wave 2, by wave 2 incentive experiment group



Base: All Strand 2 households issued at wave 2. Unweighted: n=2,894

A breakdown of response rates among parents and young people is shown in Figure 44. Response rates among both parents and young people in the unconditional group were considerably higher than among those in the conditional group. Among parents and carers, 64% in the unconditional group took part, compared with 54% of those in the conditional group. Similarly, 55% of young people offered an unconditional incentive went on to complete the survey, compared with 46% of those offered a conditional incentive.

Figure 44: Proportion of Strand 2 parents and young people who took part at wave 2 of those issued at wave 2, by wave 2 incentive experiment group

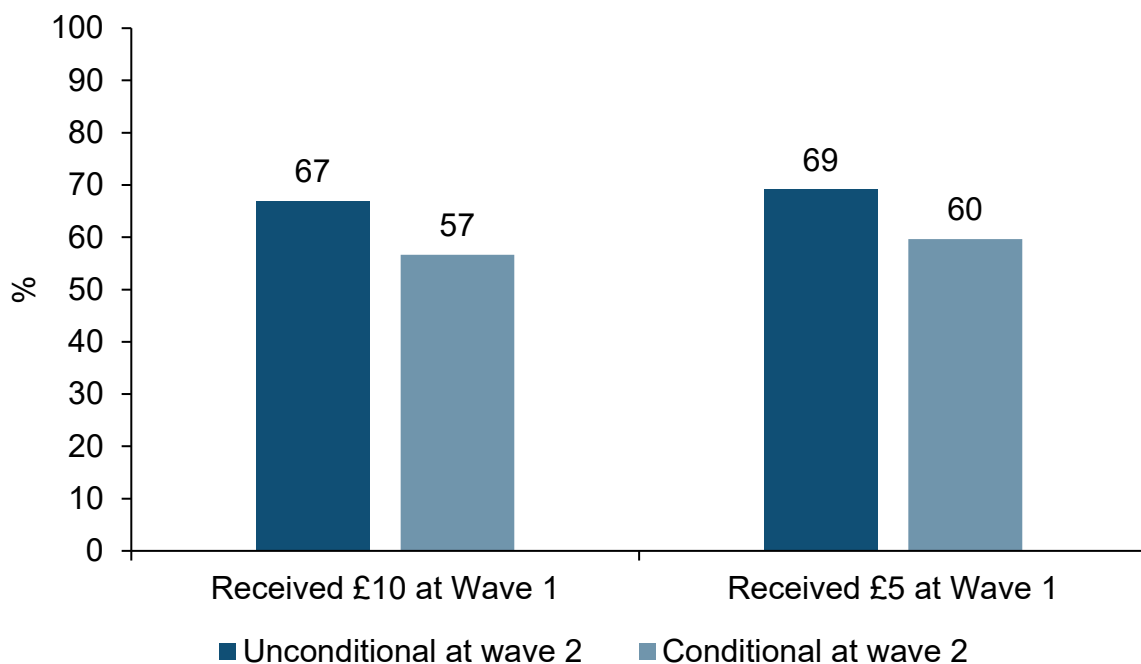


Base: All Strand 2 parents and young people issued at wave 2. Unweighted: Unconditional incentive parents (n=1,447), Unconditional incentive young people (n=1,447), Conditional incentive parents (n=1,447), Conditional incentive young people (n=1,447).

Multivariable analysis confirmed what was seen in the bivariate analysis, with the unconditional incentive associated with a higher response at the household level ($p < 0.001$, $OR = 1.5$), when compared with the conditional incentive. In other words, the odds of a household in the unconditional incentive group taking part were 1.5 times that of a household in the conditional incentive group. Similar results were seen for parent and young person response.

In wave 1 Strand 2 cases received incentives of different values as part of an RCT. Thus, parents and young people had previously received either a £5 voucher or a £10 voucher. At wave 2, all participants were offered a £5 voucher. There was therefore interest in exploring whether those who had previously been eligible for a £10 voucher were less likely to complete due to being offered a lower-value incentive. However, as demonstrated in Figure 45, although there were some small differences between the wave 1 incentive value groups, these were not statistically significant differences.

Figure 45: Proportion of unconditional and conditional incentive households in Strand 2 who took part at wave 2, by wave 1 incentive experiment group



Base: All Strand 2 households issued at wave 2. Unweighted: Respondents receiving £10 at wave 1 and an unconditional incentive at wave 2 (n=550), Respondents receiving £10 at wave 1 and a conditional incentive at wave 2 (n=463), Respondents receiving £5 at wave 1 and an unconditional incentive at wave 2 (n=432), Respondents receiving £5 at wave 1 and a conditional incentive at wave 2 (n=376).

A more detailed look at household outcomes for the experiment groups showed a higher rate of dual completion among those in the unconditional group – in 51% of households in this group issued at wave 2, both the parent and young person completed an interview. This is compared with 42% of cases in the conditional incentive group. Furthermore, the proportion of Strand 2 households with a refusal outcome was lower among those who received an unconditional incentive than among those who received a conditional incentive (3% versus 7%). A lower proportion of non-contact outcomes was also seen among those in the unconditional group compared to those in the conditional group (26% compared with 31%). Whilst it is not possible to know based on the data available, this could be due to those in the unconditional group being more willing to pick up their phone when contacted by the telephone interviewers about the study.

Interviewer training experiment (Strand 1 only)

The following outlines analysis looking at wave 2 longitudinal response according to whether additional training on SEND was provided to the field interviewer at wave 1. It seeks to answer the question 'did additional interviewer training at wave 1, focussed on the experiences of young people with SEND and their families have a longer-term effect, resulting in higher participation rates at wave 2?'

Rationale and execution

As part of an RCT conducted with Strand 1 at wave 1, half of the face-to-face interviewers working on the study received an additional day of training, delivered by specialist providers at NCB. The additional training provided helpful information and guidance about understanding and engaging with young people with SEND and their families. The rationale for including this additional training element was that interviewers who were better equipped to interact with study participants would encourage higher rates of participation.

Despite interviewers giving positive feedback on the training, with some expressing that they felt more confident and better prepared, at wave 1 no differences in response levels were seen between households visited by interviewers who had received the additional training and households where interviewers had only received the standard training. However, a moderate positive impact was seen on consent to re-contact and agreement to data linkage, with higher rates of consent among households where the interviewer had received the additional training. This suggests that the additional interviewer training may have an impact on engagement in the study.

Looking exclusively at Strand 1, this section therefore explores the extent to which the additional interviewer training provided at wave 1 was associated with higher levels of participation at the second point of contact.

Analytical approach

Bivariate analysis was used to assess if there was a relationship between participation rates at wave 2 and whether a household had originally been interviewed by an interviewer who had received standard or additional training (at wave 1). This analysis was undertaken at household level as well as separately for parents and young people. The analysis looked at participation at wave 2 out of all cases issued at wave 1. Regression analysis was undertaken to provide further insights into the results of the bivariate analysis. The regression analysis took into account several known differences

between the two groups, most of which were originally available on the NPD sample frame²⁸.

Interviewer training findings – response of wave 1 issued

Bivariate analysis did not show any relationship between the type of interviewer training provided at wave 1 and participation at wave 2, neither at the level of the household nor at the level of parents and young people individually. In households with a wave 1 interviewer who had received additional training 30% of parents who were originally issued took part at wave 2 compared with 29% among parents in households where the interviewer had received standard training. For young people, among those in households where the interviewer had received additional training 24% participated at wave 2, compared with 23% in households where the interviewer had received standard training only. At a household level, out of all cases issued at wave 1, participation rates at wave 2 were the same, 30%, in both groups. Multivariable analysis confirmed what was seen in the bivariate analysis, with no relationship found between interviewer training at wave 1 and response at wave 2, neither at the household nor individual parent or young person levels.

²⁸ The variables controlled for in the regression analysis were as follows: IDACI score (quintiles), region, urban/rural, school type, gender, whether young person had EHC Plan, primary SEN, whether young person eligible for Free School Meals (FSM), whether young person had 'looked after' status (LAC), whether young person had 'in need' status (CiN), whether young person from ethnic minority background and W1 interviewer level of experience.

Questionnaire, protocols and accessibility

Developing questionnaire content and interview protocols that maximise participation and quality of both the interview experience and data quality will be a key objective for a mainstage study of children and young people with SEND. This chapter draws on information provided by telephone and face-to-face interviewers after their interviews, feedback from interviewers at the de-brief meetings, and feedback from participants left at the end of their surveys, as well as on analysis set out in other chapters of this report. It examines several key issues relevant to the questionnaires and protocols developed for the study, including support being provided by interviewers and others across the three different modes and feedback on the questionnaires and protocols from interviewers and participants.

Support, accessibility and presence of others

Telephone and face-to-face interviewers were briefed to discuss with parents and young people if any support was needed for the young person to be able to complete the survey and, if so, how this was provided and by whom. The preference was for the interviewer to provide support rather than a family member to maintain the young person's privacy. However, as in wave 1, it was emphasised to interviewers that making the interview a positive experience for the young person (and their parent or guardian) was a priority. If this required the presence and support of a family member, then this should be facilitated. Within this context, interviewers were briefed to offer assistance and/or facilitate the support by a family member where necessary, but to discourage any other people present to interfere with the interview. Young people completing the web survey were able to ask people they trusted for help with completing the survey. At the end of the survey they were asked whether they completed it on their own or with help from someone else.

The following sections draw predominantly on 'quality questions' answered by interviewers after conducting the interview and on questions answered by young people in the web survey about the extent to which they received support. Due to the complex set-up of the telephone survey, with multiple respondents and contact scenarios per household, interviewer feedback was not provided for all cases. In total, interviewer quality feedback was provided for 146 young person telephone interviews (out of 149), 247 parent telephone interviews (out of 332), 192 young person face-to-face interviews (out of 192) and 179 parent face-to-face interviews (out of 181).

Young person telephone interview

Looking first at the young person telephone interview, around two thirds of young people completed the telephone survey on their own (64% of cases where interviewer observations were provided), while less than a third (29%) received help from their parent

or carer. In 8% of cases the telephone interviewer said they were not sure if the young person received help or not. In almost eight out of ten cases (77%) the interviewer rated the young person's comprehension as 'high' or 'very high'.

Where the parent or carer provided help to the young person (42 cases) interviewers were able to indicate what type of help was provided. Their answers are set out in Table 15, which shows, most commonly, parents explained the meaning of questions and/or answer options (27 cases; 18% of all young people who completed over the phone), encouraged the young person to answer questions (22 cases, 15% of all young people who completed via telephone) and/or helped the young person access the self-completion web survey (16 cases; 11% of all young people who took part via CATI). In a smaller number of cases parents or carers suggested different answers to those proposed by the young person (12 cases; equivalent to 8% of cases where the young person completed a telephone interview).

Table 13: Types of parent assistance provided during young person telephone interview

Type of help provided	Number of cases*
Explained the meaning of questions and/or answer options	27
Encouraged the young person to answer questions	22
Helped the young person access the self-completion web survey	16
Suggested different answers to those proposed by the young person	12
<i>Total number of cases</i>	<i>46</i>

*Base: Cases where interviewer recorded that the young person received assistance from parent/carer to complete their telephone interview. *No percentages given due to low base (n=46).*

In addition to help and support provided by parents or carers, telephone interviewers were also able to record where they themselves provided assistance. In the case of the young person telephone interviews, 53% of interviewers said they provided some form of assistance. In 34% of telephone interviews with young people the interviewer said they provided 'a little' assistance, in 14% of cases they provided 'some' assistance, while in 5% of cases they provided 'a lot' of assistance.

Young person face-to-face interview

Among young people who took part face-to-face, interviewers recorded similar levels of comprehension as among those who took part via telephone, with 77% assessed by their interviewer to have a 'high' or 'very high' level of comprehension. A much lower proportion (13%) of young people were recorded by the face-to-face interviewer as having received assistance with carrying out their interview. When asked about parental presence during the young person interview, interviewers stated that their parent or guardian was present in almost two thirds of cases, 64%. Interviewers were asked to state the reason for the parent's presence during the young person's interview. As seen in Table 14, the most frequent reason stated by interviewers (given in 43% of cases where the parent was present) was that the parent or carer asked to be present to support or assist the young person. In a third of cases, the young person asked for their parent or carer to be present, and/or there was simply nowhere separate to interview the young person. It was much less common for the interviewer to state that they themselves had asked the parent to be present (reported in 6% of cases). This may reflect the fact that where a parent and/or young person had already expressed a preference for this, the interviewer did not take a view but simply followed the preferences expressed by participants.

Table 14: Interviewer-reported reasons for parental presence during young person face-to-face interview (figures do not add to 100%)

Reason(s) parent/carer was present	% young person interviews where parent present
Parent wanted/asked to be around/support the young person	43%
Young person wanted/asked for parent to be around/support them	33%
There was nowhere separate to interview the young person	32%
Interviewer wanted/asked the parent to be around/support the young person	6%
Other reason (unspecified)	5%
<i>Unweighted base</i>	123

Base: Young person interviews where parent or guardian was present. Note interviewers could select multiple options and figures therefore do not add to 100%.

One of the concerns about others being present during personal interviews is that this may affect the respondent's privacy and thus compromise confidentiality of the interview process, but also that those others will influence the answers given so that these no longer express the opinions of the intended participant. Whilst it is not possible to objectively assess the exact extent to which a parent's or other family member's

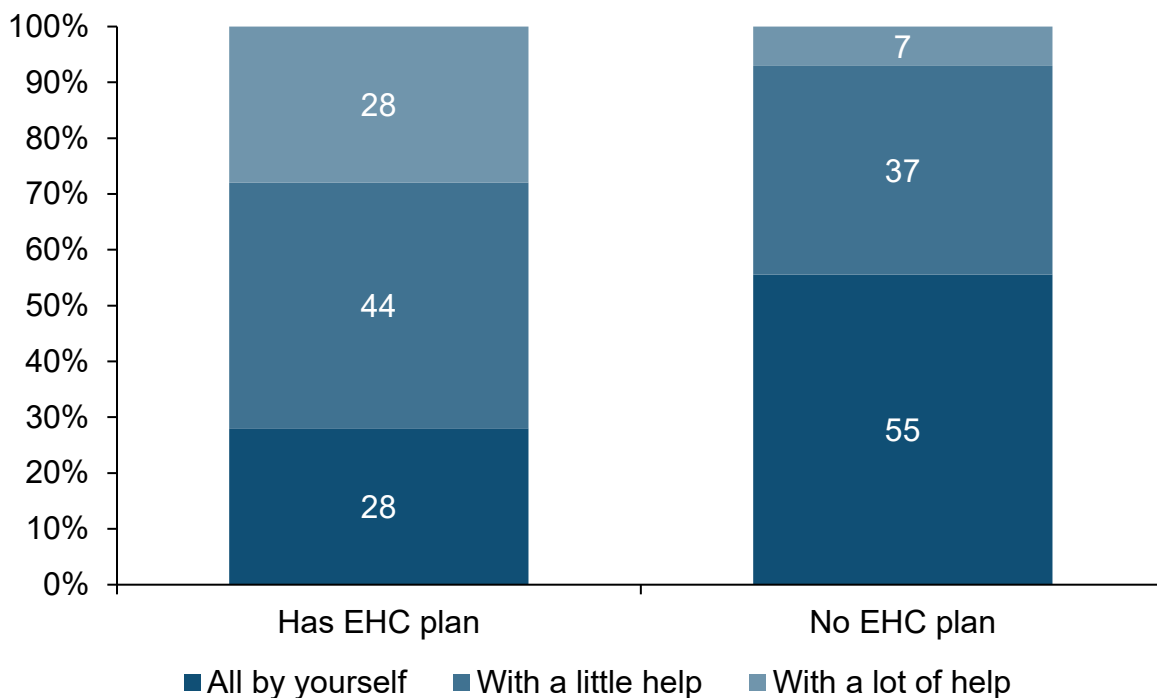
presence affected the young person's answers, we attempted to capture data on this by asking the interviewer for their assessment. This suggested that in the majority of cases, nearly three in four (73%), the interviewer did not think the parent's presence influenced the young person's answers 'at all'. In 19% of cases the interviewer thought their presence affected the answers 'a little', and in 8% of cases 'a fair amount' or 'a great deal'. These numbers suggest, perhaps, that for a small minority of cases, closer examination of the young person's answers and characteristics may be useful to seek to establish if any systematic bias is evident for cases where the interviewer felt the young person's answers were affected by their parent's presence. Whilst questions deemed to be of the most sensitive nature (including questions about the young person's relationship with their family) were provided in a self-completion section for them to complete on the interviewer's laptop, anecdotal evidence from interviewers indicated that the assistance provided by parents often extended to these questions (the questions about the assistance provided did not specifically distinguish between interviewer-led and self-completion questions).

Young person web survey

Towards the end of their web survey, young people were asked whether they had completed the survey all by themselves or with help from someone else. Of the 1,609 young people who answered this question, almost half (46%) said they completed the web survey all by themselves, 40% completed it with a little help from someone else, and 14% with a lot of help from someone else.

These figures differed according to the young person's needs. As shown in Figure 46, compared with their peers who did not have one, a noticeably higher proportion of young people with an EHC plan received 'a lot' of help with their web survey (28% compared with 7% of those with no EHC plan) and a lower proportion completed it all by themselves (28% compared with 55% of those with no EHC plan).

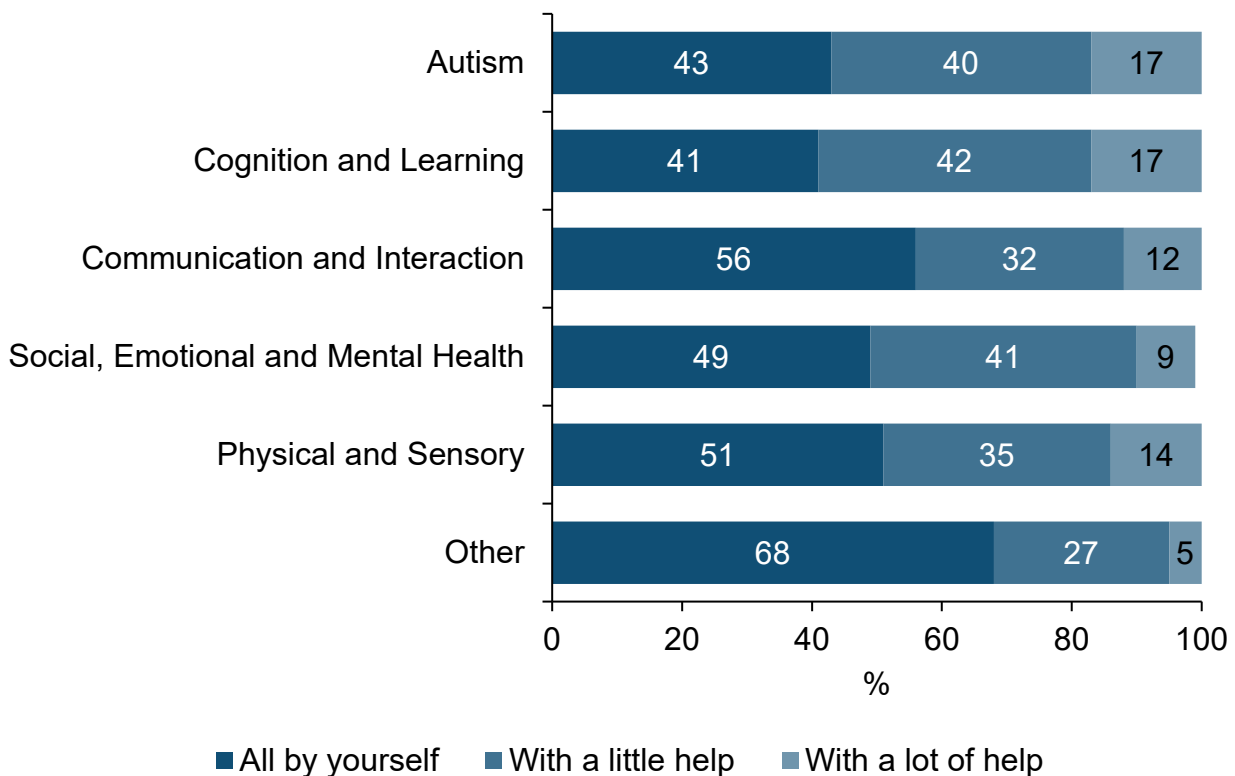
Figure 46: Help received with wave 2 web survey completion among young people by EHC plan status



Base: All young people who participated via web at wave 2, unweighted base for each group: Has EHC plan = 531; No EHC plan = 1,078.

As seen in Figure 47, young people with autism and with ‘cognition and learning’ needs were the groups with the lowest proportion completing it all by themselves (43% and 41% respectively compared with 46% of young people overall) and the highest proportion of young people saying they received ‘a lot of help’ with completing their web survey (17% in each of these groups compared with 14% of young people overall).

Figure 47: Help received with wave 2 web survey completion among young people by primary SEN



Base: All young people who participated via web at wave 2, unweighted base for each group: young people with autism = 371; ‘cognition and learning’ needs = 611; ‘communication and interaction’ needs = 90; ‘social, emotional and mental health’ needs = 323; ‘physical and sensory’ needs = 108; ‘other’ needs = 106.

In addition to questions asked of the young people who took part online, a small number of questions were included in the parent survey to gauge the extent to which the web survey was thought to be appropriate for the young person (as well as to check that the parent was aware of the separate survey for their child, see ‘Encouraging whole-household completion and parental consent’). Specifically, parents completing the web survey were asked whether their child had already or would be completing their web survey. Of the 1,802 parents who answered this question, 82% said that their child had already or would soon be completing their web survey. A further 5% (84 cases) said that the young person would not be completing their web survey. Of these 84 cases, 60% said their child was unable to do so because of their SEND (50 parents; equivalent to 28% of all parents who completed their web survey and answered the question about whether their child had or would be taking part online). Finally, 32% of the parents who

said their child would not be completing the survey said that their child had not completed the web survey because they were waiting to complete the survey with an interviewer (27 cases, just over 1% of all parents who completed the web survey).

These figures show, first of all, that the online survey format was inaccessible to some young people with SEND. It is not possible on the basis of these data to give an exact figure because we only have data about young people where their parents took part in the survey online. It is possible that parents whose child would only be able to take part over the phone or face-to-face may themselves not have taken part online. It is also possible that some of the parents who said that their child was unable to take part due to their SEND had simply not noticed the option to take part with an interviewer or were unsure if their child would be able to take part in an alternative mode.

What can be seen is that among the parents who took part online – the first mode participants were invited to take part in – almost three in ten indicated that an online survey was inaccessible to their child²⁹. At the same time, however, the analysis looking at mode of completion at wave 2 among young people who had not taken part at wave 1 seems to suggest that the web mode was, in fact, *more* accessible to some young people, though numbers were small. As set out in ‘Wave 2 participation and mode by wave 1 participation’, 21% (26) of the young people in Strand 1 who had not been able to take part in a face-to-face interview at wave 1 due to accessibility issues³⁰ took part via a web survey at wave 2.

Parent telephone and face-to-face interviews

For the parent interviews, interviewer feedback suggested that the young person was present during 15% of parent telephone interviews³¹ and during 39% of parent face-to-face interviews.

Mostly, interviewers did not think the young person’s presence influenced their parent’s answers, though numbers for the parent telephone survey were low (37 cases). Where telephone interviewers recorded that the parent’s answers were affected by the young person’s presence, comments suggested that this was often manifested through the parent being heard asking the young person what they thought the answer should be. Among face-to-face interviewers, in the vast majority (87%) of cases where the young

²⁹ It is not possible to conclude, for example, that 1% of young people in the study required help from an interviewer to take part – indeed, parents whose child would only be able to take part over the phone or face-to-face may themselves have waited. It is also possible that some of the parents who said that their child was unable to take part due to their SEND had simply not noticed the option to take part with an interviewer or were unsure if their child would be able to take part in an alternative mode.

³⁰ These included young people whose parent took part in wave 1 only – we do not know about accessibility issues for anyone where the parent did not take part at wave 1 and these households would not have been invited to take part at wave 2.

³¹ The young person was not present in 61% of parent telephone interviews where interviewer feedback was collected; in the remaining 24% of cases the interviewer recorded that they were not sure.

person was present, the interviewer did not think their presence affected the parent's answers 'at all' – a result, perhaps, of the more sensitive and personal questions having been moved to a self-completion section at wave 2.

Questionnaire feedback

As already noted, feedback on the questionnaire and interview protocols were collected from both telephone and face-to-face interviewers, and from parents and young people – collected either in a self-completion format at the end of the web survey, or by the interviewer for those completing over the telephone or face-to-face. Note that due to the nature of the feedback (mostly through open-ended questions to be entered into the survey instrument), detailed exploration was not undertaken. The feedback is presented here in summary to help identify potential issues to research in more depth ahead of the mainstage study. Note that the examples were in some cases mentioned only a couple of times and should therefore not necessarily be seen as 'red flags' for future questionnaire development, but rather as a preliminary guide to what types of questions may particularly benefit from in-depth testing ahead of being included in a mainstage questionnaire.

Feedback from interviewers

- **Terminology** was commented on by several interviewers, with terms highlighted as problematic including 'excluded', 'person of value', 'having good qualities', 'satisfied', 'as a whole', and 'what, if anything'. Some respondents also had issues with questions using a scale from 1 to 7 and longer lists of answer options. As already noted, this does not necessarily mean that these terms ought to be seen as unsuitable for a mainstage study. Rather, perhaps, this raises questions more broadly about some of the necessary trade-offs required for the mainstage study. In particular, it will be important to consider the importance of comparability with existing questions scales used with a wider population of young people versus maximising accessibility and being able to provide sufficient reassurances in relation to data quality.
- **Questions about the type of support they got and needed** were tricky for some young people to answer. In particular, separating out the help they were getting from what they needed. Also, some young people appeared to focus only on academic help in their answers but less on aspects of support for social or behavioural aspects. These questions could be prime candidates for in-depth testing ahead of a mainstage. In addition, they emphasise the need for questionnaire development for the mainstage to carefully consider the best informant for each set of questions – including where it may be the parent, where it may be the young person, and where data from both may be useful.

- Answering **open-ended questions** caused difficulties for some young people. The number of open-ended questions had already been reduced significantly compared with the wave 1 questionnaire following similar feedback.
- Some young people had **issues with reading** and therefore could not or did not wish to do the self-completion themselves. This highlights the importance of enabling read-out functionality for self-completion sections (by screen readers and/or by interviewers). Having showcards for the self-completion section of the face-to-face interview could also be considered.
- One or two young people were **not aware they were recorded as having SEN**, meaning they were confused by a number of the questions. Whilst this only occurred in a small number of cases, it highlights the need for interviewers to be briefed to the potential sensitivities in this respect, as well as to developing questionnaire flows that allow users to skip questions they feel are irrelevant to them.
- More generally, interviewers reported that some young people had **issues with concentrating** and that this was a key reason why their parent's assistance was required, to keep them motivated to finish the questionnaire. There were also mentions of questions with a lot of text and/or long answer options being tricky for these young people. This highlights the importance of keeping questionnaires as short as possible, as well as keeping questions themselves to minimal length and complexity.
- There were also several observations from interviewers highlighting that the young people they interviewed seemed to **lack confidence** and would often look to their parent for reassurance. Some interviewers had found that repeating assurances around there being no right or wrong answers, and that there would be no consequences of how they answered were helpful in engaging and gently supporting these young people.
- More generally, interviewers also pointed out that it was useful to be prepared for the range of aids and means of communications used by young people in the study, including speaking devices and sign language.
- A few face-to-face interviewers also mentioned that some participants expressed disappointment that taking part at wave 1 had not done anything to change or improve the situation for their own child. At wave 1, interviewers were instructed to highlight the importance of the study for future generations of children and young people with SEND, and 'families like yours'. This feedback at the second wave highlights the importance of getting the balance right between emphasising the importance of participants taking part by stressing potential future impacts of the study (which we know from the literature can be some of the most effective lines to use with reluctant sample members) and being careful not to 'over-promise' in the sense of being too specific about outcomes of the study (e.g. policy and practice

changes) and to be clear that any such changes may not benefit the actual families taking part in the study as any policy changes would take time to take effect.

Feedback from young people

Feedback on the interview/survey from the young people taking part at wave 2 was gathered in the form of an open question. Feedback was provided by 437 young people – 22% of all young people who took part at wave 2.

There was significant variation in the types of feedback provided by the young people. Answers were coded to provide a sense of the extent to which feedback was common across several young people, however, the nature of the question means that these numbers are indicative only – that is, they should not be taken as representative of what all young people in the study thought about the questionnaire and taking part.

Here we summarise key feedback provided by the young people. Key because this was mentioned by several young people and/or key because of the potential impact and/or relevance of the feedback for a mainstage study.

- The majority of young people simply said the survey was ‘fine’ or had no comments.
- A substantial number of young people who provided feedback spontaneously said they had enjoyed taking part (102; 23% of those who provided feedback). Some of these commented that they appreciated how the survey made them reflect on their lives and were glad they were being asked for their opinion.
- Of those who provided less positive feedback, comments were mostly focussed on the survey being too long (mentioned by 18 young people). Others mentioned that it was boring and/or that the questions were ‘tricky’ to answer. In a small number of cases the young people said a question made them feel angry (no further details given).
- There were some specific comments about the school questions not being relevant for those in a special school or alternative settings. These highlighted, for example, the fact that young people in special schools usually stay in education until age 18 (rather than 16), and that, more broadly, the school experience for some young people in special schools where class sizes were very small, or who had alternative educational arrangements such as 1-2-1 tutoring, was very different to the experience of many young people in mainstream schools, making some of the questions about school feel less relevant and at times difficult to answer. This was also commented on by parents, see further details in the section ‘Feedback from parents’.

- A few commented that they did not like the personal questions, and some said they did not like being asked for their contact details, but to ask their parent instead.
- There was a suggestion to consider an immersive reader function to help young people with dyslexia.

Feedback from parents

Parents were also asked for their feedback on the interview or survey at the end, using an open question format. The parent feedback provided ranged from specific feedback on individual questions in the survey to wider comments about their life and, in particular, difficulties they faced in navigating/working with the systems supporting their child. The points here provide an overview of some of the key issues mentioned by parents.

- Several parents mentioned that they appreciated being able to share their experiences about the support their child received and still needed, and that they hoped their participation would benefit others in future.
- There were several comments about the relevance of the questions – some mentioned they were not targeted enough for young people with severe needs, while, conversely, others commented that they were too focussed on those with more severe needs and were often not relevant for young people who had specific forms of SEND such as dyslexia. In line with feedback from the young people, there were also further comments about the questions about school not always being relevant to the set-up for their child – for example, young people who were registered at a school but not currently attending. These comments highlight some of the challenges for a mainstage study, threading the path between being broad in scope whilst at the same time making the survey experience feel relevant for participants and collecting useful data. Some of these may be addressed through more detailed use of routing, though the trade-offs in complexity would need to be borne in mind here.
- There were also several suggestions for additional topics to ask about, which parents felt were of crucial importance to them and their child. These included asking about the support system more widely, rather than focussing only on education – one example provided was that asking simply about their satisfaction with the support provided by the school did not address the significant issues they were having with accessing support from other services. There were also calls for more questions about the experience of being a parent of a child or young person with SEND, and the impacts it has on their life – this was mentioned as preferable to and less ‘exhausting’ than being asked about people living in the household, for example.

- In relation to their child's participation, some parents commented that their child did not, for various reasons, have a good understanding of their own needs. As such, it was difficult for the young person to answer questions about their needs, and the extent to which these were or were not met (mirroring feedback from interviewers).
- General expressions of frustration with the school and social care system and the lack of funding were commonplace.

A note on mode effects

With a complex set-up such as that applied for wave 2 of the SEND Futures Discovery Phase study, with two distinct samples and use of a sequential mixed-mode approach, an assessment of likely mode effects was beyond the scope of the analysis undertaken here. With a mix of selection and measurement effects likely to be present (given the sequential mixed-mode design at wave 2), analysts are cautioned to review key (weighted) findings by strand and by mode to get a better understanding of to what extent their analysis may have been affected by the different mode through which participants completed the survey.

Weighting

For wave 2, weights were created for both strands combined. Two types of weights were produced:

- longitudinal weights for analysis of parents/young people who took part in both waves
- cross-sectional weights for analysis of all parents/young people who took part in wave 2, including those who did not take part in wave 1.

Separate longitudinal and cross-sectional weights were produced for parents and young people, as each had slightly different response patterns, making four sets of weights in total. In each case, the weights make respondents representative of Year 9 pupils with SEN (in 2022/23) who were in Year 8 in England and registered as having SEN in 2021/22.

Longitudinal weights

Binary logistic regression models of response to wave 2 were built using variables from the original sample file (based on the NPD), updated with information from wave 1 where appropriate. Additionally, several variables from the wave 1 interview were considered for inclusion. The variables from the sample file were the same set as those used in wave 1 weighting: EHC plan (Y/N), SEN type (six categories), school type (three categories), region, urban/rural, deprivation decile, ethnicity, gender, LAC, FSM and CIN. For EHC plan, SEN type, region and ethnicity, wave 1 responses were used and missing values were filled in using information from the original sample file. All the sample file variables were “forced” into the model, with wave 1 variables entered in a stepwise procedure. In each case, the models were weighted by the corresponding wave 1 (combined) weight.

For adults, four variables from wave 1 were considered for inclusion in the non-response model: parent/carer highest qualification level (degree or equivalent, A level or equivalent, below A level), parent/carer work status (working, in education/training, unemployed/retired/sick), tenure (owned/rented) and whether parent/carer had a long-standing illness or disability. The last two of these were found to be significantly related to response, hence they were included in the final model.

For young people, two variables from wave 1 were considered for inclusion: how difficult they found school (easy/neither/difficult) and how much they liked their educational setting (a lot/a bit/not at all). The first of these was found to be significantly related to response, hence it was included in the final non-response model.

Non-response weights were calculated as the inverse of the predicted probabilities of response from the models. They were trimmed at 99% and the longitudinal weights were

created by multiplying the trimmed non-response weights by the wave 1 weights. The weighted profiles were compared with wave 1 and found to be close.

Cross-sectional weights

An additional 110 adults and 334 children took part at wave 2 for the first time. To facilitate analysis of all wave 2 respondents, i.e. everyone including the “new” adults and young people, cross-sectional weights were created for adults and young people (separately), building on the corresponding wave 2 longitudinal weights in each case. The weighted profiles of the longitudinal sample were used as calibration targets.

For existing respondents, the longitudinal weight served as the starting weight, whilst new respondents were given a weight equal to the mean longitudinal weight in one of three groups: Strand 1 respondents; Strand 2 respondents in the four underrepresented groups that made up the Strand 1 sample, and Strand 2 respondents not in one of these underrepresented groups. For example, new respondents originally selected via Strand 2 received the mean longitudinal weight for their Strand 1 equivalents i.e. the four sample groups of interest who were underrepresented in surveys. In this way, young people and their parents in these sample groups were weighted down, as they were in wave 1, to reflect their greater probabilities of selection overall.

Following calibration, the weighted profiles were compared to those of the corresponding longitudinal set (of adults/young people) and found to be close.

Representativeness of the weighted sample

The cumulative effect of non-response over two consecutive waves is likely to have introduced some bias into the achieved sample of respondents. This has been mitigated, as much as is possible, by weighting the profile of young people back to the sample frame. Without the possibility to compare with external benchmarks, which are unlikely to exist for young people with SEN and their parents, we cannot easily evaluate the extent to which the weighted sample represents the population of interest for any other measures (i.e. over and above those included in the weighting scheme).

We could look for clues e.g. the amount of ‘work’ the weights are having to do to return the sample to its original profile, as measured by the design effect (DEFF) of the weights. This might indicate the degree to which other measures are affected by non-response, although it is far from a definitive guide. Even then, it is not entirely straightforward due to over-sampling of young people from certain groups (LAC, CiN, FSM and ethnic minorities), adjustments for which were needed as part of the weighting scheme. By splitting the DEFF by those in the underrepresented / not underrepresented groups that make up the entire sample in Strand 1 we can remove this effect and gain some (albeit limited) insight into the degree of weighting adjustments which have been necessary.

The DEFFs for adults were 1.05 and 1.22 for those not in the underrepresented groups and those in the underrepresented groups respectively; for young people they were 1.07 and 1.20. These figures indicate that the weights were more variable, and therefore 'doing more work', for those in the underrepresented groups, as would be expected. Nevertheless, the DEFFs are relatively modest. As such, they reflect the limited information available on the sample frame, but they do not indicate any need for undue concern regarding the potential for non-response bias in the weighted data.

Summary and reflections

In this final chapter we discuss the research questions set out in the section ‘Report aims and objectives’.

Response and representation

The key research questions on response and representation examined in this report related to:

- overall levels of response at wave 2 and attrition since wave 1,
- response and attrition across a range of key subgroups,
- the extent to which the achieved sample at wave 2 was representative of the original sample issued for the study (mainly in the context of Strand 2).

Strand 1 consisted of households in one or more of four subgroups otherwise found to be underrepresented in survey research (young people with ‘looked after’ or ‘in need’ status, young people from an ethnic minority background and/or young people eligible for free school meals). A face-to-face data collection approach was used at wave 1 and a web/telephone/face-to-face approach at wave 2. Among households in this strand originally invited to take part at wave 1, 30% took part at wave 2, with 68% of households which took part at wave 1 doing so again at wave 2.

Strand 2 comprised a wider, representative sample of young people with SEN in the relevant age group (age 12-13 at the first wave) and were invited to take part in a web survey at wave 1, followed by a web-telephone approach at wave 2. Among households in this strand originally invited to take part at wave 1, 14% took part at wave 2, with 63% of households which took part at wave 1 doing so again at wave 2.

An overall response rate of 30% at wave 2 for the under-represented group in Strand 1 is in line with response rates seen for other general population studies conducted in the post-pandemic period which include a face-to-face element.³² In broad terms this provides reassurance that a study specifically targeting a population of young people with SEND is viable.

Overall response rates are only an indication of quality, and it is important, for this population in particular, to understand the representativeness of the achieved sample. This is particularly important for the Strand 2 survey where the lower-cost web-only approach in wave 1 led to a 14% overall response rate at wave 2. Fortunately, the rich

³² See for instance the [COSMO study](#) which achieved comparable levels at wave 1 and wave 2 for a general population parent and young person sample using a multimode approach (including face-to-face) at both waves.

information about the population and sample available via the NPD enables a detailed understanding of representativeness on key characteristics relevant to future analysis.

Looking at participation among the four groups initially identified as 'underrepresented' groups, within the general population sample originally issued to web-only (Strand 2), the analysis showed some level of underrepresentation for all four groups, with response among these households 3-5 percentage points lower than the average for all households. Of these four groups, those with 'looked after' or 'in need' status were the least well represented while those with an ethnic minority background were the best represented. Households where the young person attended AP were also less well represented. Attrition between waves 1 and 2 was also slightly higher among all these groups, though this was less pronounced for the ethnic minority group.

In the context of the young person's primary SEN, participation varied. The highest levels of participation at both the household and young person level were where the young person had autism as their primary need. The lowest levels of participation were in households where the young person had 'communication and interaction' needs, across both strands at household and young person levels. Among young people in Strand 2, the proportion of young people with 'physical and sensory' needs who took part at the second wave was almost as high as among those with autism. Attrition between the two waves was higher in households where the young person had 'social, emotional and mental health' (Strand 1) or 'communication and interaction' needs (Strand 2).

Across both strands, higher levels of participation were seen among households where the young person had an EHC plan than among those where the young person did not. In Strand 2, this went alongside a slightly higher level of attrition after the initial wave among those who did not have an EHC plan. In Strand 1 there was no difference in attrition rates according to EHC plan status.

The extent to which the levels of response and underrepresentation are deemed acceptable will, to a significant extent, depend on the aims and objectives of the mainstage study. For example, there may be particular interest in understanding about the experiences of certain subgroups, requiring large sample sizes for these groups. It will also be important to consider the extent to which household level and/or young person level response will be of primary concern. Depending on the key parameters and priorities, sampling and design decisions as well as response maximisation strategies could be targeted accordingly. The data collection approaches adopted for this discovery phase produced a sample that, while weighting was an important step, did not result in large design effects (DEFF was 1.22 for the 'under-represented' group), providing reassurance about the cumulative impact of response rate differences between groups.

Mode considerations

This second wave of the Discovery Phase study saw the introduction of a sequential multi-mode approach to a study population who had originally taken part in a single mode, either online (Strand 2) or face-to-face (Strand 1). To our knowledge, no similar exercise has been carried out with this study population, that is, young people with SEND and their parents or carers. Thus, there was an interest in understanding **how well the introduction of a web/telephone/face-to-face approach at wave 2 would work**. Given that a mainstage study is unlikely to have a first wave solely using web data collection, of key interest here was **how this change would work among those who took part face-to-face at wave 1** (i.e. Strand 1). Furthermore, there was an interest in **the impact of modes on participation across different subgroups**.

The analysis of mode of participation among Strand 1 participants suggested that this change in mode worked well, with 71% of parents and 61% of young people who took part at wave 2 doing so either online or over the phone – with the online mode being more common than telephone (52% of parents and 51% of young people in Strand 1 who took part at wave 2 did so online). It is worth noting, however, that a sizeable minority (38%) of young people still took part face-to-face at wave 2. The option to take part face-to-face was mentioned in the invitation and reminder communications. Thus, some participants may have waited to take part in this way because they preferred this option (e.g. because this was more accessible for the young person).

The analysis indicated that some young people with certain types of needs, most notably those with ‘communication and interaction’ needs, were particularly likely to take part face-to-face compared with other modes. Because of the sequential mode design, where participants were first offered web, then telephone, then face-to-face, it is not possible to draw any firm conclusions about actual mode preferences among certain groups of participants – it may be, for example, that those more likely to take part face-to-face were less engaged in the study and were therefore only persuaded to do so by an interviewer knocking on their door. Even so, as noted in the section ‘Young person web survey’, some parents did state that their child was not completing the web survey because an interviewer-led mode was more suitable. Though numbers here were small, it is not unreasonable to conclude that a face-to-face mode is more accessible to some young people with SEND than web or telephone modes. **As a result, dropping all face-to-face interviewing in a mainstage study (whether at the initial wave or at a subsequent wave) would undoubtedly mean that specific groups of young people would be unable to access the survey** – and this would likely affect young people with some forms of needs more than others, such as those with ‘communication and interaction’ needs.

The introduction of a telephone mode was new for both strands of the study. There was an interest in understanding **whether a telephone survey would work well for young**

people with SEND, and if this mode had benefits over web and face-to-face approaches. Telephone was the mode with the smallest proportion of interviews conducted among young people, with just 10% of young people in Strand 1 and 7% of young people in Strand 2 taking part in this mode. Nevertheless, these young people were able to take part over the phone and, for Strand 2 participants at least, it is likely that these young people would not have taken part in an online-only survey, given the reminders already sent to encourage web completion. In this respect, the introduction of a telephone mode was therefore reasonably successful. As already noted, there were definite indications in the data that an interviewer-led approach was more accessible for some young people than a web survey. No data were available to assess whether a telephone interview was more (or less) accessible to young people than a face-to-face interview. For indicative purposes in this respect, it may be worth considering the group for whom telephone interviews were most common in Strand 2 (those with ‘communication and interaction’ needs). Among equivalent young people in Strand 1, the proportion who took part over the telephone in Strand 1 was not noticeably high – instead, this group had a high proportion taking part face-to-face. This may indicate that a telephone approach was more accessible than a web survey for some young people with these needs, but that a face-to-face approach was better still. Once again, it is not possible to draw firm conclusions here due to the complex and sequential nature of the study design – including the potential ‘priming’ effect from having already taken part in one particular mode (face-to-face) at the initial wave, and therefore maintaining a preference for this mode at the subsequent wave. Additionally, it is worth remembering that among Strand 2 participants, only households where at least one person was able and willing to participate online in the initial wave were invited to take part at wave 2.

In response to the questions posed about the introduction of a telephone mode, it seems that this may well offer some benefits when compared with a web-only approach but that the benefits of offering it alongside a face-to-face mode may be more limited – at least in terms of addressing accessibility concerns. Applying a web-telephone approach rather than a web/telephone/face-to-face one ought to be cheaper. Importantly, any projected cost savings would need to be considered in the context of the much-increased complexity introduced by an additional mode and the extent of partial household completion rates ahead of face-to-face fieldwork.

A final mode-related question pertained to the innovation of using a **web survey for sensitive questions in the young person telephone interview.** The implementation of this element of the study was successful in the sense that few issues were reported, and a significant proportion of young people who took part over the telephone appeared to be able to complete this as intended. Interestingly, in some cases interviewer observations demonstrated that young people were, in fact, not able to complete this on their own, but were being helped by their parent or carer who was reading out the questions. Whilst we do not have data on the frequency of this happening, it poses a question about the notion of ‘privacy’ in the context of this study. Privacy is something often referred to in relation to

interviewer presence, but which, in the context of a study such as this, appears to be of particular relevance in relation to the presence of parents/guardians. This also highlights the potential trade-offs for study protocols and, indeed, questionnaire development between considerations around privacy (and, relatedly, data quality) and accessibility. For some young people it will be necessary for a parent/carer to help them, also with questions presumably asked in a 'self-completion' mode. On a more practical note, future implementation of a web survey for a sub-section of a telephone survey was demonstrated to be possible to set up and administer. Based on feedback provided in this study, considerations about the role of the interviewer (e.g. for how long they are advised to stay on the phone) and, in particular, the role of the parent /guardian would seem beneficial. The gatekeeper role of the parent in this circumstance, with the use of the parent's email address, for example, added significantly to the complexity of processes. Some level of flexibility would seem useful, as long as parental consent is obtained – this, in turn, would of course require that interviewers were trained on how to obtain this, including any limitations.

A relatively small proportion of young people, 16% of those who took part over the phone, agreed to complete the self-completion section online but subsequently did not do so – meaning that no data on the 'sensitive' questions were collected from these young people. In the Discovery Phase study, no dedicated reminders were sent out to remind young people to complete this final section of their survey. With a dedicated reminder strategy we would expect the figure to come down. How much lower would depend on the reminder strategy. We would, however, always expect some level of drop-off with an approach like this, and there would be a decision to make re: the value of limiting mode effects for these questions versus a (small) loss of data and added complexity of the set-up and data management. If an approach like this was implemented as part of a sequential mode design with face-to-face follow-ups, the extent to which this section had been completed could form part of considerations when selecting cases for face-to-face fieldwork, alongside other factors.

Response maximisation strategies

For this second wave of the study a range of response maximisation strategies were put in place, including a comprehensive contact strategy (see section 'Contact strategy and processes') involving multiple mailings and reminders via different means (letters, email, text) and the prompting of participants by telephone and, for some, in person. As expected, the reminder communications resulted in increases in survey completions, with smaller effects for the second round of reminders.

An RCT conducted at wave 1 with the Strand 1 (face-to-face) sample showed a noticeable increase in response among households who were offered a lower-value unconditional incentive (£5 each) compared with households offered a higher-value conditional incentive (£10 each). At this second wave, a key question of interest was

whether an unconditional incentive worked better than a conditional incentive for a web-telephone survey. The RCT set up with Strand 2 cases at wave 2 to explore this demonstrated that this was indeed the case: at a **household level, response was 10 percentage points higher among those offered an unconditional incentive than for those offered a conditional one**. Furthermore, the analysis suggested that **the unconditional incentive may also have helped improve dual completion rates within households**. The proportion of households where both parent and young person took part was 9 percentage points higher among those in the unconditional incentive group.

Another question considered in relation to response maximisation strategies related to the role of face-to-face interviewers. The provision of additional training focussed on the experiences of young people with SEND and their families did not show any impact on response rates at the initial wave (see the [Wave 1 Methodological report](#) for details). At wave 2 we explored whether there may be any positive effects on longer-term participation in the study, on the basis that a more positive experience (resulting from more confident interviewers who were better equipped to empathise with families) at wave 1 would make people more likely to participate at the second wave. Analysis did not show this to be the case, with **no differences in participation at wave 2 between households whose wave 1 interviewer received the additional training and those whose interviewer had not received this**. It is worth noting here that the analysis looked across the modes of completion at wave 2, and not only face-to-face. It is possible that the change in mode away from face-to-face affected any impact a more positive experience of the wave 1 face-to-face interview may have had. In addition, the analysis carried out here focussed only on participation rates at wave 2. It is possible that the training affected other aspects of study participation not looked at here – indeed, as noted in the wave 1 analysis, interviewers were very complimentary about the training, with several interviewers expressing that they felt more confident in their subsequent work with families. Furthermore, additional analysis of wave 1 data indicated that levels of item non-response were lower in interviews conducted by an interviewer who had received the additional training than in interviews conducted by an interviewer who had not received this training – the proportion of respondents who did not answer one or more of the ‘ask all’ questions in their survey was 4 percentage points lower among those whose interviewer had received the additional training. This was the case across parent and young person interviews³³. Thus, the fact that no effect was seen on participation rates does not necessarily mean that the additional training was not worthwhile. What it does suggest, though, is that benefits of initiatives such as this are not straightforward to demonstrate in a quantitative manner.

³³ The proportion of cases where at least one item asked of all participants had no valid response was 12% among parents whose interviewer had received the additional training and 16% among those whose interviewer had not. Among young people the equivalent figures were 13% and 17% respectively.

Questionnaires and protocols

From the perspective of participants, interview protocols and the questionnaire content and flow are crucial parts of the experience of taking part. From a data user perspective, these aspects are, of course, equally important, as they determine to a large extent the usefulness of the collected data, both in terms of the questions they address and the quality of these data.

Questionnaire development considerations

Questionnaire development was not a key priority of the Discovery Phase study, with resources to a larger extent focused on response maximisation strategies and participation protocols. Nevertheless, as part of the second wave of the study, significant feedback was gathered from both participants – parents and young people – and from telephone and face-to-face interviewers. These allow us to **draw learnings relevant for questionnaire development for a mainstage study**, to improve both the experience of participants and the quality of the data collected. It is worth noting that the issues flagged here were raised in the context of conducting research with a specific age group – that is, young people aged 13-14 at the point of wave 2 data collection. Though the points set out here are deliberately broad, research with older and, in particular, younger children will warrant additional considerations.

The detailed points raised by interviewers and participants are set out and discussed in the section 'Questionnaire feedback'. At an overall level, comments suggested that, although there was room for improvement, many participants were positive about taking part in the study, including young people. The comments flagged a few key areas that would be useful to consider for the mainstage questionnaire development. Importantly, these considerations are not a blueprint for an approach at mainstage – each area for consideration will require trade-offs to be made in terms of data content, participant experience and needs, budget and resourcing available, systems requirements and complexity etc. The considerations are:

- **Extent of user testing / level of risk acceptable for questionnaire content?**
Comments flagging issues with terminology used in the young person questionnaire highlighted the importance of considering the extent of user testing allowed and planned for, both in terms of budget and timescales for a mainstage study. A range of questions areas were flagged as being of particular difficulty for young people in the study, including some from questions used and statistically validated in other surveys with young people of the same age. The level of risk deemed acceptable in the mainstage study will be an important point of

consideration here – unless a ‘gold’ standard of user testing³⁴ were possible within the budget set for the mainstage study, trade-offs would need to be made in terms of which areas to focus on for testing. Indeed, even if a ‘gold’ standard for user testing were agreed upon, within the scope of a limited budget, this would in reality mean that trade-offs were necessary in other areas such as response maximisation. These decisions on the acceptable level of risks and trade-offs would ideally be guided by the agreed priorities, aims and objectives of the mainstage study – including key research questions, and the target population of respondents.

- **Prioritising comparability with ‘mainstream’ surveys of young people versus unique experiences of young people with SEND?** The issues with terminology flagged by interviewers and participants with questions included in surveys with other young people of the same age, also raises a specific point about the key aims, objectives and priorities of the mainstage study, namely the extent to which it is a priority to be able to compare with studies of the wider population including children and young people who do not have SEND. Within the confines of a 30-minute questionnaire (or less), it will be necessary to have a clear set of study aims and objectives to refer to as criteria for selecting and prioritising content of the mainstage questionnaires.

Another point to flag in this context is the extent to which parents and, to a lesser extent, young people, commented on the lack of relevance of some of the questions to their situation – some felt the questions were focused on those with higher levels of needs, some felt they were aimed mostly at those with low-level needs. This may indicate that the balance of questions for the Discovery Phase was somewhat in the middle, which is in line with intentions for the feasibility study. For the mainstage study, however, it is worth reflecting on this a bit further. It is arguably part of the nature of a large-scale survey exercise such as this that data collection is often focussed on the ‘average’ or most common experiences. Even so, the comments about the extent to which questions felt relevant to parents of young people with SEND and resonated with their experiences is an important one to consider. This is particularly so in the context of a longitudinal study where we want families to take part over a period of time. The extent to which this is a priority, and how this can best be implemented, will to a significant extent stem from the aims, objectives and priorities agreed for the mainstage study. For example, is the main aim to be able to have a large-scale quantitative study which enables comparisons between sub-groups of children and young people with SEN with their peers who do not have SEND? Or is the main aim predominantly to capture the experiences of children and young people with

³⁴ See [The three levels of Respondent Centred Design \(RCD\) – Government Analysis Function \(civilservice.gov.uk\)](https://www.civilservice.gov.uk)

SEND and their families, with any comparisons with children and young people who do not have SEND being less of a priority? The answer to this question would help drive prioritisation of both questionnaire development and wider decisions around protocols and accessibility, including budget and resource dedicated to these. Whilst there are detailed workarounds to some issues raised around the extent to which questions were relevant or not to young people with certain needs or in certain educational settings (such as questions about their school experience), it is worth noting that incorporating complex routing has implications for both data quality and budget which need to be weighed up.

- **Questionnaire length.** Based on comments, a 30-minute questionnaire for the young person was too long for some, with some struggling to concentrate and/or getting bored. With input from parents and/or interviewers, however, many did manage to complete it and there were only 18 instances of partially completed young person surveys across the two strands. At mainstage, this will need to be considered against data needs, and will to a large extent set limitations for considerations about what content can be prioritised for the young person survey in particular). The user experience, including how relevant and insightful questions feel to the participant, will be an important consideration for longer interviews.
- **Who is the most important respondent within the household?** A key aim of the Discovery Phase study has been to trial the use of a survey format with young people with SEND, to capture their voices in the data collection as well as their parent's. As analysis of participation and comments left by participants and interviewers have shown, however, as expected, the survey was not accessible to all young people. Nevertheless, in many cases parents were able to provide useful data related to their child's situation, ensuring the experiences of these young people were also represented in the study, albeit in a different way to that of their peers who were themselves able to complete the survey. In the mainstage study, if targets for participation rates are being set out at the outset, it would seem useful to carefully consider to what extent the young person's participation in the study ought to be a deciding criterion. Further considerations along these lines were raised by comments about questions being most appropriately asked of the parent and/or the young person – an issue further complicated by the fact that households where only one of the parent or young person completed a survey remained a feature of the wave 2 data collection, despite multiple strategies for addressing this (see further details in the section 'Encouraging whole-household completion and parental consent' and 'Encouraging whole-household participation in a context with no face-to-face contact').

Encouraging whole-household participation in a context with no face-to-face contact

For this second wave of the feasibility study there was a particular interest in drawing learnings from initiatives implemented at wave 2 to encourage whole-household completion rates – that is, to ensure that both the parent and young person within a household took part. The initiatives implemented included amendments to participant letters and emails, tweaks to the reminder contact strategy and the addition of questions to both web and telephone questionnaires (see more detail in ‘Encouraging whole-household completion and parental consent’).

At the initial wave of the feasibility study we saw reasonably high levels of completion by only one person in the household among those in the web-only strand (Strand 2). At wave 2, despite the initiatives, households where only one of the parent or young person completed their survey were still evident. Encouragingly, though, these numbers had reduced, with just 6% of Strand 2 productive households having only data from the young person (down from 16% at wave 1). Furthermore, wave 2 saw the addition of young person data from 297 young people who did not take part at wave 1. Among Strand 2 parents, a similar picture was evident, with a reduction in the proportion of productive households with only a parent taking part (19%, down from 28% in wave 1) and an additional 109 Strand 2 parents taking part at wave 2 who had not taken part at wave 1.

It is not possible to conclude which, if, indeed, any, of the initiatives implemented at wave 2 had an effect on whole-household completion rates. Nevertheless, for a mainstage study, building on the initiatives implemented at wave 2 seems a useful starting point for addressing this issue, alongside the use of other initiatives such as incentives, with unconditional incentives seemingly resulting in higher levels of whole-household completions.

Other interview protocol considerations to improve accessibility and data quality

Developing an accessible multi-mode survey for children and young people with SEND that collects high-quality data will require careful consideration of protocols for use in each mode. As has been shown in this report, at both this second wave and the first wave, many young people required support to complete their survey. Equipping interviewers and, to an extent also family members, with **guidance on how to provide assistance** would seem key to ensuring a relatively uniform approach is taken. Having said that, it is clear that a ‘uniform’ approach to providing assistance in a study of this nature would be a significant challenge and not necessarily appropriate, given the wide variety of needs of the young people in the study. As such, having dedicated **questions to capture details about support provided** in the questionnaire, to enable to take this into account in analysis as appropriate. Protocols to discourage family members from interfering where assistance is not strictly necessary may also be beneficial in some

circumstances. This would apply across modes, with protocols to be tailored for each mode (e.g. for web mode, to be aimed at family members and young people).

Looking ahead to a mainstage study

In this final section we reflect on some of the implications of the findings outlined in this report, and of the Discovery Phase study as a whole, for a mainstage study with children and young people with SEND.

As set out in the Wave 1 methodology report, using the NPD and AP Census for sampling purposes provided a useful sampling frame for a study of this nature, with detail available to implement oversampling. Significant oversampling was undertaken for the Discovery Phase in a manner that still enabled efficient face-to-face fieldwork, demonstrating that this is a viable approach for a mainstage study, if desired. A limitation here is the dependence on the 'SEN' and 'EHC plan' flags in these databases – there are no other measures to identify children and young people who may be disabled but not have SEN.

The Discovery Phase study has demonstrated the feasibility of conducting a large-scale survey with a population of young people with SEND through web, telephone and face-to-face modes. A key question for a mainstage study will be about the extent to which different modes will contribute to meeting the aims of collecting high quality data from a representative sample of the young people the study aims to represent, and weigh this up against other considerations including budget and timelines. The Discovery Phase study suggests that using multiple modes will in all likelihood maximise engagement among young people. Web and face-to-face modes in particular may help facilitate engagement by distinct groups of young people who may not take part in other modes. A sequential web-first approach would also help keep costs down, compared with a concurrent web-CAPI approach (or a full face-to-face approach).

The benefits of a telephone mode are less clear in terms of accessibility and representation – though, importantly, we did not see any particular drawbacks in terms of representation of including a telephone approach. A key benefit of including a telephone mode, relative to a face-to-face mode, is the lower cost. The potential cost benefits of introducing a telephone mode alongside an approach using web and face-to-face, for example, would need to be considered against the increased complexity of the data and the increased risk of mode effects. Though, the latter point could be partially addressed by the introduction of an online self-completion addition to the telephone interview, as demonstrated in the Discovery Phase. This would, again, come with potential drawbacks in terms of (minor) data loss and some further added complexity.

Developing a questionnaire for a population of children and young people with SEND spanning primary and secondary education will be a key challenge for the mainstage

study. Questionnaire development was not the main focus of the Discovery Phase study. For the mainstage study clear aims and objectives will help decision making in relation to whose perspectives and experiences are a priority to capture, and, as a result, how best to go about this. For example, as asked in this report, is a key aim of the study to compare experiences and outcomes of children and young people with SEND with those of their peers who do not have SEND? Is it about gaining a quantitative and more representative understanding of specific experiences relevant to children and young people with SEND and their families? Whilst it is possible to do both, as demonstrated by the Discovery Phase, it is important to be mindful of some of the implications and, specifically, trade-offs included here – many of which are outlined in this report and in the [Wave 1 Methodological report](#). In any case, significant work will be required in the questionnaire development phase to ensure question wording is optimised for the young people and parents taking part. As shown in this Discovery Phase study, young people with SEND, even within a specific year group, are a heterogeneous group with a range of needs, experiences and circumstances that affect the extent to the questions asked in the study feel relevant, and what terminology and length feels appropriate. The intent to cover both younger and older children in a mainstage study will add significantly to the challenges here, emphasising again the need for clear study aims and objectives to support decision making here.

Another question to consider in this respect is to what extent the key aim of the study is to hear from children and young people themselves, or whether it is mostly about making sure their experiences are represented? This would drive decisions around, for example, the use of proxy interviews and considerations around who is most suitable to answer certain questions. Furthermore, this would drive decisions around contact strategies and protocols, including strategies for maximising response, and the extent to which deviations from protocols are deemed acceptable (indeed, necessary). The Discovery Phase has highlighted some features for consideration here, including in relation to the use of incentives and protocols for interviewers providing support for participants, and recording this.

Another set of considerations relates to the level of quality and the intensity of the development phase vis-à-vis timelines and resources. When setting the parameters for the study, it would seem useful to consider the extent to which each of the elements discussed here – including mode of data collection, response maximisation efforts, development of protocols, questionnaire development – will be developed with direct input from children and young people with SEND, from other stakeholders, and the extent to which each element will be tested (for example, through user testing). Meaningful involvement of those with lived experience of SEND and extensive user testing, in particular, has the potential to add significantly to the quality of the study. In this context it is important to acknowledge the time and resource required to ensure these elements are effectively embedded in the process and to take this into account at the planning stage.

The Discovery Phase has demonstrated the feasibility of conducting a large-scale survey with a population of young people with SEND and their parents. It has tested the effectiveness of several approaches to maximising the response and representativeness among young people with SEND and their families in a large-scale survey. It has trialled the use of a multi-mode approach and innovations designed to minimise mode effects. Crucially, it has developed and trialled contact approaches and protocols aiming to reflect and accommodate, as far as possible, the wide range of needs of the young people invited to take part, and provided pointers on key considerations in this respect for a mainstage study – and, indeed, any large-scale survey aiming to engage young people.

A SEND Futures mainstage study will enable researchers and policy makers to answer some of the questions that we are not currently able to answer with existing data structures. If rolled out as currently intended, the mainstage study will provide robust, high-quality data for a large, representative sample of children and young people with SEND which will enable analysts to understand how children with SEND are getting on, and what influences their experiences and outcomes over time. Crucially, it will enable this analysis to be undertaken with sub-groups of the population of children and young people with SEND such as based on their type(s) of needs and/or the support they receive. It will provide opportunities for analysis looking at aspects that are specific to children and young people with SEND, including experiences of SEN provision and other types of support, and the implications of this on their short, medium and long term outcomes. Finally, and importantly, it will enable analysis of not only outcomes related to the academic attainment of children and young people with SEND but also their educational engagement, resilience, wellbeing and preparation for adulthood.

Appendix A. Glossary

Term	Definition
Alternative Provision (AP) settings	Alternative Provision (AP) settings provide education for pupils who do not attend a mainstream school or special school full time. Education in alternative provision often takes place at a Pupil Referral Unit (PRU), AP academy or AP free school, but placements can also be arranged in another mainstream or independent school that provides AP, or in an educational setting that is not registered with DfE
Children in Need (CiN) / young people with 'in need' status	<p>Children in Need are a legally defined group of children (under the Children Act 1989), assessed as needing help and protection as a result of risks to their development or health. This group includes children on child in need plans, children on child protection plans, children looked after by local authorities, care leavers and disabled children. Children in need include young people aged 18 or over who continue to receive care, accommodation or support from children's services, and unborn children.</p> <p>Whilst disabled children come under the definition of CiN, it is the case that not all children with a disability receive support from Children's Social Care services. Around 12% of CiN have a disability recorded.</p>
CAPI	Computer Assisted Personal Interviewing. Face-to-face interview undertaken by trained survey field interviewer.
CASI	Computer Self-Assisted Interviewing. Survey questions answered by the respondent using the interviewer's laptop.
Disability	A disability is physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out day-to-day activities.
Education, Health and Care Plan (EHCP)	For children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Free School Meals (FSM)	Children eligible for free school meals
Looked after Children (LAC) / young people with 'looked after' status	A child in the care of their local authority for more than 24 hours. Includes children: living with foster parents; living in a residential children's home; or living in residential settings like schools or secure units.
Ethnic minority (excluding white minorities)	This includes people from ethnic groups other than those from white ethnic groups, including those from black, Asian, mixed and multiple ethnicities and those classified as 'other' ethnic groups. In this report 'ethnic minority' does not include white minorities such as Gypsy, Roma and Irish Traveller groups, or those where there was no information available about ethnicity on the sample frame.
National Pupil Database (NPD)	The National Pupil Database contains all pupils attending English state education.
Pupil referral units (PRUs)	A type of Alternative Educational Provision.
RCT	Randomised Controlled Trial
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
Special Educational Needs Co-ordinator (SENCO)	A teacher who is responsible for making sure special educational needs are catered to within schools.
Special schools	Special schools provide education for children with a special educational need or disability. Pupils can only attend special schools if they have an Education, Health and Care Plan (EHCP).

Appendix B. Participant materials

Advance letter (parent)



<PLName>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<AddressLine4>
<AddressLine5>
<Postcode>

Ref: P13940 <Serial><ckf>

Invitation to take part in the SEND Futures survey

To <PLName>,


We would like to invite you and <CFirstname> to take part in this year's SEND Futures surveys.

<AdLetIntroText>

How to take part

Here is what you need to do to complete **your** Parent/Guardian Survey. The enclosed letter to <CFirstname> explains how they can access the Young Person Survey. Please pass on this letter to <CFirstname> if you consent for them to participate in the 2023 survey. If <CFirstname> is no longer living with you, please let us know using the contact details below.

 Go to the Parent/Guardian Survey website: <SurveyURLP>

 Enter your access code: <LoginP>

 Complete the survey

<Addemailtext>


Don't worry if you can't take part online

 <TelOrNoTelNB>

It's easy to take part

- The Parent/Guardian survey should take around 30 minutes.
- All your information will be confidential, and you will never be identified in any reports.
- <IncPar>

If you would like to update your contact details, talk to someone about the study or if you don't want to take part, please call NatCen on Freephone 0800 652 4570 or email SENDFutures@natcen.ac.uk.


Vicky Petrie
Chief Social Researcher, Department for Education


Martin Wood
Head of Longitudinal Research, NatCen Social Research

Main body text of parent/guardian advance letter

Invitation to take part in the SEND Futures survey

To <PLName>,

We would like to invite you and <CFirstname> to take part in this year's SEND Futures surveys.

<AdLetIntroText>

How to take part

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Go to the Parent/Guardian Survey website: <SurveyUrlP>

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Frequently Asked Questions (parent/guardian)

Frequently Asked Questions



What is the interview about?

The parent/guardian and young person surveys will cover a range of topics, including the study child's schooling, their happiness and wellbeing and their experiences of the support they get based on their needs. This will be similar to last year's survey, although some of the questions and topics have changed.



Where can I use my voucher?

The Love2Shop voucher can be spent in lots of different shops, either in stores or online, such as Argos, Boots and TK Maxx.



How was my child chosen?

Every family who took part in the 2022 SEND Futures survey are invited to take part in this year's survey. Each young person is irreplaceable as it is important for our research that we follow their experiences over time.



Who is carrying out the study?

The Department for Education (DfE) asked the National Centre for Social Research (NatCen) – Britain's largest independent social research organisation – to carry out the study.



What will happen to any information I give?

We will handle your data in accordance with the UK GDPR and the Data Protection Act 2018. The survey findings are anonymised and nothing we publish will identify you. The results collected will help the government make policies for children with SEND. Charities will also be able to use the findings.

To read more about how we will look after your personal information, please visit: www.natcen.ac.uk/send-futures/privacy



Where can I find out more?

Visit www.natcen.ac.uk/send-futures, email NatCen at SENDFutures@natcen.ac.uk, or call NatCen on Freephone 0800 652 4570.

If you would like to contact the DfE directly about this work, please email send.futures@education.gov.uk.

To see a copy of this that is easier to read, please visit www.natcen.ac.uk/send-futures/FAQs

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Essex CM14 4LX Tel. 0800 526 397.
Company limited by guarantee.
Reg No. 4392418. A Charity registered
in England and Wales (1091768)
and in Scotland (SC038454)

 National Centre
for Social Research

 NATIONAL
CHILDREN'S
BUREAU

 Department
for Education

Main body text of parent/guardian Frequently Asked Questions

Frequently Asked Questions

What is the interview about?

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Advance letter (young person)



Department
for Education

SEND
Futures

YOUR VIEWS MATTER!

Ref: P13940 <Serial><ckl>

Invitation for <CFirstname>

Hi <CFirstname>.

Thank you for being part of the SEND Futures study! Your family's participation in the study last year provided us with really important information that will help us improve the support that we give young people with their education. We would now like to invite you to take part in this year's survey.

How to take part

Here is what you need to do to complete **your** Young Person Survey. You must let your parent or guardian know that you are completing the survey before you log on.



Go to the Young Person Survey website: <SurveyURLC>



Enter your access code: <LoginC>



Complete the survey

<AddemailtextCh>

Don't worry if you can't take part online



<Chaccintro>

It's easy to take part

- The survey should take about 30 minutes.
- We will not share your answers with anyone you know, like your parents or school.
- You don't have to answer any questions you don't want to. You can also answer questions with your parent or carer with you, if you want to.
- You can answer the questions whenever you like and you do not have to finish it all in one go.
- <IncCh>

Vicky Petrie

Chief Social Researcher, Department for Education

Martin Wood

Head of Longitudinal Research, NatCen Social Research

Main body text of young person advance letter

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You can answer the questions whenever you like and you do not have to finish it all in one go.

<IncCh>

Frequently Asked Questions (young person)



FAQs

Frequently Asked Questions

WHAT ARE THE QUESTIONS ABOUT?

Your survey will be about lots of different topics, such as school, happiness, what you think about the support you receive, and how you feel about growing up. This will be similar to last year's survey, although some of the questions and topics have changed.

HOW WAS I CHOSEN?

We selected 11,000 pupils from the National Pupil Database, which is a big list of all school pupils in England. NatCen were given permission to get in contact with you by the Department for Education (DfE). Every young person who took part in the 2022 survey has now been invited to take part in this year's survey – each young person is irreplaceable as it is important for our research that we collect views of the same young people each year.

WHAT WILL HAPPEN TO ANY INFORMATION I GIVE?

Once we have collected all the answers from everyone who takes part, they will be looked at together, anonymously. By this we mean that your personal information like your name, address and date of birth is removed, so that you cannot be identified in any reports.

The information will be used for research about the lives of young people who need extra support with their learning.

The research fully complies with data protection regulation (UK GDPR and the Data Protection Act 2018). To read more about how we will look after your personal information, please visit: www.natcen.ac.uk/send-futures/privacy

WHERE CAN I USE MY VOUCHER?

Your Love2Shop voucher can be spent in lots of different shops, either in stores or online, such as Argos and TK Maxx.



WHO IS CARRYING OUT THE RESEARCH?

The National Centre for Social Research (NatCen) – Britain's largest independent social research organisation – are carrying out the study.

WHERE CAN I FIND OUT MORE?

If we want to find out more about the research, visit www.natcen.ac.uk/send-futures, email NatCen at SENDFutures@natcen.ac.uk, or call NatCen on Freephone 0800 652 4570.


If you would like to contact the DfE directly about this work, please email send.futures@education.gov.uk.

To see a copy of this that is easier to read, please visit www.natcen.ac.uk/send-futures/FAQs



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Essex CM14 4LX Tel. 0800 526 397.
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Reg No. 4392418. A Charity registered
in England and Wales (1091768)
and in Scotland (SC038454)

 National Centre
for Social Research

 NATIONAL
CHILDREN'S
BUREAU

 Department
for Education

Main body text of young person Frequently Asked Questions

FAQs: Frequently Asked Questions

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Reminder letter (parent)



SEND
Futures

<PLName>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<AddressLine4>
<AddressLine5>
<Postcode>




Ref: P13940 <Serial><cckl>

The SEND Futures Survey is closing soon.

To <PLName>,
<NBRemLetIntroText>

How to take part

Here is what you need to do to complete **your** Parent/Guardian Survey. The enclosed letter to <CFirstname> explains how they can access their Young Person Survey. Please pass this letter onto <CFirstname> if you consent for them to participate in the second survey. If <CFirstname> is no longer living with you, please let us know using the contact details below.

-  Go to the Parent/Guardian Survey website: <SurveyURLP>
 -  Enter your access code: <LoginP>
 -  Complete the survey
- <Addemailtext>

Don't worry if you can't take part online

 <TelOrNoTelNB>

It's easy to take part

- Your survey should take around 30 minutes.
- All your information will be confidential, and you will never be identified in any reports. You and <CFirstname> won't have to answer any questions you don't want to.
- <RLetIncPar>

If you would like to update your contact details, talk to someone about the study or if you don't want to take part, please call NatCen on Freephone 0800 652 4570 or email SEnDFutures@natcen.ac.uk.

Vicky Petrie
Chief Social Researcher, Department for Education

Martin Wood
Head of Longitudinal Research, NatCen Social Research

Main body text of parent/guardian reminder letter

The SEND Futures Survey is closing soon.

To <PLName>,

<NBRemLetIntroText>

How to take part

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Reminder letter (young person)



SEND
Futures

YOUR VIEWS MATTER!

Ref: P13940 <Serial><ckl>

The SEND Futures Survey is closing soon.


Hi <CFirstname>.

We recently invited you to take part in this year's **SEND Futures** survey. Many young people have completed the survey, but we need to hear from you too. You have been chosen to help us understand what young people in similar situations to you may be experiencing.

The online survey closes on <deadline>, so please log on as soon as you can!

How to take part

Here is what you need to do to complete **your** Young Person Survey. You must let your parent or guardian know that you are completing the survey before you log on.

 Go to the Young Person Survey website: <SurveyURLC>

Enter your access code: <LoginC>

Complete the survey

<AddemailtextCh>

Don't worry if you can't take part online

 <Chaccintro>

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- You don't have to answer any questions you don't want to. You can also answer questions with your parent or carer with you, if you want to.
- <RLetIncCh>

Vicky Petrie

Chief Social Researcher, Department for Education

Martin Wood

Head of Longitudinal Research, NatCen Social Research

23_SENDF_Reminder Letter Both P and YP_PV2

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Main body text of young person reminder letter

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<RLetIncCh>

Thank you letter (parent)



SEND
Futures

<PTitle> <PLName> <PSName>
<PAddressLine1>
<PAddressLine2>
<PAddressLine3>
<PAddressLine4>
<PAddressLine5>
<PPostcode>

Ref: P13940 <Serial><cckl>

Thank you for taking part in SEND Futures

Dear <PTitle> <PLName> <PSName>,

Many thanks for taking part in our recent survey for SEND Futures. Your answers will help us to improve the support given to young people with SEND, and their parents and carers.

To say thank you

Please find enclosed a Love2Shop voucher of £5 which can be spent at many high street shops including Argos, Boots and TK Maxx.

If <CFirstname> took part in the survey, a voucher will also be sent to you separately to pass on to them.

If you would like to contact somebody about the study or if you have any questions please email us at SEnDFutures@natcen.ac.uk or call us on 0800 652 4570. If you would like more information about the study please visit our webpage at natcen.ac.uk/send-futures.

Thanks again for your support,

Best wishes,



Vicky Petrie

Chief Social Researcher, Department for Education



Martin Wood

Head of Longitudinal Research, NatCen Social Research

Main body text of parent/guardian thank you letter

Thank you for taking part in SEND Futures

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Thank you letter (young person)



SEND
Futures

The parent/guardian of <CFirstname> <CSurname>
<ChAddressLine1>
<ChAddressLine2>
<ChAddressLine3>
<ChAddressLine4>
<ChAddressLine5>
<ChPostcode>

Ref: P13940 <Serial><ckl>

Thank you for taking part in SEND Futures

Dear <CFirstname>,

Thanks for taking part in our recent survey for SEND Futures!

We are very grateful for you taking part - your answers will help our research to make a real difference.

To say thank you

Please find enclosed a Love2Shop voucher of £5 which can be spent at many high street shops including Argos, Boots and TK Maxx.

If you would like to contact somebody about the study or if you have any questions please email us at SENDFutures@natcen.ac.uk or call us on 0800 652 4570. If you would like more information about the study please visit our webpage at natcen.ac.uk/send-futures.

Thanks again for your support,

Best wishes,



Vicky Petrie

Chief Social Researcher, Department for Education



Martin Wood

Head of Longitudinal Research, NatCen Social Research

27a_SENDF_S2 Child thank you letter_PV2

UNDERSTANDING THE EXPERIENCES OF
YOUNG PEOPLE WITH SEND

Main body text of young person thank you letter

Thank you for taking part in SEND Futures

Dear <CFirstname>,

Thanks for taking part in our recent survey for SEND Futures!

We are very grateful for you taking part - your answers will help our research to make a real difference.

To say thank you

Please find enclosed a Love2Shop voucher of £5 which can be spent at many high street shops including Argos, Boots and TK Maxx.

If you would like to contact somebody about the study or if you have any questions please email us at SENDERFutures@natcen.ac.uk or call us on 0800 652 4570. If you would like more information about the study please visit our webpage at natcen.ac.uk/send-futures.

Keeping in touch letter

SEND
Futures

<PLName>
<AddressLine1>
<AddressLine2>
<AddressLine3>
<AddressLine4>
<AddressLine5>
<Postcode>

Are these details correct?

<LetPemail>

<LetRphmob>

<Letlandline>

Ref P13940<Serial><ckl>

<date>

Invitation to take part in the SEND Futures survey

Dear <PLName>,

<Adintrotxt>

We'd like to speak to you again

In a few weeks' time we will be in touch to invite you and <cname> to take part in this year's survey. As your family has taken part before, we can't replace you with anyone else.

Please update your contact details

We want to check that the details we have for you are up to date. If any of the details at the top of this letter need updating, please let us know as soon as possible by calling free on **0800 652 4570** or e-mailing **SEND-Futures@natcen.ac.uk**. All your data are handled in accordance with the UK GDPR and Data Protection Act 2018. See more on natcen.ac.uk/send-futures/privacy.

If <CFirstName> is no longer living with you, please let us know.

No decisions right now

By updating the contact details above you're not committing yourself or <CFirstName> to taking part. We'll be in touch with more information again soon and you can decide then if you'd like to take part.

Thanks again for being part of SENDFutures, and helping us to make the study a great success.



Vicky Petrie


Chief Social Researcher, Department for Education



Martin Wood

Head of SEND Futures, NatCen Social Research

 **National Centre
for Social Research**

 **NATIONAL
CHILDREN'S
BUREAU**

 **Department
for Education**

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PV1_PC_KintL_G

Main body text of keeping in touch letter

Invitation to take part in the SEND Futures survey

Dear <PLName>,

<Adintrotext>

We'd like to speak to you again

In a few weeks' time we will be in touch to invite you and <cname> to take part in this year's survey. As your family has taken part before, we can't replace you with anyone else.

Please update your contact details

We want to check that the details we have for you are up to date. If any of the details at the top of this letter need updating, please let us know as soon as possible by calling free on 0800 652 4570 or e-mailing SEND-Futures@natcen.ac.uk. All your data are handled in accordance with the UK GDPR and Data Protection Act 2018. See more on natcen.ac.uk/send-futures/privacy.

If <CFirstName> is no longer living with you, please let us know.

No decisions right now

By updating the contact details above you're not committing yourself or <CFirstName> to taking part. We'll be in touch with more information again soon and you can decide then if you'd like to take part.

Thanks again for being part of SENDFutures, and helping us to make the study a great success

Appendix C. Taking part cards used in face-to-face interview (Strand 1)

I want to
take a break



I don't
understand



I prefer not
to answer



Appendix D. Questionnaire specification

Young person questionnaire

Administration

ASK IF MODE = CAPI

CkYPOut

INTERVIEWER: Are you conducting an interview with the young person?

1. Yes – ready to interview young person
2. No – young person has refused
3. No – young person incapable of carrying out interview
4. No - other reason why young person cannot participate in the study (specify)

DO NOT ALLOW DK OR REFUSED.

{IF CkYPOut=2,3,4}

Soft check: INTERVIEWER: Are you sure you cannot interview the young person in this study?

{Programmer: Set IntStatus and return to start of CAPI}

ASK IF CkYPOut=4

CkYPOutO

Provide reason for young person not being able to participate in study

OPEN

Introduction

CAWI ACCESS PAGE:

Welcome to the SEND Futures young person survey.

To take part, please enter your unique access code (this is the eight-digit code from your letter or email) in the box below and click 'NEXT'.

If you are experiencing any problems logging in or other technical problems, then please get in touch using our contact details below:

Email: SENDFutures@natcen.ac.uk

Freephone: 0800 652 4570

OPEN

CAWI INTRO SCREEN:

158

Dear {W1_CName}

Welcome to the 2nd year of the SEND Futures Study!

The questionnaire should take around 20 to 30 minutes to complete.

You can find more information about the study, including what we do with the information you tell us and what your rights are, on our website: natcen.ac.uk/SENDERFutures

It is important that a parent or carer is aware that you will be taking part in this research, so please let them know before you start the survey.

To start, click 'Next'.

CAPI ONLY

YP_Int

INTERVIEWER: THIS IS THE YOUNG PERSON QUESTIONNAIRE.

Press 1 and <Enter> to continue.

ASK IF CkYPOut<>2,3,4 AND CkYPOutCATI<>2,3,4,5,6

TakePartC

{IF MODE = CAWI, "Thanks very much for being part of SEND Futures. First, we just want to check you understand what taking part involves."}{IF MODE = CAPI/CATI, "Thanks very much for being part of SEND Futures. Before we start, I just want to make sure we have been clear about what is involved in doing the interview".}

{IF MODE = CAPI: INTERVIEWER: CHECK IF THE YOUNG PERSON RECEIVED AND READ THEIR ADVANCE LETTER. IF THEY HAVEN'T RECEIVED IT, HAND OUT A COPY AND TALK THEM THROUGH IT"}}

IF MODE = CAPI/CATI: "I am going to ask you"; IF MODE=CAWI: "This survey asks"} some questions about your experiences of education, and about some of the things you do and how you are. Your answers will help the Department for Education (DfE) understand more about the experiences and views of young people who need additional support to help them learn. The research will be used to improve the support available for young people who need this extra help. DfE have asked NatCen Social Research to carry out the research, {IF MODE = CAPI/CATI, "and I work for them.", If MODE = CAWI "and they created this survey."}

Taking part is completely voluntary. If you do take part, we will not share your answers with anyone you know, like your parents, carer or school. We would only have to tell someone else what you say if you tell us about something that puts you at serious risk of harm.

We would like to add your answers to other information we have about you and your education from something called the National Pupil Database. We are going to check with your parent or carer about this in their survey and you can decide together.

{IF MODE = CAPI/CATI, "If you want to stop the interview at any point, just let me know and we will pause or end the interview. It's completely up to you."}{IF MODE = CAWI "You don't have to complete the whole survey in one go – any answers you've given will be saved and you can start where you left off when you next log in."}

{IF MODE = CAPI/CATI: If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to.}

{IF MODE = CAWI "If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to. You can move to the next question by clicking the 'Next' button and selecting 'Don't know' or 'Prefer not to answer'. If you would like to pause your survey at any point, to protect your privacy, please ensure that you reach the end of the section you are in. Once you reach the end of the section all your answers up to that point will be locked securely and nobody can go back into the survey to see those answers. The survey will let you know when you reach one of these points."

Please do not use the Refresh, Forward or Back buttons on your browser as these may cause problems.

Please read the Frequently Asked Questions or contact us if you want to know more (see the links in the banner above)."}}

Are you happy to take part in this study and go ahead with the {IF MODE = CAPI/CATI, "interview", IF MODE = CAWI, "survey"}?

1. Yes
2. No {IF MODE = CAPI/CATI, "[End of child interview]"}

[IF MODE=CAWI/CAPI/CATI "Don't know" and "Prefer not to answer" options not displayed/allowed]

ASK IF participant does not agree {TakePartC=2}

EndInt

IF MODE = CAPI/CATI "INTERVIEWER: Thank them and end interview."

IF MODE = CAWI, "Thanks for thinking about taking part. If you change your mind you can log back in and take part another time."

ASK IF participant agrees {TakePartC=1}

ThankC

Thank you very much for agreeing to take part in SEND Futures. {CAWI: "Click 'Next' to start".}

{CATI: INTERVIEWER: CLICK NEXT TO START.}

REMAINDER OF QUESTIONNAIRE ONLY ASKED IF TakePartC=1

ASK IF MODE=CAWI

YPWePC

Before we start, does at least one of your parents or carers know that you are completing this survey?

1 Yes

160

2 No

ASK IF YPWePC=No

YPWePN

Please tell your parent or carer that you will be completing this survey. Once you have done that you can log back in to complete the survey – we can't wait to hear from you!

[End button to take them out of the interview. They will be able to complete if they go back in using a direct access link or type in their access code again]

Experiences of Education

ASK ALL

SchType

Source: Included at W1

The next few questions are about your education.

First, (IF MODE=CAWI, "we"){IF MODE=CAPI/CATI, "I") would like to know about how you are being taught at the moment. Do you belong to a school or are you taught in another way?

{IF MODE = CAPI/CATI, "INTERVIEWER: If the child is taught by more than one school/ or educational setting, please ask them to think about the school/educational setting which teaches them for most of the time."}

{IF MODE = CAWI, [Helpscreen: "What if I am taught by more than one school or educational setting? If you are taught by more than one school, or educational setting then answer about the one that teaches you for most of the time"]}

{IF MODE = CATI: INTERVIEWER READ OUT}

{IF MODE = CAPI/CAWI/CATI, [HELPSCREEN: "What is alternative provision?"}

Alternative provision settings are places that provide education for children who don't go to a mainstream school or special school full time. For example, a PRU, Alternative Provision Academy or Alternative Provision free school.}}

1. School
2. Another educational setting like a Pupil Referral Unit, Centre or Alternative Provision
3. Home educated
4. Somewhere else {IF MODE= CAPI/CATI "(please specify)"}{IF MODE = CAWI (please write in)"

CAPI ONLY ASK IF taught somewhere else {SchType=4}

Schoth

Please say where you are taught

OPEN

ASK ALL

161

Sch

Source: Included at W1 [MCS5 Self-comp (ECQ29X)]

How much do you like {TEXT FILL: IF SchType=1, "school". IF SchType=2 or 4 or dk or refused, "your educational setting", IF SchType=3, "being taught at home ", ?}

{IF MODE = CAPI/CATI "Would you say ... READ OUT"}

1. A lot
2. A bit
3. Not at all

ASK ALL

SchDiff

Source: Included at W1

{IF MODE = CAPI "SHOWCARD B1"}

Overall, how easy or difficult do you find your lessons?

{IF MODE = CATI: INTERVIEWER READ OUT}

1. Very easy
2. Quite easy
3. Neither easy nor difficult
4. Quite difficult
5. Very difficult

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpP

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C1"}

Here are some things that some people get extra help or support for at {TEXT FILL: IF SchType=1 "school"; If SchType=2,4 "their educational setting"}. Do you get extra help or support for any of these things?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please choose all the ones you get help with". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Getting to school
2. Getting around school
3. Using the toilet or washing yourself
4. Things to do with a health condition or disability (this could be taking medicine, injecting yourself or using special equipment)
5. Joining in with school clubs
6. Joining in with school trips
7. Making friends or getting on with other pupils
8. None of these [EXCLUSIVE]

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpNeedP

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C1"}

The previous question was about what help and support you may be getting at the moment. From the same list, do you feel like you need more help or support than you are getting for any of these things?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please choose all the things you want more help with.". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY" }

1. Getting to school
2. Getting around school
3. Using the toilet or washing yourself
4. Things to do with a health condition or disability (this could be taking medicine, injecting yourself or using special equipment)
5. Joining in with school clubs
6. Joining in with school trips
7. Making friends or getting on with other pupils
8. None of these [EXCLUSIVE]

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpB

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C2"}

And do you get extra help or support with any of these things at {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "your educational setting"}?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please choose all the ones you get help with". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Seeing the board or books clearly
2. Hearing what the teacher is saying
3. Communicating with people so you are understood
4. Concentrating
5. Understanding the work you are set
6. Getting work done in time
7. Being quiet when the teacher needs you to
8. Working with other children
9. None of these [EXCLUSIVE]

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpNeedB

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C2"}

Again, the previous question was about what help and support you may be getting at the moment. From the same list, do you feel like you need more help or support than you are getting for any of these things?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please choose all the things you want more help with.". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Seeing the board or books clearly
2. Hearing what the teacher is saying
3. Communicating with people so you are understood
4. Concentrating
5. Understanding the work you are set
6. Getting work done in time
7. Being quiet when the teacher needs you to
8. Working with other children
9. None of these [EXCLUSIVE]

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpL

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C3"}

And do you get extra help or support with any of these things from {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "your educational setting"}?

{IF MODE = CAPI, "CODE ALL THAT APPLY". IF MODE = CAWI, "Please choose all the ones you get help with". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY" }

1. Reading
2. Writing
3. Maths
4. PE
5. ICT and using computers
6. Other school subjects or school work {If MODE=CAPI/CATI "(please tell us what subjects or work)"; IF MODE=CAWI "(please write in box)"}
7. None of these [EXCLUSIVE]

CAPI ONLY ASK IF gets help with other topic (SchhelpL=6)

SchHlpLO

What other subject or work do you get help with at {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "your educational setting"}?

OPEN

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SchHelpNeedL

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C3"}

Again, the previous question was about help and support you may be getting at the moment. From the same list, do you feel like you need more help or support than you are getting for any of these things?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please choose all the things you want more help with.". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Reading
2. Writing
3. Maths
4. PE
5. ICT and using computers
6. Other school subjects or school work {If MODE=CAPI/CATI "(please tell us what subjects)"; IF MODE=CAWI "(please write in box)"}
7. None of these [EXCLUSIVE]

CAPI ONLY: ASK IF gets help with other topic (SchHelpNeedL=6)

SchHlpLNeedO

What other school subjects or school work do you need more help with at {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "your educational setting"}?

OPEN

ASK IF attends school/other teaching setting and any support received {SchType=1,2,4 AND SchHelpP=1-7 or SchHelpB=1-8 or SchHelpL=1-6}

SuppWho

Source: New

Now thinking about all the areas where you receive extra help or support at {IF SchTyp=1: 'school', IF SchTyp= 2,4: 'your educational setting'}, who gives you this extra help or support?

Please only think about help and support for you, not for the whole class.

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Please select all that apply.". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Subject teacher
2. Teaching assistant
3. Form teacher

4. Special Educational Needs Coordinator (SenCo)
5. Someone else {If MODE=CAPI/CATI “(please say who)”; IF MODE=CAWI “(please write who in the box)”}
6. I do not get extra support from anyone [EXCLUSIVE]

CAPI ONLY: ASK IF gets help from someone else (SuppWho=5)

SuppWhoO

Who else gives you this extra help or support?

OPEN

ASK IF participant attends school/other teaching setting {SchType=1,2,4}

SuppSati

Source: Included at W1

Still thinking about all the areas where you might need extra help or support, how well do you think your {TEXT FILL: IF SchType=1, “school”. IF SchType=2,4, “educational setting”}? supports you? Would you say it supports you...

{IF MODE = CAPI/CATI “READ OUT”}

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all well

ASK IF participant not home schooled {SchType=1,2,4}

EduIntro2

Thanks very much for your answers so far. The next few questions are also about your experiences at {TEXT FILL: IF SchType=1 “school”; IF SchType=2,4; “your educational setting”}.

ASK IF participant not home schooled {SchType=1,2,4}

TeachTalk

Source: Included at W1

How often, if at all, do your teachers talk to you about how you are doing at {TEXT FILL: IF SchType=1 “school”; IF SchType=2,4; “your educational setting”};

{IF MODE = CAPI/CATI “Would you say...READ OUT...”}

1. Very often
2. Quite often
3. Not very often
4. Not at all

ASK IF participant not home schooled {SchType=1,2,4}

TeachNeed

Source: Included at W1

In general, how well do your teachers at your {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "educational setting"} understand your needs?

{IF MODE = CAPI/CATI "Would you say...READ OUT..."}

- 1 Very well
- 2 Quite well
- 3 Not very well
- 4 Not at all

ASK IF participant attends school or educational setting {SchType=1,2,4}**OutClass****Source: New**

How often do teachers at your {TEXT FILL: IF SchType=1, "school". IF SchType=2,4, "educational setting"} send pupils out of class because of their behaviour?

This might be to another classroom, to the head teacher or principal's office, to stand in the corridor, or to another space.

{IF MODE = CAPI/CATI "READ OUT"}

1. Never
2. Rarely
3. Sometimes
4. Often

[PROGRAMMER: PLEASE ADD TIMESTAMP]

ASK IF CAWI**LockOne**

This is the end of the section. Once you press "next" your answers will be locked and you will not be able to view or change the answers you gave in this section.

If you would like to change any of your answers in the last section, please do so now by pressing the "previous" button or press "next" to continue with the survey.

Time with friends and activities outside school**ASK ALL****PLWE****Source: Included at W1 [MCS6 YP – adapted]**

The next questions are about what you do in your free time.

{IF Schtype=1 "Apart from at school, how"; If Schtype=2,4 "Apart from at your educational setting, how"; If Schtype=3,DK,Ref "How"} often do you spend time with friends, without adults being there?

This could be doing things like going to the park, going to the shops, going round to each other's houses or just meeting up.

{IF MODE = CAPI/CATI "READ OUT"}

- 1 Several times a week
- 2 At least once a week
- 3 At least once a month
- 4 Less often than once a month
- 5 Never

{ASK ALL}

ExAct

Source: NEW

{IF MODE=CAPI: SHOWCARD D1

During term time, which, if any, of the following activities do you regularly do in your spare time? By regularly, {IF MODE=CAPI/CATI 'I', IF MODE=CAWI 'we'} mean **around once a week**.

This could be on your own, with friends or family, or as an organized activity.

{IF MODE=CATI: INTERVIEWER: READ OUT ONE BY ONE AND CODE ALL THAT APPLY} {IF MODE = CAPI: "CODE ALL THAT APPLY"; IF MODE = CAWI: "Please select all that apply."}

1. Sports (e.g. swimming, football, martial arts)
2. Arts activities (e.g. art, dance, music/singing)
3. Gaming (e.g. on a phone, computer, Switch, Xbox, or PlayStation)
4. Academic clubs (e.g. science club, coding club, or debating)
5. Hobby/interest activities (e.g. board games, trading cards)
6. Community groups or schemes (e.g. Guides, Scouts, youth club)
7. Volunteering (e.g. school council, mentoring, helping people in my community)
8. Other activities {If MODE=CAPI/CATI "(please say what)"; IF MODE=CAWI "(please write in box)"}
9. None of these [EXCLUSIVE]

ASK IF MODE =CAPI AND IF does other activity {ExAct = 8}

ExActOth

What other activities do you regularly do in your spare time?

OPEN

ASK IF does sports, ExAct = 1

ExActS

168

{IF MODE=CAPI: SHOWCARD D2}

Do you mostly do sports on your own or with other young people?

{IF MODE=CAWI, "If you sometimes do sports at a club, and sometimes do it at home on your own, please select 'sometimes on my own, sometimes with other young people'."}{IF MODE=CAPI/CATI, "INTERVIEWER: IF THEY SOMETIMES DO SPORTS AT A CLUB, AND SOMETIMES DO IT AT HOME ON THEIR OWN, CODE 'SOMETIMES ON MY OWN, SOMETIMES WITH OTHER YOUNG PEOPLE'."}

{IF CATI: INTERVIEWER: READ OUT}

1. Always on my own
2. Sometimes on my own, sometimes with other young people
3. Always with other young people

{ASK IF ExAct = 2}

ExActA

{IF MODE=CAPI: SHOWCARD D2}

Do you mostly do arts activities on your own or with other young people?

By 'arts activities {IF MODE=CAPI/CATI 'I'}{IF MODE=CAWI 'we'} mean things like art, dance, playing music or singing.

{IF MODE = CATI: INTERVIEWER: READ OUT}

1. Always on my own
2. Sometimes on my own, sometimes with other young people
3. Always with other young people

{ASK IF ExAct = 3}

ExActG

{IF MODE=CAPI: SHOWCARD D2}

And do you mostly do **gaming** on your own or with others?

'With others' could be communicating or playing with others online, or being in the same room while playing.

{IF MODE = CATI: INTERVIEWER: READ OUT}

1. Always on my own
2. Sometimes on my own, sometimes with others
3. Always with others

Preparation for adulthood

ASK ALL

TalkFut

Source: Included at W1

{IF MODE=CAPI/CATI 'I'} {IF MODE=CAWI 'We'} would now like to ask you a few questions about the future. {IF MODE=CAPI/CATI: As with all the questions I ask, remember that you can skip any questions you don't want to answer, just let me know.}{IF MODE=CAWI: As with all the questions we ask, if there are any you don't want to answer, just press 'Next' and select 'Don't know' or 'Prefer not to answer' to move on.}

How much have you thought about what you want to do when you are older and have finished your schooling?

IF MODE = CAPI/CATI "Would you say...READ OUT..."

- 1 A lot
- 2 A little
- 3 Not very much
- 4 Not at all

ASK ALL

Post16

Source: New [developed internally/with DfE for EOPS-C]

{IF MODE = CAPI "SHOWCARD E2"}

{IF CATI: INTERVIEWER: READ OUT}

What would you most like to do after Year 11, at around age 16?

1. Academic qualifications, like A Levels
2. Technical or vocational qualifications, like T Levels or BTECs
3. A mix of academic and technical qualifications
4. A work-based qualification, like an apprenticeship
5. Do something else (CAWI: please write in box; CAPI/CATI: please specify)
6. Don't know

CAPI ONLY: ASK IF think will do something else after school {Post16=5}

SchFutO

What would you most like to do after year 11, at around age 16?

OPEN

ASK ALL

Living25

Source: New [Developed internally/with DfE]

{IF MODE = CAPI "SHOWCARD E3"}

By the time you are 25, who, if anyone, would you like to be living with?

{IF CAWI: "Please select all that apply".} {IF CAPI: "CODE ALL THAT APPLY"}

{IF CATI: INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY}

1. On my own [EXCLUSIVE]
2. With my parents/carers
3. With a partner
3. With a friend or friends
5. With carers/support workers in supported accommodation
6. Someone else (CAWI: please write in box; CAPI/CATI: please specify)
7. Don't mind [EXCLUSIVE] {IF MODE=CATI: DO NOT READ OUT}

CAPI ONLY: ASK IF would like to be living with someone else {Living25=6}

Living25O

Who would you like to be living with at 25?

OPEN

ASK IF CAWI

LockTwo

This is the end of the section. Once you press "next" your answers will be locked and you will not be able to view or change the answers you gave in this section.

If you would like to change any of your answers in the last section, please do so now by pressing the "previous" button or press "next" to continue with the survey.

Self-completion module

ASK IF MODE = CAWI

YPCAWISC

Thank you very much for your answers so far. The next questions are about things that are more personal.

If you do not know the answer to a question, or you do not wish to give an answer to a particular question, you can click the 'Next' button without giving an answer, and select 'Don't know' or 'Prefer not to answer' to move to the next one.

ASK IF MODE = CAPI

SELF-COMPLETION STARTS AT THIS POINT

YPHWInt

Thank you very much for your answers so far. The next questions are about things that are more personal. These questions will be for you to answer yourself, on the computer. No-one in your family or the interviewer will see your answers.

INTERVIEWER: ONLY WHERE NECESSARY, ASK YOUNG PERSON IF THEY WOULD LIKE YOU TO READ OUT THE QUESTIONS

Please touch the screen to choose an option. When you are happy with your answer, press the '**Next**' button at the bottom of the screen

If you need to change your answer, just ask me and I can show you how to do this.

Just let me know during the interview if you need me to help you with this.

Please tell me when you get to the end of the self-completion section.

INTERVIEWER: PLEASE CODE WHETHER SELF-COMPLETION ACCEPTED OR NOT.

1. Self-completion by respondent (young person)
2. Self-completion by interviewer
3. Self-completion refused

[DK and REF not allowed]

ASK IF CATI AND CHILD CAN COMPLETE CASI FROM INFORMATION COLLECTED IN THE CATI SHELL (MODE CATI AND IF DVCASICON = 1.)

YPCATISC

I also have some questions that are more personal. I'd like you to answer these yourself in an online survey. I would like to send a link to the survey to your parent's or carer's email address. Once you have the email with the link, I can help you get started. Your parent or guardian has already provided me with their email address.

This next part of the survey is an important part of the study and will really help us understand more about what life is like for young people.

If you don't know the answer or don't wish to answer a particular question, you can skip it, just like for the questions I've already asked you.

INTERVIEWER: CONFIRM WHETHER RESPONDENT ABLE AND WILLING TO DO SELF-COMPLETION, OR IF WOULD LIKE QUESTIONS READ OUT

INTERVIEWER CODE:

1. Yes, willing and able to do web self-completion online;
2. Interviewer to read out in telephone interview;
3. Not willing to do section (refused) - skip questions

[DK and REF not allowed]

IF YPCATISC =1, EMAIL TO BE SENT TO GIVEN ADDRESS HELD FOR DVCASICON = 1

ASK IF CATI and doing self-completion online {YPCATISC = 1}

CASITel

INTERVIEWER: CONFIRM WHETHER RESPONDENT HAS RECEIVED THE SURVEY LINK THAT HAS BEEN SENT TO THEIR PARENT'S EMAIL.

EXPLAIN THAT THE RESPONDENT WILL BE ANSWERING A FINAL SET OF CONTACT DETAIL QUESTIONS ON THE PHONE FIRST, BEFORE THEY COMPLETE THE SELF-COMPLETION SURVEY.

DO ****NOT **<\b>** HANG UP.

ASK IF MODE=CAPI AND IF Self completion by respondent {YPHWint=1}

CASISStart

INTERVIEWER: TURN SCREEN TO YOUNG PERSON. READ OUT PRACTICE QUESTION THAT FOLLOWS THIS PAGE AND ENCOURAGE YOUNG PERSON TO SELECT THE ANSWER ON THEIR OWN AND PRESS 'NEXT' TO MOVE ON. ONCE HAPPY. SHOW THEM HOW TO USE CONTROL K FOR DK AND CONTROL R FOR PREFER NOT TO SAY. HAND OVER LAPTOP SO YOUNG PERSON CAN COMPLETE REST OF SECTION ON THEIR OWN.

ASK IF MODE=CAPI AND Self completion by respondent {YPHWint=1}

CASIPracA

First, we have a **practice question** so you can get used to answering these questions.

Please touch the screen to choose one option. When you are happy with your answer press the 'Next' button at the bottom of the screen.

How often do you watch films?

1. Most days
2. Sometimes
3. Never

ASK IF MODE CATI AND READ OUT BY AND INTERVIEWER (YPCATISC = 2 or DVCASICON = 2)

YPCATIINT

Thank you very much for your answers so far. The next questions are about things that are more personal.

If you don't know the answer or don't wish to answer a particular question, you can skip it, just like for the questions I've already asked you.

INTERVIEWER: Press next.

ASK IF CATI and doing self-completion online {YPCATISC = 1}

SelfCATIIntro

Thanks for agreeing to complete these questions.

Remember, no-one in your family will see your answers. We would only have to tell someone else what you say if you tell us about something that puts you at serious risk of harm.

Answering these questions will help us understand more about what things are like for young people. If you can't or don't want to answer a question, you can skip it by clicking 'Next' and selecting 'Don't know' or 'Prefer not to answer' to move to the next one.

CASISStart

Click 'Next' to start.

Gender

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

YPGender

Source: Ipsos Panel

Gender

The first question in this section is about your gender. Which of the following describes how you think of yourself?

{IF MODE=CAPI/CATI: INTERVIEWER: READ OUT}

1. Male
2. Female
3. In another way

School belonging and mental health support

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

BelMentInt

The next few questions are about your {TEXT FILL: IF SchType=1, "school"; IF SchType=2,4, "educational setting"}.

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

Source: New

MentHealStat

How much do you agree or disagree with the following statement:

'There are adults at my {TEXT FILL: IF SchType=1, "school"; IF SchType=2,4, "educational setting"} I feel I can speak to about my mental health, if I need to'

{IF MODE = CATI: INTERVIEWER READ OUT}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

Source: New [from PISA]

scbefr

And how much do you agree or disagree that...

'I make friends easily at {TEXT FILL: IF SchType=1, "school"; IF SchType=2,4,"my educational setting"}'

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

Source: New [from PISA]

sceou

And how much do you agree or disagree that...

'I feel like an outsider (or left out of things) {TEXT FILL: IF SchType=1, "at school"; IF SchType=2,4, "in my educational setting"}'

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF attends school or educational setting {SchType = 1,2,4,} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

Source: New [from PISA]

sceaw

'I feel awkward and out of place in my {TEXT FILL: IF SchType=1, "school"; IF SchType=2,4, "educational setting"}'

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

Source: New [from PISA]

scbeli

'Other students seem to like me'

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Behaviour at school

ASK IF attends school or educational setting {SchType = 1,2,4} AND self completion by respondent or interviewer IF CAPI/CATI {YPHWint=1 or 2 OR YPCATISC = 1 or 2 or DVCASICON = 2}

OutClassYear

Source: New

Still thinking about when you're at {TEXT FILL: IF SchType=1, "school"; IF SchType=2,4, "your educational setting"}...

Since the start of the school year, have you been sent out of a classroom because a teacher was unhappy with your behaviour?

This might be to stand in the corridor, to another classroom, the head teacher / principal's office or to a removal or other space.

1. Yes
2. No
3. Not sure

DK NA

Self-esteem (Rosenberg)

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

Source: Included at W1 [MCS6 Rosenberg Scale]

How much do you agree or disagree with the following statements about you?

Interviewer instructions added

SATI

On the whole, I am satisfied with myself.

GDQL

I feel I have a number of good qualities.

DOWL

I am able to do things as well as most other people.

VALU

I am a person of value.

GDSF

I feel good about myself.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Don't know
6. Prefer not to answer

Bullying

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

TreatIntro

The next few questions are about how other young people may treat you. We ask these questions to understand more about your experiences.

If you can't or don't want to answer a question, [IF ELSE: "select 'Don't know' or 'Prefer not to answer' to move to the next one"] [IF YPCATISC=2 or YPHWint= 2 : "you can skip it, just like for the questions I've already asked you].

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2]

Bull

Source: Included at W1 [LSYPE (Names)]

In the last 12 months, have you ever been upset by being called hurtful names by other {SchType=1,2,4,DK,Ref = 'students' / If home schooled SchType=3: 'young people'}? This could be in person or through social media.

- 1 Yes
- 2 No
- 3 Don't know
- 4 Prefer not to answer

ASK IF YP called hurtful names by other students {Bull = 1}

BullSEND

Source: Included at W1

Were these names related to support you get, or your special educational needs or disability?

- 1 Yes
- 2 No

- 3 Don't know
- 4 Prefer not to answer

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

BullExc

Source: Included at W1 [LSYPE (ExcPal) adapted]

In the last 12 months, have you ever been excluded from a group of friends or from joining in activities?

- 1 Yes
- 2 No
- 3 Don't know
- 4 Prefer not to answer

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

BullMon

Source: Included at W1 [LSYPE (Money)]

{SchType=1,2, 4,DK,Ref = In the last 12 months, have other students from school ever made you give them money or personal possessions?

If home schooled SchType=3 In the last 12 months, have other young people ever made you give them money or personal possessions?

- 1 Yes
- 2 No
- 3 Don't know
- 4 Prefer not to answer

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

ThHit

Source: Included at W1 [LSYPE]

In the last 12 months, have other SchType=1,2,4,DK,Ref = 'students' / If home schooled SchType=3: 'young people'? ever THREATENED to hit you, kick you or use any other form of violence against you?

- 1 Yes
- 2 No
- 3 Don't know
- 4 Prefer not to answer

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

AcHit

Source: Included at W1 [LSYPE]

In the last 12 months, have other *SchType=1,2, 4,DK,Ref* = 'students' / If home schooled *SchType=3*: 'young people'} ever ACTUALLY hit you, kicked you or used any other form of violence against you?

- 1 Yes
- 2 No
- 3 Don't know
- 4 Prefer not to answer

ASK IF CAWI

LockThreeSC

This is the end of this topic. Once you press "next" your answers will be locked and you will not be able to view or change the answers you gave in this topic section.

If you would like to change any of your answers in the last section, please do so now by pressing the "previous" button or press "next" to continue with the survey.

Relationship with parent(s)/carer(s)

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

FaReGT

Source: Adapted from Children's World/Understanding Society

The next few questions are about your parents or carers. Young people vary in who looks after them. For the next few questions, please think about your parent(s) or or your carer(s) who look after you on a daily basis.

Thinking about your parent(s) or carer(s), to what extent do you agree or disagree with the following statement:

'We have a good time together.'

{IF CATI: INTERVIEWER: READ OUT}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

FaReSa

Source: New

And how much do you agree or disagree that...

'I can be myself around my parent(s) or carer(s).'

{IF CATI: INTERVIEWER: READ OUT}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

FaReSa2

Source: New

Still thinking about your parent(s) or your carer(s) who look after you on a daily basis. How much do you agree or disagree that...

'I feel close to my parent(s) or carer(s).'

{IF CATI: INTERVIEWER: READ OUT}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

FaReSa3

Source: New

And how much do you agree or disagree that...

'My parent(s) or carer(s) understand my needs.'

{IF CATI: INTERVIEWER: READ OUT}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Anxiety and managing mental health

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

Source: New [GAD-2, also proposed for EOPS-C]

{ASK ALL}

GadNer

The next few questions are about how you feel. Knowing how young people feel helps us understand more about their experiences more broadly, and how they may be affected by different things going on in their lives.

Remember, if there are any questions you don't want to answer, don't worry –

{IF CAPI: YPHWint = 1 select 'don't know' using 'control' and 'k' on your keyboard or 'prefer not to answer' by pressing 'control' and 'r'-to move to the next one"}[IF YPCATISC= 2 : "you can skip it, just like for the questions I've already asked you].

IF CAWI: "just click 'Next' and then select 'Prefer not to answer' to move on"; IF CATI: "just let me know and I will skip the question".

Thinking about the last two weeks, how often have you been bothered by...

...feeling nervous, anxious or on edge?

{IF CATI: INTERVIEWER: READ OUT}

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

{ASK ALL}

GadWoS

And in the last two weeks, how often have you been bothered by...

...not being able to stop or control worrying?

{IF CATI: INTERVIEWER: READ OUT}

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

Source: New

MentHealStat2

How much to do you agree or disagree with the following statement:

'I feel confident that I can look after my mental health'

INTERVIEWER: READ OUT

- 1 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 5 Disagree
- 4 Strongly disagree

Wellbeing

ASK ALL completing via CAWI, and all CAPI and CATI who are completing self-completion section either themselves or with help of an interviewer [CAPI: IF YPHWint=1 or 2][CATI: IF YPCATISC=1 or 2 or DVCASICON = 2]

Source: Included at W1 [MCS6]

Thanks very much for all your answers so far! The next few questions are about how you feel about different things.

DISPLAYED THROUGHOUT SCHL to LIFE: "On a scale of 1 to 7 where '1' means completely happy and '7' means not at all happy, how do you feel about the following parts of your life?"

SCHL

Where you learn {IF Schtype=1,2,4 "(the school or setting you go to)"}

SCWK

School work

{TEXTFILL: If SchType=3,4,DK,Ref: 'If you do not belong to a school, please think about the work you do when learning at home or in the educational setting that you attend.'}

FMLY

Your family

FRNS

Your friends

WYLK

182

The way you look

LIFE

Your life as a whole

1. Completely happy
- 2.
- 3.
- 4.
- 5.
- 6.
7. Not at all happy
8. Don't know
9. Prefer not to answer

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {YPHWint=1 or 2}

EndCASIA

That's the end of this section! Well done and thank you very much for answering those questions. Press NEXT to lock your answers so the interviewer can't see them.

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {YPHWint=1 or 2}

EndCASIb 1

To lock up your answers, now press '1' and then the <enter> key again.
Then hand the laptop back to the interviewer

[SELF-COMPLETION IN CAPI INTERVIEW ENDS AT THIS POINT]

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {YPHWint=1 or 2}

XINTNum

INTERVIEWER: PLEASE TYPE IN YOUR INTERVIEWER NUMBER TO CONTINUE

ASK IF MODE = CAWI/CATI

LockFourSC

That's the end of this section! Thank you very much for answering those questions.

{IF CAWI: Once you press "next" your answers will be locked and you will not be able to view or change the answers you gave in this topic section.

If you would like to change any of your answers in the last section, please do so now by pressing the "previous" button or press "next" to continue with the survey.}

[PROGRAMMER: PLEASE ADD TIMESTAMP]

Contact details and end

ASK ALL

YPContaktIntro

{TEXT FILL: IF MODE:CAWI/[CATI AND YPCATISC=<>1]: That's the end of that section! Thanks very much for answering those questions.}

To keep in touch with you about the study {IF CAWI : "we'd"; IF CAPI or CATI: "I would"} like to make sure we have up-to-date contact details for you. We won't share these with anyone else without your consent, and we will only use them to contact you about this study.

ASK ALL

YPIInternet

Do you have access to the internet at home?

1. Yes
2. No

ASK ALL

CHNameCHK

Please confirm if this is your correct name:

First Name: <W1_CName>

Surname: <FF_OCsurname>

1. Yes
2. No

If Name recorded is wrong (CHNameCHK = 2)

CHCORNAME

Please provide your correct name.

Programmer: first name and surname

CORCFName: First Name:

CORCSNAME; Surname:

Do not allow dk and prefer not to say for first name.

DV_CFNameFinW2

Create a DV text fill from CORCFName if present or from {W1_CName} if blank

DV_CSNameFinW2

Create a DV text fill from CORCSNAME if present or from {FF_OCsurname} if blank

ASK ALL

YPDob_

{IF MODE = CAPI/CATI "Please tell me your DATE OF BIRTH

INTERVIEWER: ENTER Day/Month/Year (DD/MM/YYYY)

IF MODE = CAWI "What is your date of birth?"}

DD/MM/YYYY

STANDARD CHECKS ON DATE OF BIRTH

IF LANDLINE TEL RECORDED (FF_Landline <> EMPTY)

ChLandLChk

Is this your correct landline telephone number?

{FF_Landline}

1. Yes
2. No

**ASK IF no recorded landline number from Wave 1 or landline recorded is not correct.
(FF_Landline = EMPTY OR ChLandLChk = 2, dk or ref)**

ChLand

IF MODE = CAPI/ YPCATISC =2 "Could I please have your home landline number?

IF MODE = CAWI YPCATISC = 1 "Please enter home landline number in the box"

OPEN

[Standard checks on telephone numbers]

DERIVED VARIABLE: DV_CHLANDLNEW2 = SET LANDLINE NUMBER IN SCRIPT. IF ChLand = VALID PHONE NUMBER USE THIS NUMBER OR IF ChLandLChk = 1, FROM <FF_LandLine>.

ASK IF mobile number given at W1 {W1_C_Chmob = number}

ChmobConf

[Show W1 mobile number <W1_C_Chmob>]

Is this still your current mobile number?

1. Yes
2. No

ASK IF no mobile number given at W1 or mobile number has changed {W1_C_Chmob = BLANK/DK/REF or ChmobConf = 2}.

ChmobQ

Do you have a mobile phone number?

1. Yes
2. No

ASK IF has a mobile number {ChmobQ = 1 Yes}

Chmob

IF MODE = CAPI OR YPCATISC = 2 "Could I please have your mobile number?"

IF MODE = CAWI OR YPCATISC = 1 "Please enter your mobile number in the box"

OPEN

[Standard checks on telephone numbers]

DERIVED VARIABLE: DV_CMOBW2 = SET LANDLINE NUMBER IN SCRIPT. IF **Chmob** = VALID PHONE NUMBER USE THIS NUMBER OR IF **ChmobConf = 1 take from <W1_C_Chmob>**

ASK IF email given at W1 {W1_C_YPHasemail = email}

HasemailConf

[Show W1 email {W1_C_YPHasemail = email}]

Is this still your current email address?

1. Yes
2. No

ASK IF no email given at W1 or no longer correct {W1_C_YPHasemail = BLANK/DK/REF} or HasemailConf = 2.

HasemailQ

We would like to use your email address to keep in touch. Do you have an email address?

- 1 Yes
- 2 No

ASK IF has an email address {HasemailQ = 1}

YPHasemail

What is your email address?

OPEN

[Standard checks on email addresses]

DERIVED VARIABLE: DV_CEMAILW2 = SET EMAIL IN SCRIPT. IF YPHasemail = VALID EMAIL USE THIS OR IF **HasemailConf = 1** TAKE FROM W1_C_YPHasemail.

INTERVIEWER: WAS THE RESPONDENT ABLE TO ACCESS THE SELF-COMPLETION SURVEY?

- 1 Yes
- 2 No, survey link email hasn't arrived yet
- 3 No, child wasn't able to access parent's email at the time
- 4 No, as no device is available for them to complete on
- 5 No, child wants to complete it at another time
- 6 No, other reason

ASK IF CAWI ALL:

SURHELP

{IF YPCATISC= <>1: "Thank you for confirming your contact details."}

We would also like to know how you completed this questionnaire.

Did you complete it...?

1. All by yourself
2. With a little help from someone else
3. With a lot of help from someone else

ASK IF got help from someone else {SURHELP=2,3}

SURHELPWHO

Who helped you to complete the questionnaire?

- 1 1 Parent or carer
- 2 2 Sibling
- 5 Friend
- 6 Teacher
- 7 Someone else (please specify)

DK NA

ASK IF CAWI OR [CATI AND YPCATISC=<>1] OR CAPI

ChIntFeedba

It would be really helpful to know what you thought about the {IF MODE=CAPI OR CATI AND YPCATISC = 2,3 "interview"; IF MODE=CAWI "survey"}. Do you have any feedback for us about it?

OPEN

ASK IF YPSATISC=<>1

THANK

That's the end of the SEND Futures young person survey. Thanks again for being part of the study!

Your answers will help improve the support available for young people who need extra help and support to learn.

If anything in the questions made you feel upset, please talk to your parent or carer or someone else you trust. You can also find a list of organisations that can help on the study website: natcen.ac.uk/send-futures.

{IF CAWI: We would like your parent or carer to complete a survey, too – by hearing from both of you we are able to get a much rounder picture of what life is like for young people and their families. If your parent or carer hasn't already completed their survey, please remind them to do so!

They have been sent the details for the parent/carer survey in a letter (and in an email, if we have their email address). {IF IN CONDITIONAL INCENTIVE GROUP (RCT_Incentcond = 1): "They will get their own voucher for taking part!".}

If you want to contact NatCen about the research, email SEnDFutures@natcen.ac.uk, or call NatCen on Freephone **0800 652 4570**.

If you would like to contact the DfE directly about the study, please email send.futures@education.gov.uk.

To find out more about the research visit natcen.ac.uk/send-futures

IF CATI: INTERVIEWER: THANK RESPONDENT AND SAY GOODBYE. ONCE THEY HAVE HUNG UP, PROCEED TO FOLLOW UP QUESTIONS ON THE FOLLOWING SCREENS.

END OF CAWI INTERVIEW

CAPI quality questions

ASK IF MODE = CAPI

YPQualNow

INTERVIEWER: Can you complete the interview quality questions now?

1. Yes

2. No {bring these questions on route in eARF sign off process}

ASK IF can complete quality questions now {YPQualNow=Yes}

FinobsqYP

INTERVIEWER: The next questions are for you to make your observations about the interview

1. Continue

ASK IF can complete quality questions now {YPQualNow=Yes}

ChDecWho

Who made the decision about whether the child was able to take part in an interview?

CODE ALL THAT APPLY

1. The child
2. Their parent/carer
3. Interviewer (you!)

ASK IF can complete quality questions now {YPQualNow=Yes}

PerComp

From your observations, what level of comprehension did { W1_CName } display during this interview?

- 1 Very high level of comprehension
- 2 High level of comprehension
- 3 Moderate level of comprehension
- 4 Low level of comprehension
- 5 Very low level of comprehension

ASK IF can complete quality questions now {YPQualNow=Yes}

IntAssist

To what extent did you assist { W1_CName } during this interview?

- 1 I gave them a lot of assistance
- 2 I gave them some assistance
- 3 I gave them a little assistance
- 4 I did not assist them at all

ASK IF can complete quality questions now {YPQualNow=Yes}

ChIVprsnt

Was a parent or carer of {CMName} present during the interview?

1. Yes
2. No

ASK IF can complete quality questions now {YPQualNow=Yes and ChIVprsnt = 1}

Chprwhy

Why was the parent/carer present during the child interview?

CODE ALL THAT APPLY

1. Parent wanted/asked to be around/support the child
2. Child wanted/asked for parent to be around/support them
3. I (interviewer) wanted/asked the parent to be around/support the child
4. There was nowhere separate for me to interview the child
5. Other (please specify)

ASK IF Chprwhy=5

ChprwhyO

Please write in the other reason for why parent/carer was present during the interview.

OPEN

ASK IF parent present during the interview {ChIVprsnt = 1}

CHivinfnce

Did their presence seem to influence any of the answers given by the respondent?

- 1 A great deal
- 2 A fair amount
- 3 A little
- 4 Not at all

ASK IF can complete quality questions now {YPQualNow=Yes}

ChAssist

Did anyone, not including you, assist { W1_CName } in answering questions, or translate the interview?

- 1 Yes, assistance provided
- 2 Yes, translation provided
- 3 Yes, both assistance and translation provided
- 4 No

ASK IF any assistance/translation given {ChAssist<>4}

WhoAssist

Programmer set up Multi coded.

Who assisted or translated the interview for { W1_CName }?

- 1 Parent or carer

- 2 Other family member
- 3 Social worker
- 4 Carer or support worker
- 5 Other (please specify)

ASK IF other person assisted {Whoassist=5}

WhoAssistO

Please specify who else assisted or translated the interview for { W1_CName }?

OPEN

ASK IF any assistance/translation given {ChAssist<>4}

LevelAssist

What level of assistance or translation was given to { W1_CName }?

Please don't include any assistance provided by you.

- 1 A high level (constant help given throughout)
- 2 A moderate level
- 3 A low level (infrequent help given)

ASK IF any assistance/translation given {ChAssist<>4}

UseAssist

In your view, how useful was the assistance provided? Again, please only think about assistance provided by someone other than yourself.

1. Very
2. A little
3. Not useful

ASK IF can complete quality questions now {YPQualNow=Yes}

IntProbs

Did { W1_CName } have any specific problems with the questionnaire? Please record which questions or sections, if any, were particularly problematic.

OPEN

ASK IF can complete quality questions now {YPQualNow=Yes}

IntQM_End

INTERVIEWER: End of interview quality measures questions

Press 1 and ENTER to continue

CATI quality questions

DK/REF N/A FOR THIS SECTION

ASK IF MODE = CATI

ChDecWhoC

Who made the decision about whether the child was able to take part in an interview?

CODE ALL THAT APPLY

1. The child
2. Their parent/carer
3. Interviewer (you!)

ASK IF MODE = CATI

PerCompC

Based on your conversation, what level of comprehension did { W1_CName } display during this interview?

- 1 Very high level of comprehension
- 2 High level of comprehension
- 3 Moderate level of comprehension
- 4 Low level of comprehension
- 5 Very low level of comprehension

ASK IF MODE = CATI

IntAssistC

To what extent did you assist { W1_CName } during this interview?

- 1 I gave them a lot of assistance
- 2 I gave them some assistance
- 3 I gave them a little assistance
- 4 I did not assist them at all

ASK IF MODE = CATI

IntCall

Did you complete the child interview in the same call as the parent interview?

1. Yes, same call
2. No, separate calls
3. No parent interview done

ASK IF MODE = CATI

CompOwn

Did the child complete the telephone interview on their own or with help from their parent?

1. On their own
2. With help from a parent
3. Not sure

ASK IF MODE = CATI and CompOwn=2 (with help from parent)

ParHelp

How did the parent help them?

CODE ALL THAT APPLY

1. Encouraged them to answer question(s)
2. Explained the meaning of questions and/or answer options
3. Suggested answers that were different to the child's original thoughts/answer
4. Helped provide responses to open-ended questions ('please specify')
5. Helped with accessing the online self-completion
6. Other ways (please specify)

ASK IF YPCATISC=2 (interviewer read out self-completion)

YPCATISCWhyNot

INTERVIEWER: WHY WAS (W1_CName) UNABLE OR UNWILLING TO DO THE SELF-COMPLETION ONLINE?

CODE ALL THAT APPLY.

1. Literacy issues / would struggle to read questions
- 2 Would struggle to use device
- 3 No access to device
- 4 No access to parent email – parent refused
- 5 No access to parent email – parent unable/unavailable to pass on email to young person
- 6 Just preferred answering questions over the phone
- 7 Other reason (please specify)

ASK IF MODE = CATI and YPCATISC = Yes (1)

YPopwe

Did you stay on the line until they had accessed the web survey?

- 1 Yes
- 2 No

ASK IF MODE = CATI and YPCATISC =Yes (1)

PersAss

How much help, if any, did you provide to the young person to help them access the web survey with personal questions?

- 1 A lot
- 2 A little
- 3 None

ASK IF provided assistance {PersAss=1}

PersAssO

What kind of help did you provide?

Adult questionnaire

Permission to interview

IF MODE = CAPI

CkParOut

INTERVIEWER: Are you conducting an interview with the parent/carer?

1. Yes – ready to interview parent/carer
2. No – parent/carer has refused
3. No – parent/carer incapable of carrying out interview
4. No - other reason why parent cannot participate in the study (specify)

DO NOT ALLOW DK OR REFUSED,

{IF CkParOut=2,3,4}

Soft check: INTERVIEWER: Are you sure you cannot interview a parent/carer in this study?

IF Other reason why cannot participate {CkParOut=4}

CkParOutO

Provide reason for parent not being able to participate in study

OPEN

CAWI ACCESS SCREEN:

Welcome to the SEND Futures parent/carer survey.

To take part, please enter your unique access code (it is the eight-digit code from your letter) in the box below and click 'NEXT

If you are experiencing any problems logging in or other technical problems, then please get in touch using our contact details below:

Email: SENDFutures@natcen.ac.uk

Freephone: 0800 652 4570

OPEN

CAWI INTRO SCREEN:

Welcome to the 2nd year of the SEND Futures study.

The questionnaire should take around 20 to 30 minutes to complete.

You can find more information about the study, including what we do with the information you tell us, and what your rights are, on our website: natcen.ac.uk/SENDFutures

{IF conditional incentive offered (*RCT_Incentcond* = 1): Once you have finished the survey, we'll send you a £5 shopping voucher as a thank you for your time.

Please note, there is a separate survey for < W1_CName> to complete.

To start, click 'NEXT'

IF parent/carer to be interviewed {CkParout=1 or MODE=CAWI OR MODE CATI}

TakePartP

[If <FF_W1ParPat = 1>: Thank you very much for being part of the study. <YourYoursandchild> participation last year has provided incredibly valuable information and is helping the Department for Education to improve the support given to young people who need additional support to learn, as well as their parents and carers. We'd like to hear about how you and < W1_CName > are getting on now, in order to help the Department for Education improve the support given to young people who need additional support to learn, as well as their parents and carers. We will ask some of the same questions we did last time, to see if things have changed, and also some new questions.]

[If <FF_W1ParPat = 2: Last year, < W1_CName > kindly helped us out with the SEND Futures study, an important research study funded by the Department for Education. <W1_CName> completed an online survey about themselves and their experience of education. We'd like to hear about how you and < W1_CName > are getting on now, in order to help the Department for Education improve the support given to young people who need additional support to learn, as well as their parents and carers.

Taking part is completely voluntary. If you do take part, everything you tell {IF MODE=CAPI/CATI 'me'}{IF MODE=CAWI 'us'} will be treated in the strictest confidence. This information will only ever be used for research and analysis purposes.

{IF MODE = CAPI "If you want to stop the interview at any point, just let me know and we will pause or end the interview. It's completely up to you {IF MODE = CAWI "You don't have to complete the whole survey in one go – any answers you've given will be saved and you can start where you left off when you next log in."} {IF MODE = CAPI If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to.}

{IF MODE = CAWI

"If there are any questions you don't want to answer, that is fine, you don't have to answer anything you don't want to. You can click the 'Next' button without giving an answer.}

Please do not use the Refresh, Forward or Back buttons on your browser as these may cause problems.

Please visit the SEND Futures web pages or contact us if you want to know more (at SEnDFutures@natcen.ac.uk or on 0800 652 4570)."

Natcen.ac.uk/send-futures
Natcen.ac.uk/send-futures/privacy)

(All modes)

Are you happy to take part in this study and go ahead with the {IF MODE = CAPI or CATI “interview”; IF MODE = CAWI “survey”}?

1. Yes
2. No {IF MODE = CAPI “[End of parent interview]”}

IF participant does not agree to be interviewed {TakePartP=2}

EndInt

IF MODE = CAPI “INTERVIEWER: Thank the participant and end interview.”

IF MODE = CAWI, “Thanks for thinking about taking part. If you change your mind you can log back in and take part another time.”

IF participant agrees {TakePartP=1 AND MODE=CAPI}

PCINT

INTERVIEWER: The next set of questions are the PARENT/CARER SCREENING QUESTIONS.

Press 1 and <Enter> to continue.

CAPI/CAWI

REMAINDER OF QUESTIONNAIRE ONLY ASKED IF TakePartP=1

Respondent relationship

ASK ALL

IntroRespRel

The next questions will check a few details about you, (W1_CName), and anyone else who lives with (W1_CName).

If parent interview conducted at Wave 1 (FF_W1ParPat = 1):

W1ParDetChk:

Did you participate in the SEND Futures {IF STRAND=1, “interview”}{IF STRAND=2 “survey”} for parents and guardians last year?

{TEXT FILL: If FF_IPLName = not empty: ‘The name we have recorded for the parent or guardian completing the interview last time is (FF_IPLName)’.

{IF MODE=CAPI/CATI, “INTERVIEWER ‘READ OUT IF NECESSARY:’} Even if you did not participate in the survey for parents and guardians last year, you can still take part now.

1. Yes
2. No
3. Don’t remember

(Do not allow dk or refused)

DV_NEWPAR.

[PROGRAMMER: SET UP A NEW DERIVED VARIABLE FOR WHETHER THE W2 PARENT RESPONDENT IS DIFFERENT TO THE PARENT INTERVIEWED AT W1.

DVNEWPAR: 1 =NEW PARENT RESPONDENT AT W2=NO W1 PARENT INTREVIEW OR DIFFERENT PARENT TO THE ONE INTERVIEWED AT W1 (FF_W1ParPat = 2 (no parent interview at W1) or W1ParDetChk = 2 or 3 (parent says they did not take part at W1, or don't remember).

2 = SAME PARENT RESPONDENT AS W1=W1 PARENT INTERVIEW ACHIEVED AND RESPONDNET CONFIRMS THEY DID THE INTERVIEW LAST TIME (W1ParDetChk=1).]

IF NEW PARENT (DV_NEWPAR = 1)

PCRel

What is {W1_CName}'s relationship to you? {IF MODE = CAWI, "Please select the first that applies"}. Is <W1_CName> your...

{IF MODE = CAPI or CATI, "INTERVIEWER: READ OUT AND CODE FIRST TO APPLY..."}]

1. Child by birth
2. Adopted child
3. Step child from current or previous spouse/partner
4. Foster child
5. Grandchild
6. Something else? {IF MODE = CAPI: "(Specify)"; IF MODE = CAWI "(please write in box)"}]

CAPI ONLY: ASK IF has other relationship to child {PCRel=6}

PCRelO

Please describe your relationship to { W1_CName}?

OPEN

ASK IF has other relationship to child {PCRel=6}}and dk and refused.

PCPri

Are you {W1_CName}'s main carer?

By main carer, {If MODE=CAPI "I"; IF MODE=CAWI "we"} mean the person who they live with most of the time and who is mostly responsible for their day-to-day care outside school, if they attend.

1. Yes
2. No

IF MODE=CAPI/CATI AND PCPRI=2:

SOFT CHECK "Is there someone else more appropriate to interview?"

*INTERVIEWER: If {W1_CName} **does not** have a main carer or they are not able to complete the questionnaire then please go ahead and complete it with current respondent."*

If speaking to a new respondent, please scroll back to start of questionnaire.

IF MODE=CAWI AND PCPRI=2:

MAINCARERCHK

"If {W1_CName} **has a main carer** we would like them to complete this questionnaire, if possible.

If {W1_CName} **does not** have a main carer or they are not able to complete the questionnaire then please go ahead and complete it yourself."

1. I will complete the questionnaire (Programmer route to next question)

2. I have asked {W1_CName}'s main carer to complete (route to **TakePartP**

DO NOT ALLOW DK AND PREFER NOT TO SAY.

ASK ALL

KnownAs

For the purposes of this {IF MODE = CAPI/CATI "interview, can I check", IF MODE = CAWI "questionnaire, can we check"}, that {W1_CName} is the name they prefer to be called?

1. Yes
2. No

ASK IF KnownAs=No

KnownAsName

By what name are they usually known?

OPEN

PROGRAMMER: DERIVE FOR ALL:

CName: Create textfill from KnownAsName if present or from {W1_CName} if blank

ASK ALL

PCLive

Does {CName} live with you? (HELP <FnF9>)

1. Yes
2. No

DO NOT ALLOW DK OR REFUSED AT THIS QUESTION.

IF MODE = CAPI or CATI, INTERVIEWER HELP SCREEN:

Code yes if the study child **normally** lives with the parent/carers AND shares a living room with them AND/OR shares a meal a day with them.

Include:

- Children who are away from home temporarily (for less than 6 months continuously) e.g. on holiday, in hospital, for work, in prison/Juvenile Justice Centre/Young Offenders Institution (YOI).

- Children where custody is shared between them and an ex-partner
- Children under 16 attending boarding school but returning home during school holidays

Exclude:

- Children who are away from home for 6 months or more continuously
- Children in care of local authority, in residential home or with foster parents
- Children in long-stay institutions for disabled children
- Children aged 16 or more attending boarding school
- Students living away from home during term-time

IF MODE = CAWI, HELP SCREEN:

What does this mean?

Answer yes if your child **normally** lives with you. You should also answer yes if:

- you share custody of the child with an ex-partner
- your child is away from home temporarily (for less than 6 months) e.g. on holiday, in hospital
- your child attends boarding school but returns home during school holidays

Answer no if your child is:

- away from home for 6 months or more
- in the care of the local authority, in a residential home or with foster parents
- in a long-stay institution for disabled children

ASK IF child does not live with them {PCLive =2}

PCLiveO

Please explain why {CName} doesn't live with you?

OPEN

ASK IF MODE=CAPI

PC_End

End of Parent/Carer SCREENING QUESTIONS

Press 1 and <ENTER> to continue

Household module

ASK ALL

ChkCName

Just to check, the full name we have for {CName} is {FF_OCFirstname} {FF_OCMiddlename} {FF_OCSurname}. Is this correct?

1. Yes

200

2. No

IF MODE=CAWI PAGE START

ASK IF YP's full name not correct {ChkCName=2}

CFName_Cor

{IF MODE = CAPI/CATI "Please tell me the Young Person's FIRST name"; IF MODE = CAWI "Please confirm their name."

First name:"}

OPEN

DV_YPFNameW2

SET FORMAL FIRST NAME IN SCRIPT: Create a DV text fill from CFName_Cor if name present or from { FF_OCFirstname} if blank/dk or ref

ASK IF YP's full name not correct {ChkCName=2}

CMName_Cor

{IF MODE = CAPI/CATI "Please tell me the Young Person's MIDDLE name"}
{IF MODE = CAWI

"Middle name (leave blank if they don't have one):"}
OPEN

OPEN

DV_YPMNameW2

Create a DV text fill from CMName_Cor if name present or from { FF_OCMiddlename} if blank/dk or ref

ASK IF YP's full name not correct {ChkCName=2}

CSName_Cor

{IF MODE = CAPI/CATI "Please tell me the Young Person's SURNAME"; {IF MODE = CAWI

"Surname:"}
OPEN

OPEN

DV_YPSNameW2

Create a DV text fill from CSName_Cor if name present or from { {FF_OCSurname} if blank/dk or ref

IF MODE=CAWI END PAGE

IF FF_CDoB_COR <> empty

ChkCDoB_Cor

201

We have (CName's) date of birth recorded as:

<FF-CDoB_COR>

Is this correct?

1. Yes

2. No

IF FF_CDoB_COR = empty or ChkCDoB_Cor = 2/dk or ref

CDoB_Cor

{IF MODE = CAPI "Please tell me (CName)'s DATE OF BIRTH

INTERVIEWER: ENTER Day/Month/Year DD/MM/YYYY

IF MODE = CAWI/CATI "What is their date of birth?"}

DD/MM/YYYY

APPLY STANDARD CHECKS ON DATE OF BIRTH TO CATI

ALLOW DATE OF BIRHT FROM 01/01/2005 TO 31/12/2010

DERIVE FOR ALL

DV_CDoBW2

Create a DV from CDoB_Cor if date of birth present or if ChkCDoB_Cor = 1, dk or ref from { FF-CDoB_COR }.

ASK ALL

CGender

Which of the following describes how (CName) thinks of themselves? {IF MODE=CAPI/CATI, "INTERVIEWER: READ OUT."}

Male

Female

In another way

IF MODE=CAWI START PAGE

ASK ALL

PCInt2

Now there are some questions about {IF PCLIVE= No (2) "you and the people who live"; IF PCLIVE=Yes (1) "you and anyone else who lives" with {CName}. This is to help us understand the different household settings in which young people live. The information you give will be completely anonymised and will only ever be used for research purposes.

IF NOT NEW PARENT AND PARENT NAME PROVIDED W1 (DV_NEWPAR = 2 and FF_IPLName = <> empty)

Chk_ParName

INTERVIEWER CAPI/CATI: Please read out the details below and check they are recorded correctly.

Is this your correct name?

Title: (FF_IPtitle)

202

First name: (FF_IPFName)

Surname: (FF_IPSName)

1. Yes
2. No

IF NEW PARENT OR NAME RECORDED AT W1 IS WRONG OR W1 MISSING TITLE OR NAME (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (Chk_ParName = 2,dk or ref) or (FF_IPtitle = empty) or FF_IPLName = <> empty).

PCTitle

{IF MODE=CAPI/CATI "Please could I have your title?"; IF MODE = CAWI "Please fill in your details below.

"Title:"}

OPEN

DV_PCTitleW2

Create a DV text fill from PCTitle if title present or if Chk_ParName = 1 from {FF_IPtitle} if present.

PCFName

{IF MODE=CAPI "Please could I have your first name?"; IF MODE = CAWI "First name:

OPEN

DO NOT ALLOW DK OR REFUSED.

Create a DV text fill from PCFName if name present or if Chk_ParName = = 1 from {FF_IPFName}

ASK ALL

PCSName

{IF MODE=CAPI "Please could I have your surname?"; IF MODE = CAWI "Surname:"}

OPEN

(Do not allow dk or refused)

DV_PCSNameW2

Create a DV text fill from PCSName if name present or if Chk_ParName = = 1 from {FF_IPSName}

IF NOT NEW PARENT AND PARENT DATE OF BIRTH PROVIDED W1 (DV_NEWPAR = 2 and FF_PCDob = <> emptyChkPCDob

ChkPCDob

203

We have your DATE OF BIRTH recorded as:

<FF-PCDoB>

Is this correct?

1. Yes
2. No

IF NEW PARENT OR DATE OF BIRTH AT W1 IS WRONG OR W1 MISSING DATE OF BIRTH (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (ChkPcDoB = 2, dk or ref) or (FF-PCDoB = empty)).

PCDob

{IF MODE=CAPI " Please provide your date of birth?"

INTERVIEWER: ENTER Day/Month/Year DD/MM/YYYY

IF MODE = CAWI/CAPI "Date of birth:"}

DD/MM/YYYY

{SOFT CHECK THAT PARENT IS AGED 18 OR OVER (ANY BIRTH DATE BEFORE 01/01/2006)}

IF MODE=CAWI END PAGE

DV_PDoBW2 - DERIVE FOR ALL

Create a DV text fill from PCDob if date of birth present or if ChkPCDob = 1 from { FF-PCDoB}

IF NOT NEW PARENT AND GENDER OF PARENT PROVIDED W1 (DV_NEWPAR = 2 and FF_PCGender = <> empty)

ChkPCGender

From the last survey we have your gender recorded as <FF_PCGender>

Is this correct?

1. Yes
2. No

IF MODE=CAWI END PAGE

IF NEW PARENT OR GENDER AT W1 IS WRONG OR W1 MISSING GENDER (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (ChkPCGender = 2, dk or ref) or (FF-PCGender = empty)).

PCGender

Which of the following best describes how you think of yourself?

{IF MODE= CAPI/CATI, "INTERVIEWER READ OUT:"}

Male

Female

In another way

DV_PCGenderW2 - DERIVE FOR ALL

204

Create a DV for final parent/carer gender from PCGender if present or if ChkPCGender = 1 from { FF_PCGender FF}

IF MODE=CAWI END PAGE

OTHER HOUSEHOLD MEMBERS

CHECKING HOUSEHOLD GRID INFORMATION FROM W1 ROUTE

Start Household Members Loop – to check details entered at W1. Number of loops set by entry at FF_HHmembcount. Start loop for all same parent at W1 with entry given in first name of household grid (DV_NEWPAR. = 2 and FF_hhmembsW1 = 1).

HGRIDIntchkinro

“The next questions are about who lives with {IF PCLIVE=YES “you and”}{CName}.

Firstly, (CAWI: ‘we’ / CATI/CAPI ‘I’) would like to check the information we have about anyone who lives with {IF PCLIVE=YES “you and”}{CName} is still up to date.

For all same parents at W1 with entry given in first name of household grid (DV_NEWPAR. = 2 and FF_hhmembsW1 = 1).

NAMEHEREN

Does (FF_HMTitle) (FF_HMName) (FF_HMSurname) still live with {IF PCLIVE=YES “you and”}{CName}

CAPI/CATI: INTERVIEWER READ OUT.

(Only show if FF_HMTitle = <> empty) Title: FF_HMTitle

First Name: FF_HMName

(Only show if FF_HMSurname = <> empty) Surname: FF_HMSurname

(Only show if FF_HMGENDER = <> empty) Gender: (FF_HM_Gender)

(Only show if FF_HMDoB = <> empty) Date of birth (FF_HMDoB))

(Only show if FF_RelYP = <> empty) Relationship to (CName): (FF_RelYP)

(Only FF_RelIPC = <> empty) Relationship to you: (FF_RelIPC)

1. Yes
2. {CName} lives with this person but their name, gender, date of birth or relationship to {IF PCLIVE=YES “you and”}{CName} needs correcting
3. No – this person no longer lives with CName}
4. No – this person has died
5. No – (CName} does not know this person

[NO DK/REF]

IF MODE=CAWI END PAGE

**ASK IF some or all details are incorrect: NAMEHEREN = 2
ODETCORRN**

(ALLOW MULTI-CODE)

Which details are incorrect?

INTERVIEWER: READ OUT IF NECESSARY AND CODE ALL THAT APPLY

CAWI: 'CHOOSE ALL THE ANSWERS THAT APPLY.'

1. Their title or name is incorrect
2. (IF FF_HM_GENDER = <> empty) "They would not describe themselves as {FF_HM_GENDER}"
3. (IF FF_HMDoB= <> empty) "Their date of birth is not {FF_HMDoB}"
4. (IF FF_RelYP = <> empty) They are not CName}'s {FF_RelYP}
5. (IF FF_RelIPC = <> empty) They are not my (FF_RelIPC)

IF MODE=CAWI END PAGE

If same parent title/name recorded at W1 is incorrect or surname or surname information missing (DV_NEWPAR = 2 and FF_hhmembsW1 = 1 and (ODETCORRN = 1 or if (NAMEHEREN = 1 or 2 and FF_HMSurname = empty))

HMCorTitle

{IF MODE=CAPI/CATI "Please could I have their title?"; IF MODE = CAWI "Please fill in their correct details below.

"Title: "

HMCorFName

{IF MODE=CAPI/CATI "Please could I have their first name?"; IF MODE = CAWI "First name:"
(Do not allow dk or refused)

HMCorSName

{IF MODE=CAPI/CATI "Please could I have their surname?"; IF MODE = CAWI "Surname:"}
OPEN

PROGRAMMER: DERIVE FOR ALL:

DV_W2HMTtitle - DERIVE FOR ALL

Create a DV for final household member title from HMCorTitle if present or if ODETCORRN not 1 from { FF_HMTtitle}

DV_W2HMName: Create textfill for correct first name {From HMCorFName or if HMCorFName = empty from FF_HMName).

DV_W2HMSurname -

Create a DV for final household member surname from HMCorSName if present or if ODETCORRN not 1 from { FF_HMSurname}

IF MODE=CAWI END PAGE

Ask if same parent and household member's gender is incorrect or missing (DV_NEWPAR = 2 and FF_hhmembsW1 = 1 and (ODETCORRN = 2, dk or ref or (NAMEHEREN = 1 or 2 and FF_HMGENDER = EMPTY).

HMCORGender

CAPI Which of the following describes how they think of themselves?;

CAWI/CATI Which of the following describes how (DV_W2HMName)'s (thinks of themselves?

1. Male
2. Female
3. In another way

IF MODE=CAWI END PAGE

DV_HMGENDERW2 - DERIVE FOR ALL

Create a DV for final household member gender from HMCORGender if present or if ODETCORRN not 2 from { FF_HMGENDER }

Ask if same parent and household member's DoB is incorrect or missing (DV_NEWPAR = 2 and FF_hhmembsW1 = 1 and (ODETCORRN = 3 OR (NAMEHEREN = 1 or 2 and FF_HMDOB = EMPTY).

HMDoBCOR

{IF MODE = CAPI/CATI "What is (DV_W2HMName)'s date of birth?";

INTERVIEWER: ENTER Day/Month/Year: DD/MM/YYYY

IF MODE = CAWI "What is (DV_W2HMName)'s date of birth:"

DD/MM/YYYY

DV_HMDOBW2 - DERIVE FOR ALL

Create a DV for final household member DoB from HMDoBCOR if present or if ODETCORRN not 3 from { FF_HMDOB }

IF MODE=CAWI END PAGE

ASK IF DOB not given {HMDoBCOR = DK or REF}

HMCORAgelf

{IF MODE = CAPI/CATI "Still thinking about {DV_W2HMName}, what was {DV_W2HMName}'s age last birthday?

INTERVIEWER: ENTER 0 FOR A CHILD UNDER 12 MONTHS

98 or more = CODE 97

{IF MODE = CAWI "Please enter (DV_W2HMName)'s age at last birthday (Enter 0 for a child under 12 months):

98 or more = CODE 97}

Numeric 0-97

IF MODE=CAWI END PAGE

Ask if same parent and household member's relationship to cohort member is incorrect or missing

(DV_NEWPAR = 2 and FF_hhmembsW1 = 1 and (ODETCORRN = 4 OR (NAMEHEREN = 1 or 2 and FF_RelYP = EMPTY)).

RelYPCor

What is {DV_W2HMName}'s relationship to {CName}?

1. Biological parent / Birth parent
2. Adoptive parent
3. Foster parent / carer
4. Step-parent / Parent's partner
5. Biological brother / sister / sibling
6. Half-brother / Half-sister / Half-sibling (i.e. one biological/birth parent the same)
7. Step-brother / Step-sister / Step-sibling (i.e. no biological/birth parent the same)
8. Adopted brother / sister / sibling
9. Foster brother / sister / sibling
10. Grandparent
11. Other relative
12. Other non-relative

DV_RelYPW2 - DERIVE FOR ALL

Create a DV for final household member RelYP from RelYPCor if present or if ODETCORRN not 4 from {FF_RelYP}

IF MODE=CAWI END PAGE

Ask if same parent and household member's relationship to parent is incorrect or missing
(DV_NEWPAR = 2 and FF_hhmembsW1 = 1 and (ODETCORRN = 5 OR (NAMEHEREN = 1 or 2 and FF_RelIPC = EMPTY)).

RelPCCor

What is {HM Name}'s relationship to you?

1. Spouse / legally recognised civil partner
2. Partner / cohabitee
3. Biological child
4. Adopted child
5. Foster child
6. Step child / child of partner
7. Parent (biological, adoptive, foster or step)
8. Parent-in-law

9. Brother / sister / sibling (biological, adoptive, foster or step)
10. Grandchild
11. Grandparent
12. Other relative
13. Other non-relative

DV_ReIPCW2 - DERIVE FOR ALL

Create a DV for final household member RelPC from RelPCCor if present or if ODETCORRN not 5 from {FF_RelPC}

IF MODE=CAWI END PAGE

END LOOP

Ask if same parent at W1 with entry given in first name of household grid (DV_NEWPAR. = 2 and FF_hhmembsW1 = 1).

ChkMore

Does anyone else live in the household with {IF PCLIVE=YES "you and"}{CName}?

1. Yes (GO TO HM)
2. No

**ASK IF NEW PARENT OR NO HOUSEHOLD GRID INFO TO CHECK FROM W1
(ASK IF DVNEWPAR = 1 OR (DVNEWPAR = 2 and FF_hhmembsW1 = 2)**

WhoLive

{IF PCLIVE=Yes "Including yourself and {CName}, how many people live in your household? Please include both adults and children.}

{IF PCLIVE= No "Including {CName}, how many people live in their household on a regular basis? Please include both adults and children. }

{IF MODE = CAPI/CATI "INTERVIEWER: By living in the household, we mean sharing living accommodation or sharing at least one meal a day (including breakfast) with CName, and expecting to be resident at their address for a period of at least six (6) months. Please include anyone for whom this is their main residence, even if they are currently away at boarding school or working away from home."}

{IF MODE = CAWI, helpscreen "What do we mean by living in the household?"

Only include people:

- (a) who share living accommodation with {CName} or share at least one meal a day (including breakfast) with {CName} AND
- (b) who you expect to live at their address for at least 6 months.

Include anyone for whom this is their main residence even if they are currently away at boarding school or working away from home.}

[2-16]

{SOFT CHECK IF WhoLive=2 AND PCLIVE=Yes}

So just to check it is just you and {CName} living in this household?

{SOFT CHECK IF WhoLive>2 AND PCLIVE= Yes}

So just to check there are {number from WhoLive} people living in this household, including you and {CName} and all other children?

{SOFT CHECK IF PCLIVE= No}

So just to check there are {number from WhoLive} people living in {CName}'s household, including {CName} and all other children?

IF MODE=CAWI START PAGE

ASK IF YP lives with people other than respondent (for new parents or those not in W1 HH grid checks) or are from checked W1 HH grid questions have more Household members to ask {ChkMore = 1 or (WhoLive>2 AND PCLIVE=Yes) or (WhoLive = any answer AND PCLIVE=No)}HGRIDInt

PROGRAMMING NOTE DIFFERENT TEXT FILLS AND RULES FOR THOSE WHO HAVE BEEN ROUTED FROM ChkMore = 1

ASK IF YP lives with people other than respondent (for new parents or those not in W1 HH grid checks) (WhoLive>2 AND PCLIVE=Yes) or (WhoLive = any answer AND PCLIVE=No)}

[Start Household Members Loop. No. of loops set by response at WhoLive and PCLIVE]

"The next questions are about who lives with {IF PCLIVE=YES "you and"}{CName}.

{IF MODE = CAPI/CATI: Please start by thinking about the {WhoLive = 2 and PCLIVE=No /or WhoLive = 3 and PCLIVE = YES 'other' / WhoLive = >2 and PCLIVE= No /or WhoLive = >3 and PCLIVE = YES 'oldest'} person that lives with {IF PCLIVE=YES "you and "}{CName}.

Press 1 and <ENTER> to continue"}}

{IF MODE = CAWI "Please enter the details of the {If Loop=>1 "next "} {{WhoLive = 2 and PCLIVE=No /or WhoLive = 3 and PCLIVE = YES 'other' / WhoLive = >2 and PCLIVE= No /or WhoLive = >3 and PCLIVE = YES 'oldest'} person living with {IF PCLIVE=YES "you and "}{CName}. If you don't want to give their name you can enter a nickname so you know who we mean when we refer to them. You have already told us about {person X}"}}

{IF MODE CAWI: We already have details for {IF PCLIVE=YES "you and" CName recorded at the previous questions so for the following questions please only enter the details of other members of (IF PCLIVE=YES "yours and") (CName)'s household.

For each person we will be asking you for their name, gender, date of birth and relationship to (CName) and yourself.

ASK IF ChkMore = 1

HM

CATI/CAPI: Please give me the details of the other person living with (IF PCLIVE=YES "you and" (CName).

Press 1 and <ENTER> to continue”}

CAWI: Please enter the details of the other person living with (IF PCLIVE=YES “you and” (CName).

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks{ChKMore = 1 OR (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}

HMTtitle{IF MODE = CAPI/CATI “INTERVIEWER: RECORD TITLE OF HOUSEHOLD MEMBER”; IF MODE = CAWI “Title:”}

OPEN

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks { ChKMore = 1 OR (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}

HMName

{IF MODE = CAPI/CATI “INTERVIEWER: RECORD FIRST NAME OF HOUSEHOLD MEMBER IF NECESSARY, SAY THAT WE JUST COLLECT A NAME HERE SO WE CAN REFER TO THAT PERSON IN THE INTERVIEW. THE RESPONDENT CAN GIVE A NICKNAME IF THEY PREFER.”}

{IF MODE = CAWI “First name:”}

OPEN

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {ChKMore = 1 OR (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}

HMSurname

{IF MODE = CAPI/CATI “INTERVIEWER: RECORD SURNAME OF HOUSEHOLD MEMBER”; {IF MODE = CAWI “Surname name:”}

OPEN

ADD SOFT CHECK IF FIRST NAME IS THE SAME AS CHILD’S NAME

If name is same as child’s name (HMName = (DV_YPFNameW2 or CName))

show a soft check:

IF MODE CAPI/CATI: ‘This household member has the same name as (CName). Is this correct? INTERVIEWER AMEND DETAILS AS NECESSARY.

If MODE CAWI ‘This household member has the same name as (CName). Please correct your answer if you need to. You can use the ‘previous’ button’ if you need to amend previous answers.’

ADD SOFT CHECK IF NAME IS SAME AS PARENT NAME

CAWI ADD SOFT CHECK: If name is same as parent’s name (HMName: = DV_PCFNameW2 show a soft check:

IF MODE CAPI/CATI: 'This household member has the same name as yourself. Is this correct? INTERVIEWER AMEND DETAILS AS NECESSARY.

If MODE CAWI 'This household member has the same name as yourself. Please correct your answer if you need to. You can use the 'previous' button' if you need to amend previous answers.'

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {(ChKMore = 1 OR (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No)}

HMGender

"Still thinking about {HMNAME}, which of the following describes how they think of themselves?";

1. Male
2. Female
3. In another way

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {(ChKMore = 1 OR((WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer AND PCLIVE=No

HMDoB

{IF MODE = CAPI/CATI "What is {HMName}'s date of birth?";

INTERVIEWER: ENTER Day/Month/Year DD/MM/YYYY

IF MODE = CAWI "Date of birth:"}

DD/MM/YYYY

ADD SOFT CHECK IF DATE OF BIRTH IS THE SAME AS CHILD'S DATE OF BIRTH

If date of birth is same as child (HMDoB: DD/MM/YY = DV_CDoBW2 show a soft check:

IF MODE CAPI/CATI: 'This household member has the same date of birth as (CName). Is this correct? INTERVIEWER AMEND DETAILS AS NECESSARY.

If MODE CAWI 'This household member has the same date of birth as (CName). Please correct your answer if you need to. You can use the 'previous' button' if you need to amend previous answers.'

ADD SOFT CHECK IF DATE OF BIRTH IS SAME AS PARENT'S DATE OF BIRTH

CAWI ADD SOFT CHECK: If Date of birth is same as parent (HMDoB: DD/MM/YY = DV_PDoBW2 show a soft check:

IF MODE CAPI/CATI: 'This household member has the same date of birth as yourself. Is this correct? INTERVIEWER AMEND DETAILS AS NECESSARY.

If MODE CAWI 'This household member has the same date of birth as yourself. Please correct your answer if you need to. You can use the 'previous' button' if you need to amend previous answers.'

CAWI END SCREEN

ASK IF DOB not given {HMDOB = DK or REF}

Agelf

{IF MODE = CAPI/CATI "Still thinking about {HMName}, what was {HMName}'s age last birthday?

INTERVIEWER: ENTER 0 FOR A CHILD UNDER 12 MONTHS

98 or more = CODE 97}

{IF MODE = CAWI "Please enter (HMName)'s age at last birthday (Enter 0 for a child under 12 months):

98 or more = CODE 97}

Numeric 0-97

IF MODE=CAWI END PAGE

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {(ChKMore = 1 OR (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}

RelYYP

CATI/CAPI: INTERVIEWER: Probe to precodes

What is {HM Name}'s relationship to {CName}?

1. Biological parent / Birth parent
2. Adoptive parent
3. Foster parent / carer
4. Step-parent / Parent's partner
5. Biological brother / sister / sibling
6. Half-brother / Half-sister / Half-sibling (i.e. one biological/birth parent the same)
7. Step-brother / Step-sister / Step-sibling (i.e. no biological/birth parent the same)
8. Adopted brother / sister / sibling
9. Foster brother / sister / sibling
10. Grandparent
11. Other relative
12. Other non-relative

IF MODE=CAWI END PAGE

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {(ChKMore = 1 or (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}

CATI/CAPI: INTERVIEWER: Probe to precodes

ReIPC

What is {HM Name}'s relationship to you?

1. Spouse / legally recognised civil partner
2. Partner / cohabitee
3. Biological child
4. Adopted child
5. Foster child
6. Step child / child of partner
7. Parent (biological, adoptive, foster or step)
8. Parent-in-law
9. Brother / sister / sibling (biological, adoptive, foster or step)
10. Grandchild
11. Grandparent
12. Other relative
13. Other non-relative

IF MODE=CAWI END PAGE

Extra checks – If more than one hh member is recorded as having ‘spouse / legal recognised civil partner or partner or cohabitee a soft check appears for the interview. “Interviewer: you have already coded a partner for Paul. Please correct/amend the household grid.”

ASK IF YP lives with people other than respondent or said more family members to enter at W1 HH grid checks {(ChKMore = 1 or (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}

More

Can I just check, does anyone else live in the household with {IF PCLIVE=YES “you and”}{CName}

Yes

No

ASK IF YP lives with people other than respondent (WhoLive>2 AND PCLIVE=Yes) OR (WhoLive = any answer and PCLIVE=No)}

CAWI/CATI CHECK IF >3 and not given details of all household members:

“You have entered details of X out of X other people living in this household.

Are you sure you don’t want to enter more household member details?

IF MODE=CAWI END PAGE End loop

PARINTRO

ASK ALL

CAPI/CATI INTRO: "I would now like to ask you some questions about yourself"

CAWI INTRO: "The next questions are about you."

ASK ALL

MarStat

Source: Panel

{IF MODE = CAPI "SHOWCARD A1"}

{IF MODE = CAPI/CATI "Can I just check, which"; IF MODE = CAWI "Which"} of these applies to you at present? CAPI/CAWI: Please choose the first on the list that applies to you.

CATI: INTERVIEWER: PLEASE READ OUT AND CODE THE FIRST TO APPLY

1. Married
2. In a registered civil partnership
3. Living with a partner
4. With a partner you do not live with
5. Separated (after being married or in a civil partnership)
6. Divorced/dissolved civil partnership
7. Widowed/surviving partner from a civil partnership
8. Single (never married/never in a civil partnership)

IF MODE=CAWI END PAGE

ASK ALL

JBstatW2

Source: UKHLS

{IF MODE = CAPI "SHOWCARD A2"}

Which of these descriptions applied to what you spent the **most** time doing last week, that is the seven days ending last Sunday?

CATI: READ OUT.

1. In full-time education (including on vacation)
2. On government training/employment programme
3. In paid work (or away temporarily) for at least 10 hours per week
4. Waiting to take up paid work already accepted
5. Unemployed
6. Permanently sick or disabled
7. Wholly retired from work
8. Looking after your home or family
9. Doing something else {IF MODE = CAPI/CATI "(specify)"; IF MODE = CAWI "(please write in box)"}

CAPI ONLY ASK IF doing something else {JBStatW2=9}

JBstatOth

Please describe what you were doing

OPEN

ASK IF has partner they live with {MarStat=1,2,3}

JbstatPtW2

Source: UKHLS

{IF MODE = CAPI "SHOWCARD A2"}

Which of these descriptions applied to what **your partner** spent the **most** time doing last week, that is the seven days ending last Sunday?

CATI: READ OUT.

1. In full-time education (including on vacation)
2. On government training/employment programme
3. In paid work (or away temporarily) for at least 10 hours per week
4. Waiting to take up paid work already accepted
5. Unemployed
6. Permanently sick or disabled
7. Wholly retired from work
8. Looking after your home or family
9. Doing something else

IF NEW PARENT OR EDUCATION AT W1 IS MISSING (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and FF_QFhigh = empty)

QFhighW2

Source: PANEL

{CAWI: "Starting from the top, please look down this list of qualifications and select the first one you come to that you have passed"}

{CATI/CAPI: I will now read out a list of qualifications. Please say 'yes' when you hear one that you have passed"}

INTERVIEWER: READ OUT AND SELECT FIRST QUALIFICATION RESPONDENT HAS PASSED

1. Degree or equivalent, and above {HELP LINK: "For example: University/CNNA first degree BA, BSc or foundation degree, postgraduate degree: MA, MSc, MPhil, DPhil, PhD".}
2. A-levels/SCE Highers or vocational level 3 or equivalent, and above {HELP LINK: "For example: Teaching qualifications for schools or further education, Nursing or other medical qualifications, City & Guilds level 4, S-level, AS-level, A2-level, Scottish Higher, NVQ or SVQ level 3, International Baccalaureate, Scottish Baccalaureate, Scottish SCE/SLC/SUPE at higher grade, Vocational A-level (AVCE), School Certificate or Matriculation, GNVQ Advanced or GSVQ level 3, City & Guilds Level 3"}
3. Qualifications below A-levels or vocational level 3 or equivalent such as GCSE/O-Level/Standard Grade {HELP LINK "For example: GCE, GSE, CSE level 1, SQA National 1-3, SQA National 4, SQA National 5, SQA intermediate level 1-2,

- Scottish Standard or Ordinary, Scottish Access 1-3, Scottish Higher Leaving Certificate, SUPE ordinary, BTEC, SCOTVEC first, City & Guilds levels 1 or 2”}
4. Other qualification
 5. No qualifications

ASK IF PARENT OR CARER LIVES WITH YP AND IF NEW PARENT OR HOUSING STATUS AT W1 IS MISSING (PCLive=1 and ((DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and FF_QHsownd = empty))

Hsownd

Source: UKHLS

{IF MODE = CAPI “SHOWCARD A3”}

Does your household own your accommodation outright, is it being bought with a mortgage, is it rented or does it come rent-free?

HELP SCREEN: What does ‘rent free’ mean? This means you do not pay any rent at all. If your rent gets paid through housing benefit, or if someone else pays your rent for you, please select ‘Rented’ rather than ‘Rent free’.

1. Owned outright
2. Owned / being bought on mortgage
3. Shared ownership (part-owned part-rented)
4. Rented
5. Rent free
6. Other

ASK IF accommodation rented {Hsownd=3,4,5}

RentII

Source: UKHLS

{IF MODE = CAPI “SHOWCARD A4”}

Who is the accommodation rented from or provided by?

1. Local Authority/Council
2. New Town Commission or Corporation
3. Property company
4. Other Housing association, cooperative or charitable trust
5. Employer (ORGANISATION)
6. Other organisation
7. Relative
8. Employer (INDIVIDUAL)
9. Other individual

ASK IF MODE = CAPI

EndHH

End of Household questions
Press 1 and <Enter> to continue

SEND type

ASK ALL

SENDIntro

The next questions are about any special educational needs or disabilities {CName} may have.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that means they need additional support for their learning.

ASK ALL

1. **Dis**
2. **Source: Included at W1 [FRS (Health1)]**
- 3.
4. A **disability** is a physical or mental impairment that has a substantial and long-term effect on an individual's ability to carry out day-to-day activities.
- 5.
6. Does {CName} have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?
 1. Yes
 2. No

ASK IF YP has a physical/mental condition {Dis=1}

DisType

Source: Included at W1 [FRS (Dis1)]

7. {IF MODE = CAPI "SHOWCARD B1"}

Do any of these conditions or illnesses affect {CName} in any of the following areas?

{IF MODE = CAWI "Please choose all the answers that apply". IF MODE = CATI,
INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY". IF MODE CAPI:
CODE ALL THAT APPLY}

1. Vision (for example blindness or partial sight)
2. Hearing (for example deafness or partial hearing)
3. Mobility (for example walking short distances or climbing stairs)
4. Dexterity (for example lifting and carrying objects, using a keyboard)
5. Learning or understanding or concentrating
6. Memory
7. Mental Health
8. Stamina or breathing or fatigue
9. Socially or behaviourally (for example associated with autism, ADHD or Asperger's syndrome)
10. Another way

11. None of the above {EXCLUSIVE CODE}

ASK IF YP has a physical/mental condition {Dis=1} and has an affect (and Not Disype = 11)

DisLim

Source: Included at W1 [FRS (Condition)]

Do any of {CName}'s conditions or illnesses" reduce their ability to carry out day-to-day activities?

1. Yes, a lot
2. Yes, a little
3. Not at all

ASK ALL

ChSEN

Source: Included at W1

8. {IF MODE = CAPI "SHOWCARD B2"}
9. A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for additional support for their learning.
10. Would you say that {CName} currently has or has ever had special educational needs of any kind?
- 11.

{IF MODE = CAPI "A definition is shown on this card"}

{IF MODE = CAWI/CATI, helpscreen "What do we mean by special educational needs?"

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

1. {CName} currently has special educational needs
2. {CName} previously had special educational needs, but does not any more
3. {CName} has never had special educational needs

ASK IF YP does not currently have SEN {ChSEN=2,3}

NoCurSEN

Source: Included at W1

Even though (CName) does not have or no longer has special educational needs, we would still like to hear about your experiences. If you feel a question does not apply to you, that's fine, you can simply move on to the next one.

ASK IF question not asked at W1 {W1_P_SenAge= BLANK} AND IF YP has or had SEN {ChSEN=1 or 2}

SENAge

Source: Included at W1

How old was {CName} when you first became aware of their special educational needs?
Please write in their age in years.

[0...16]

ASK IF question not asked at W1 {W1_P_SENAware } AND IF YP has or had SEN {ChSEN=1 or 2}

SENAware

Source: Included at W1

Thinking back, how would you say that you *first* became aware of {CName}'s special educational needs {IF MODE=CAPI/CATI"...

INTERVIEWER: READ OUT..."; IF MODE= CAWI "?"}

1. {IF MODE=CAPI "...From your own observations or interactions"; IF MODE= CAWI "...From my own observations or interactions"}
2. A health visitor or medical practitioner suggested that {CName} may have special educational needs
3. {CName}'s {IF SenAge<5, "Early Years / nursery / reception class "} {IF SenAge=>5, "school / educational setting"} suggested that {CName} may have special educational needs
4. Someone else told {IF MODE=CAPI/CATI "you"; IF MODE=CAWI "me"} that {CName} may have special educational needs {IF MODE=CAPI/CATI "(please specify)"; IF MODE = CAWI "(please write who in box)"}
5. Another way {IF MODE=CAPI/CATI "(please specify)"; IF MODE = CAWI "(please write in box)"}
6. Don't know.

CAPI ONLY: ASK IF was told by someone else {SENAware=4}

SENAwareO1

Source: Included at W1

INTERVIEWER: PROMPT FOR WHO ELSE

OPEN

99

CAPI ONLY ASK IF found out in another way {SENAware=5}

SENAwareO2

INTERVIEWER: PROMPT FOR HOW ELSE

ASK if YP has or had SEN {ChSEN=1,2}

SENBEST

Source: Included at W1

{IF MODE = CAPI "SHOWCARD B3"}

Which of the following categories do you think best describe the special educational needs that {CName} {IF ChSEN=1 "has" ELSE "had"}?

{IF MODE = CAPI, "CODE ALL THAT APPLY"; IF MODE = CAWI, "Select all that apply". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Autistic spectrum condition (e.g. autism, Asperger's syndrome)
2. Speech, language and communication needs
3. Social, emotional and mental health issues, including attention deficit hyperactive disorder (ADHD)
4. Physical disability (e.g. issues with movement or other functions that impact on day-to-day life, cerebral palsy)
5. Hearing impairment or deafness
6. Visual impairment or blindness
7. Multi-sensory impairment (i.e. hearing and visual impairment)
8. Specific learning difficulty (e.g. dyslexia, dyspraxia)
9. Moderate learning difficulties (incl. basic literacy and numeracy skills, speech and language delay, problems concentrating, under-developed social, emotional and personal skills)
10. Severe learning difficulties (incl. having little or no speech, needing support with daily activities, needing life-long support)
11. Profound and multiple learning difficulties (PMLD)
12. Something else {IF MODE = CAPI/CATI "(please specify)"; IF MODE = CAWI/ "(please write in box)"}

CAPI ONLY ASK if YP has other SEN { SENBest 12)

SENBestO

How would you describe {CName}'s special educational needs?

OPEN

ASK if YP has more than one SEN {SENBest=multicoded}

SENBestMai

Source: Included at W1

{IF MODE = CAPI "SHOWCARD B3"}

And which would you say is the main area in which {CName} {IF ChSEN=1 "has" ELSE "had"} special educational needs?

IF MODE = CAPI, "CODE ONE ONLY"

IF MODE = CAWI, "Choose one answer only"

IF MODE = CATI, "INTERVIEWER: LET RESPONDENT ANSWER SPONTANEOUSLY, THEN PROBE AS NECESSARY"

[Only display answers selected at SENBest]

1. Autistic spectrum condition (e.g. autism, Asperger's syndrome)
2. Speech, language and communication needs,
3. Social, emotional and mental health issues, including attention deficit hyperactive disorder (ADHD)
4. Physical disability (e.g. issues with movement or other functions that impact on day-to-day life, cerebral palsy)
5. Hearing impairment or deafness
6. Visual impairment or blindness
7. Multi-sensory impairment (i.e. hearing and visual impairment)
8. Specific learning difficulty (e.g. dyslexia, dyspraxia)
9. Moderate learning difficulties (incl. basic literacy and numeracy skills, speech and language delay, problems concentrating, under-developed social, emotional and personal skills)
10. Severe learning difficulties (incl. having little or no speech, needing support with daily activities, needing life-long support)
11. Profound and multiple learning difficulties (PMLD)
12. {SENBestO}

ASK IF MODE=CAPI

STEnd

End of SEND type questions

Press 1 and <Enter> to continue

Experiences of Education

Current type of setting

ASK ALL

SchMov

Source: New

The next questions are about (CName)'s experiences of education

Has (CName) changed school or educational setting since {IF PARENT INTERVIEW COMPLETED AT W1 { DV_NEWPAR = 2}=your last interview in {month_year_of last interview (<W1_P_Intmonth> < W1_P_Intyear> {IF NO PARENT INTERVIEW COMPLETED AT W1 { DV_NEWPAR = 1} the end of the last school year (i.e. since July 2022))}?

1. Yes
2. No

ASK THOSE WHO MOVED SCHOOL {SchMov = 1}.

SchMovWhy

Source: New

222

And why did (CName) change school or educational setting?

{IF MODE = CAPI "CODE ALL THAT APPLY"; IF MODE = CAWI, "Select all that apply"; IF MODE=CATI: INTERVIEWER LET RESPONDENT ANSWER SPONTANEOUSLY AND CODE ALL THAT APPLY, PROBE 'ANYTHING ELSE?'.

1. Child moved
2. Child did not change address, but moved to a school which is easier to get to
3. New school provides support that better meets the child's needs
4. New school is a better quality school / standards are higher
5. Child was excluded from previous school
6. Child experienced bullying from other pupils at previous school
7. Child was generally unhappy /unsettled at previous school
8. Moved from middle to high school / upper school
9. Other reason {IF MODE = CAPI/CATI "(please specify)"; IF MODE = CAWI/ "(please write in box)"}

CAPI ONLY; ASK IF YP moved school for another reason {SchMovWhy=}

SchMovWhyO

Source: New

For what other reason did (CName) change schools or educational setting?

OPEN

ASK IF YP moved schools or no answer given at W1 (SchMov = 1 OR W1_P_SchSett = DK,REF,BLANK)

SchSettW2

Source: Included at W1 [Q40 EHCP survey]

From which type of school or educational setting does {CName} currently receive their education?

{IF MODE = CAWI, "If they receive their education from more than one setting, think about the one which teaches them for most of the time".

{IF MODE = CAPI/CATI, "INTERVIEWER: ADD IF NECESSARY: If they receive their education from more than one setting, think about the one which teaches them for most of the time"}

{IF MODE = CAPI/CAWI/CATI, HELPSCREEN "What is alternative provision?"-.

Alternative Provision (AP) settings provide education for pupils who do not attend a mainstream school or special school full time.

Education in alternative provision often takes place at a Pupil Referral Unit (PRU), AP academy or AP free school, but placements can also be arranged in another mainstream or independent school that provides AP, or in an educational setting that is not registered with DfE

AP is **not**

- an out of school activity arranged in addition to a full-time education
- activities arranged primarily for recreational purposes
- activities arranged primarily for SEN support
- educational home learning resources provided by a school for the pupils at home

1. Mainstream school setting

2. Special school setting

3. Something else, including alternative provision

[PROGRAMMER: Allow DK and refused but for CAWI/CATI don't show on screen. If DK and refused route to SchSett Derived variable.]

ASK IF YP goes to mainstream setting {SchSettW2 = 1}

SchSettMain

Source: New [amended from W1 to be more suitable for CATI]

And which of the following types of mainstream educational setting best describes where {CName} currently receives their education?

IF MODE=CAPI/CATI: READ OUT

1. Mainstream state school
2. Mainstream independent school
3. SEN Unit or Resourced Provision within a mainstream school

ASK IF YP goes to special setting {SchSettW2 = 2}

SchSettSpec

Source: New

And which of the following types of special educational setting best describes where {CName} currently receives their education?

{IF MODE=CAPI/CATI, "INTERVIEWER: READ OUT:"}

1. A state special school
2. An independent special school

ASK IF YP goes to other setting {SchSettW2 = 3}

SchSettOth

Source: New

And which of the following types of educational setting best describes where {CName} currently receives their education?

IF MODE = CAPI/CAWI/CATI, HELPSCREEN "What is alternative provision?"

{IF MODE=CAPI/CATI, "INTERVIEWER: READ OUT:"}

1. Referral Unit or Alternative Provision school
2. Some other form of alternative provision (aka unregistered AP)
3. Home Educated
4. Hospital school
5. Somewhere else {IF MODE = CAPI/CATI"(please specify)"; IF MODE = CAWI "(please write in box)"}

CAPI ONLY; ASK IF YP attends other setting {SchSettOth=5}

SchSettOthO

What is the other kind of school or educational setting that {CName} currently receives their education from?

OPEN

SchSett DERIVED VARIABLE:

IF SchSettMain = 1 SchSett = 1

IF SchSettMain = 2 SchSett = 2

IF SchSettMain = 3 SchSett = 3

IF SchSettSpec = 1 SchSett = 4

IF SchSettSpec = 2 SchSett = 5

IF SchSettOth = 1 SchSett = 6

IF SchSettOth = 2 SchSett = 6

IF SchSettOth = 3 SchSett = 7

IF SchSettOth = 4 SchSett = 8

IF sCHSettOth = 5 SchSett = 9

IF SchMov <> 1 SchSett = W1_P_SchSett

((SchSettW2 dk or ref) or (or SchSettOth /dk or ref) SchSett = 9.

If SchSettMain = dk or prefer not to say = SchSett = 1

If SchSettSpec = dk or prefer not to say = SchSett = 3

ASK IF YP does not go to AP {SchSett <> 6}

AltProv

Source: New

Has {CName} ever been placed in alternative provision?

This may have been for only a short period of time or have been part-time or full-time provision.

HELPSCREEN "What is alternative provision?"

Alternative Provision (AP) settings provide education for pupils who do not attend a mainstream school or special school full time.

Education in alternative provision often takes place at a Pupil Referral Unit (PRU), AP academy or free school, but placements can also be arranged in another mainstream or independent school that provides AP, or in an educational setting that is not registered with DfE

AP is **not**

- an out of school activity arranged in addition to a full-time education
- activities arranged primarily for recreational purposes
- Activities arranged primarily for SEN support.
- Educational home learning resources provided by a school for the pupils at home.}

1. Yes
2. No

5.2 SENCo support

ASK ALL

SuppRecIntro

The following section asks about types of support (CName) may need, and what they receive.

ASK IF school setting is mainstream {SchSett = 1,2,3}

SENCo

Source: Included at W1

Does {CName} receive direct support from a SENCo from their current school?

{IF MODE = CAPI/CATI "A SENCo is a special educational needs co-ordinator."

IF MODE = CAWI "A SENCo is a special educational needs co-ordinator."

{IF MODE = CAWI HELP SCREEN: "What do we mean by direct support?"} {IF MODE = CAPI/CATI "INTERVIEWER: ADD IF NECESSARY: " } By direct support, we mean that the SENCo provides support specifically for your child – this could be working with them one-on-one, delivering targeted group interventions or providing them with a personalised support plan.

3. Yes
4. No
5. Don't know

ASK IF school setting is mainstream {SchSett = 1,2,3}

SendTea

Source: Included at W1

Does {CName} receive direct support from a visiting specialist teacher, such as a local authority special needs teacher, from their current school?

{IF MODE = CAWI HELP SCREEN: "What do we mean by direct support?"} {IF MODE = CAPI/CATI "INTERVIEWER ADD IF NECESSARY: By direct support, we mean that the visiting teacher provides support specifically for your child – this could be working with them one-on-one, delivering targeted group interventions or providing them with a personalised support plan.

1. Yes
2. No
3. Don't know

Support received and needed at school

ASK IF school setting is mainstream {SchSett = 1,2,3}

INTROSCHSUPP

We have just asked you about whether (CName) receives support from a SENCo or a visiting specialist teacher whilst at school. We would now like to ask you about some further types of support (CName) may receive at school.

ASK IF child is NOT Home Educated {IF SchSett <> 7}

SchSuppTyp

Source: Included at W1 [with amendments]

{IF MODE = CAPI "SHOWCARD C1"}

Which, if any, of these types of support does {CName} receive **at school** due to their special educational need or disability?

{IF MODE = CAPI, "CODE ALL THAT APPLY"}{IF MODE = CAWI, "Select all that apply"}{IF MODE = CATI, "INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY."}

1. Support from a Teaching Assistant or learning support assistant
2. Speech and language therapy
3. Physiotherapy
4. Occupational therapy
5. Pastoral or wellbeing support
6. Mental health support, for example from a counsellor
7. Medical support, for instance help with medication or equipment
8. Structured peer-to-peer support programmes
9. Use of assistive technology, such as text-to-speech software or listening systems
10. An Educational Psychologist
11. Other type of support {IF MODE = CAPI/CATI "(please specify)"; IF MODE = CAWI "(please write in box)"}
12. No support of this type

CAPI ONLY ASK IF YP receives any other type of support {SchSuppTyp=11}

SchSuppTyO

What other type of support does {CName} get?

OPEN

ASK IF NOT Home Educated and received support at school from a Teaching Assistant, or Speech and Language Therapy, Pastoral, or Mental Health Support or Educational Psychologist {IF SchSett <> 7 and SchSuppTyp=Yes at option 1, 2, 5 or 6, 10}

REPEAT QUESTION FOR EACH SUPTYP = YES OPTION 1, 2, 5, 6 or 10

SuppOft

Source: New

How often does (CName) access [pipe text support from answer given at SchSuppTyp options 1, 2, 5, 6 or 10]?

1. Every day

2. Several times a week
3. At least once a week
4. At least once a month
5. Less often than once a month

5.4 Support received and needed outside of school

ASK ALL

OutSuppTyp

{IF MODE = CAPI "SHOWCARD C2}

Which, if any, of these types of support does {CName} receive {IF NOT HOME EDUCATED {IF SchSett <> 7}: 'outside of school'} due to their special educational need or disability?

{IF MODE = CAPI, "CODE ALL THAT APPLY"}{IF MODE = CAWI, "Select all that apply"}{IF MODE = CATI, "INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY."}

1. Speech and language therapy
2. Physiotherapy
3. Occupational therapy
4. Mental health support, for example from a counsellor
5. Medical support, for instance help with medication or equipment
6. Respite or short breaks
7. Support with learning such as additional tuition.
8. Another type of support {IF MODE = CAPI "(please specify)"; IF MODE = CAWI "(please write in box)"}.
9. None of the above

CAPI ONLY ASK IF YP receives other type of support {OutSpecSupp=Yes at option 8}

OutSuppTypO

What other type of support does {CName} receive {IF SchSett <> 7}: 'outside of school'?

OPEN

ASK ALL

OutSuppNeed1

OutSuppNeedsSource: New to W2

{IF MODE = CAPI "SHOWCARD C3}

Are there any of the following types of support which you feel that {CName} needs beyond what they currently receive?

{IF MODE = CAPI, "CODE ALL THAT APPLY". IF MODE = CAWI, "Select all that apply". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Speech and language therapy
2. Physiotherapy

3. Occupational therapy
4. Pastoral or wellbeing support
5. Mental health support, for example from a counsellor
6. Educational Psychologist
7. Medical support, for instance help with medication or equipment
8. None of the above [EXCLUSIVE]

ASK ALL

OutSuppNeed2

{IF MODE = CAPI "SHOWCARD C4"}

And are there any of these types of support which you feel that {CName} needs beyond what they currently receive?

{IF MODE = CAPI, "CODE ALL THAT APPLY". IF MODE = CAWI, "Select all that apply". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Support from a Teaching Assistant or Learning Support Assistant
2. Support with learning such as additional tuition
3. Structured peer-to peer support programmes
4. Use of assistive technology, such as text-to-speech software or listening systems
5. Respite or short breaks
6. Another type of support {IF MODE = CAPI "(please specify)"; IF MODE = CAWI "(please write in box)"}
7. None of the above [EXCLUSIVE]

CAPI ONLY ASK IF YP needs other type of support {OutSuppNeed option 6}

Outsuppneed2O

What other type of support does {CName} need?

OPEN

Parent's views on support provided by school

ASK IF NOT Home Educated { SchSett <> 7}

SchUndersta

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C5"}

The next few questions are about what you think about the support provided by (CName)'s school or educational setting.

Overall, how well would you say that {CName}'s school understands their special educational needs or disability?

1. Very well

2. Quite well
3. Not very well
4. Not well at all

ASK IF NOT Home Educated {SchSett <> 7 }

SchSupp

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C5"}

And thinking about all the areas where your child needs extra help or support, how well do you think their school supports them? Would you say it supports them....

CAPI INTERVIEWER: "Please direct respondent to look at showcard."

INTERVIEWER: READ OUT

1. Very well
2. Quite well
3. Not very well
4. Not well at all

ASK IF NOT Home Educated {SchSett <> 7 }

Progress

Source: Included at W1

{IF MODE = CAPI "SHOWCARD C6"}

And still thinking about {Cname}'s current school or educational setting, to what extent do you agree with the following statement:

"I feel closely involved with the school's decisions about {CName}"

Please think about attending meetings, being informed about how {CName} will be supported, and receiving clear information about the impact of the support they provided.

INTERVIEWER: READ OUT

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF child is NOT Home Educated {IF SchSett <> 7 }

MentHealSch

Source: New

{IF MODE = CAPI "SHOWCARD C6"}

And how much do you agree or disagree with the following statement?

There are staff in {CName}'s (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting') I would feel comfortable speaking to about {CName}'s mental health.

INTERVIEWER: READ OUT

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Support provided by school – soft/life skills

ASK IF NOT Home Educated {SchSett <> 7 }

SoSkIn

The next few questions are about how (CName)'s (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting') might support them with developing a range of skills.

ASK IF NOT Home Educated {SchSett <> 7 }

ScSoSk

Source: New

{IF MODE = CAPI "SHOWCARD C6 }

To what extent do you agree or disagree with the following statement:

"(Cname)'s (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting') supports them to develop social skills."

{IF MODE= CATI "INTERVIEWER: READ OUT"}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF NOT Home Educated {SchSett <> 7 }

ScSoln

Source: New

{IF MODE = CAPI "SHOWCARD C6 }

To what extent do you agree or disagree with the following statement:

"(Cname)'s (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting') supports them to develop interests and hobbies."

{IF MODE=CATI "INTERVIEWER: READ OUT"}

1. Strongly agree

2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF NOT Home Educated {SchSett <> 7 }

ScSoCo

Source: New

{IF MODE = CAPI "SHOWCARD C6 }

To what extent do you agree or disagree with the following statement:

"(Cname)'s (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting') supports them to develop their confidence and self-esteem."

{IF MODE= CATI "INTERVIEWER: READ OUT"}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF NOT Home Educated {SchSett <> 7 }

ScSoMe

Source: New

{IF MODE = CAPI "SHOWCARD C6 }

To what extent do you agree or disagree with the following statement:

"(Cname)'s {TEXT FILL: Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting'} supports them to manage their mental health and wellbeing".

{IF MODE=CATI "INTERVIEWER: READ OUT"}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK IF NOT Home Educated {SchSett <> 7 }

ScSoMe

Source: New

{IF MODE = CAPI "SHOWCARD C6 }

To what extent do you agree or disagree with the following statement:

“(Cname)’s (Text fill Schsett 1-5 = ‘school’ / SchSett 6, 8 or 9 = ‘educational setting’) helps them to understand their own support needs so they know the types of tasks they are likely to need help with.”

{IF MODE=CATI “INTERVIEWER: READ OUT”}

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Not applicable – child does not have special educational needs

ASK IF NOT Home Educated {SchSett <> 7 }

DiffSch

Source: Included at W1

{IF MODE = CAPI “SHOWCARD C7 }

Overall, how helpful is the support offered by CName’s (Text fill Schsett 1-5 = ‘school’ / SchSett 6, 8 or 9 = ‘educational setting’) in helping them **to prepare for adult life?**

This could include supporting them to achieve good outcomes related to employment, independent living, health and community participation.

{IF MODE= CATI “INTERVIEWER: READ OUT”}

1. Very helpful
2. Fairly helpful
3. A bit helpful
4. Not helpful

EHC Plan

ASK ALL

EHCINTRO

Now for some questions about Educational, Health and Care plans

ASK ALL

EHCP

Source: Included at W1 [MCS6 (SENS) adapted]

{IF MODE = CAPI “SHOWCARD D1”}

Does {CName} currently have an Education, Health and Care plan?

{IF MODE = CAPI: “A definition is shown on this this card”}

{IF MODE = CAPI/CATI: “INTERVIEWER: IF ‘NO’, PROMPT FOR WHETHER CURRENTLY BEING ASSESSED OR APPEALING”}

{IF MODE = CAWI/CATI: HELPSCREEN “What is an Education, Health and Care (EHC) plan

3. An education, health and care (EHC) plan is a **legal document** is for children and young people aged up to 25 who need more support than is available through special educational needs support.
4. In order to get an EHC plan an application must be made via the Local Authority. The Local Authority would carry out an assessment of the young person. The EHC is reviewed annually.
5. EHC plans were formerly called **statements of SEN**

1. Yes
2. No
3. {CName} is currently being assessed for an EHC plan
4. Currently appealing against a refusal to issue an EHC plan

ASK IF YP has an EHCP in place {EHCP =1}

EHCPRev

Source: New

In the past 12 months, has a review of {CName}'s EHCP taken place?

A review of EHC plans should take place a minimum of every 12 months. A review monitors the child or young person's progress towards achieving outcomes specified in the EHC plan”

1. Yes
2. No
3. Not sure

{IF MODE = CAWI, DISPLAY EHCPDif1-3 ON SEPARATE PAGES NOT IN A GRID}

ASK IF YP has an EHCP in place {EHCP = 1}

EHCPDif1

Source: Included at W1 [EHCP Q20]

{IF MODE = CAPI “SHOWCARD D2”}

Thinking about {CName}'s current plan, how much do you agree or disagree with the following statement ?

The EHC plan has led to {CName} getting the help and support they need?

INTERVIEWER: READ OUT

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Travelling to school

ASK IF child is NOT Home Educated {IF SchSett <> 7}

ScTrIn

The next couple of questions are about travel to and from school.

ASK IF child is NOT Home Educated {IF SchSett <> 7}

SchTrans

Source: Included at W1 [MCS5 (TRSC) adapted]

{IF MODE = CAPI "SHOWCARD E1"}

How does {CName} usually travel to and from their current (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting')?

{IF MODE = CAPI, "CODE ALL THAT APPLY". IF MODE = CAWI, "Select all that apply". IF MODE = CATI, INTERVIEWER: "PROBE AND CODE ALL THAT APPLY"}

1. Public transport, such as bus, train, tram or underground
2. School or local authority bus, minibus or coach
3. Car or other vehicle (including taxi) arranged by the Local Authority
4. Car or other vehicle (including taxi) arranged privately
5. Bicycle
6. Walking
7. Other {IF MODE = CAPI "(please specify)"; IF MODE = CAWI/CATI "(please write in box)"}

CAPI ONLY ASK IF uses other form of transport {SchTrans = 7}

SchTransO

In what other way does (CName) usually travel to and from their current (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting')?

OPEN

ASK IF child is NOT Home Educated {IF SchSett <> 7}

SchTransLen

Source: New

On an average day, how long does it take {CName} to travel to (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'their educational setting')? Please include the time it takes door-to-door. If this varies, please just give your best estimate.

{IF MODE=CAWI: display box with 'minutes' written after it}

{IF MODE=CAPI/CATI: 'INTERVIEWER: WRITE IN THE NUMBER OF MINUTES'}

RANGE 1...600 minutes

Use of childcare

ASK ALL

AccSupp

Source: New

{IF MODE = CAPI: SHOWCARD F1}

Now (MODE CAPI/CATI 'I' / MODE CAWI = 'we') have a question about childcare.

Families have many different arrangements for childcare. Thinking about a typical week during term-time, do any of the following providers or people currently look after (CName) {IF SchSett = 7'?', ELSE 'when they are not at (TEXTFILL: IF Schsett 1-5 = 'school' / IF SchSett 6, 8 or 9 = ' their educational setting')}'?

{IF MODE = CAPI, "CODE ALL THAT APPLY". IF MODE = CAWI, "Please select all that apply."}{IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY."}

1. The child's grandparent(s)
2. The child's older brother / sister / sibling
3. Child's other parent or step-parent who live somewhere else
4. Another relative
5. After-school club or breakfast club
6. A family friend or neighbour
7. A professional carer such as a childminder, nanny, support worker, or personal assistant or carer.
8. Other (please specify) {IF MODE = CAPI/CATI "(please specify)"; IF MODE = CAWI "(please write in box)"}
9. None (EXCLUSIVE CODE)

CAPI ONLY ASK IF uses other form of childcare {AccSupp = 8}

AccSuppO

And during term time what other providers or people currently look after (CName) {IF SchSett = 7'?', ELSE 'when they are not at their (Text fill Schsett 1-5 = 'school' / SchSett 6, 8 or 9 = 'educational setting')}'?

OPEN

Self-completion

ASK IF MODE = CAPI

PSCAC

I now have some questions that are a bit more personal. I'd like you to answer them yourself on the computer.

This is so that you can keep your answers to this section private. At the end of the section there will be some instructions that tell you how to lock your answers up so that I can't see what you've said.

INTERVIEWER: ONLY WHERE NECESSARY, ASK RESPONDENT IF THEY WOULD LIKE YOU TO READ THE QUESTIONS

Please touch the screen to choose **one** option. When you are happy with your answer, press the **NEXT** button at the bottom of the screen

If you need to change your answer, just ask me and I can show you how to do this.

If you do not know the answer to a question, or you do not wish to give an answer to a particular question, you can click the 'Next' button without giving an answer

Please tell me when you get to the end of the self-completion section.

INTERVIEWER: PLEASE SHOW THE RESPONDENT THE KEY FUNCTIONS, THEN CODE WHETHER SELF-COMPLETION ACCEPTED OR NOT.

1. Self-completion completed by respondent
2. Self-completion administered by interviewer
3. Self-completion refused

(DK and REF not allowed).

{IF PSCAC=2}

PSCUN

INTERVIEWER: CODE REASON(S) WHY THE SELF-COMPLETION WAS INTERVIEWER ADMINISTERED

1. Respondent's preference
2. Eyesight problems
3. Reading/literacy problems
4. Language problems
5. Other

{IF PSCUN = 5}

PSCUNY

INTERVIEWER: RECORD REASON(S) WHY THE SELF-COMPLETION WAS INTERVIEWER ADMINISTERED

{IF PSCAC=3}

PSCRF

INTERVIEWER: CODE REASON(S) WHY RESPONDENT REFUSED
CODE ALL THAT APPLY.

2. Didn't like computer
3. Child crying/needed attention etc.
4. Worried about confidentiality
5. Concerned because someone else was present
6. Interview taking too long / ran out of time
7. Lacked motivation / energy to do it
8. Other

{IF PSCRF = 7}

PSCRFY

INTERVIEWER: RECORD REASON(S) WHY RESPONDENT REFUSED
OPEN

PCASInstA

INTERVIEWER: IF THE RESPONDENT IS HAPPY TO DO THE SELF COMPLETION THEMSELVES PLEASE HAND OVER COMPUTER NOW TO THE RESPONDENT. OTHERWISE KEEP INTERVIEWING

IF MODE=CAPI: SELF COMPLETION STARTS AT THIS POINT

Perceptions of child's experiences and performance at school

ALL MODES ARE ASKED THE FOLLOWING QUESTIONS UNLESS SPECIFIED.

ASK IF NOT Home Educated {SchSett <> 7 }

ChSchEnj

Source: Included at W1 [MCS5 (ADEN) adapted]

The next few questions are about {CName}'s {TEXTFILL: IF SchSett 1-5 = 'school' / IF SchSett 6, 8 or 9 = 'educational setting'}, and how they are getting on.

How often would you say that {CName} enjoys their current {TEXTFILL: IF SchSett 1-5 = 'school' / IF SchSett 6, 8 or 9 = 'educational setting'}?

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Always
2. Usually
3. Sometimes
4. Never

ASK IF NOT Home Educated {SchSett <> 7 }

RepAcad

Source: Included at W1

Overall, how positive or negative would you say teachers at {Cname}'s current school or educational setting are about their progress in lessons?

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Very positive
2. Quite positive
3. Quite negative
4. Very negative

ASK IF NOT Home Educated {SchSett <> 7 }

RepBehav

Source: Included at W1

Overall, how positive or negative would you say teachers at {CName}'s current school or educational setting are about {CName}'s behaviour?

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Very positive
2. Quite positive
3. Quite negative
4. Very negative

ASK IF NOT Home Educated {SchSett <> 7}

OutClassP

Source: New

Do teachers in your {TEXTFILL: IF Schsett 1-5 = 'school' / IF SchSett 6, 8 or 9 = 'educational setting'} send pupils out of class for reasons related to behaviour?

This might be to stand in the corridor, to another classroom, to the head teacher or principal's office or to another space.

Yes

No

ASK IF NOT Home Educated {SchSett <> 7}

YPOutCI

Source: New

And, to your knowledge, since the start of the school year, has {CName} been sent out of a classroom because a teacher was unhappy with their behaviour?

1. Yes
2. No

ASK IF NOT Home Educated {SchSett <> 7}

ChOthYP

Source: Included at W1 [LYSPE (Qualrel) adapted]

Thank you very much for your answers so far.

Since the start of the school year, how well would you say {CName} gets on with the other young people in their school?

IF CATI OR (CAPI IF IPSCAC = 2) "INTERVIEWER: READ OUT."

1. Very well
2. Quite well
3. Not very well
4. Not at all well
5. Can't say

ASK ALL

BulOv

And since the start of the school year, to your knowledge, has (CName) been bullied by other *SchSett* <> 7 = students / (*SchSett* = 7, Home schooled = young people)?

This could be in person or getting messages online or on a mobile.

By bullying {IF CATII:'I'; IF CASI/CAWI: 'we'} mean things like being called hurtful names, being excluded from joining in with groups or activities, or being threatened with or being the victim of physical violence.

1 Yes

2 No

Independence and Preparation for adulthood

ASK ALL

PrepIntro

The next question is about how (CName) is getting on, and some of the things they may find difficult.

DiffAct

Source: Included at W1 [ELSA (HEADLB) adapted]

Does {CName} currently have any difficulties doing the following activities independently?

{IF MODE = CAPI "CODE ALL THAT APPLY". IF MODE = CAWI "Select all that apply". IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY"}

1. Washing themselves, such as bathing or showering
2. Recognising when they are in physical danger
3. Using technology (e.g. phones, computers)
4. Communicating with people they know
5. Communicating with people they don't know
6. None of these

ASK ALL

IndInt

Source: New

The next few questions are about things that (CName) may or may not be able to do independently. Depending on the support that a young person needs there is often a variation in what they are able to do by themselves at this age.

Please answer based on the last three months.

ASK ALL

IndPT

Source: New

Thinking about the last three months, how much do you agree or disagree with the following statement?

(CName) is able to use public transport to make short journeys independently.

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL

IndAM

Source: New

(CName) is able to organise to meet up with friends or family members by themselves.

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL

IndCS

Source: New

Still thinking about the last three months...

(CName) is able to communicate with people they don't know, in order to obtain something they need.

For example, this could be to obtain directions or to make an enquiry.

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL

IndHA

Source: New

(CName) is able to be at home on their own for a few hours.

By 'on their own' {IF MODE=CAPI/CATI 'I'; IF MODE=CAWI 'we} mean without supervision by an adult or an older sibling.

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL

IndMM

Source: New

(CName) is able to decide how to spend a small amount of money they have on their own.

For example this could be deciding how to spend their pocket money or a small gift of money they have received.

By 'on their own' {IF MODE=CAPI/CATI 'I'; IF MODE=CAWI/CASI 'we} mean without supervision by an adult or an older sibling.

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

ASK ALL

ParExInt

The next couple of questions are about your thoughts on supporting (CName) and looking towards the future. We realise that experiences and expectations vary greatly between families and there may therefore be some questions which aren't relevant to you or your family's experiences. In which case do feel free to skip those.

ASK ALL

MentHealConf

Source: New

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

How much do you agree or disagree with the following statement?

I feel confident that I can look after {CName}'s mental health-

1. Strongly agree
2. Agree
3. Neither agree nor disagree

4. Disagree
5. Strongly disagree

ASK ALL

Post16

Source: New [developed internally/with DfE for EOPS-C]

IF CATI OR (CAPI IF PSCAC = 2) "INTERVIEWER: READ OUT."

What would you most like (CName) to do after Year 11, at around age 16?

1. Academic qualifications, like A Levels
2. Technical or vocational qualifications, like T Levels or BTECs
3. A mix of academic and technical qualifications
4. A work-based qualification, like an apprenticeship
5. Do something else (CAWI: please write in box; CAPI/CATI: please specify)
6. Don't know
7. Prefer not to answer

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {PSCAC=1 or 2}

EndCASIA

This is the end of the self-completion section. Thank you very much for answering those questions.

{TEXTFILL IF PSAC=1, "Please enter 1 and then press 'next' to lock your answers so the interviewer can't see them. Then hand the laptop back to the interviewer."}

[SELF-COMPLETION IN CAPI INTERVIEW ENDS AT THIS POINT]

ASK IF MODE = CAPI AND Self completion by respondent or interviewer {PSCAC = 1}

XINTNum

INTERVIEWER: PLEASE TYPE IN YOUR INTERVIEWER NUMBER TO CONTINUE

Background characteristics

ASK ALL

ConInt

{IF MODE=CAPI/CATI 'Now, I would like to ask you some details about yourself. This will help us to understand how experiences vary across different groups in society.'

{IF MODE=CAWI 'Now, we would like to ask you some details about yourself. This will help us to understand how experiences vary across different groups in society.'

IF NEW PARENT OR ETHNICITY MISSING FROM W1 (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and ((FF-ETHNICCAT = empty)).

ETHNICCAT

What is your ethnic group?

G_ReadOut_II1

1. White
2. Mixed or multiple ethnic groups
3. Asian or Asian British
4. Black or Black British
5. Arab
6. Other (Please describe)

{IF ETHNICCAT = 1}**ETHNWH**

What is your ethnic group?

G_ReadOut_II1

1. White British (English/Welsh/Scottish/Northern Irish)
2. White Irish
3. Gypsy or Irish Traveller
4. Any other White background (please describe)

{IF ETHNICCAT = 2}**ETHNMX**

What is your ethnic group?

G_ReadOut_II1

1. Mixed White and Black Caribbean
2. Mixed White and Black African
3. Mixed White and Asian
4. Any other mixed or multiple ethnic background (please describe)

{IF ETHNICCAT = 3}**ETHNAS**

What is your ethnic group?

G_ReadOut_II1

1. Indian
2. Pakistani
3. Bangladeshi
4. Chinese
5. Any other Asian background (please describe)

**{IF ETHNICCAT = 4}
ETHNBL**

What is your ethnic group?

G_ReadOut_II1

1. Black African
2. Black Caribbean
3. Any other Black background (please describe)

ASK ALL

Health

Source: UKHLS

Do you have any long-standing physical or mental impairment, illness or disability? By 'long-standing' {IF MODE=CAPI/CATI 'I'}{IF MODE=CAWI, 'we'} mean anything that has troubled you over a period of at least 12 months or that is likely to trouble you over a period of at least 12 months.

1. Yes
2. No
3. Prefer not to say

ASK IF parent respondent has long standing illness {Health=yes(code 1)}

DisDif

Does this/do these health problem(s) or disability(ies) mean you have substantial difficulties with any of the following areas of your life?

{IF MODE=CAPI "PROBE: WHICH OTHER?

INTERVIEWER: CODE ALL THAT APPLY"}}

{IF MODE = CAWI, "Select all that apply"}}

{IF MODE = CATI, INTERVIEWER: "READ OUT EACH OPTION AND CODE ALL THAT APPLY."}

1. Mobility (moving around at home and walking)
2. Lifting, carrying or moving objects
3. Manual dexterity (using your hands to carry out everyday tasks)
4. Continence (bladder and bowel control)
5. Hearing (apart from using a standard hearing aid)
6. Sight (apart from wearing standard glasses)
7. Communication or speech problems
8. Memory or ability to concentrate, learn or understand
9. Recognising when you are in physical danger
10. Your physical co-ordination (e.g. balance)

11. Difficulties with own personal care (e.g. getting dressed, taking a bath or shower).
12. Other health problem or disability
13. None of these

Data linkage consent

ASK ALL

DataLinkChD

{IF SAME PARENT AND AGREED TO DATA LINKAGE LAST WAVE [DV_NEWPAR = 2 AND IF FF_DataLinkChd = 1] [IF MODE = CAPI, INTERVIEWER: PROVIDE DATA LINKAGE SHEET]: Last year, as part of the SEND futures study, you granted us permission to add information that the Department for Education holds about {CName} to the survey answers that you and {CName} provide as part of the study.} This information includes things like participation in school or further or higher education, exam results and vocational and training qualifications. It also includes {CName}'s current address which we may use to stay in touch if they were to move.

The matched data containing survey responses and administrative data may be made available to researchers for analysis purposes. At no point will your name or address be included with the matched data.

IF NEW PARENT OR MISSING INFORMATION OR DID NOT AGREE AT WAVE 1
[DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and FF_DataLinkChD = not 1f)] IF MODE = CAPI, INTERVIEWER: PROVIDE DATA LINKAGE SHEET}

We would like your permission] to add information that the Department for Education holds about {CName}, now and in the future, to the survey answers that you and {CName} have provided}

This information includes things like participation in school or further or higher education, exam results and vocational and training qualifications. It also includes {CName}'s current address which we may use to stay in touch if they were to move.

The matched data containing survey responses and administrative data may be made available to researchers for analysis purposes. At no point will your name or address be included with the matched data.

IF MODE = CAPI, "Please have a look through this information sheet which explains the purpose and process."}

AND IF MODE = CAWI/CATI, "For more information about the data linkage process, please look at this webpage: Natcen.ac.uk/send-futures/datalinkage

{ ASK ALL Do you give your permission for {CName}'s records from the Department for Education to be added to the answers provided by yourself and {CName}?

1. Yes
2. No

End and interview quality questions

[CAWI – START PAGE]

ASK IF MODE=CAPI/CATI

PaInternet

Do you have access to the internet at home?

1. Yes
2. No

ASK ALL

ContactIntro

Thank you very much for your time so far. You have been a great help. One of the things we are most interested in is how things might change and so we would like to be able to contact you and {CName} again if we decide to conduct further research. {IF MODE=CAPI/CATI "We may also contact you to make sure you were satisfied with the way the interview was conducted."}

{IF MODE=CAPI/CATI AND IF SAME PARENT AS W1 (MODE CAPI/CATI and DV_NEWPAR = 2), "I would therefore like to check the contact details we have for you are still up to date."}

{IF MODE=CAWI AND IF SAME PARENT AS W1(MODE CAWI and DV_NEWPAR = 2), "We would therefore like to check the contact details we have for you are still up to date."}

{IF MODE=CAPI/CATI AND NEW PARENT AT W2(MODE CAPI/CATI and DV_NEWPAR = 1), "I would therefore like to collect a few contact details for you."}

{IF MODE=CAWI AND NEW PARENT AT W2 (MODE CAWI and DV_NEWPAR = 1), "We would therefore like to collect a few contact details for you."}

IF NOT NEW PARENT AND LANDLINE TEL RECORDED (DV_NEWPAR = 2 AND FF_Landline <> EMPTY)

LandLChk

Is {FF_Landline} your correct landline telephone number?

3. Yes
4. No

IF NEW PARENT OR EXISING PARENT AND LANDLINE MISSING OR WRONG (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (LandLChk = 2, dk or ref) or (FF_LandLine = empty)).

RhLand

{IF MODE = CAPI/CATI "Could I please have your home landline number?"}

{IF MODE = CAWI "Please enter your home landline number:

Home landline number:"}

OPEN

I do not have a home landline number

I do not wish to give my home landline

(On CAPI these are shown as code 96 and 97).

DERIVED VARIABLE: DV_LANLINEW2 = SET LANLINE NUMBER IN SCRIPT. IF RhLand = VALID PHONE NUMBER USE THIS NUMBER OR IF LandLChk = 1 from FF_LandLine.

IF NOT NEW PARENT AND MOBILE NUMBER RECORDED AT W1 (DV_NEWPAR = 2 AND FF_RphMob <> EMPTY}

MobChk

Is {FF_RphMob} your correct mobile telephone number?

1. Yes
2. No

IF NEW PARENT OR EXISING PARENT AND MOBILE MISSING OR WRONG (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (MobChk = 2, dk or ref) or (FF_Rphmob = empty)).

IF MISSING OR NEW PARENT

Rphmob

Could I please have your mobile number?

{IF MODE = CAPI "Could I please have your mobile number?";IF MODE = CAWI "Please enter your mobile number:"}

OPEN

I do not have a mobile phone number

I do not wish to give my mobile phone

(On CAPI these are shown as code 96 and 97).

DERIVED VARIABLE:

DV_RphmobW2 = SET MOBILE NUMBER IN SCRIPT. IF Rphmob = VALID PHONE NUMBER USE THIS NUMBER OR IF MobChk = 1 TAKE FROM FF_Rphmob.

IF NOT NEW PARENT AND WORK TEL. RECORDED AT W1 (DV_NEWPAR = 2 AND FF_Rphwrk <> EMPTY}

RphwrkChk

Is {FF_Rphwrk} your correct work telephone number?

1. Yes
2. No

IF NEW PARENT OR EXISING PARENT AND WORK PHONE NUMBER MISSING OR WRONG (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (RphwrkChk = 2, dk or ref) or (FF_Rphwrk = empty)).IF IntContact = YES

Rphwrk

Can I have a work phone number?

{IF MODE = CAPI "Can I have a work phone number?";IF MODE = CAWI "Please enter your work phone number:"}

OPEN

I do not have a work phone number

I do not wish to give my work phone number

(On CAPI these are shown as code 96 and 97).

DERIVED VARIABLE:

DV_RphwrkW2 = SET WORK NUMBER IN SCRIPT. IF Rphwrk = VALID PHONE NUMBER USE THIS NUMBER OR IF **RphwrkChk = 1** TAKE FROM FF_Rphwrk.

[CAWI – END PAGE]

IF NOT NEW PARENT AND E-MAIL RECORDED AT W1 (DV_NEWPAR = 2 AND FF_Pe-mail <> empty)

EmailChk

Is {FF_Pe-email} your correct email address?

1. Yes
2. No

[CAWI – END PAGE]

IF NEW PARENT OR EXISING PARENT AND E-MAIL MISSING OR WRONG (DV_NEWPAR = 1) OR (DV_NEWPAR = 2 and (E-mailChk = 2, dk or ref) or (FF_Pe-mail = empty)).

Hasemail

We would like to use your email address to keep in touch. What is your email address?

OPEN

Please confirm your e-mail address

CAWI MODE: 'Email address.'

OPEN

I do not have an e-mail address

I would prefer not to give my e-mail address

(On CAPI these are shown as code 96 and 97).

DERIVED VARIABLE:

DV_PemailW2 = SET PARENT E-MAIL IN SCRIPT AS TEXT FILL. IF Hasemail = VALID E-MAIL USE THIS E-MAIL OR IF EmailChk = 1 TAKE FROM FF_Pe-mail.

[CAWI – END PAGE]

ASK ALL (expect if (FF_ADDRESSLine1> = empty)

YPADD1

We would also like (IF PClive = 1 'your and') CName's address to keep in touch about the survey.

Please can you confirm if this is (IF PClive = 1 'your and') (CName)'s current address?

PROGRAMMERS INSERT ADDRESS FROM Feed Forward Data

<FF_ADDRESSLine1>
<FF_ADDRESSLine2>
<FF_ADDRESSLine3>
<FF_ADDRESSLine4>
<FF_ADDRESSLine5>
<FF_POSTCODE>

1. Yes
2. No

YPADDCHG

(If YPADD1 = 2 OR FF_ADDRESSLINE1 = BLANK)

CAPI: Please can you give me (IF PClive = 1 'your and') and (CName)'s address?

CAWI: Please enter (CName)'s address?

DERIVED VARIABLE:

DV_PCYPADDW2 = SET YOUNG PERSON'S ADDRESS IN SCRIPT. IF YPADDCHG = VALID ADDRESS (First line of address and postcode) USE THIS ADDRESS OR IF YPADDCHG = BLANK, DK OR REF TAKE FROM FEED FORWARD ADDRESS DETAILS.

FEED BACK

MODE = CAWI

PCHdisc

We would also like (CName) to complete the SEND Futures young person survey.

Have you already discussed the study with them?

1. Yes
2. No

MODE = CAWI

PCHint

And, right now, which of the following best describes (CName)'s participation in the study this year:...

1. Young person has already completed the survey
2. Young person intends to complete the web survey soon
3. Young person is waiting to complete the survey with an interviewer
4. Young person will not be completing their web survey
5. Not sure

ASK IF CHILD WILL NOT BE COMPLETING THEIR SURVEY (IF PCHint=4)

WhyNoChInt

Why will (CName) not be completing their web survey?

{IF MODE=CAWI, "Please select all that apply.">{IF MODE=CAPI/CATI, INTERVIEWER: Please let me know all that apply"}

1. Young person is not able to complete the web survey because of their Special Educational Need or disability
2. Young person does not want to take part in the web survey
3. I do not want the young person to take part in the web survey
4. Other reason (CAWI: please write in box)

ASK IF CHILD IS NOT ABLE TO COMPLETE A WEB INTERVIEW (WhyNoChInt=1)

INPERSONPOS

STRAND 2 ONLY: "If in a future survey we may be able to offer in-person interviews. If this was available would <CName> be able to take part in a SEND Futures interview with an interviewer in their home?"

STRAND 1 ONLY: "Do you think that CName would be able to take part in an in-person interview in their home?"

1. Yes, they could take part in an in-person interview
2. No
3. Not sure

ALL CATI AND CHILD COMPLETED BY WEB (CATI AND ChWebNoWebPar = 1)

KnowChInt

From our records we can see that (Cname) has already completed their survey online. Can I just check that you were aware that CName was completing the survey? INTERVIEWER DO NOT READ OUT: IF CHILD COMPLETED WITHOUT PARENT'S KNOWLEDGE AND SEEMS UNHAPPY - ASK THEM TO CONTACT NATCEN BY EMAILING SENDERFutures@natcen.ac.uk, OR CALLING NatCen on Freephone **0800 652 4570**.

Yes

No

CATI AND CHILD COMPLETED ALREADY BY WEB (CATI AND ChWebNoWebPar = 1)

WhyNoWeb

To help us plan how we conduct the survey in the future please can you let me know the reasons why you did not complete the survey online?

INTERVIEWER: PROBE TO PRECODES:

1. Was not aware of it / did not receive e-mail or letter
2. I did not have time to complete the survey online / didn't get around to it.
3. I helped my child to fill in their own survey but then didn't get round to doing my own.
4. I did not realise there were two different surveys / that there was a parent survey
5. I prefer to do the survey with an interviewer
6. I have reading/literacy/language problems

7. I have eyesight problems
8. I don't like computers / doing things online
9. Lacked motivation / energy to do it.
10. Other reason (please specify).

ASK ALL

PCFeedback

Thank you. Is there anything you would like to feed back about the questions that we have asked or about the survey's approach to you and {CName} more generally?

{IF MODE = CAPI "INTERVIEWER: IF NOTHING FURTHER TO FEED BACK PLEASE CODE AS "99"

OPEN

{IF MODE=CAWI - Allow blank}

ASK IF MODE=CAPI

PCCo_END

INTERVIEWER: END OF CONTACT BLOCK

Press 1 and <ENTER> to continue

THANK AND CLOSE SCREEN

PARTHANK

Thanks again for your help with this survey!

IF MODE CAWI

If you would like further information or guidance about some of the topics covered in the survey, please click here for some helpful support websites and services.

If MODE CATI:

If you would like further information or guidance about some of the topics covered in the survey, please take down this web address for some helpful support websites and services.

natcen.ac.uk/send-futures/support

IF MODE CAPI:

Please take this leaflet which provides further information and guidance about some of the topics covered in this survey.

If you want to contact NatCen about the research, e-mail SEnDFutures@natcen.ac.uk, or call NatCen on Freephone **0800 652 4570**.

If you would like to contact the DfE directly about this work, please email send.futures@education.gov.uk.

To find out more about the research visit natcen.ac.uk/send-futures

Interview quality measures

ASK IF MODE=CAPI

PQualNow

INTERVIEWER: Can you complete the interview quality questions now?

- 1 Yes
- 2 No {these questions come on route in eARF sign off process instead}

IF ASK IF (MODE=CAPI AND IF PQualNow=Yes) OR IF MODE=CATI

Finobsq

INTERVIEWER: The next questions are for you to make your observations about the parent/guardian interview.

ASK IF (MODE=CAPI AND IF PQualNow=Yes) OR IF MODE=CATI

PerCompC

Based on your conversation, what level of comprehension did {DV_PCFNameFinW2} display during this interview?

- 6 Very high level of comprehension
- 7 High level of comprehension
- 8 Moderate level of comprehension
- 9 Low level of comprehension
- 10 Very low level of comprehension

ASK IF MODE= CAPI AND can complete quality questions now {YPQualNow=Yes} or MODE = CATI.

IntProbs

Did { DV_PCFNameFinW2} have any specific problems with the questionnaire? Please record which questions or sections, if any, were particularly problematic.

OPEN

ASK IF (MODE=CAPI AND IF PQualNow=Yes) OR IF MODE=CATI

UndAss

To what extent did you need to assist the (DV_PCFNameFinW2) with the questions?

1. No assistance needed
2. A little
3. To some extent
4. To a great extent

ASK IF (MODE=CAPI AND IF PQualNow=Yes) OR IF MODE=CATI

Ivprsnt

IF MODE CAPI: Was {CName} present during the interview?

IF MODE CATI: Was {CName} with (DV_PCFNameFinW2) while they were doing the interview?

1. Yes
2. No
3. {IF MODE=CATI, "Not sure"}

ASK IF child present during the interview {Ivprsnt = 1}

Ivinfnce

Did (CName)'s presence seem to influence any of the answers given by DV_PCFNameFinW2?

1. A great deal
2. A fair amount
3. A little
4. Not at all

ASK IF Ivinfnce CODE 1,2, OR 3.

IvinfnceHow

In what ways did (CName's) presence seem to influence their answers?

1. Parent seemed distracted
2. I had to repeat questions frequently
3. Parent seemed reluctant to answer some questions
4. I felt they did not give honest answers to some questions
5. They said don't know or prefer not to say more frequently
6. At open questions they gave short answers or said dk/ refused more frequently
7. Other (please specify).

IvinfnceHowO

Other ways the child influenced the parent's answers?

(Open)

ASK IF MODE = CATI

IntCall

Did you complete the child interview in the same call as the parent interview?

1. Yes, same call
2. No, separate calls
3. No, child interview is already complete

4. Child interview has not yet been completed.

IF PQualNow=Yes OR IF MODE=CATI

IntQualOp

Is there anything else you'd like to record about the quality of the interview?

INTERVIEWER: Code 99 for 'nothing else'

OPEN

IF PQualNow=Yes

IntQ_MEnd

End of Interviewer quality measures questions

Press 1 and <ENTER> to continue

IF MODE = CAPI

YStatus

INTERVIEWER: Status of sections at present:

Parent/Carer Interview- Status : {Complete/Not capable/Incomplete}

Young Person Interview- Status : {Complete/Not capable/Incomplete}

Please check you have completed all elements before leaving the household.

(If you can't complete all elements in one visit, make appointment to come back.)

Press 1 and <ENTER> to continue

Appendix E. Additional tables: Contact details

Table shows a more detailed breakdown of the phone numbers available for all households issued at wave 2, while Table E2 gives an overview of the total number of phone numbers available for each household. Mobile numbers were most commonly provided at wave 1 in both Strand 1 (95%) and Strand 2 (64%) households. More specifically, a higher proportion of households in Strand 1 provided three types of phone number (mobile, work and landline). This is somewhat expected given that Strand 1 households previously took part face-to-face, and the interviewer could persuade participants to provide this information while providing reassurances about the use of their details and reiterate the importance of providing them, etc.

Table E1: Number and type of phone numbers provided among cases issued at wave 2 (column percentages; figures do not add to 100%)

Phone number(s) provided	Strand 1, %	Strand 2, %	All, %
Parent mobile number given at wave 1	95	64	72
Parent landline given at wave 1	30	16	20
Parent work phone given at wave 1	19	4	8
Landline provided in young person interview at wave 1	1	11	9
NET: At least one telephone number provided at wave 1	97	69	76
<i>Unweighted base sizes</i>	932	2,894	3,826

Base: All households issued at wave 2. Note that in many households several phone numbers were provided and therefore figures do not add to 100%.

Table E2: Number of types of phone numbers available for households issued at wave 2 by strand and overall

Phone number(s) provided	Strand 1, %	Strand 2, %	All, %
1	61	50	53
2	25	10	14
3	11	8	9
4	0	1	1
<i>Unweighted base</i>	932	2,894	3,826

Base: All households issued at wave 2.

Appendix F. Additional tables: Response

Table F1: Response overview table

	S1: n	S1: % of W1 issued	S1: % of W2 issued	S2: n	S2: % of W1 issued	S2: % of W2 issued
Wave 1 issued	2121	n/a	n/a	12817	n/a	n/a
Wave 1 household interviewed	971	46%	n/a	3041	23%	n/a
Wave 2 issued	932	44%	n/a	2894	23%	n/a
Wave 2 household interviewed	636	30%	68%	1821	14%	63%
Wave 2 interviewed - parent	621	29%	67%	1709	13%	59%
Wave 2 interviewed - YP	502	24%	54%	1465	11%	51%
Wave 2 YP - by web	258	12%	28%	1368	11%	47%
Wave 2 YP - by CATI	52	2%	6%	97	1%	3%
Wave 2 YP - by CAPI	192	9%	21%	n/a	n/a	n/a
Wave 2 YP - not interviewed	430	76%	46%	1429	89%	49%
Wave 2 Parent - by Web	321	15%	34%	1496	12%	52%
Wave 2 Parent - by CATI	119	6%	13%	213	2%	7%
Wave 2 Parent - by CAPI	181	9%	19%	n/a	n/a	n/a
Wave 2 Parent - not interviewed	311	71%	33%	1185	87%	41%

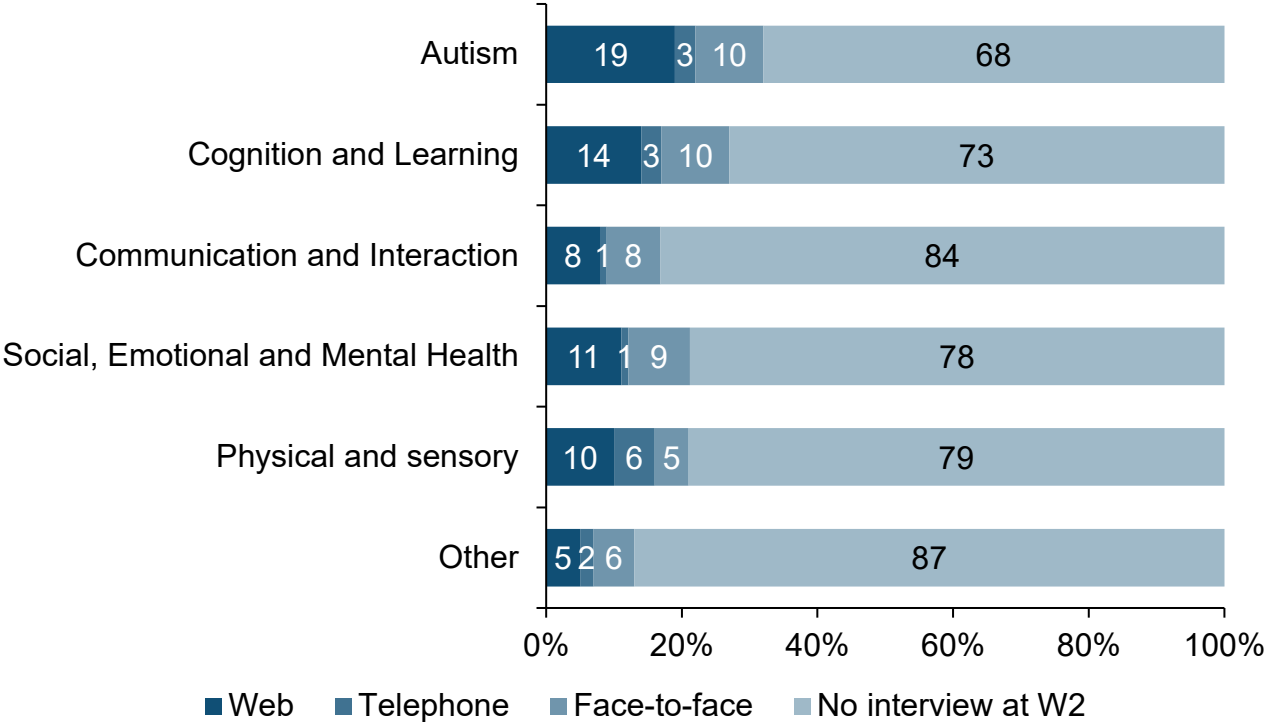
Response by subgroups - Strand 1

Table F2: Parent and young person productive interviews by young person's primary SEN at Strand 1 by W1 and W2 issued (row percentages; categories not mutually exclusive and do not add to 100%)

	Issued at W2, parent interview achieved	Issued at W2, YP interview achieved	Issued at W1, parent interview achieved	Issued at W1, YP interview achieved
Autism, %	72	54	43	32
Cognition and learning, %	70	59	32	27
Communication and interaction, %	65	48	22	16
Social, emotional and mental health, %	62	50	27	22
Physical and sensory*, %	67	59	24	21
Other, %	59	44	17	13

Base: Strand 1 households, unweighted groups – All households issued at wave 2: Cognition and learning = 325; Communication and interaction = 66; Social, emotional and mental health = 282; Physical and sensory need = 39; Autism = 161; Other = 59; Overall = 932; unweighted base – All households issued at wave 1: Autism = 272; Cognition and learning = 706; Communication and interaction = 194; Social, emotional and mental health = 638; Physical and sensory = 109; Other = 202. *Low base*

Figure F1: Strand 1 young person mode of completion at wave 2 by SEN type among all issued at wave 1



Base: All Strand 1 households issued at wave 1: Cognition and learning = 706; Communication and interaction = 194; Social, emotional and mental health = 638; Physical and sensory need = 109; Autism = 272; Other = 202.

Table F3: Strand 1 young person response and mode of response at wave 2 – by EHC plan status

	EHC plan (n)	EHC plan (% of W1 issued)	EHC plan (% of W2 issued)	No EHC plan (n)	No EHC plan (% of W1 issued)	No EHC plan (% of W2 issued)
Issued to study (W1)	812	n/a	n/a	1309	n/a	n/a
Issued W2	424	n/a	n/a	508	n/a	n/a
W2 YP web	113	14%	27%	145	11%	29%
W2 YP CATI	23	3%	5%	29	2%	6%
W2 YP CAPI	72	9%	17%	120	9%	24%
W2 YP no interview	216	74%	51%	214	78%	42%

Table F4: Strand 1 young person response and mode of response at wave 2 – by LAC status

	LAC (n)	LAC (% of W1 issued)	LAC (% of W2 issued)	Not LAC (n)	Not LAC (% of W1 issued)	Not LAC (% of W2 issued)
Issued to study (W1)	455	n/a	n/a	1666	n/a	n/a
Issued W2	189	n/a	n/a	743	n/a	n/a
W2 YP web	53	12%	28%	205	12%	28%
W2 YP CATI	8	2%	4%	44	3%	6%
W2 YP CAPI	28	6%	15%	164	10%	22%
W2 YP no interview	100	80%	53%	330	75%	44%

Table F5: Strand 1 young person response and mode of response at wave 2 – by CiN status

	CiN (n)	CiN (% of W1 issued)	CiN (% of W2 issued)	Not CiN (n)	Not CiN (% of W1 issued)	Not CiN (% of W2 issued)
Issued to study (W1)	1006	n/a	n/a	1115	n/a	n/a
Issued W2	467	n/a	n/a	465	n/a	n/a
W2 YP web	123	12%	26%	135	12%	29%
W2 YP CATI	22	2%	5%	30	3%	6%
W2 YP CAPI	85	8%	18%	107	10%	23%
W2 YP no interview	237	77%	51%	193	76%	42%

Table F6: Strand 1 young person response and mode of response at wave 2 – by ethnic minority status

	Ethnic minority (n)	Ethnic minority (% of W1 issued)	Ethnic minority (% of W2 issued)	Not Ethnic minority (n)	Not Ethnic minority (% of W1 issued)	Not Ethnic minority (% of W2 issued)
Issued to study (W1)	715	n/a	n/a	1406	n/a	n/a
Issued W2	246	n/a	n/a	686	n/a	n/a
W2 YP web	60	8%	24%	198	14%	29%
W2 YP CATI	21	3%	9%	31	2%	5%
W2 YP CAPI	59	8%	24%	133	9%	19%
W2 YP no interview	106	80%	43%	324	74%	47%

Table F7: Strand 1 young person response and mode of response at wave 2 – by FSM eligibility

	FSM (n)	FSM (% of W1 issued)	FSM (% of W2 issued)	Not FSM (n)	Not FSM (% of W1 issued)	Not FSM (% of W2 issued)
Issued to study (W1)	1519	n/a	n/a	602	n/a	n/a
Issued W2	642	n/a	n/a	290	n/a	n/a
W2 YP web	168	11%	26%	90	15%	31%
W2 YP CATI	33	2%	5%	19	3%	7%
W2 YP CAPI	135	9%	21%	57	9%	20%
W2 YP no interview	306	78%	48%	124	72%	43%

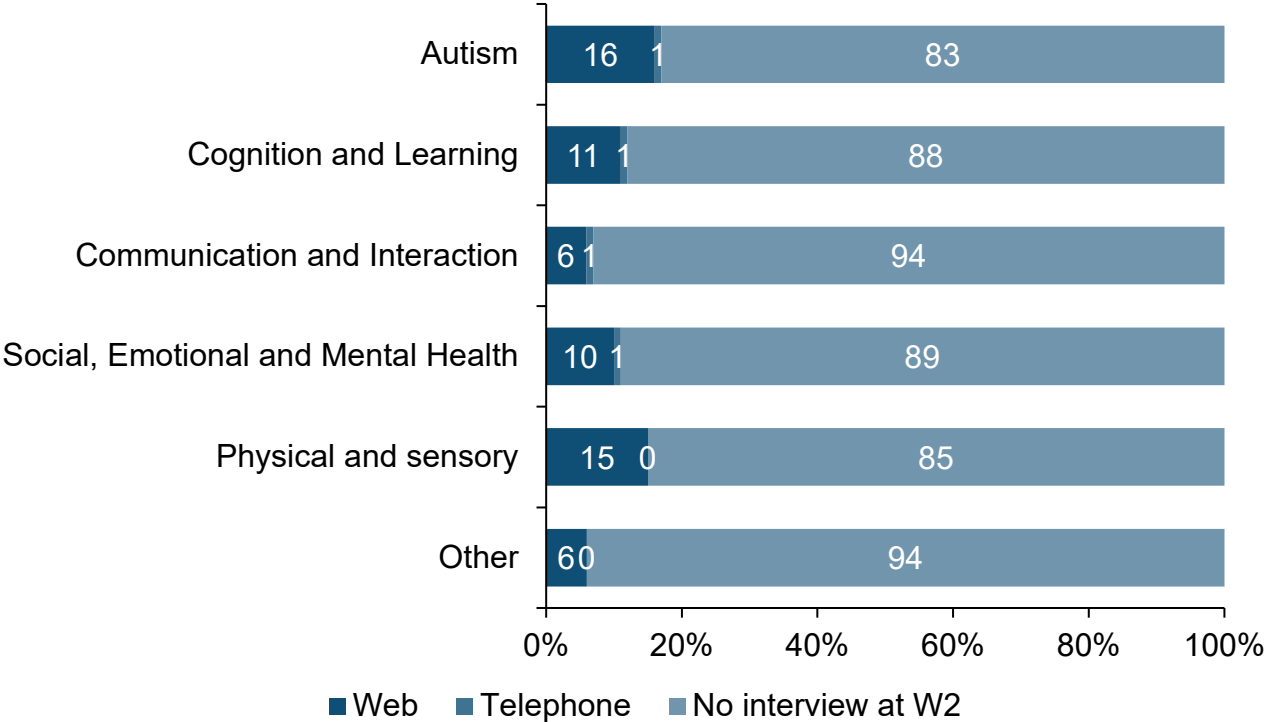
Response by subgroups - Strand 2

Table F8: Parent and young person productive interviews by young person's primary SEN at Strand 2 by W1 and W2 issued (row percentages; categories not mutually exclusive and do not add to 100%)

	Issued at W2, parent interview achieved	Issued at W2, YP interview achieved	Issued at W1, parent interview achieved	Issued at W1, YP interview achieved
Autism, %	66	54	21	17
Cognition and learning, %	60	50	14	12
Communication and interaction, %	51	51	6	6
Social, emotional and mental health, %	55	48	12	11
Physical and sensory, %	59	58	15	15
Other, %	51	46	7	6

Base: Strand 2 households, unweighted groups – All households issued at wave 2: Cognition and learning = 1,122; Communication and interaction = 169; Social, emotional and mental health = 579; Physical and sensory need = 172; Autism = 623; Other = 229; Overall = 2,894; unweighted base – All households issued at wave 1: Autism = 1,976; Cognition and learning = 4,666; Communication and interaction = 1,362; Social, emotional and mental health = 2,587; Physical and sensory = 662; Other = 1,710.

Figure F2: Strand 2 young person mode of completion at wave 2 by SEN type among all issued at wave 1



Base: All Strand 2 households issued at wave 1: Cognition and learning = 4604; Communication and interaction = 1342; Social, emotional and mental health = 2568; Physical and sensory need = 656; Autism = 1954; Other = 1693.

Table F9: Strand 2 young person response and mode of response at wave 2 – by EHC plan status

	EHC plan (n)	EHC plan (% of W1 issued)	EHC plan (% of W2 issued)	No EHC plan (n)	No EHC plan (% of W1 issued)	No EHC plan (% of W2 issued)
Issued to study (W1)	3676	n/a	n/a	9287	n/a	n/a
Issued W2	876	n/a	n/a	2018	n/a	n/a
W2 YP web	421	12%	48%	947	10%	47%
W2 YP CATI	30	1%	3%	67	1%	3%
W2 YP no interview	425	88%	49%	1004	89%	50%

Table F10: Strand 2 young person response and mode of response at wave 2 – by LAC status

	LAC (n)	LAC (% of W1 issued)	LAC (% of W2 issued)	Not LAC (n)	Not LAC (% of W1 issued)	Not LAC (% of W2 issued)
Issued to study (W1)	291	n/a	n/a	11229	n/a	n/a
Issued W2	55	n/a	n/a	2839	n/a	n/a
W2 YP web	21	7%	38%	1347	11%	47%
W2 YP CATI	1	<1%	2%	96	1%	3%
W2 YP no interview	33	92%	60%	1396	88%	49%

Table F11: Strand 2 young person response and mode of response at wave 2 – by CiN status

	CiN (n)	CiN (% of W1 issued)	CiN (% of W2 issued)	Not CiN (n)	Not CiN (% of W1 issued)	Not CiN (% of W2 issued)
Issued to study (W1)	1792	n/a	n/a	11171	n/a	n/a
Issued W2	292	n/a	n/a	2602	n/a	n/a
W2 YP web	119	7%	41%	1249	11%	48%
W2 YP CATI	5	<1%	2%	92	1%	4%
W2 YP no interview	168	93%	58%	1261	88%	48%

Table F12: Strand 2 young person response and mode of response at wave 2 – by ethnic minority status

	Ethnic minority (n)	Ethnic minority (% of W1 issued)	Ethnic minority (% of W2 issued)	Not Ethnic minority (n)	Not Ethnic minority (% of W1 issued)	Not Ethnic minority (% of W2 issued)
Issued to study (W1)	2603	n/a	n/a	10360	n/a	n/a
Issued W2	480	n/a	n/a	2414	n/a	n/a
W2 YP web	213	8%	44%	1155	11%	48%
W2 YP CATI	17	1%	4%	80	1%	3%
W2 YP no interview	250	91%	52%	1179	88%	49%

Table F13: Strand 2 young person response and mode of response at wave 2 – by FSM eligibility

	FSM (n)	FSM (% of W1 issued)	FSM (% of W2 issued)	Not FSM (n)	Not FSM (% of W1 issued)	Not FSM (% of W2 issued)
Issued to study (W1)	5650	n/a	n/a	7313	n/a	n/a
Issued W2	1006	n/a	n/a	1888	n/a	n/a
W2 YP web	405	7%	40%	963	13%	51%
W2 YP CATI	37	1%	3%	60	1%	3%
W2 YP no interview	564	92%	56%	865	86%	46%



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