

# Children with Special Educational Needs 2010: an analysis

19 October 2010

# Contents

<b>Introduction</b> .....	<b>1</b>
<b>Chapter 1 – Prevalence of pupils with special educational needs</b> .....	<b>5</b>
Introduction .....	5
Looked after children with special educational needs.....	31
<b>Chapter 2 – How do the achievements compare between pupils with and without special educational needs?</b> .....	<b>35</b>
Introduction .....	35
Early Years Foundation Stage Profile Achievement .....	36
Attainment at Key Stage 1 .....	37
Attainment at Key Stage 2 .....	39
Attainment at Key Stage 4 .....	57
<b>Chapter 3 – Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?</b> .....	<b>71</b>
Introduction .....	71
Local Authority Indicator: Statements issued within 26 weeks.....	72
Local Authority Indicator: SEN attainment gap at Key Stage 2 .....	76
Local Authority Indicator: SEN attainment gap at Key Stage 4 .....	80
<b>Chapter 4 – How does progression vary between Key Stages for pupils with special educational needs?</b> .....	<b>83</b>
Introduction .....	83
Progression between Key Stages 1 and 2.....	84
Progression between Key Stages 2 and 4.....	90
<b>Chapter 5 – How does attainment at age 19 vary according to the level of provision and type of special educational need?</b> .....	<b>96</b>
Introduction .....	96
Young people with special educational needs achieving five or more GCSEs or equivalent at grades A* to C .....	97
Young people with special educational needs achieving two A levels.....	103
Young people with special educational needs progressing to higher education.....	108
<b>Chapter 6 – Absence and exclusion from school</b> .....	<b>110</b>
Introduction .....	110
Absence from school in 2008/09 .....	110
Persistent absentees .....	118
Exclusions from school in 2007/08 .....	122
<b>Glossary</b> .....	<b>129</b>
<b>Additional Publications</b> .....	<b>132</b>
<b>Data Annex 1: Characteristics of pupils with special educational needs</b> .....	<b>134</b>
<b>Data Annex 2: Attainment of pupils with special educational needs</b> .....	<b>137</b>
<b>Data Annex 3: Local Authority Indicators on Special Educational Needs</b> .....	<b>142</b>
<b>Data Annex 4: Progression of pupils with special educational needs</b> .....	<b>144</b>
<b>Data Annex 5: Attainment at age 19 years for pupils with special educational needs</b> .....	<b>147</b>
<b>Data Annex 6: Absence and exclusion from school for pupils with special educational needs</b> .....	<b>149</b>

# Introduction

The Government is determined to improve the outcomes achieved by children and young people with special educational needs (SEN). The information in this publication will help teachers, parents, school governing bodies, local authorities and those they work with to assess the quality and efficiency of the provision they make with a view to improving those outcomes.

The publication draws together data from a number of key public data sets and is part of a drive to improve transparency, especially for parents. The forthcoming Green Paper on SEN and disability will consider how information for parents of children and young people with SEN and disabilities can be further improved.

## What are special educational needs?

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

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school’s usual curriculum.
- School Action Plus – where the class teacher and the SENCO<sup>1</sup> receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child’s needs and the extra help they should receive is in place.

Pupils with special educational needs may need extra help because of their type of need. These are listed in the Glossary (see page 129) and include: profound and multiple learning difficulty; behaviour, emotional and social difficulty; and speech, language and communication needs.

---

<sup>1</sup> A SENCO (or SEN coordinator) is a member of staff at school who has responsibility for coordinating special educational need provision within that school (see the Glossary for full definition).

### What is in this publication?

This is an annual publication which presents information at national and local levels about the characteristics and attainment of pupils with SEN. The main body of this publication presents national level data and detailed information by local authority is available alongside the national figures at:

<http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>

**Chapter 1** provides a basic breakdown of the characteristics of pupils with SEN by their age, gender, ethnic origin, school type attended, eligibility for free school meals, first language and whether they had been identified as gifted and talented or a looked after child.

**Chapter 2** compares the attainment of pupils with SEN at Early Years Foundation Stage and Key Stages 1, 2 and 4, with detailed attainment by characteristic information on Key Stages 2 and 4. Some information on P-Scales is also included in the section on Key Stage 2 attainment.

**Chapter 3** looks at Local Authority Indicators which provide information on the timeliness of statements of SEN being issued and the gap in attainment between pupils with SEN and their peers at Key Stages 2 and 4.

**Chapter 4** looks at pupils with SEN making the expected progress between Key Stages 1-2 and 2-4.

**Chapter 5** looks at the attainment of 19 year-olds with SEN.

**Chapter 6** compares the absence and exclusion data for pupils with SEN.

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

With the help of feedback received in response to the first publication, which was published on 8 October 2009 at <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml>, the following improvements have been made to this year's publication:

- Characteristics (chapter 1): this now includes information on school types attended by pupils with SEN along with information on SEN pupils by their first language and whether they are identified as being gifted and talented. There are also new sections on looked after children with SEN and the timeliness of issuing statements of SEN.
- Attainment (chapters 2, 4 and 5): Chapter 2 now includes information on the attainment of pupils with SEN at Early Years Foundation Stage and Key Stage 1 as well as some information on P-scales at Key Stage 2. Chapter 4 now focuses on pupils with SEN making the expected progress between Key Stages 1-2 and 2-4. Chapter 5 looks at how many pupils with SEN progress into higher education.
- Absence and exclusions (chapter 6): this now includes new information on the reasons why pupils with SEN are absent and excluded from school.
- Previous publication: in the interest of brevity we have decided not to repeat every topic from the 2009 publication where findings would duplicate those included in the previous publication. For example, information on changes in SEN provision over time and attainment by month of birth have not been included in this publication.

## 3 Introduction

### Further feedback

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

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

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

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

### Legal Information

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

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

### Statistical Note

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

## Enquiries

Enquiries about the figures contained in this publication should be addressed to:

Matt Walker  
Safeguarding and Vulnerable Children's Analysis Team  
Department for Education  
Level 4, Sanctuary Buildings  
Great Smith Street  
London, SW1P 3BT  
Telephone Number: 0207 340 8076  
Email: [Matt.Walker@education.gsi.gov.uk](mailto:Matt.Walker@education.gsi.gov.uk)

Press enquiries should be made to the Department's Press Office at:

Press Office Newsdesk  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London, SW1P 3BT  
Telephone Number: 0207 925 6789

# Chapter 1 – Prevalence of pupils with special educational needs

## Introduction

This chapter contains information on the numbers of pupils with special educational needs. It provides a breakdown according to pupil characteristics (such as ethnic group, eligibility for free school meals, information on first language and whether or not the pupil is identified as being gifted and talented) for each of the provisions and primary types of special educational need. It also, for the first time, provides information on the prevalence of special educational needs among looked after children.

See Data Annex 1 for further detail on the material covered in this chapter.

All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. All numbers which appear in this section were taken from the School Census (see Data Annex 1 for further details) unless otherwise stated. Numbers and special educational need provision were based on the position in the January of the year in question unless otherwise stated.

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

### Overall prevalence

The number of pupils with special educational needs in England increased from around 1.53 million (19 per cent of) pupils in 2006 to approximately 1.69 million (21 per cent of) pupils in 2010. The number of pupils with statements of special educational needs decreased from 236,750 in 2006 to 220,890 in 2010.

Of pupils with statements in 2010, the most common types of primary need were autistic spectrum disorder and moderate learning difficulties, and the least common was multi-sensory impairment.

### Gender

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

**Ethnicity**

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

**Free school meal eligibility**

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

**First language**

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

**Gifted and talented**

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

**Percentage of pupils with special educational needs**

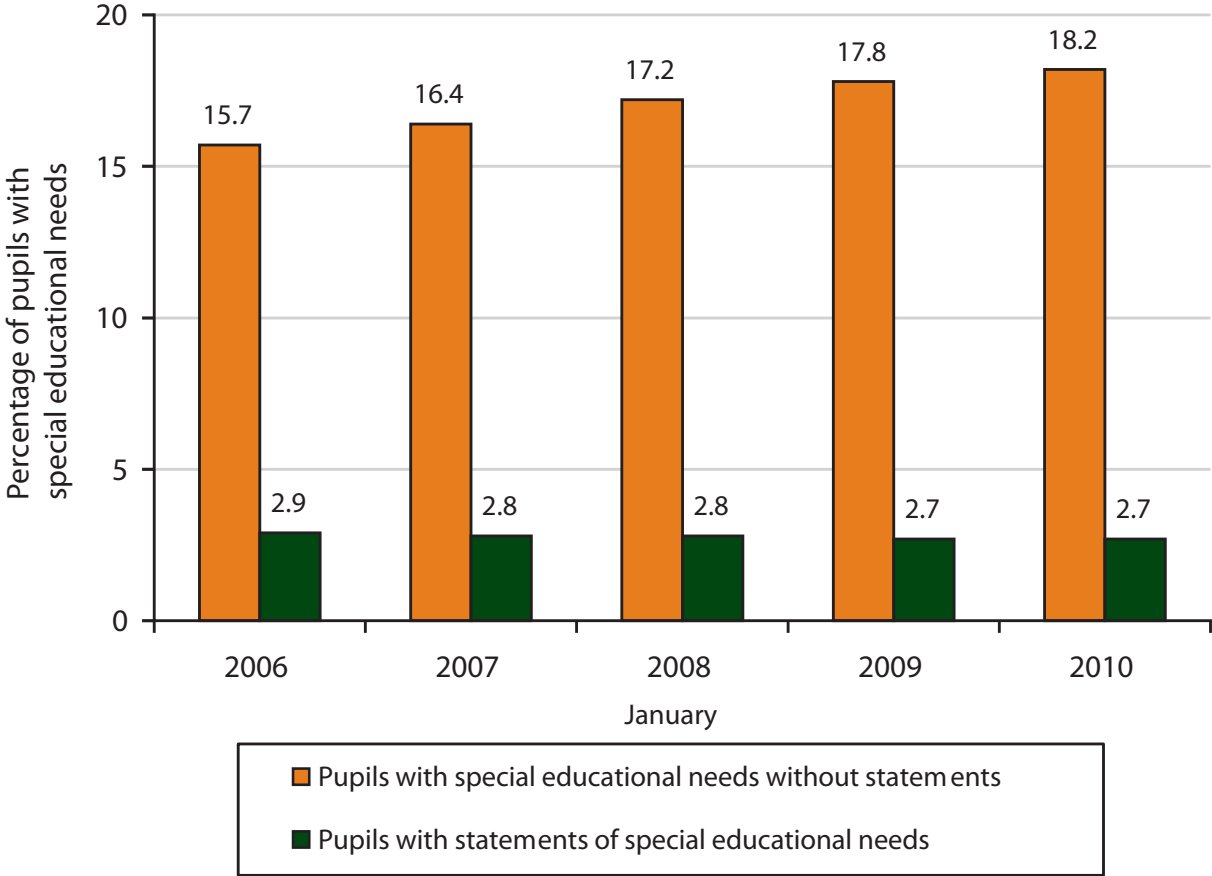
Figure 1.1 shows the percentage of all pupils in England with special educational needs from 2006 to 2010. It shows the percentages of pupils without statements (pupils at School Action and School Action Plus) and with statements in the January of each of the years.

The combined number of pupils at School Action, School Action Plus or with statements increased from around 1.53 million (19 per cent of) pupils in 2006 to approximately 1.69 million (21 per cent of) pupils in 2010.

The proportion of pupils with statements of special educational needs in England has remained fairly stable in recent years, ranging from 2.9 per cent (236,750 pupils) in 2006 to 2.7 per cent (220,890 pupils) in 2010. Over the same period the proportion of all pupils with special educational needs without statements increased from 15.7 per cent (1,293,250 pupils) in 2006 to 18.2 per cent (1,470,900 pupils) in 2010.



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



Web based Tables 1.1 and 1.2 show the numbers and percentages of pupils with special educational needs.

**School types attended by pupils with special educational needs**

Figure 1.2 shows the school types attended by the 1,470,900 pupils who had special educational needs without statements in 2010. The vast majority of these pupils attended maintained primary (51.6 per cent) or state funded secondary schools (43.5 per cent), with 4.0 per cent attending Independent schools. The remaining pupils (around 1 per cent) attended one of the other school types shown in Figure 1.2. The description ‘maintained primary schools’ refers to those schools maintained by the Local Authority, including middle schools deemed as primary. The description ‘state-funded secondary schools’ refers to those schools maintained by the Local Authority, including middle schools deemed as secondary, city technology colleges and academies.

Data on school types attended by all pupils can be found in Statistical Release entitled Schools, Pupils and their Characteristics: January 2010, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>. Table 2A, which is available from the above weblink, shows that the distribution of school types attended by all pupils in January 2010 was very similar to those with special educational needs without statements. However, pupils with special educational needs without statements were less likely to attend independent schools than all pupils.

**Figure 1.2: Percentage of pupils with special educational needs without statements by school type attended in 2010**

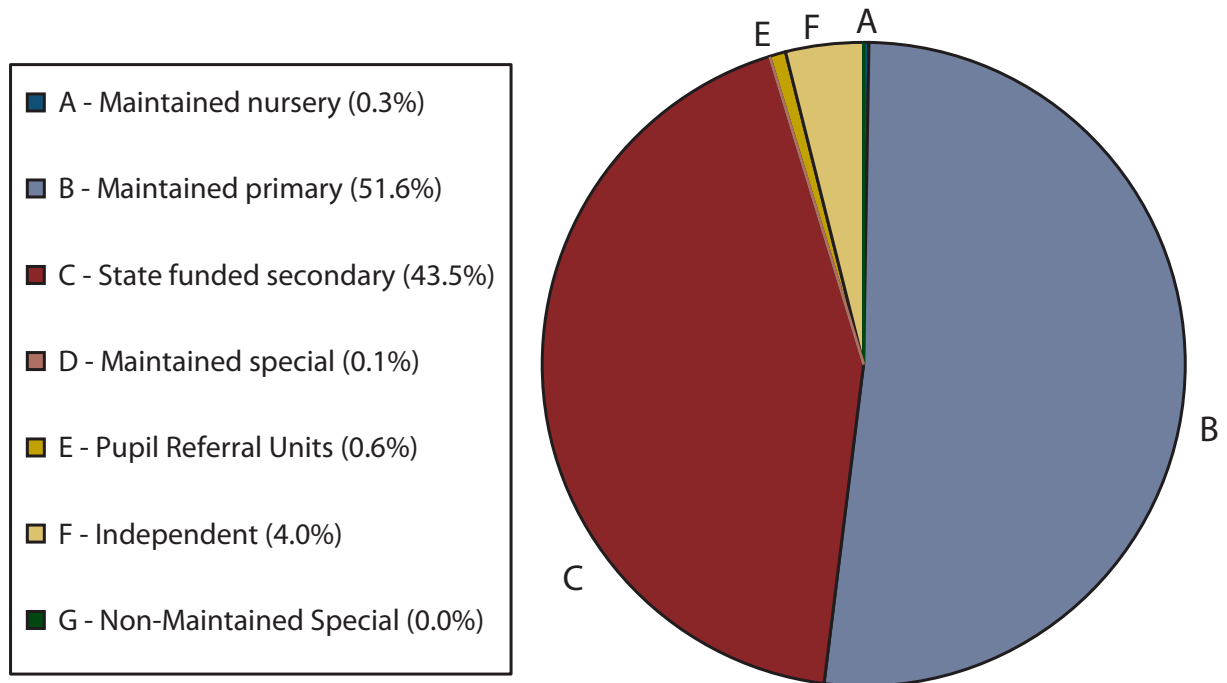
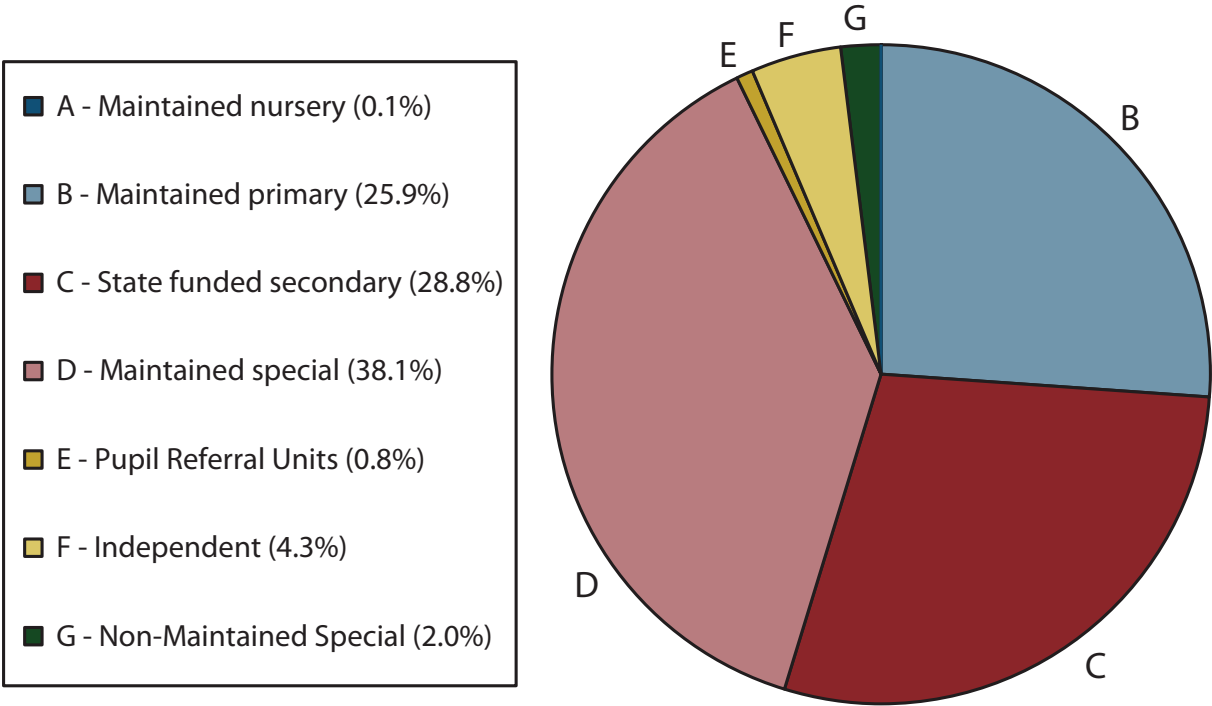


Figure 1.3 shows the school types attended by the 220,890 pupils who had statements of special educational needs in 2010. The distribution of school types attended by pupils with statements was wider than that shown for pupils with special educational needs without statements. Of the pupils with statements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

Web based Tables 1.1 and 1.2 show the numbers and percentages of pupils with special educational needs by school type attended. Table 1.1 shows that the percentage of pupils with statements attending maintained special schools has increased from 34.9 per cent in 2006 to 38.1 per cent in 2010. Over the same period, the percentage of pupils with statements attending maintained mainstream schools (nursery, primary, secondary, academies and city technology colleges) has decreased from 59.1 per cent in 2006 to 54.9 per cent in 2010.

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

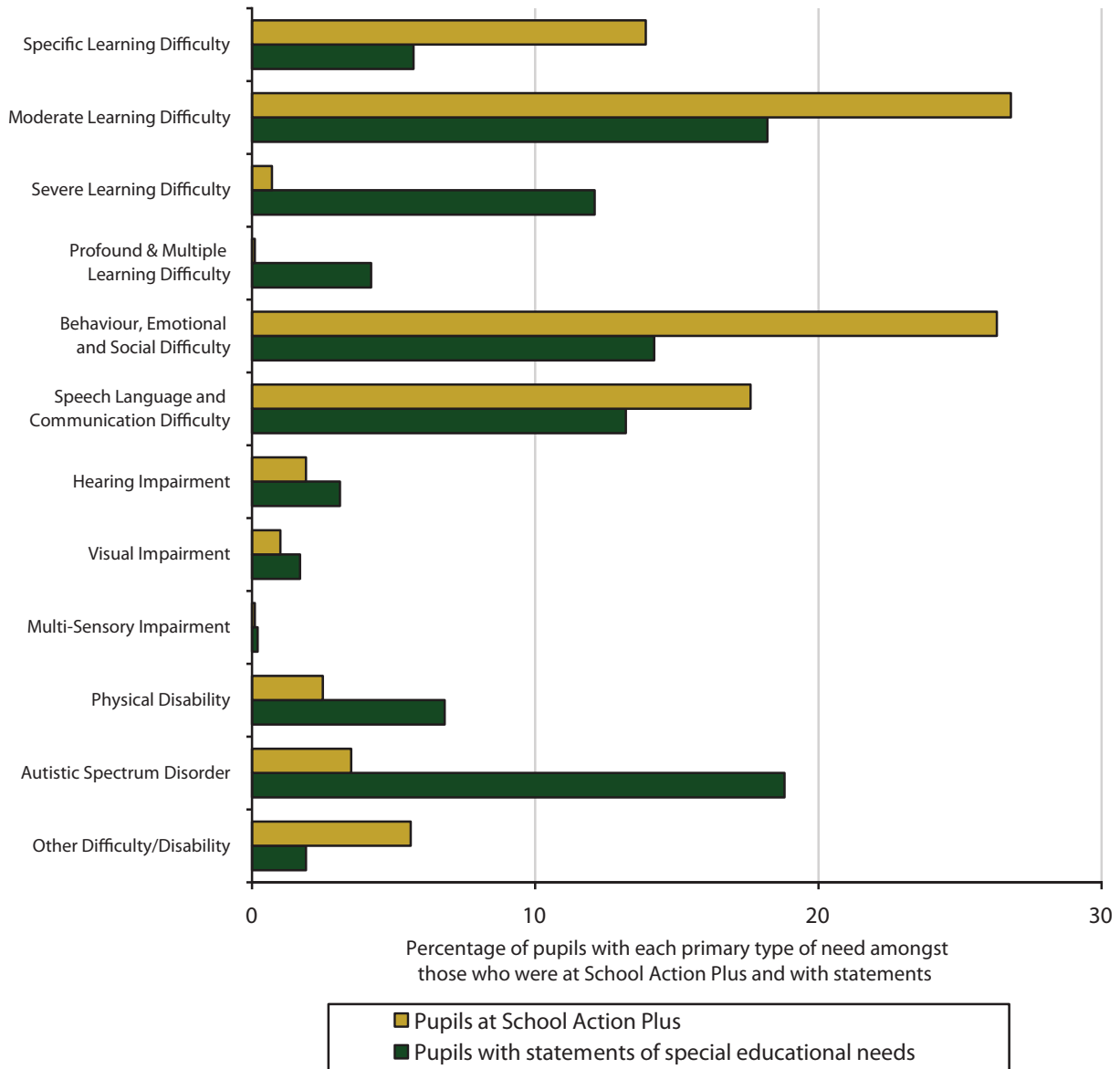


**Prevalence of primary type of special educational need**

Figure 1.4 shows percentages of pupils who were under each of the 12 primary types of need (e.g. pupils with specific learning difficulty, hearing impaired, etc) at School Action Plus and with statements in 2010. Primary need information is only available for these two groups.

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

**Figure 1.4: Percentage of pupils with each primary type of need amongst those who were at School Action Plus and with statements in 2010**



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

In January 2010, 26.5 per cent of all maintained primary school pupils at School Action Plus or with statements had speech, language and communication needs. This was the most common type of primary need in maintained primary schools. 30.3 per cent of all state funded secondary school pupils at School Action Plus or with statements had behavioural, emotional and social difficulties. This was the most common type of primary need in state funded secondary schools. Pupils at special schools (both maintained and non-maintained) were most likely to have severe learning difficulties (23.7 per cent).

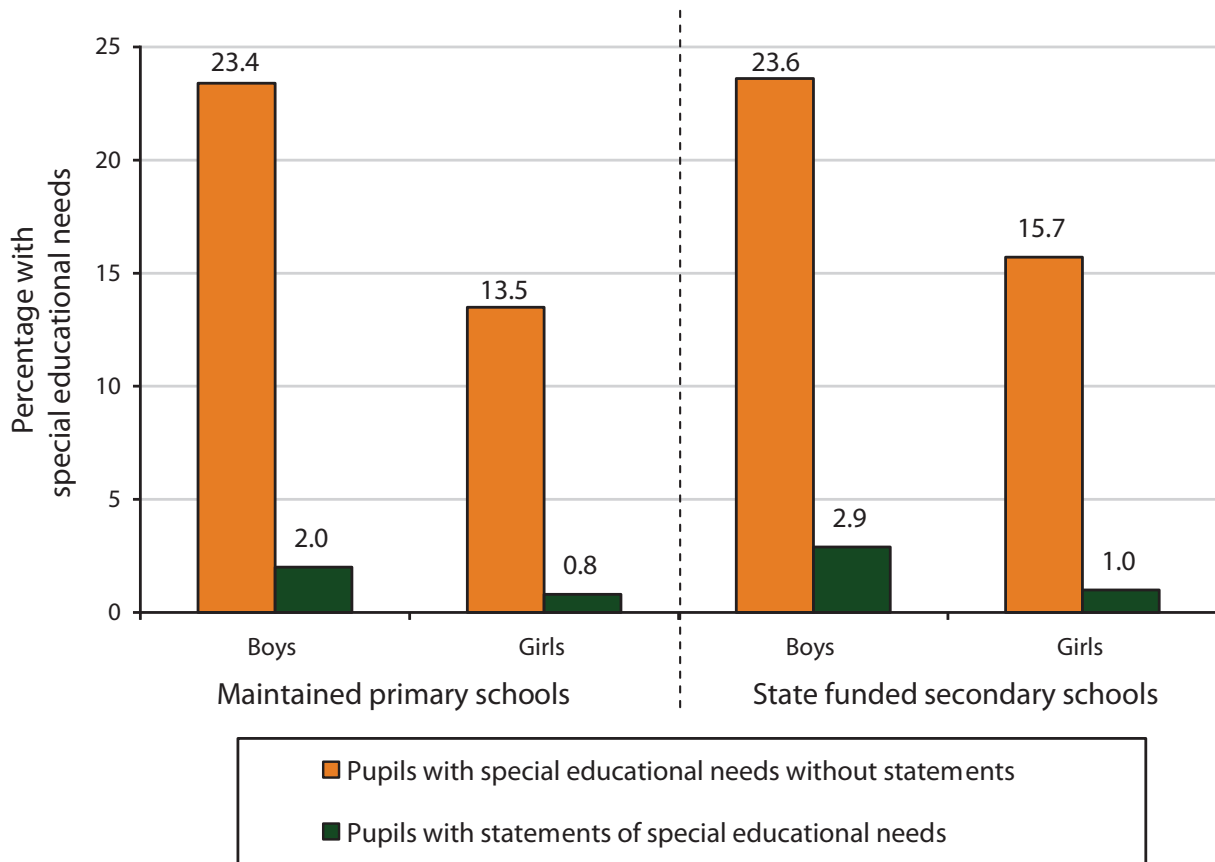
### Boys and girls with special educational needs

Figure 1.5 shows the percentage of boys and girls with special educational needs by school type. It shows the numbers without statements (pupils at School Action and School Action Plus) and with statements, in January 2010.

Boys were two and a half times more likely than girls to have statements at primary school and were nearly three times more likely to have statements at secondary school compared to girls in 2010. 2.0 per cent of boys (41,620 pupils) at primary school had statements compared to 0.8 per cent of girls (15,660 pupils). At secondary school, 2.9 per cent of boys (47,090 pupils) had statements compared to 1.0 per cent of girls (16,540 pupils).

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

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



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

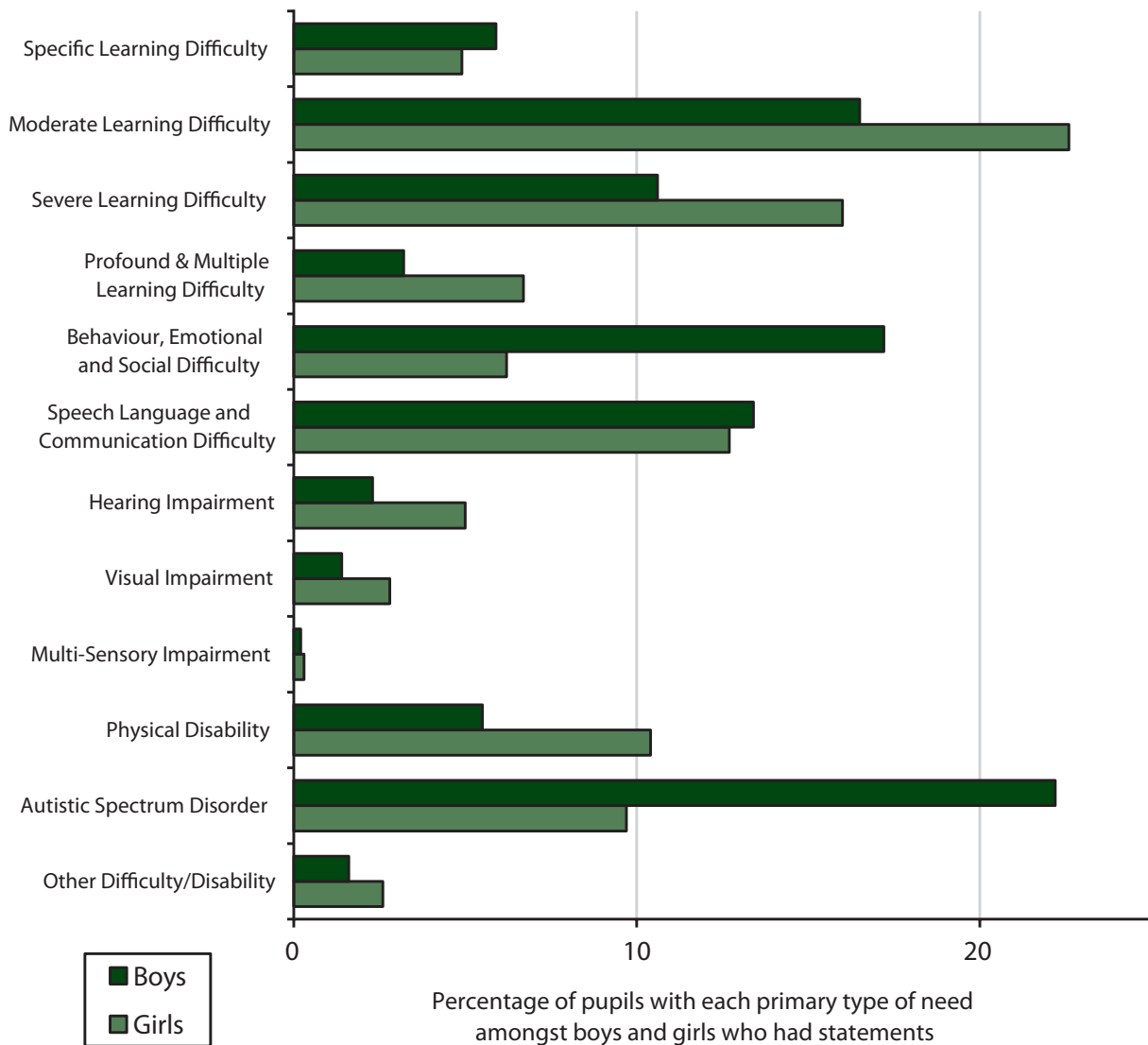
### **Percentage of primary type of special educational need among boys and girls**

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

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

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

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



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

Table 1.8 shows that, at School Action Plus, boys were most likely to have behavioural, emotional and social difficulties (28.3 per cent), while girls were most likely to have moderate learning difficulties (30.5 per cent). Boys were nearly three times more likely to have autistic spectrum disorder compared to girls. Girls were twice as likely as boys to have a hearing impairment.

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

Figures 1.7 and 1.8 show the percentages of pupils with special educational needs, with and without statements at January 2010, according to their age at the start of the academic year. Figure 1.7 shows information on school aged pupils at maintained primary schools, while Figure 1.8 focuses on school aged pupils at state funded secondary schools.

Figure 1.7 shows that the percentage of pupils at primary school with special educational needs without statements increased steadily in each year group up to the age of 9. 9.1 per cent of pupils aged 4 years had special educational needs without statements in 2010. This increased to a maximum of 23.5 per cent for pupils aged 9 years. The percentage of pupils with statements also increased with age at primary school. In 2010, 0.7 per cent of those aged 4 had statements, which increased to 2.2 per cent for those aged 10.

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



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

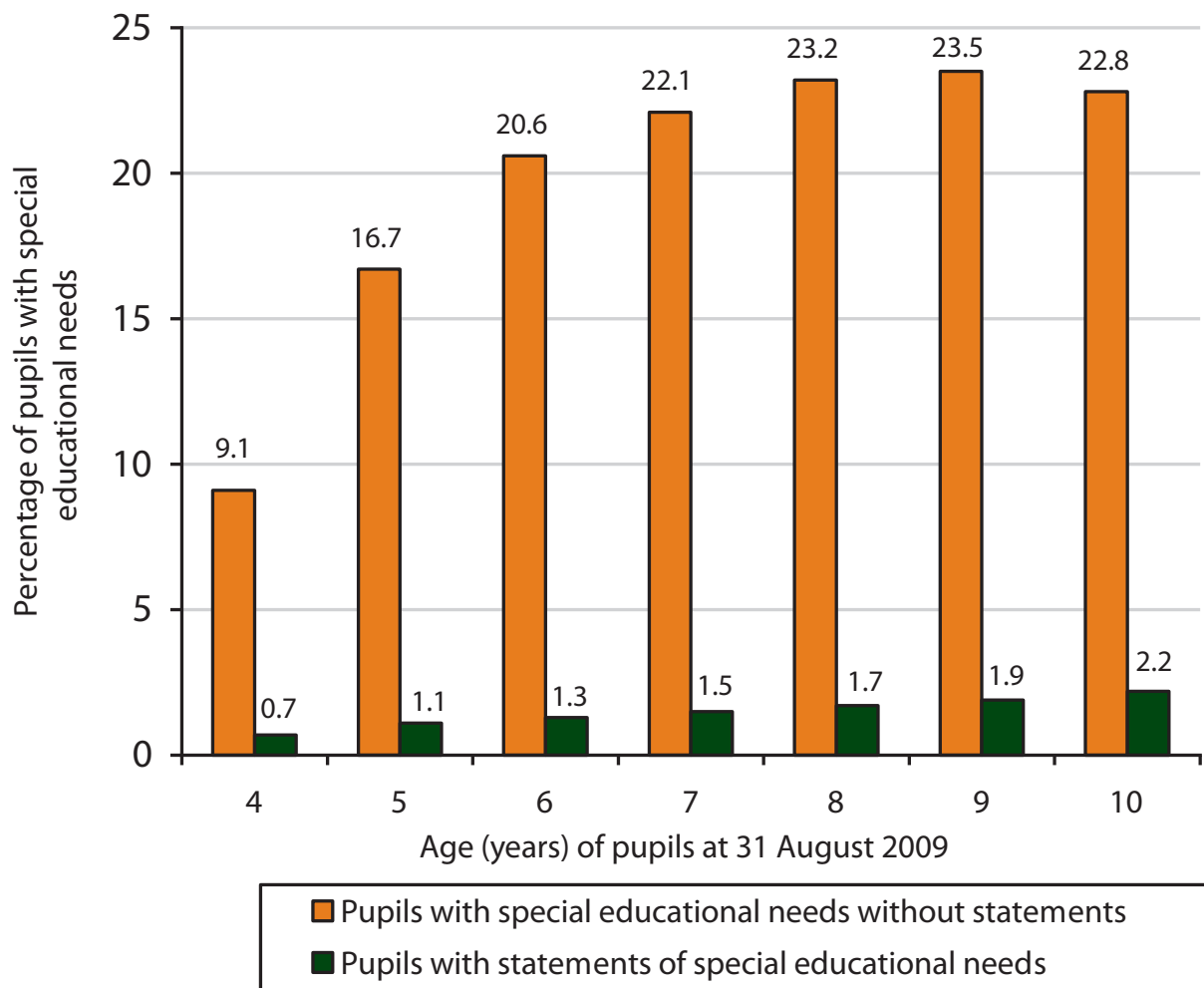
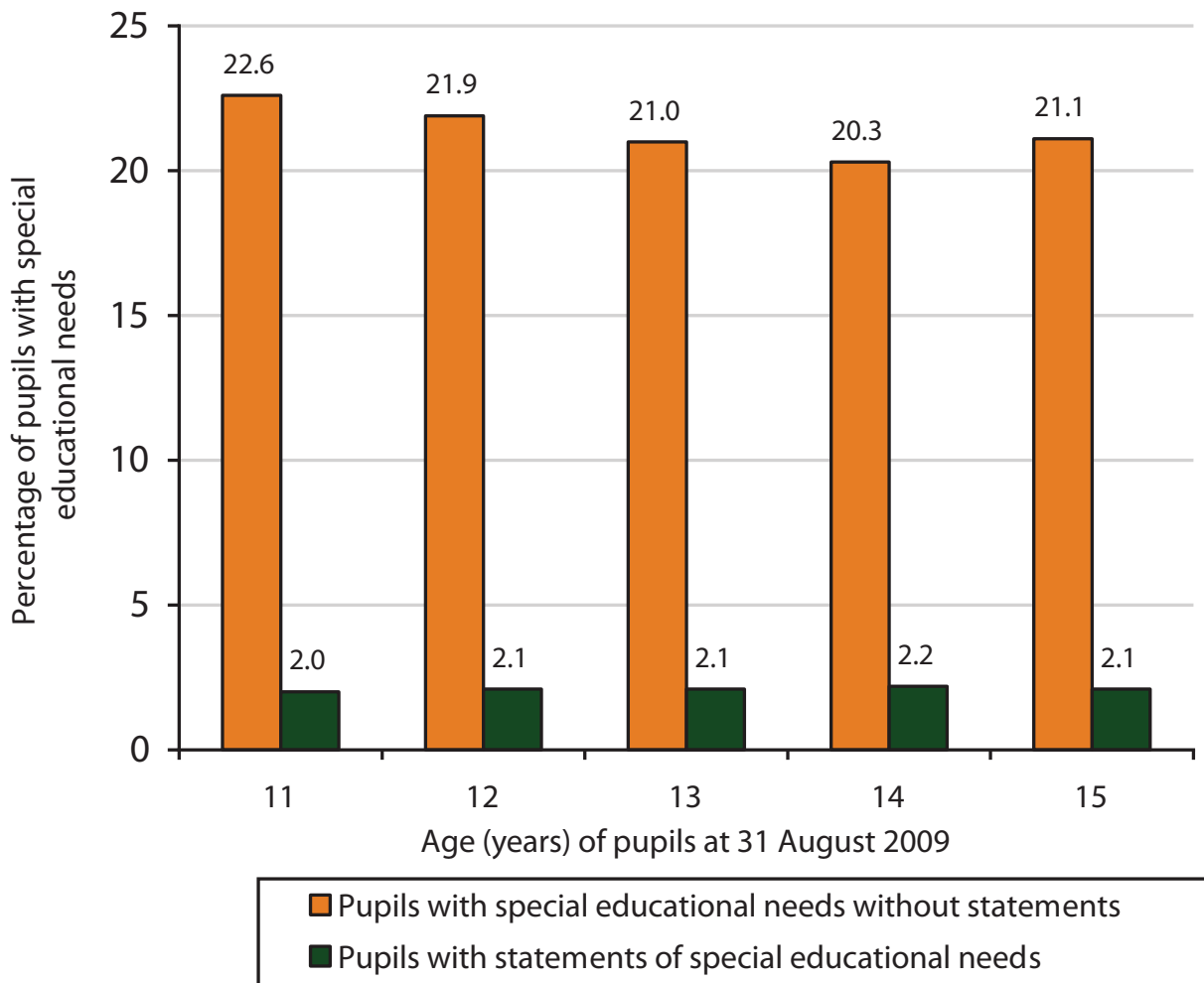


Figure 1.8 shows that the percentage of secondary school pupils (those generally aged 11 to 15 years at the start of the academic year) with special educational needs without statements decreased from 22.6 per cent for 11 year olds to 21.1 per cent for 15 year olds. The percentages of pupils with statements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

**Figure 1.8: Percentage of pupils aged between 11 and 15 at state funded secondary schools with special educational needs in 2010 by their age at the start of the academic year**

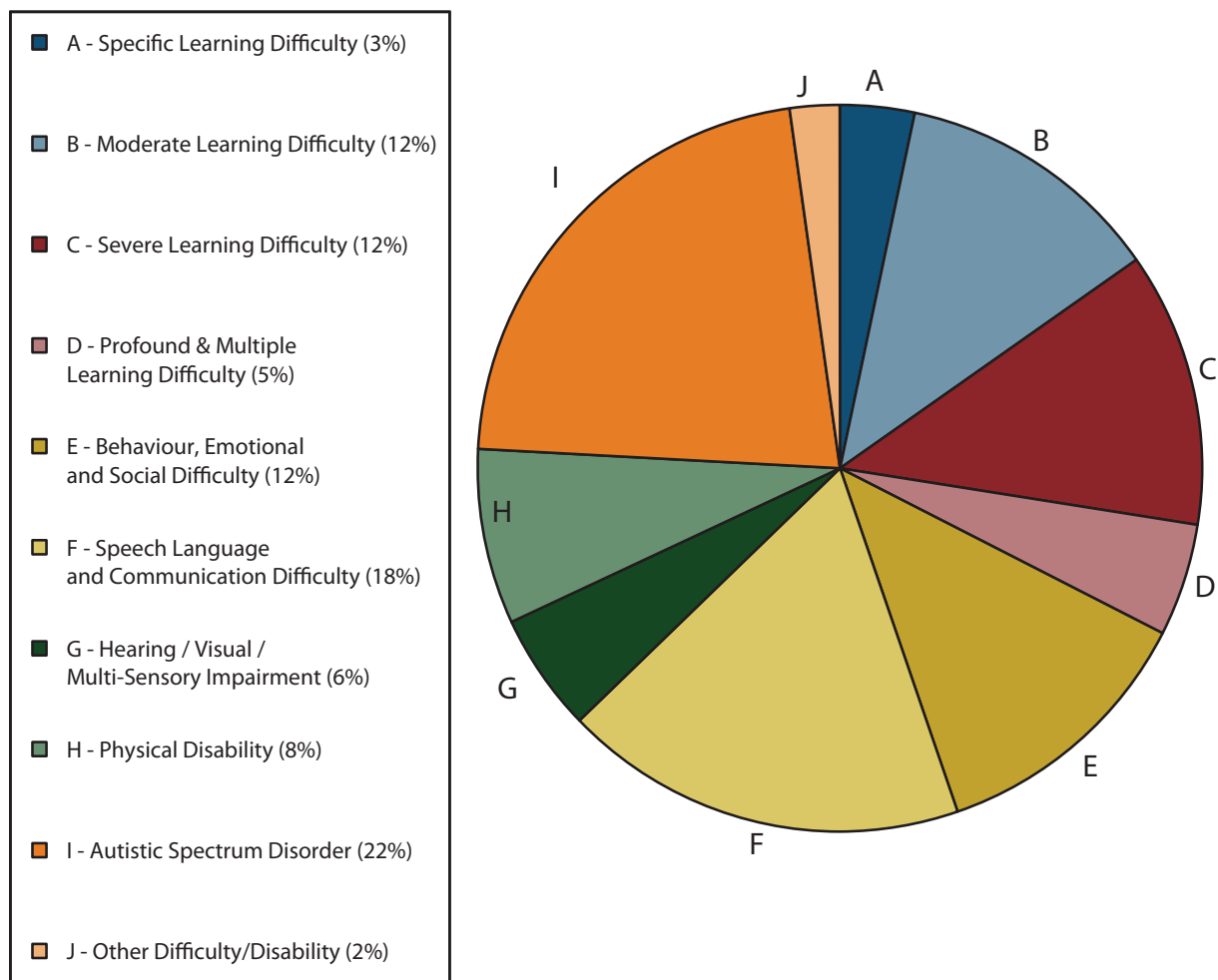


Web based Table 1.6 shows the numbers and percentages used to produce Figure 1.8. Pupils generally attend secondary school between the ages of 11 and 15 years (ages at start of academic year). Figures outside this age range in Table 1.6 should be treated with caution due to the small numbers of pupils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

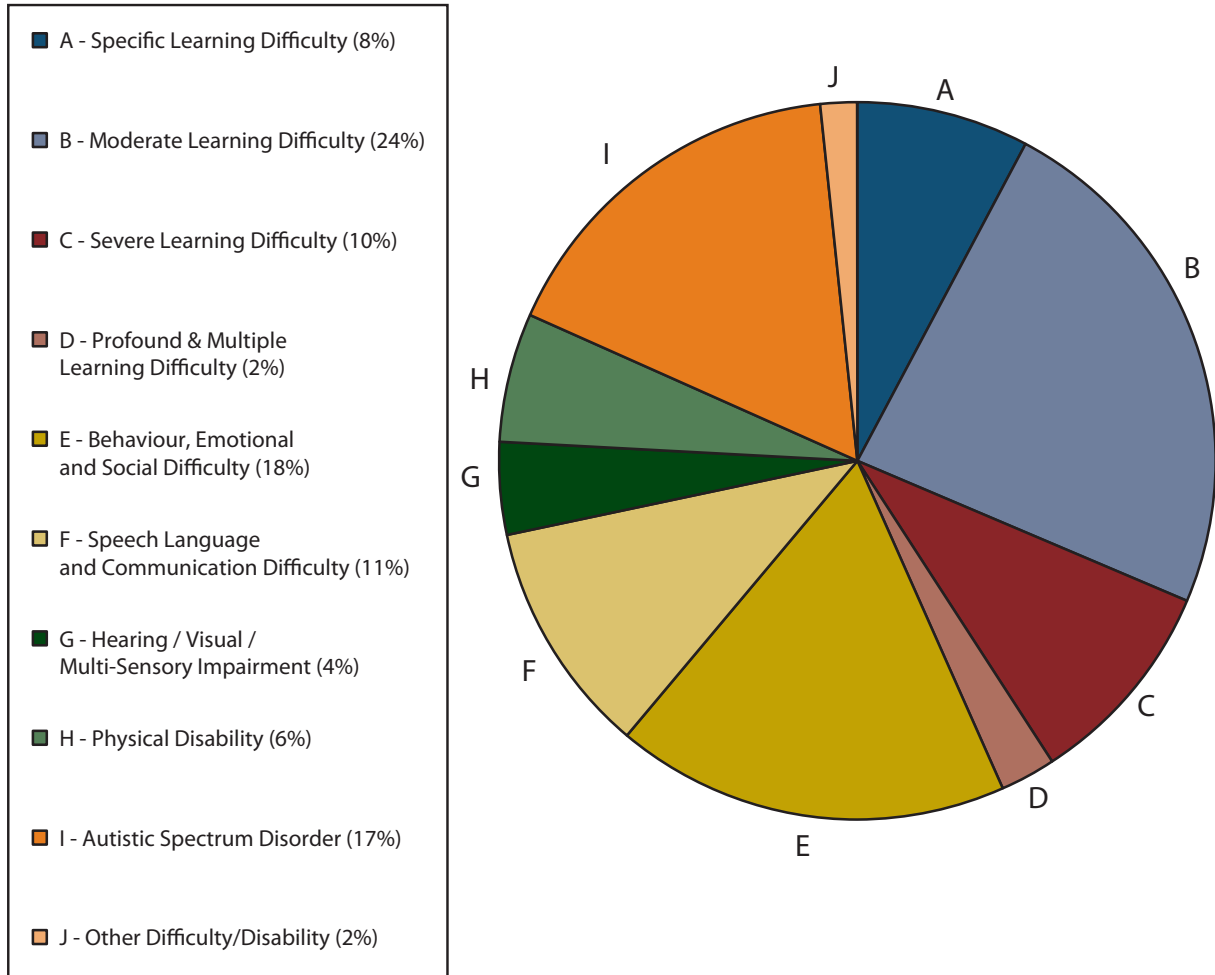
### Prevalence of primary type of special educational need among pupils of different ages

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

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



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



Web based Table 1.10 shows that moderate learning difficulties and speech, language and communication needs were the most common types of need for pupils at School Action Plus aged between 4 and 10 years. Behaviour, emotional and social difficulties was the most prevalent type of need for pupils between the ages of 11 and 15 years.

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

Figures 1.11 and 1.12 show the January 2010 special educational needs figures broken down by ethnic group. Figure 1.11 shows that black pupils were most likely and Chinese pupils were least likely to have special educational needs at maintained primary schools.

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

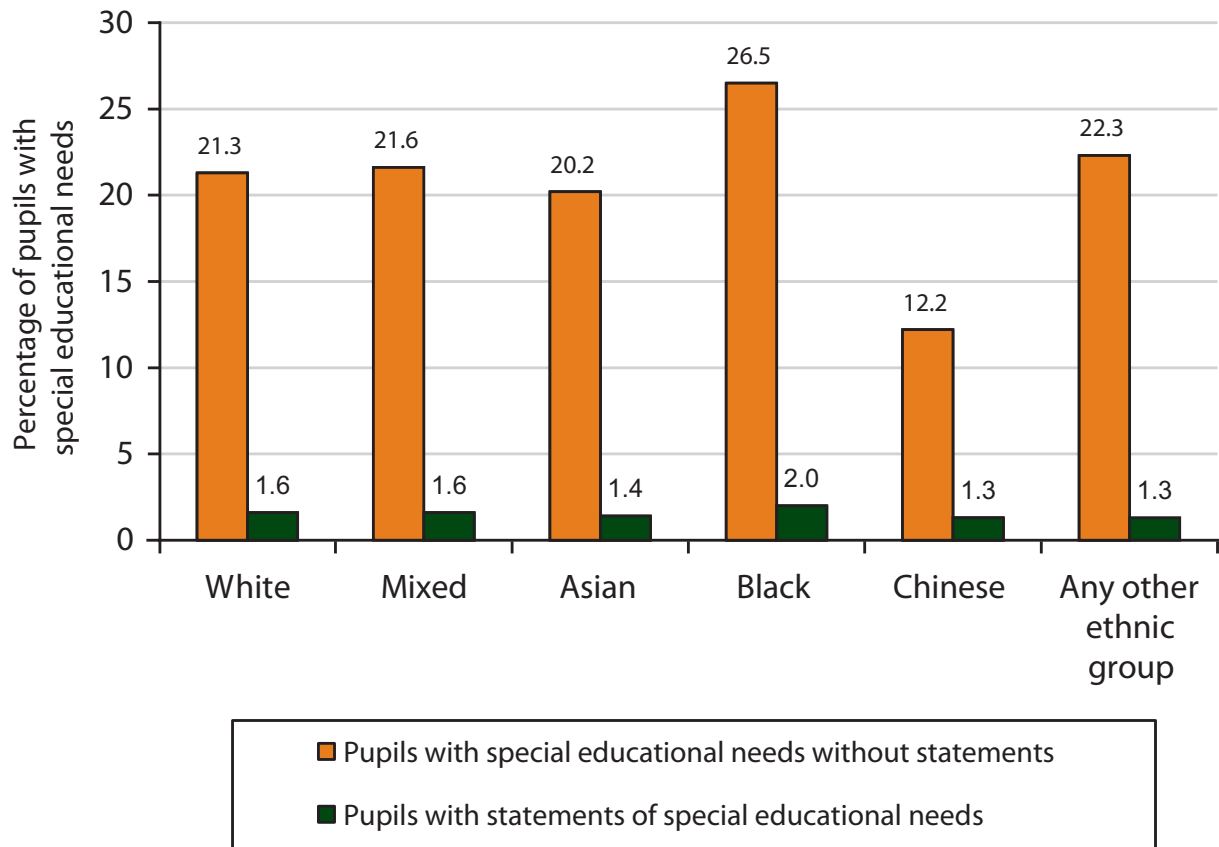
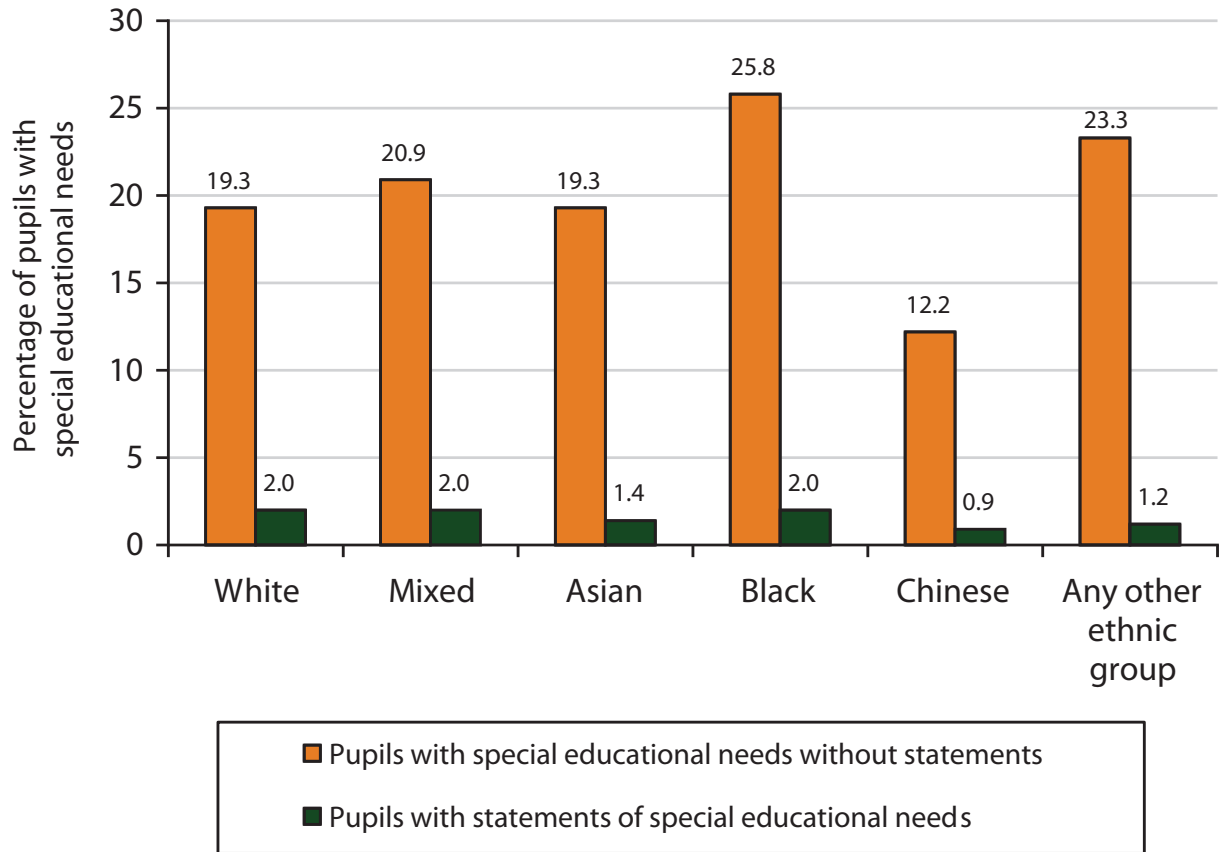


Figure 1.12 shows that at state funded secondary schools, white, mixed race and black pupils were most likely and Chinese pupils were least likely to have statements. Black pupils were most likely to have special educational needs, without statements. The proportion of pupils of each ethnic group with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

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



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

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

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

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

Figure 1.13 shows the percentage of pupils with special educational needs at maintained primary, state funded secondary and all special schools in January 2010 who were eligible for free school meals.

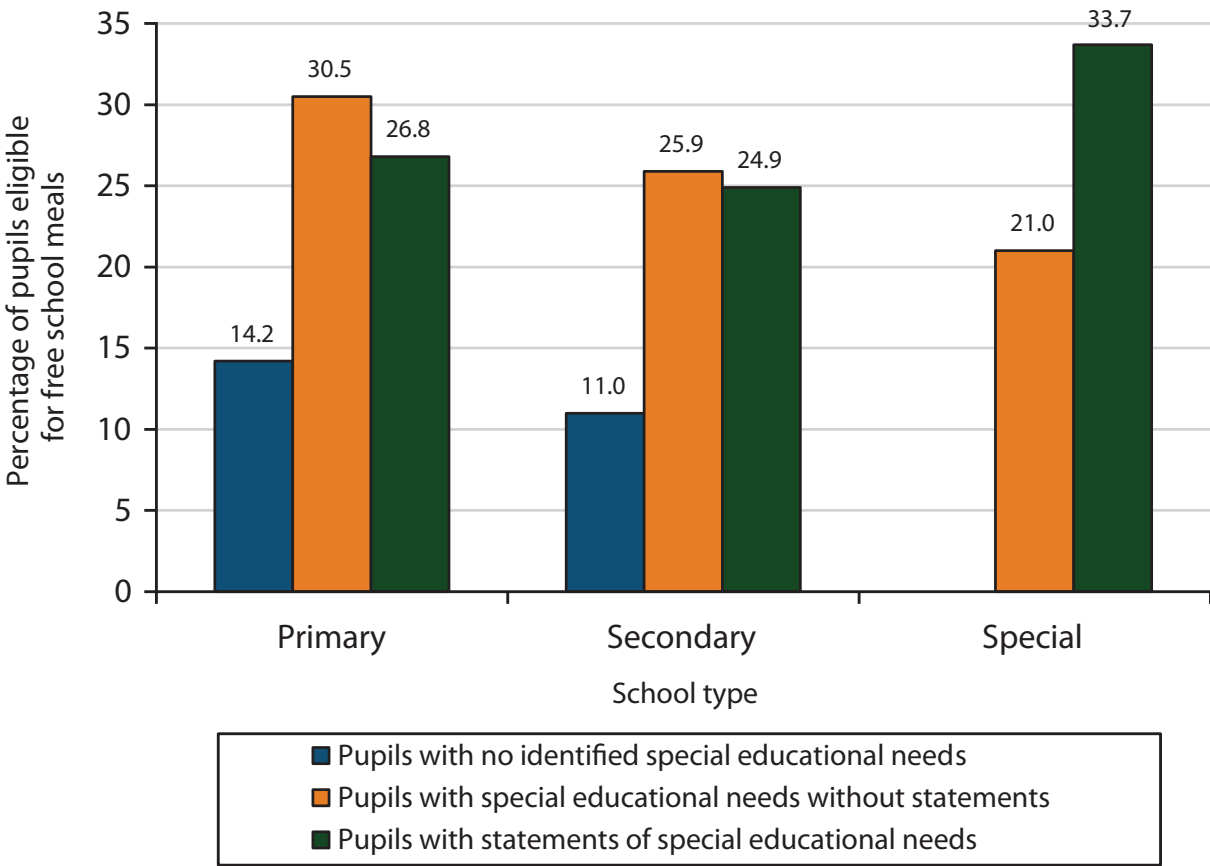
Pupils with special educational needs were far more likely to be eligible for free school meals than those without special educational needs. At primary schools, pupils with special educational needs without statements were more than twice as likely to be eligible for free school meals (30.5 per cent), than those with no special educational

21 Prevalence of pupils with special educational needs

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

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

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



Pupils were more likely to be eligible for free school meals at primary than at secondary school. Pupils with statements at special schools were most likely to be eligible for free school meals, where 33.7 per cent of pupils were eligible. At primary and secondary schools, pupils with special educational needs without statements were more likely to be eligible for free school meals than those with statements.

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

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

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

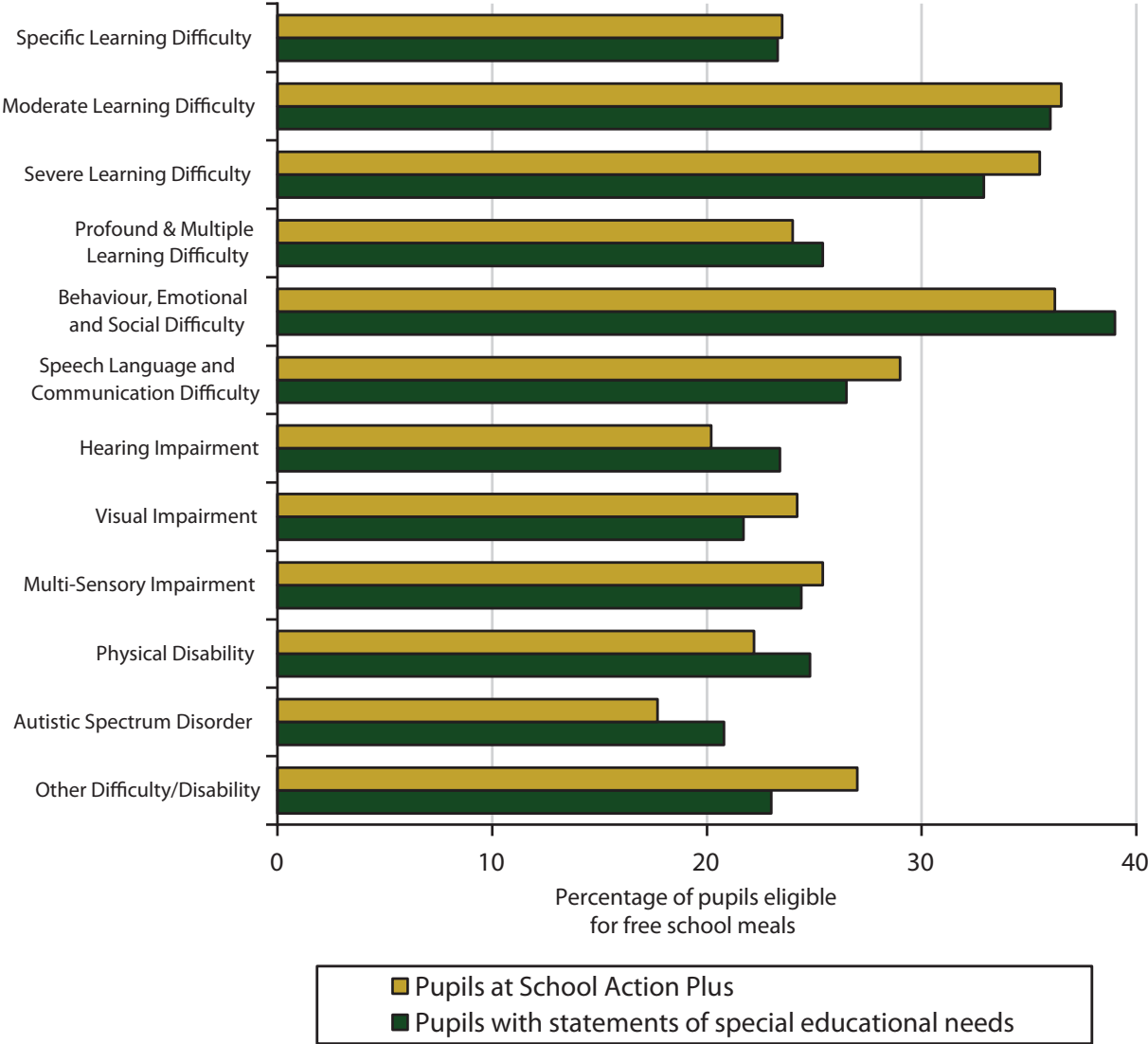
Figure 1.14 differs from the corresponding figure (1.13) of chapter 1 in the previous publication in the series entitled **Children with Special Educational Needs 2009: an analysis** (see <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml>).

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

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



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

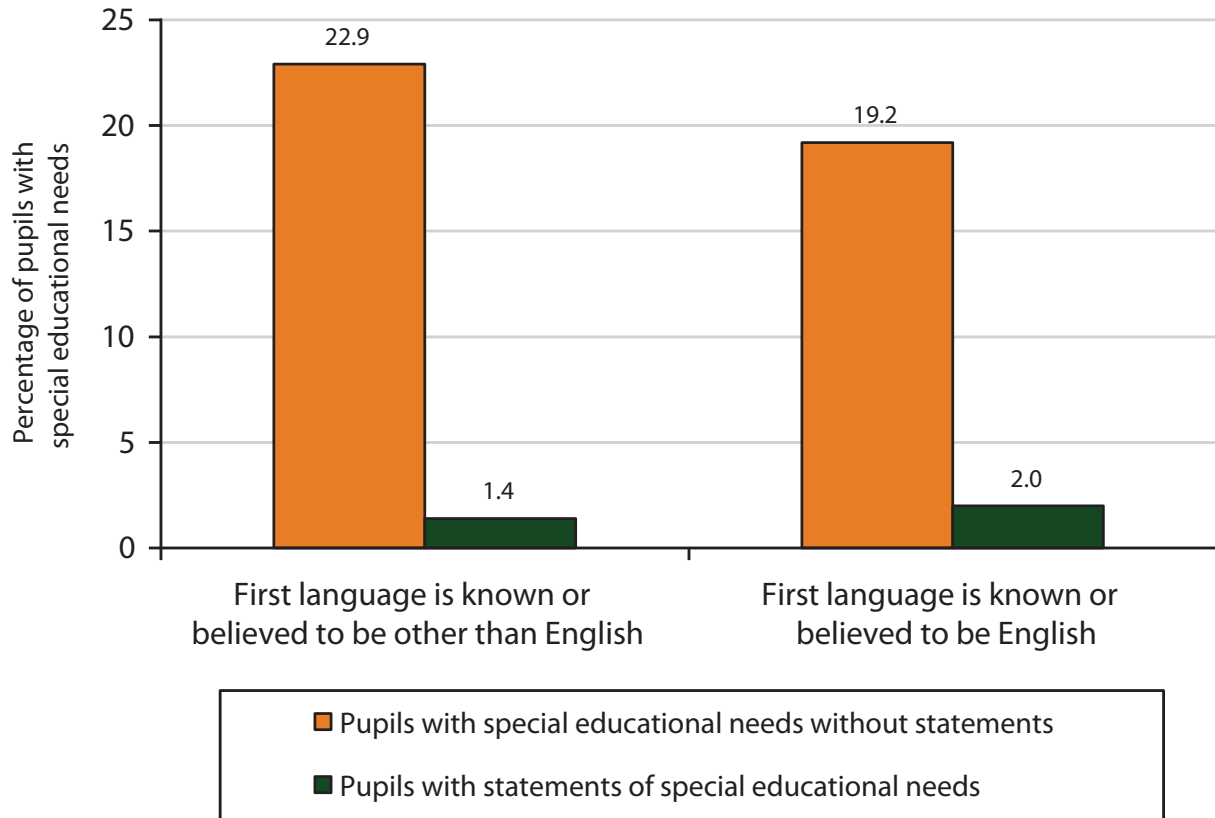


**Pupils with special educational needs by their first language**

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

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

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



### Primary types of special educational need by first language

Figure 1.16 shows the percentage of pupils in each primary need group at School Action Plus in 2010 by their first language. This information refers to pupils at maintained primary, state funded secondary schools and all special schools. Pupils with autistic spectrum disorder were least likely (5.5 per cent) and those with profound and multiple learning difficulties were most likely (25.3 per cent) of all the primary need groups, to have a first language which was known or believed to be other than English. Web based Table 1.21 contains the data used to produce Figure 1.16.

**Figure 1.16: Percentage of pupils of each primary type of need at School Action Plus in 2010 by their first language**

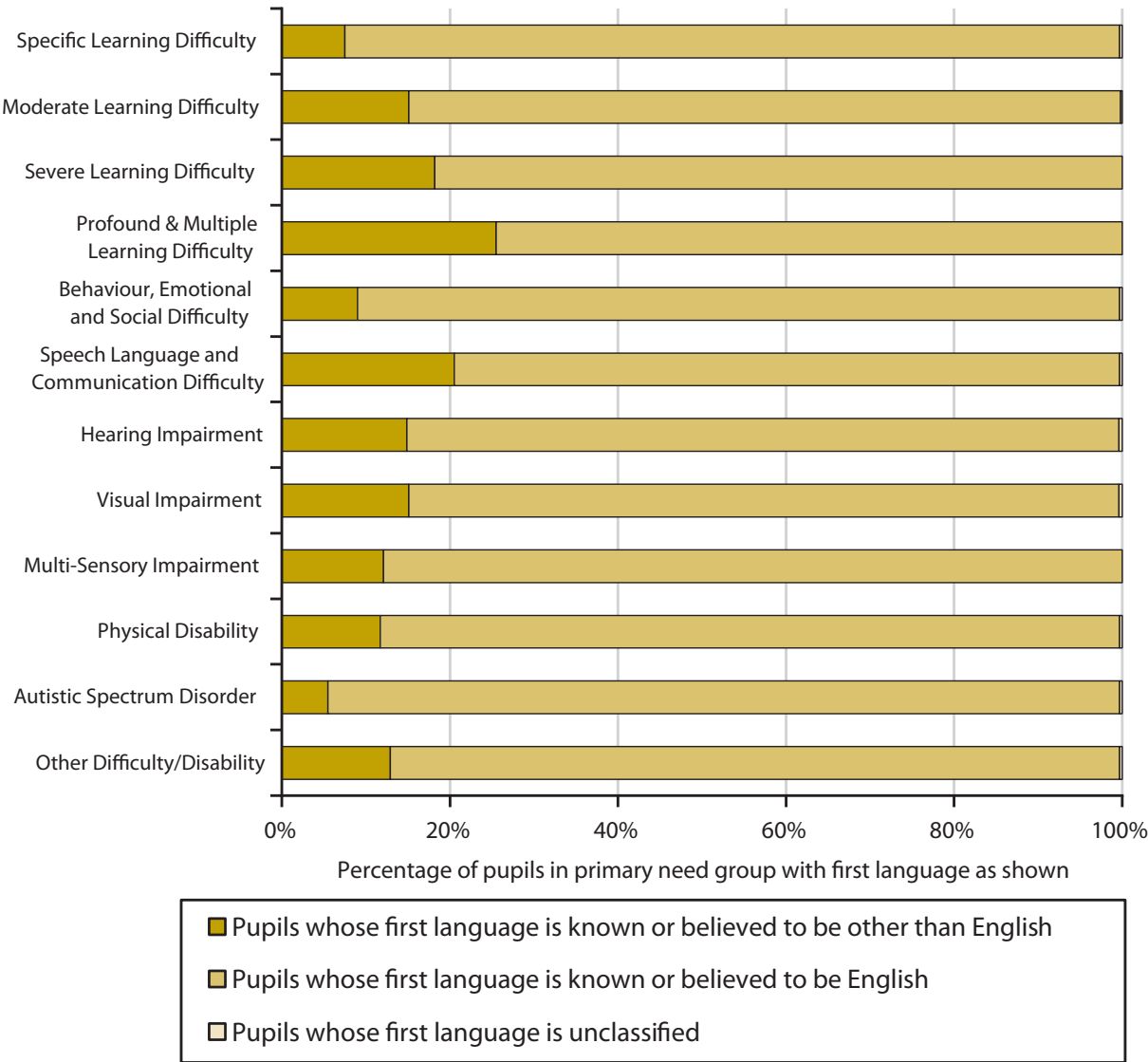
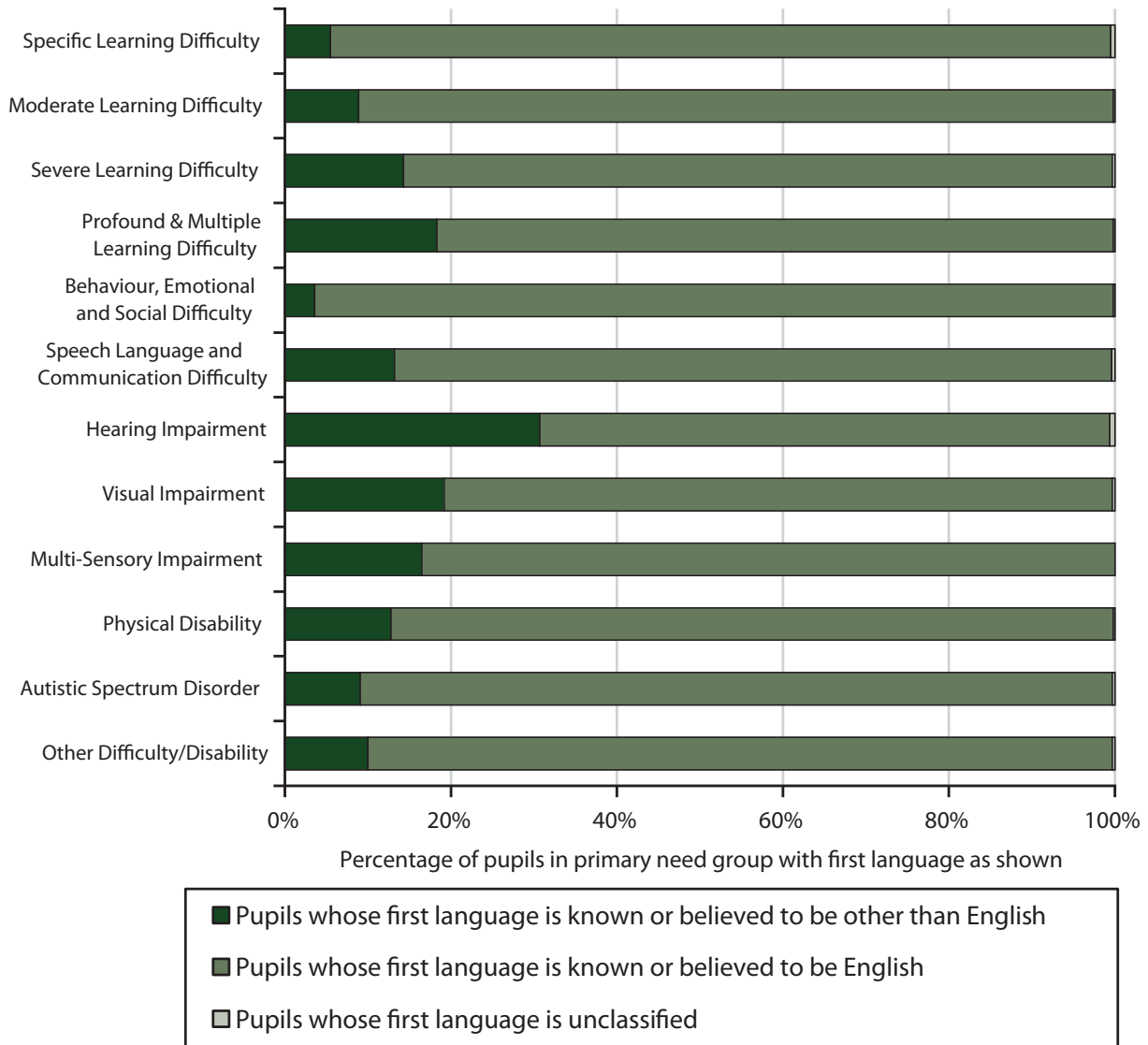


Figure 1.17 shows the percentage of pupils with statements in each primary need group in 2010 by their first language. Pupils with behaviour, emotional and social difficulties were least likely (3.6 per cent) and those with hearing impairments were most likely (30.7 per cent) of all the primary need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

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

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



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

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

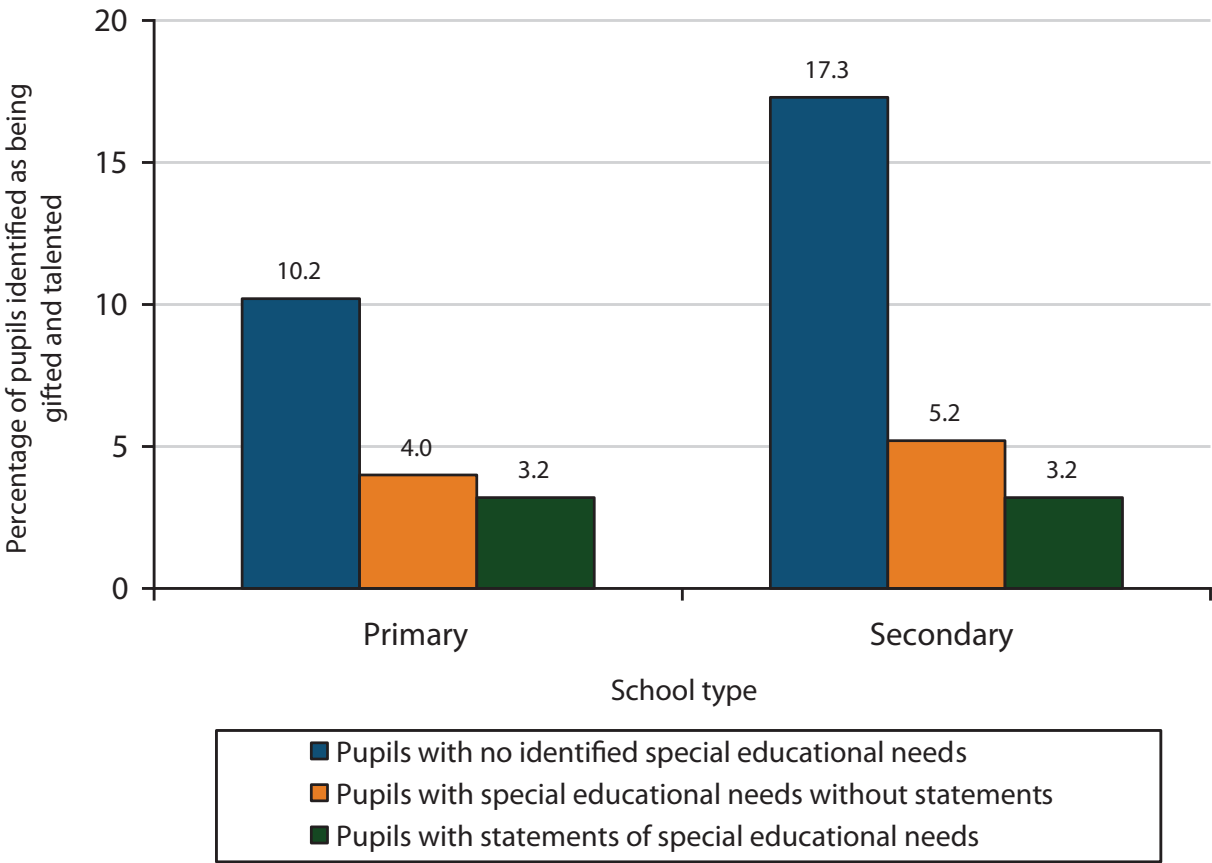
Gifted describes learners who have the ability to excel academically in one or more subjects such as English, Drama, Technology. Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance. These learners may well follow a vocational training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

27 Prevalence of pupils with special educational needs

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

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

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

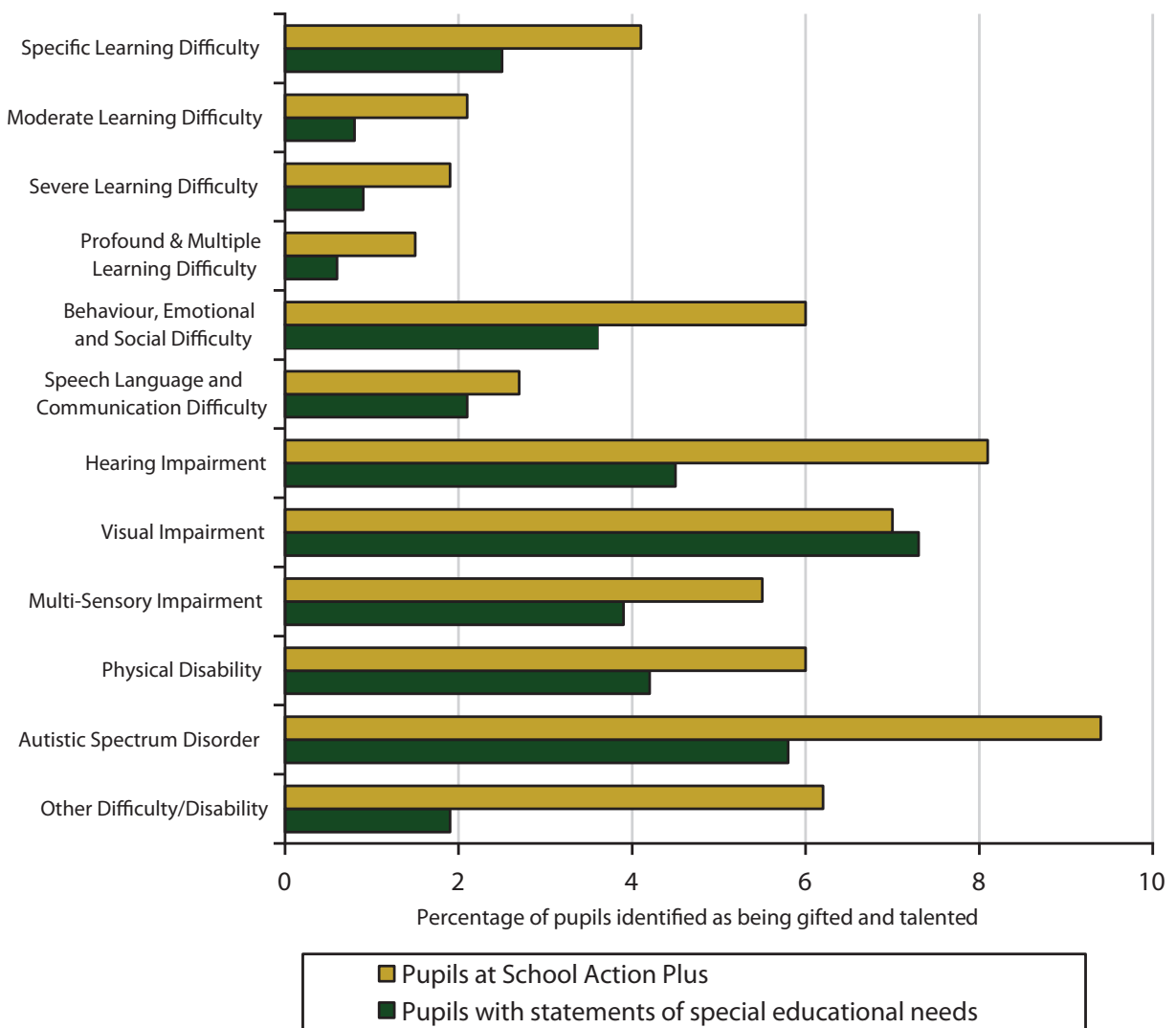


Pupils were generally more likely to be identified as being gifted and talented at secondary school compared to primary school. At primary and secondary schools pupils with special educational needs, without statements, were more likely to be gifted and talented than those with statements.

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

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

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



## 29 Prevalence of pupils with special educational needs

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

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

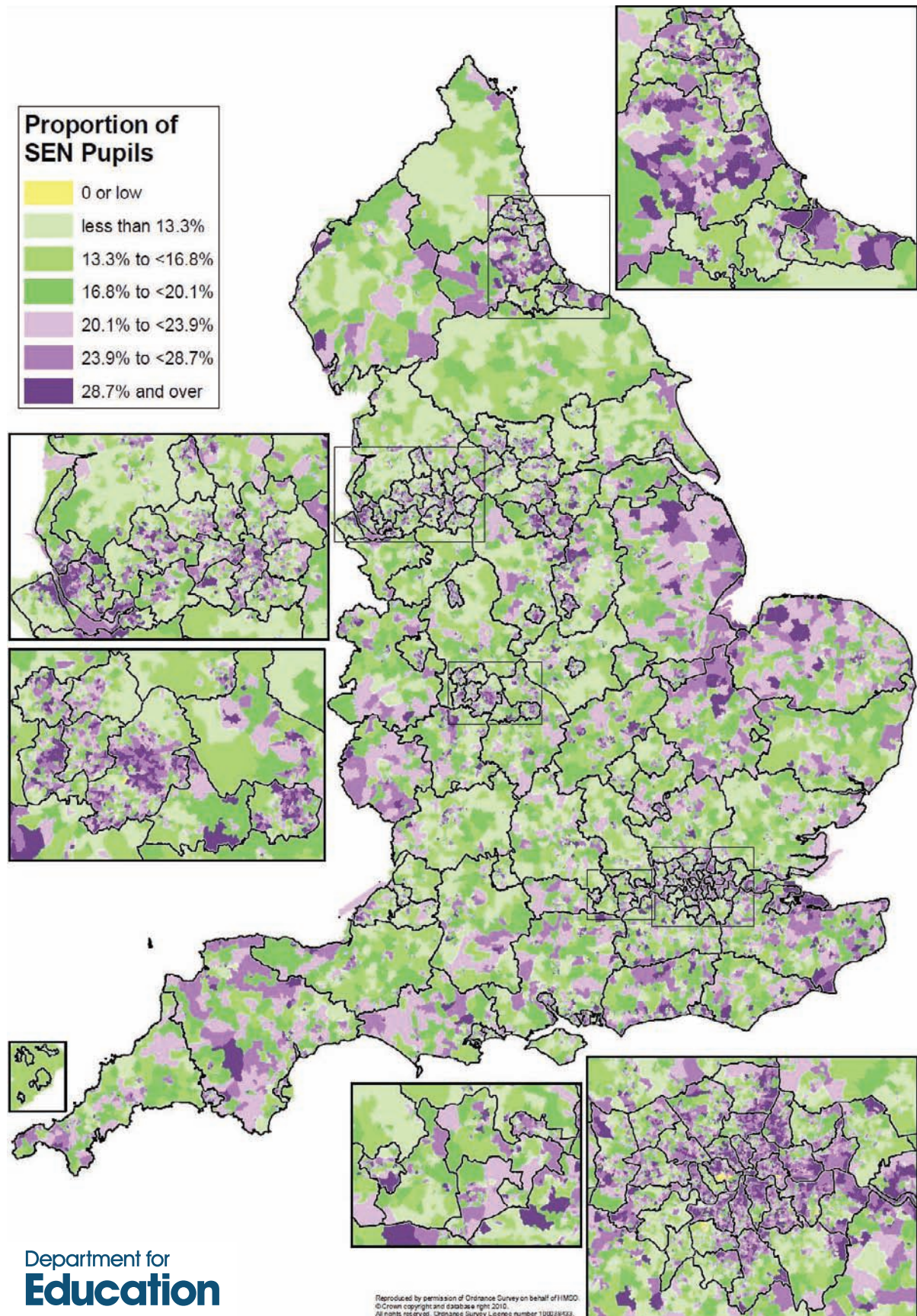
Regional and local authority level figures on the proportion of pupils with special educational needs can be found in the following Statistical First Release (which also contains additional analysis at national level):

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

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

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

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





## Looked after children with special educational needs

### Key findings

52 per cent of the 35,600 children looked after for at least a year at 31 March 2009 had special educational needs, compared to approximately 21 per cent of all pupils in January 2009. This means that looked after children were approximately two and a half times more likely to have special educational needs compared to all children. Looked after children were over seven times more likely than all pupils to have statements of special educational needs.

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

### Percentage of looked after children with special educational needs

All numbers which appear in this section were taken from the experimental matched looked after children-School Census dataset (see Data Annex 1 for further details).

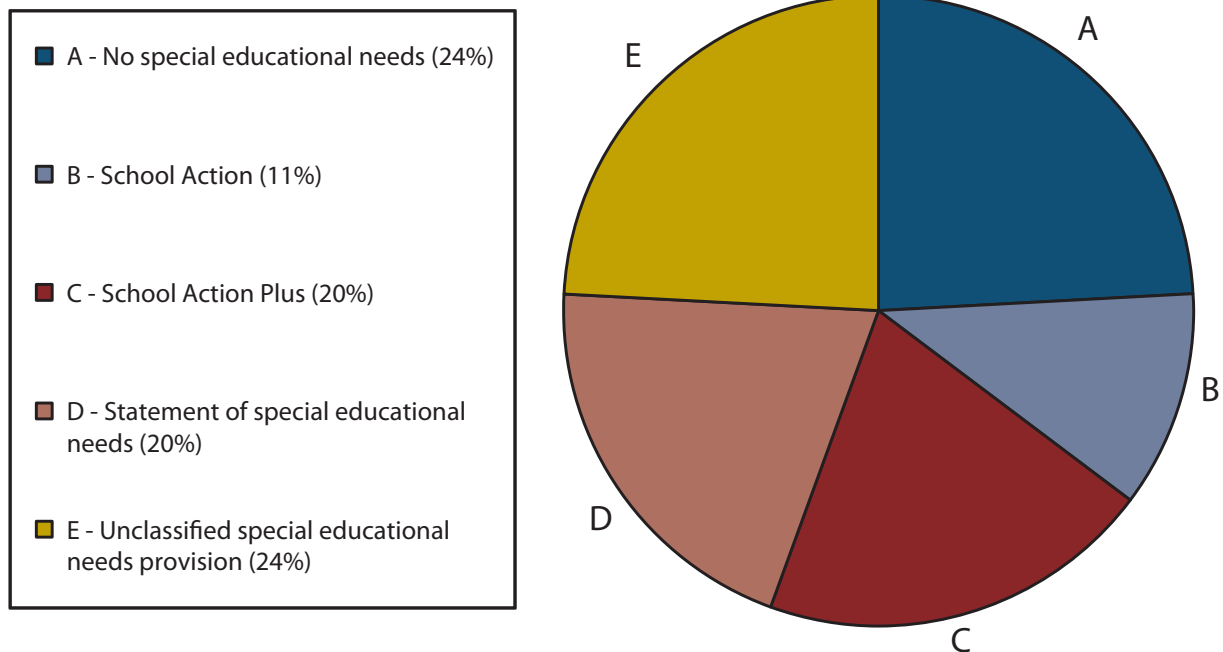
The figures are experimental so caution should be used when interpreting the findings.

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

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

Figure 1.21 shows that just over half (52 per cent) of the 35,600 children looked after had special educational needs. Figure 1.1 showed that around 21 per cent of all pupils in England had special educational needs in January 2009. This means that looked after children were approximately 2.5 times more likely to have special educational needs compared to all children. However, pupils who were looked after were far more likely to have statements of special educational needs as 2.7 per cent of all pupils had a statement of special educational needs in January 2009 compared to 20 per cent of looked after children at 31 March 2009. 17.8 per cent of all pupils had special educational needs without statements in January 2009 compared to 32 per cent of looked after children at 31 March 2009.

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

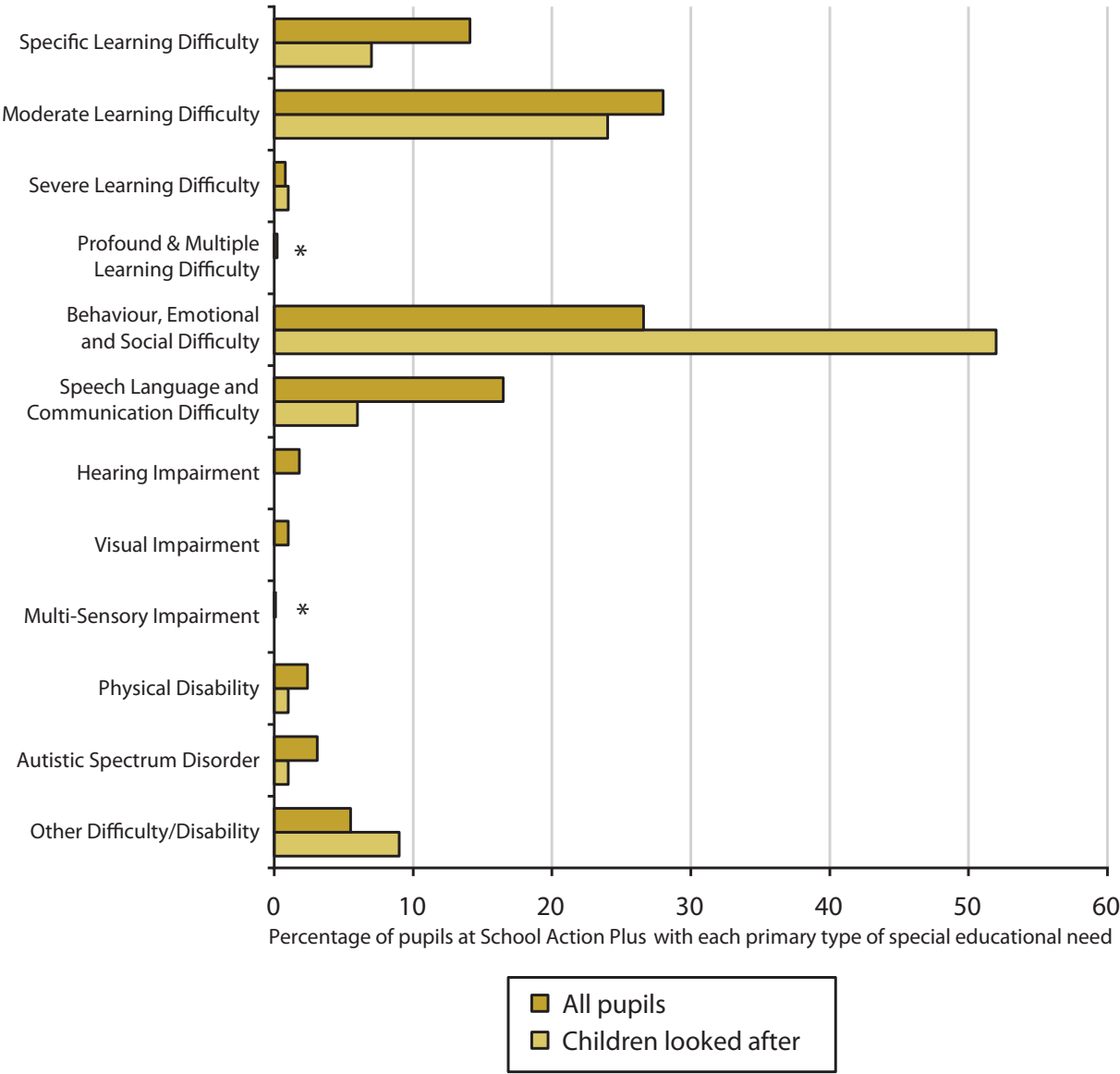


### Prevalence of primary type of special educational need among looked after children and all pupils

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

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

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

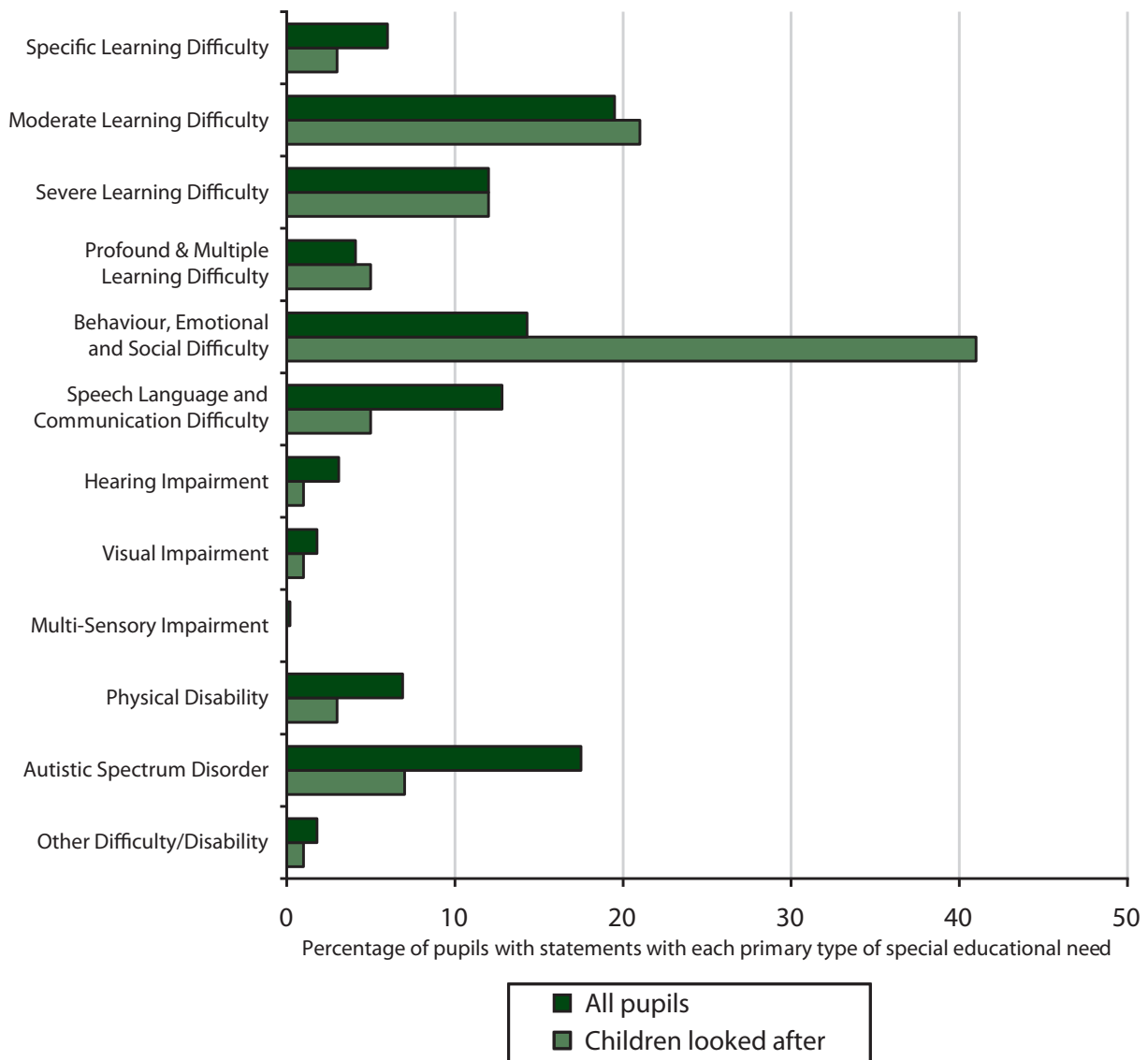


\* The percentages for profound and multiple learning difficulties and multi-sensory impairments were not displayed for looked after children as fewer than six pupils were in these groups.

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

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

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



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

## Introduction

This chapter looks at the differences in educational attainment between pupils with and without special educational needs at Early Years Foundation Stage Profile (mainly 5 year olds), Key Stage 1 (mainly 7 year olds), Key Stage 2 (mainly 11 year olds) and Key Stage 4 (mainly 16 year olds) in 2009. The Key Stage 2 and 4 figures show additional information by pupil characteristics, such as gender, ethnic origin, free school meals eligibility and first language, for each of the provisions and primary types of special educational need. There are also new sections on the attainment of looked after children with special educational needs at Key Stages 2 and 4.

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

All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>.

All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 2 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

## Key findings at Early Years Foundation Stage Profile (EYFSP) and Key Stage 1 (KS1)

### Early Years Foundation Stage Profile (EYFSP)

In 2008/09, 55.5 per cent of pupils with no special educational needs achieved a good level of development at EYFSP compared to 17.9 per cent of those at School Action, 15.4 per cent of those at School Action Plus and just 4.2 per cent of those with statements of special educational needs. Overall, 15.4 per cent of pupils with special educational needs achieved a good level of development, which shows a gap of 40.1 percentage points between pupils with and without special educational needs.

### Key Stage 1 (KS1)

In 2008/09, the attainment gap between pupils with and without special educational needs at KS1 was lowest in science where 64.8 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs, which shows a gap of 31.2 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

## Early Years Foundation Stage Profile Achievement

Early Years Foundation Stage (EYFS) covers pupils aged between 3 and 5 years (covering nursery and reception years). The findings in this section refer to teachers' assessments of pupils at the end of the EYFS (mainly those who were 5 years old) in academic years 2006/07, 2007/08 and 2008/09, at all types of schools who had special educational needs (School Action, School Action Plus or with statements) in January of each assessment year.

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

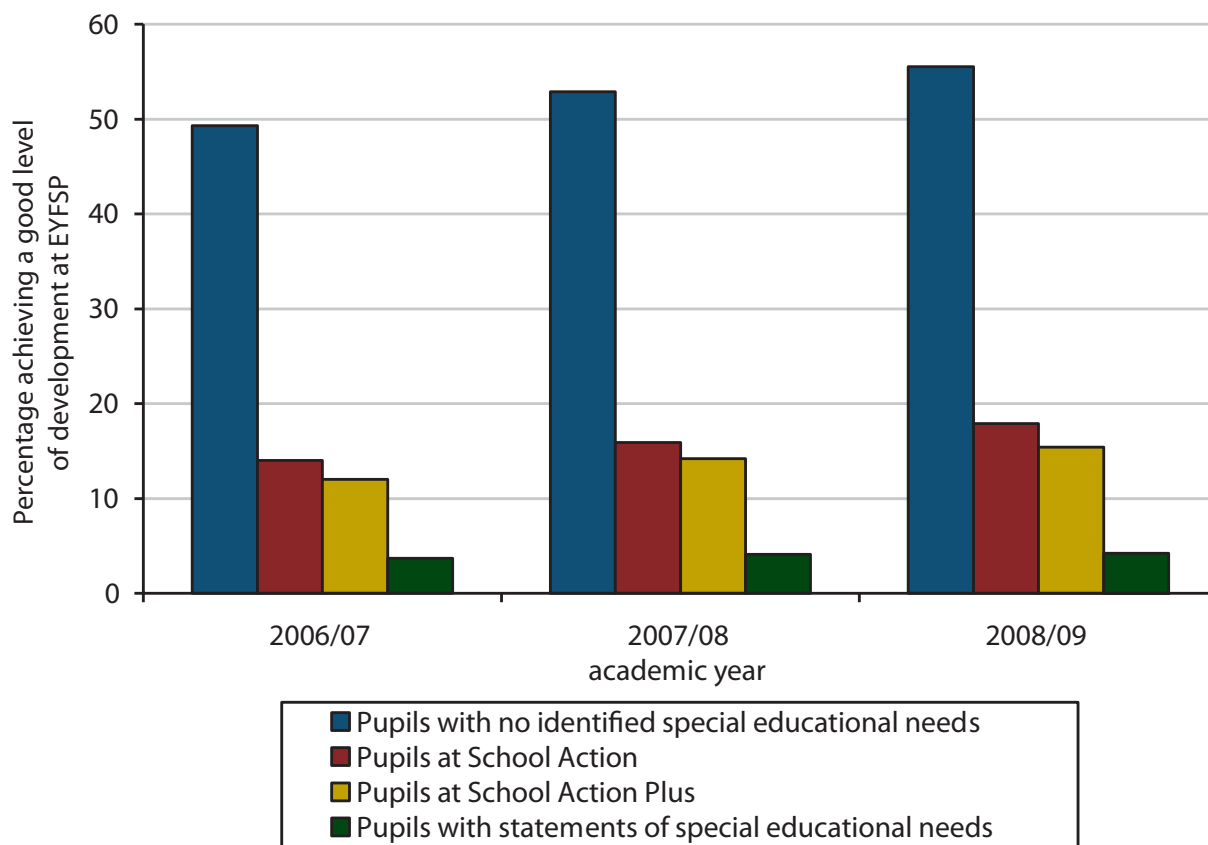
More detailed information on EYFS can be found in Data Annex 2.

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

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

### 37 How do the achievements compare between pupils with and without special educational needs?

**Figure 2.1: Percentage of pupils that achieved a good level of development at the end of EYFS in 2006/07 to 2008/09 by provision of special educational need**



In 2008/09, 55.5 per cent of pupils with no special educational needs achieved a good level of development compared to 17.9 per cent for those at School Action, 15.4 per cent for those at School Action Plus and just 4.2 per cent for those with statements of special educational needs. Overall, 15.4 per cent of pupils with special educational needs achieved a good level of development. This shows an attainment gap of 40.1 percentage points between pupils with and without special educational needs, which was wider than in 2007/08, when the difference was 39.0 percentage points.

The data used to create Figure 2.1 can be found in Statistical First Release entitled Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England 2008/09, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000911/index.shtml>.

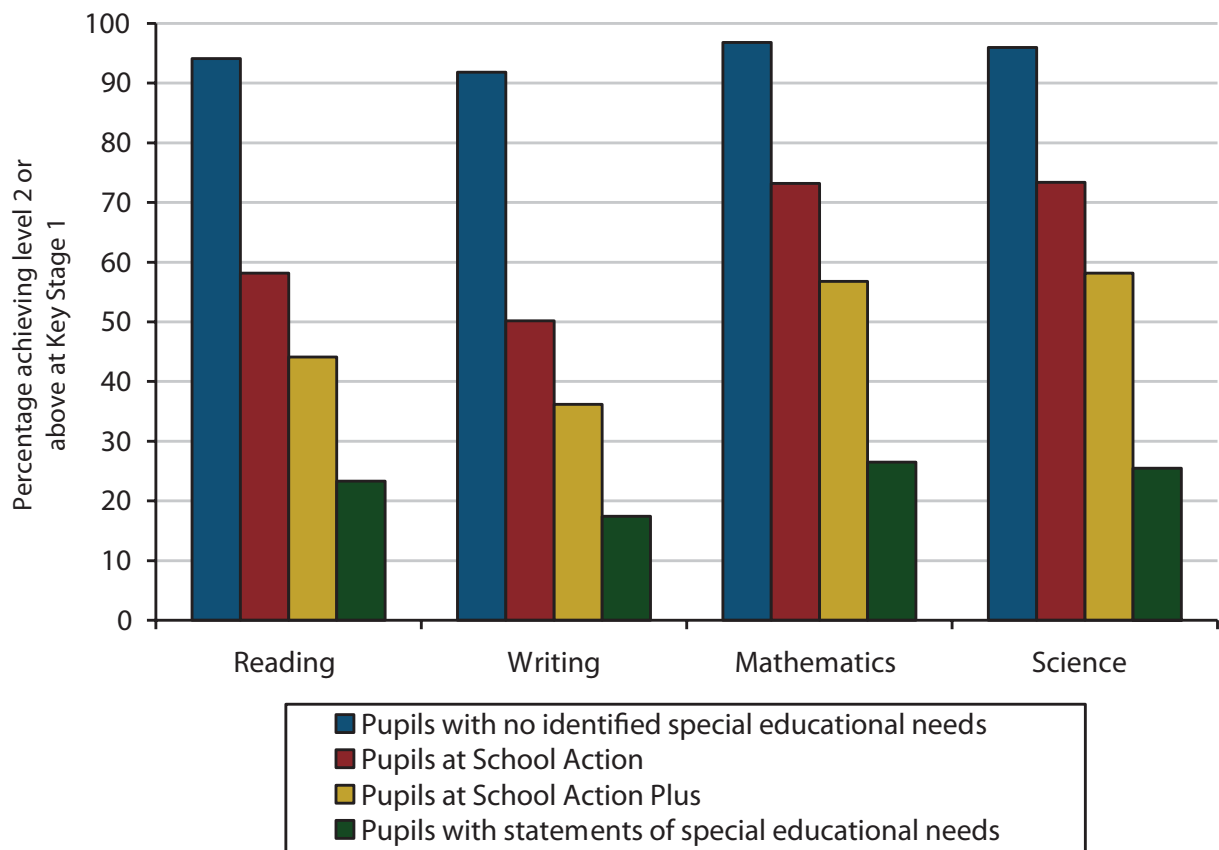
### Attainment at Key Stage 1

Key Stage 1 (KS1) refers to the stage of the National Curriculum for pupils aged between 5 and 7 years (school year groups 1 and 2). The findings in this section refer to teachers assessments of pupils in maintained schools at the end of KS1 (mainly those who were 7 years old) in academic year 2008/09, who had special educational needs in January 2009. Pupils were assessed by teacher assessments in reading, writing, maths and science at KS1 in 2008/09. The level of attainment in each subject expected for pupils at the end of KS1 is Level 2. More detailed information on KS1 can be found in Data Annex 2.

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

Figure 2.2 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 2 or above in reading, writing, maths and science in 2008/09. Figure 2.2 shows that, for each of the four subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Pupils were more likely to achieve the expected level in maths and science, compared to reading and writing, regardless of their provision of special educational needs.

**Figure 2.2: Percentage of pupils that achieved the expected level at Key Stage 1 in 2008/09 by subject and provision of special educational need**



The attainment gap between pupils with and without special educational needs was lowest in science where 64.8 per cent of pupils with special educational needs achieved the expected level compared to 96.0 per cent of pupils with no identified special educational needs. This shows an attainment gap of 31.2 percentage points. The widest attainment gap occurred in writing with a gap of 48.6 percentage points.

The data used to create Figure 2.2 can be found in Statistical First Release entitled Key Stage 1 Attainment by Pupil Characteristics, in England 2008/09, which is available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000899/index.shtml>.



**39** How do the achievements compare between pupils with and without special educational needs?

## Attainment at Key Stage 2

### Key findings at Key Stage 2

Overall, 31.3 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2009, compared to 85.7 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the expected level in both English and maths at KS2 in 2009.

#### Gender

Boys were more likely than girls to achieve the expected level in both English and maths at KS2 in 2009, regardless of special educational needs provision. The attainment gap between the genders was most evident for pupils at School Action Plus, where 28.4 per cent of boys achieved the expected level compared to 20.5 per cent of girls.

#### First language

Pupils whose first language was English were more likely to achieve the expected level at Key Stage 2, compared to pupils whose first language was other than English, regardless of their provision for special educational need.

#### Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2009 were generally less likely to achieve the expected level at KS2 maths compared to all pupils, regardless of special educational need provision, except those at School Action, where looked after children were slightly more likely to achieve expected standards.

Key Stage 2 (KS2) refers to the stage of the National Curriculum for pupils aged between 7 and 11 years (school year groups 3 to 6). The findings in this section refer to pupils with special educational needs who were at the end of KS2 (mainly those who were 11 years old) in the academic year 2008/09 by their provision for need in the January of that year. Pupils were assessed in English, maths and science at KS2 in 2009. 'Both English and maths' refers to pupils' attainment at both KS2 English and KS2 maths. The level of attainment in each subject expected for pupils at the end of KS2 is Level 4. All findings in this section refer to pupils at maintained schools.

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

Figure 2.3 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 4 or above in English, maths and science in 2009. Figure 2.3 also shows the percentage of pupils achieving level 4 or above in both English and maths. Web based Tables 2.1, 2.4, 2.7 and 2.10 contain the percentages used in Figure 2.3.

**Figure 2.3: Percentage of pupils that achieved the expected level at Key Stage 2 in 2009 by subject and provision for special educational need**

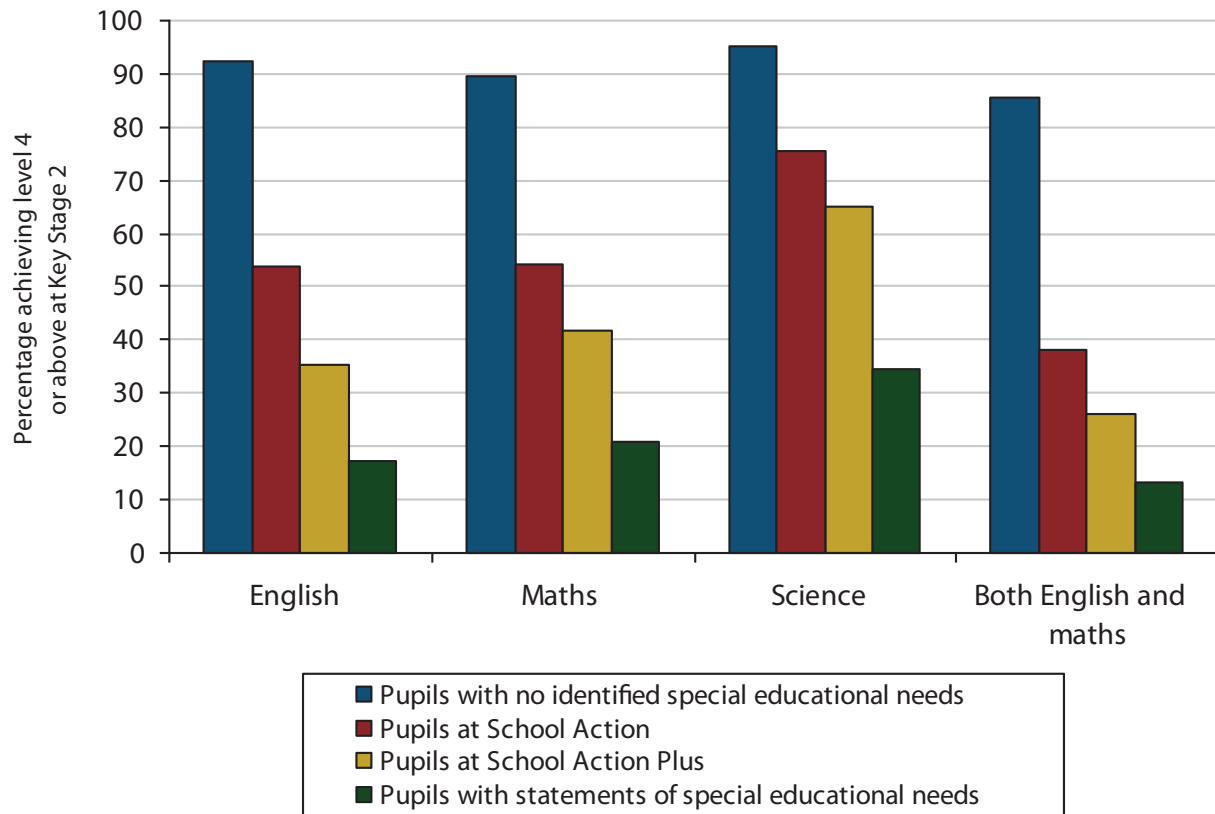


Figure 2.3 shows that, for each of the three subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 31.3 per cent of pupils with special educational needs achieved the expected level in both English and maths at KS2 in 2009, compared to 85.7 per cent for those with no special educational needs.

Pupils were more likely to achieve the expected level in science than English or maths, regardless of their provision for special educational needs. 34.4 per cent of pupils with statements achieved the expected level in science, compared to 13.3 per cent in both English and maths. The equivalent percentages for those with no special educational needs were 95.2 per cent for science and 85.7 per cent in both English and maths.

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

Figure 2.4 shows the percentage of pupils that achieved each individual level at Key Stage 2 English in 2009 by special educational need provision. Pupils with special educational needs were less likely to achieve levels 4 and 5 than their peers. Therefore, pupils with special educational needs were more likely to achieve lower levels (those working below the level of the test and therefore not entered for it, as well as those achieving below Level 4 on the test) compared to those with no special educational needs. Similar findings were also shown in Key Stage 2 maths. Web based tables 2.1 and 2.4 show the figures used to produce Figure 2.4 and the corresponding findings for maths.

**41** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.4: Percentage of pupils that achieved each level at Key Stage 2 English in 2009 by provision for special educational need**

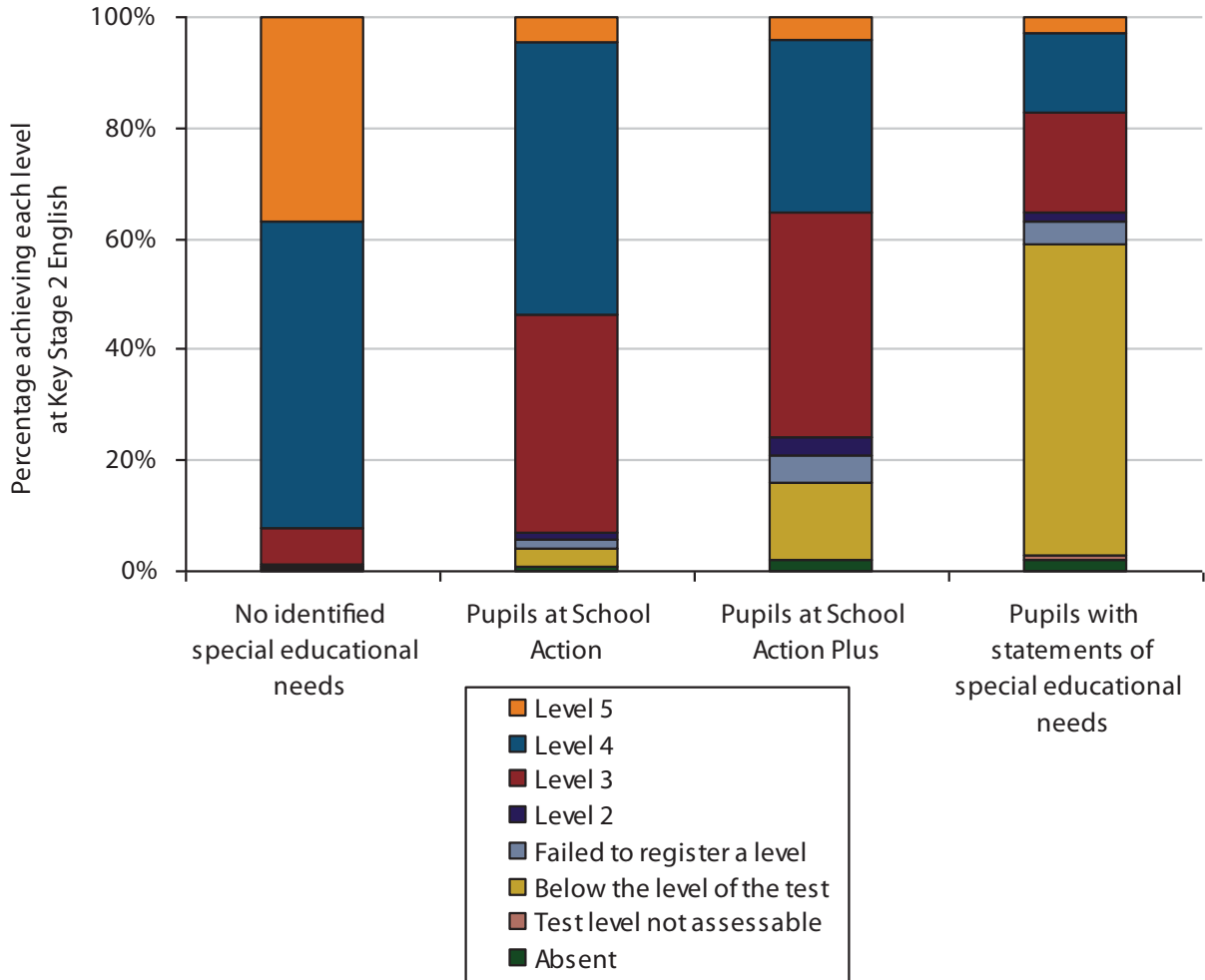
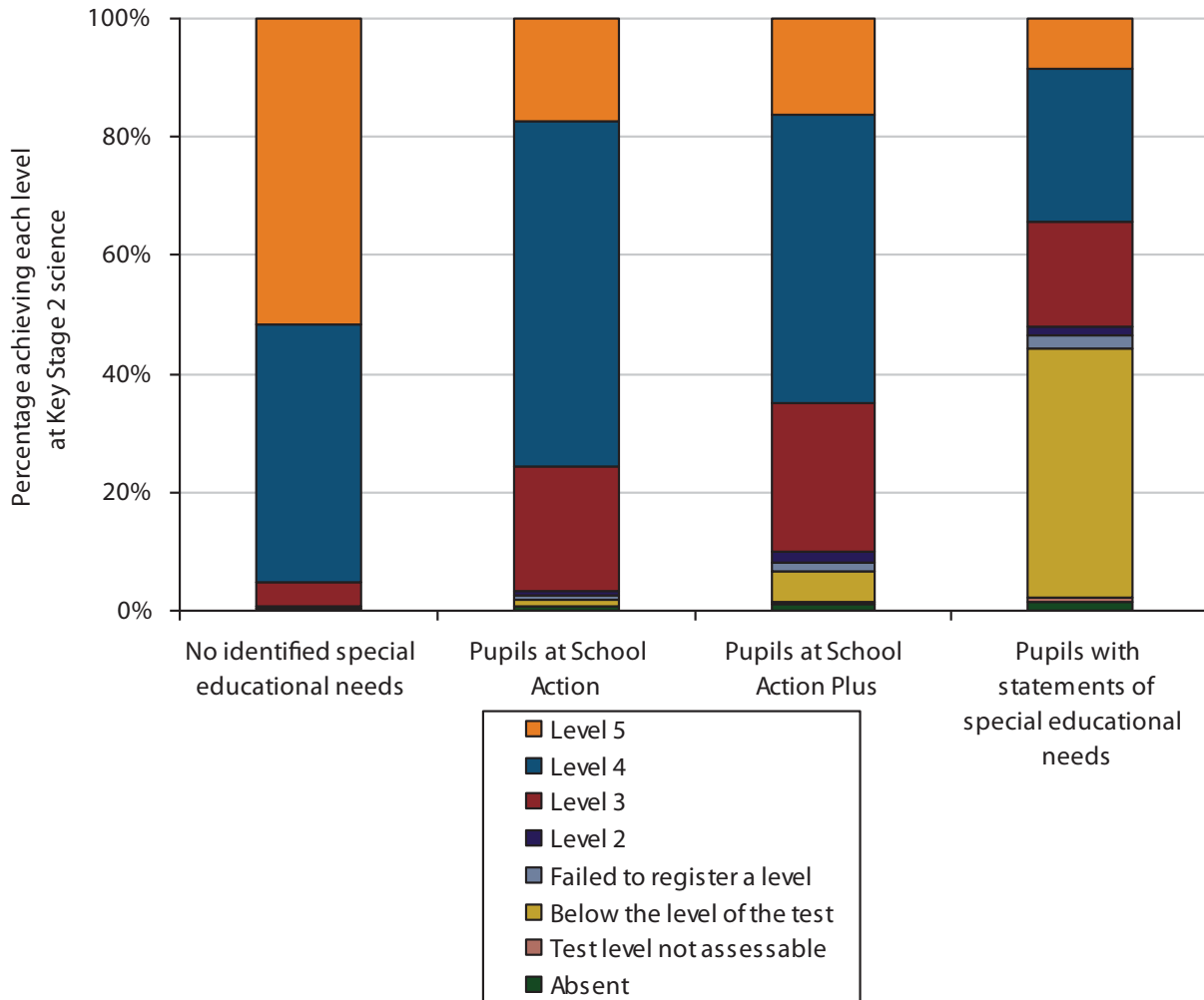


Figure 2.5 shows the percentage of pupils that achieved each individual level at Key Stage 2 science in 2009 by special educational needs provision. As previously shown, pupils were more likely to achieve the expected level (levels 4 or 5) in science than English or maths, therefore there were smaller proportions of pupils with special educational needs achieving lower levels in science compared to the other two subjects. Web based table 2.10 shows the figures used to produce Figure 2.5.

**Figure 2.5: Percentage of pupils that achieved each level at Key Stage 2 science in 2009 by provision for special educational need**



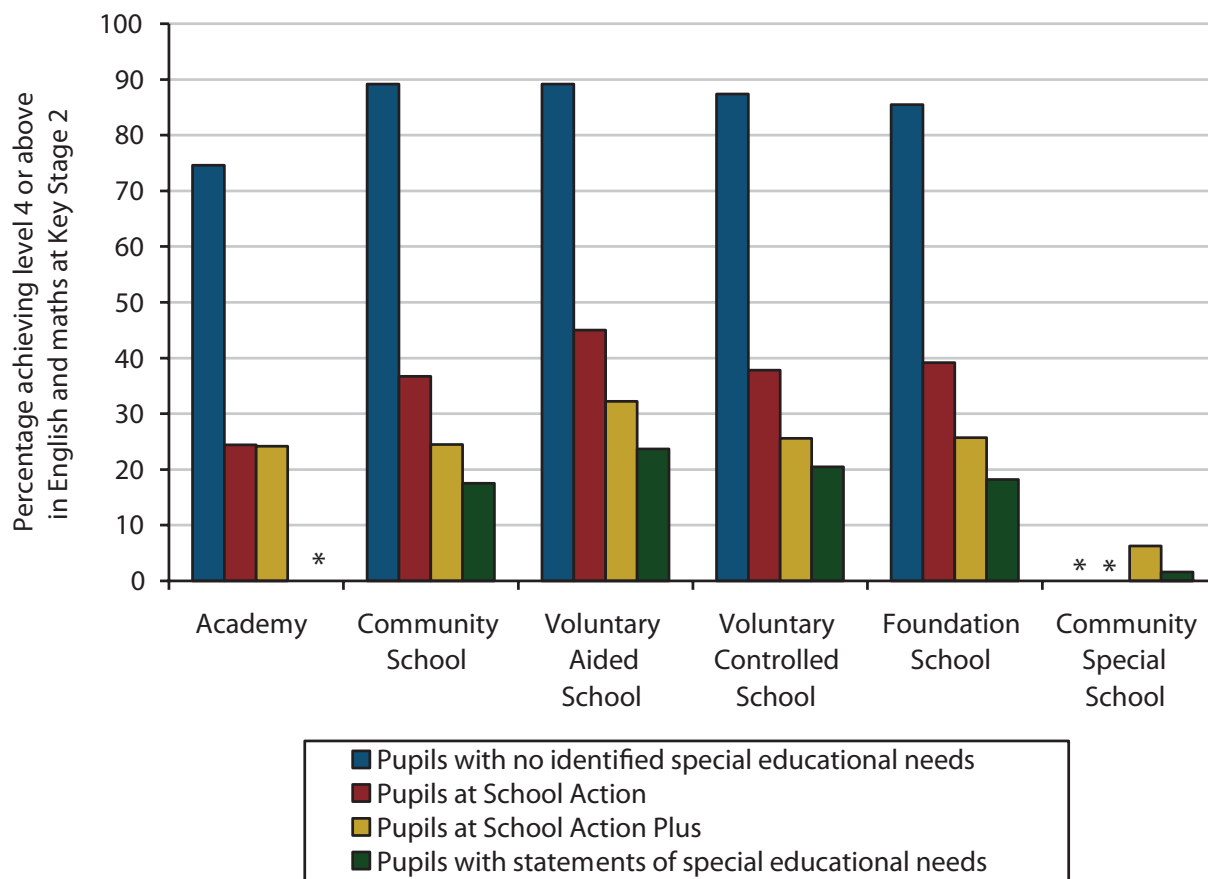
### Attainment at Key Stage 2 by school type and provision for need

Figure 2.6 shows the percentage of pupils at each of the provisions of special educational needs that achieved the expected level at both English and maths at KS2 in 2009 by school type attended. Pupils at maintained schools consist of those attending one of the following: academies, community school, voluntary aided school, voluntary controlled school, foundation school, city technology college, community special school or foundation special schools. Figure 2.6 shows the attainment of pupils at each of these school types except for city technology colleges and foundation special schools which had very small numbers of pupils in attendance. The percentage for School Action Plus at community special schools should be treated with caution due to small numbers of eligible pupils. Web based Table 2.7 shows the data used to produce Figure 2.6.

Pupils with special educational needs were most likely to achieve the expected level in both English and maths at KS2 in 2009 at voluntary aided schools. Pupils with no special educational needs were most likely to achieve the expected level at community schools and voluntary aided schools.

**43** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.6: Percentage of pupils that achieved the expected level in both English and maths at Key Stage 2 in 2009 by school type and provision for special educational need**



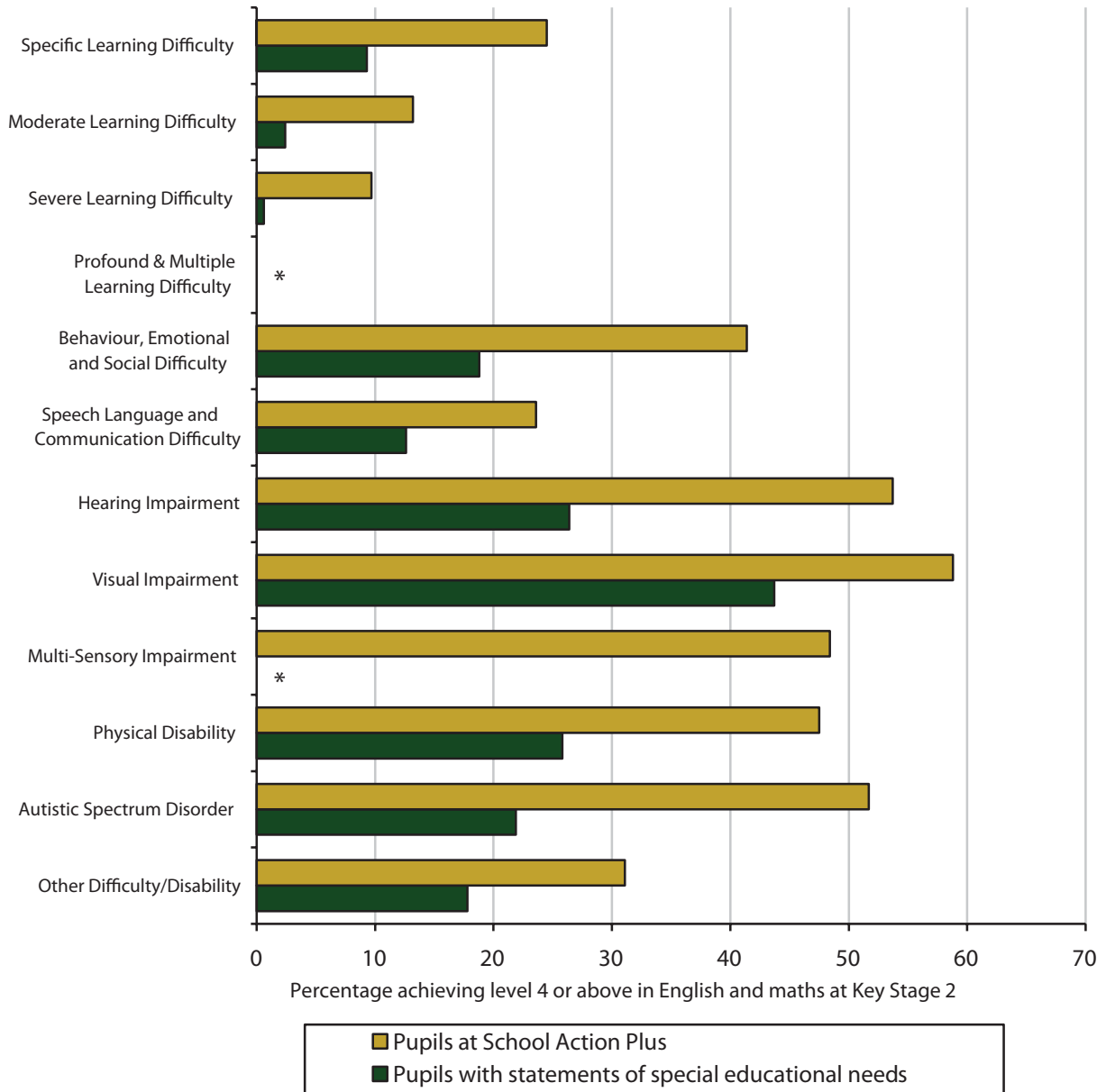
\* Percentages not shown due to very small numbers of pupils.

**Attainment at both English and maths at KS2 by primary type of special educational need**

Figure 2.7 shows the percentage of pupils that achieved the expected level at both English and maths at KS2 in 2009 by primary type of need. See web based Table 2.8 for data.

Figure 2.7 shows that pupils with visual impairments were most likely to achieve the expected level in both English and maths at KS2 (58.8 per cent for those at School Action Plus and 43.7 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.8 shows the actual numbers.

**Figure 2.7: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need**



**Attainment at Key Stage 2 science by primary type of special educational need**

Figure 2.8 shows the percentage of pupils that achieved the expected level at KS2 science in 2009 by primary type of need. See web based Table 2.10 for data.

**45** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.8: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2009 by primary type of need**

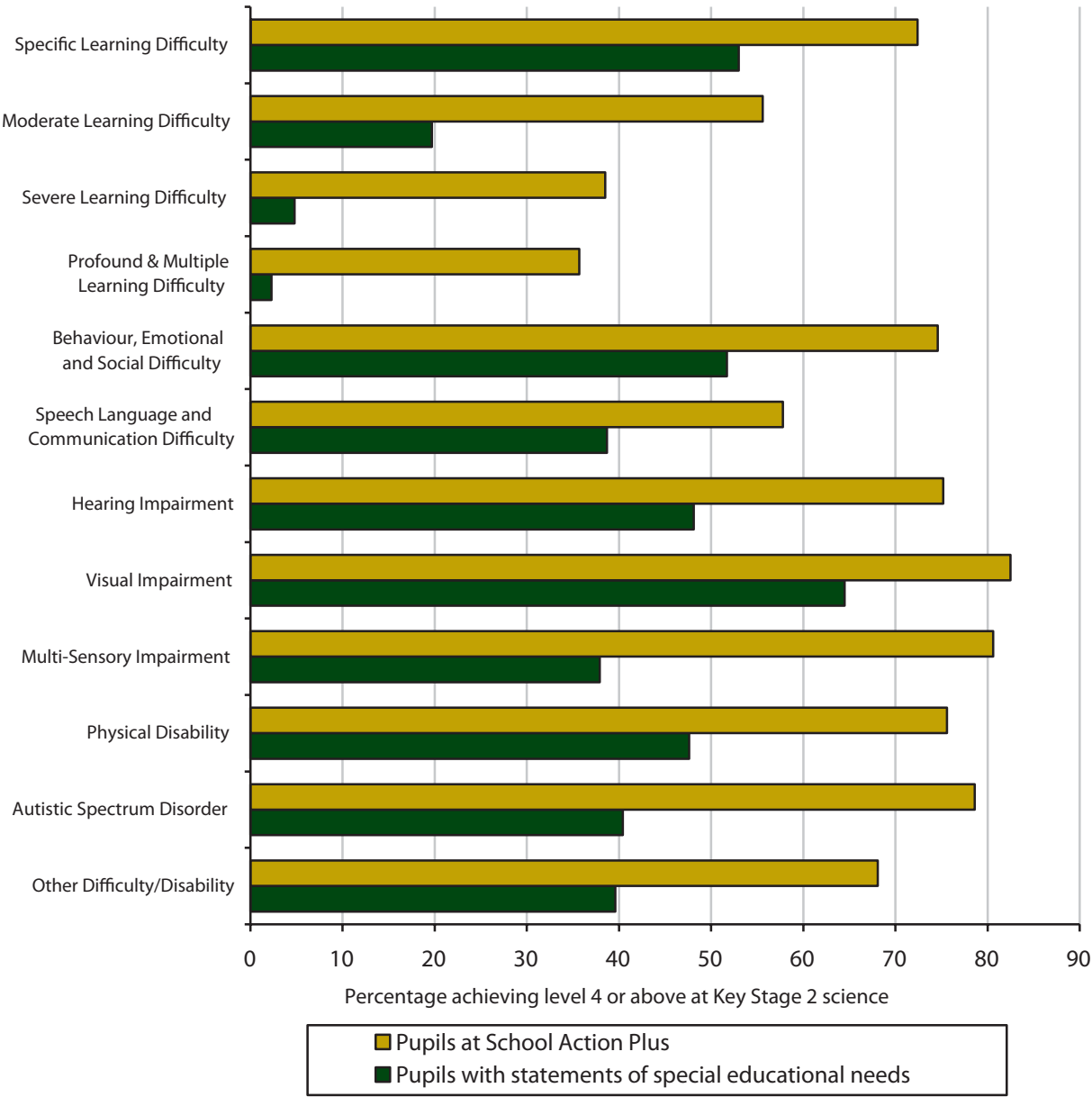
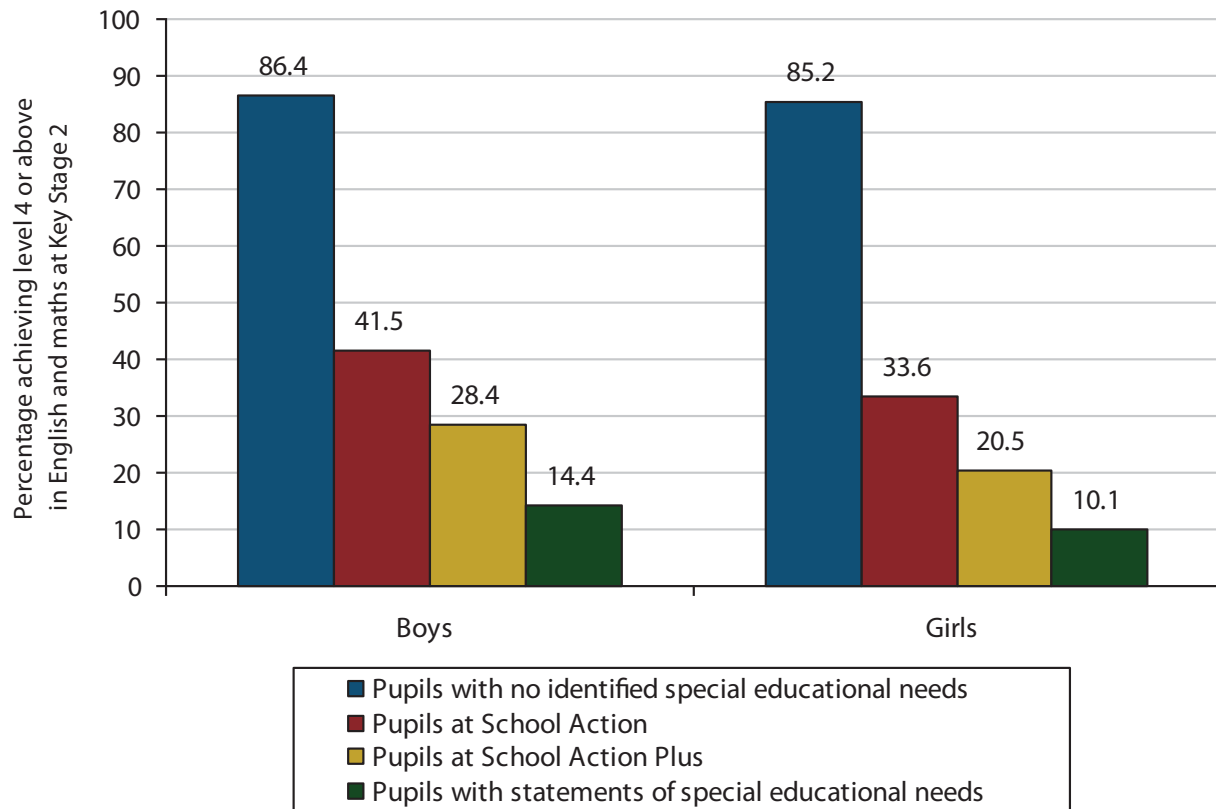


Figure 2.8 shows that pupils with visual impairments were most likely to achieve the expected level in KS2 science (82.5 per cent for those at School Action Plus and 64.5 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.10 shows the actual numbers.

**Figure 2.9: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and gender**



### Differences in Key Stage 2 attainment by gender and provision for need

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

Figure 2.9 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level in both English and maths at KS2 in 2009. Web based Table 2.8 contains the percentages used in Figure 2.9.

Figure 2.9 shows that boys were more likely than girls to achieve the expected level in both English and maths at KS2, regardless of special educational needs provision. The attainment gap between the genders was most evident for pupils at School Action Plus, where 28.4 per cent of boys achieved the expected level compared to 20.5 per cent of girls.

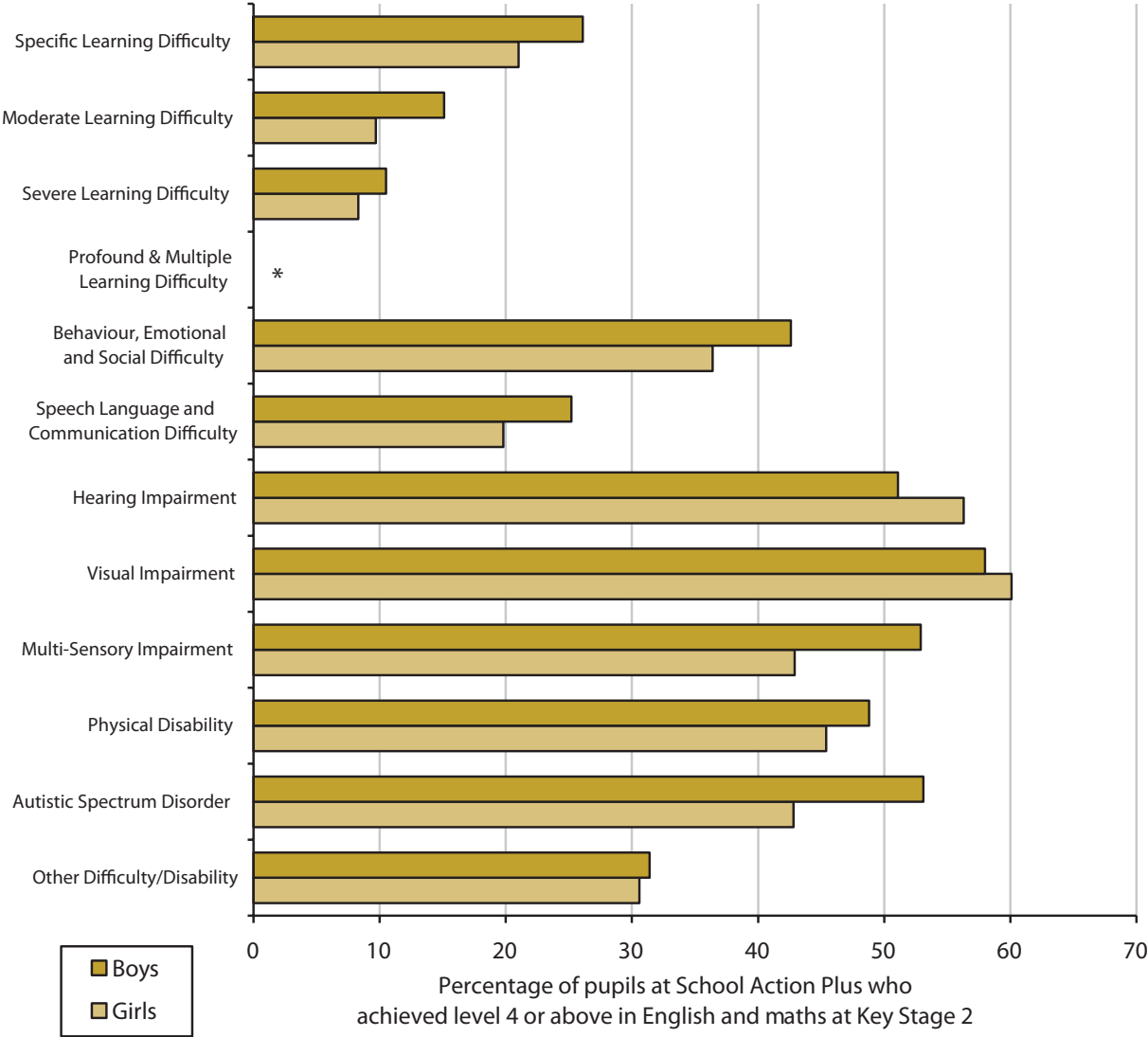
### Differences in Key Stage 2 attainment by gender and primary type of need

Figure 2.10 shows the percentage of boys and girls at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need. Web based Table 2.8 contains the percentages used in Figure 2.10.



**47** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.10: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and gender**

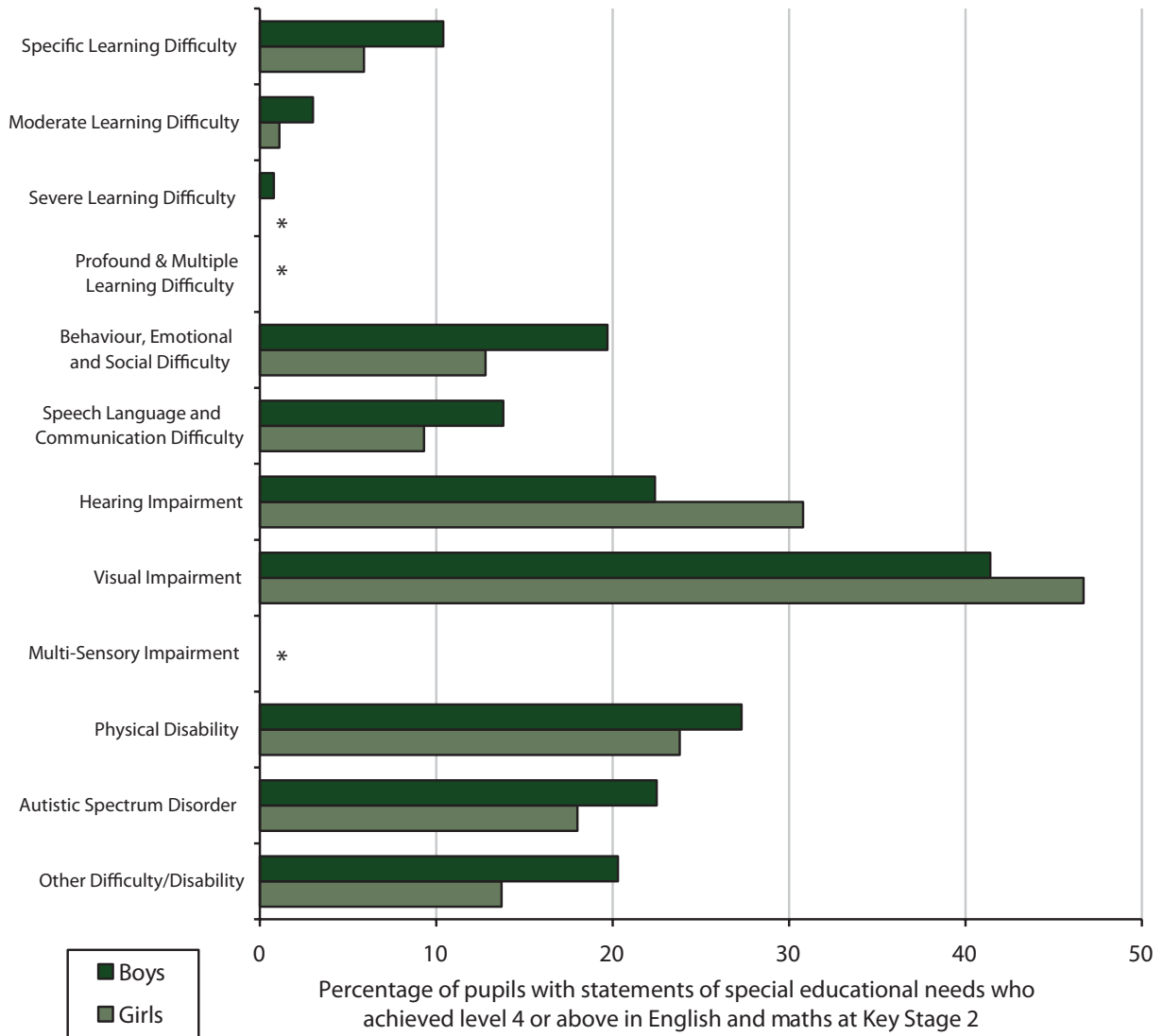


\* The boys percentage for profound and multiple learning difficulties was not displayed as fewer than six pupils achieved the qualification in the group. The girls percentage for profound and multiple learning difficulties was zero.

Figure 2.10 shows that for pupils at School Action Plus, boys were most likely to have achieved the expected level in both English and maths at KS2 if they had a visual impairment (58.0 per cent). Girls were also most likely to achieve the level if they had a visual impairment (60.1 per cent). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers.

Figure 2.11 shows the percentage of boys and girls with statements that achieved the expected level in both English and maths at KS2 in 2009, by primary type of need. Web based Table 2.8 contains the percentages used in Figure 2.11.

**Figure 2.11: Percentage of pupils with statements who achieved the expected level in both English and maths at Key Stage in 2009 by primary type of need and gender**



\* The boys percentage for multi-sensory impairments and the girls percentages for severe learning difficulties, profound and multiple learning difficulties and multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

Figure 2.11 shows that both boys and girls with statements were most likely to achieve the expected level in both English and maths at KS2 if they had visual impairments (41.4 per cent and 46.7 per cent respectively). A number of the primary need groups had low numbers achieving the expected level so caution should be used with these findings. Web based Table 2.8 shows the actual numbers.

49 How do the achievements compare between pupils with and without special educational needs?

### Differences in Key Stage 2 attainment by ethnic group and provision for need for need

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

Figure 2.12 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and ethnic origin. Web based Table 2.8 contains the percentages used in Figure 2.12.

**Figure 2.12: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and ethnic origin**

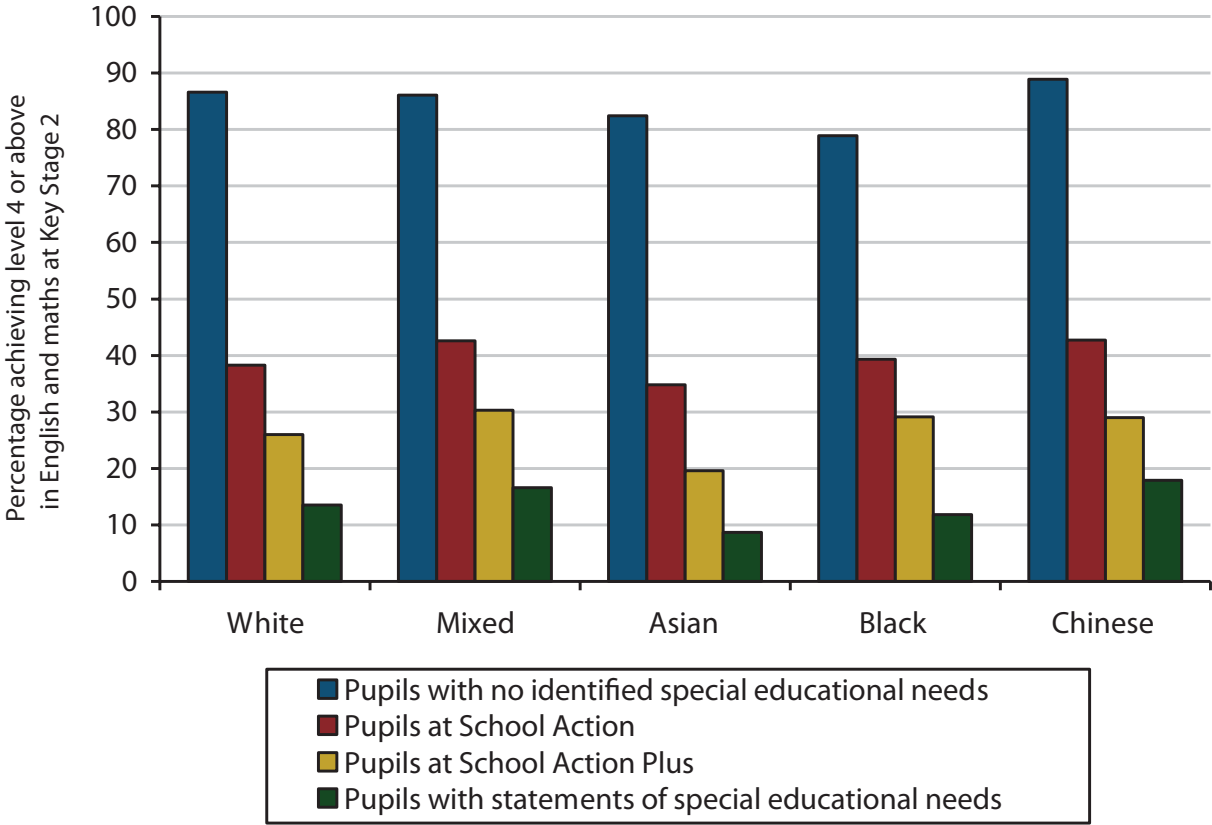


Figure 2.12 shows that, of the pupils with no special educational needs, Chinese pupils were most likely to achieve the expected level in both English and maths at KS2, while black pupils with no special educational needs were least likely to achieve the expected level. At School Action, mixed race and Chinese pupils were most likely to achieve the expected level in both English and maths, while at School Action Plus, mixed race pupils were most likely to achieve the expected level. Of the pupils with statements, Chinese pupils were most likely to achieve this level. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve the expected level.

### Differences in Key Stage 2 attainment by ethnic origin and primary type of need

Web based Table 2.8 shows the percentages of pupils that achieved the expected level in both English and maths at KS2, by ethnic origin and primary type of special educational need for pupils at School Action Plus or with statements.

### Differences in Key Stage 2 attainment by free school meals eligibility and provision for need

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

Figure 2.13 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and free school meals eligibility. Web based Table 2.8 contains the percentages used in Figure 2.13.

**Figure 2.13: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and free school meal eligibility**

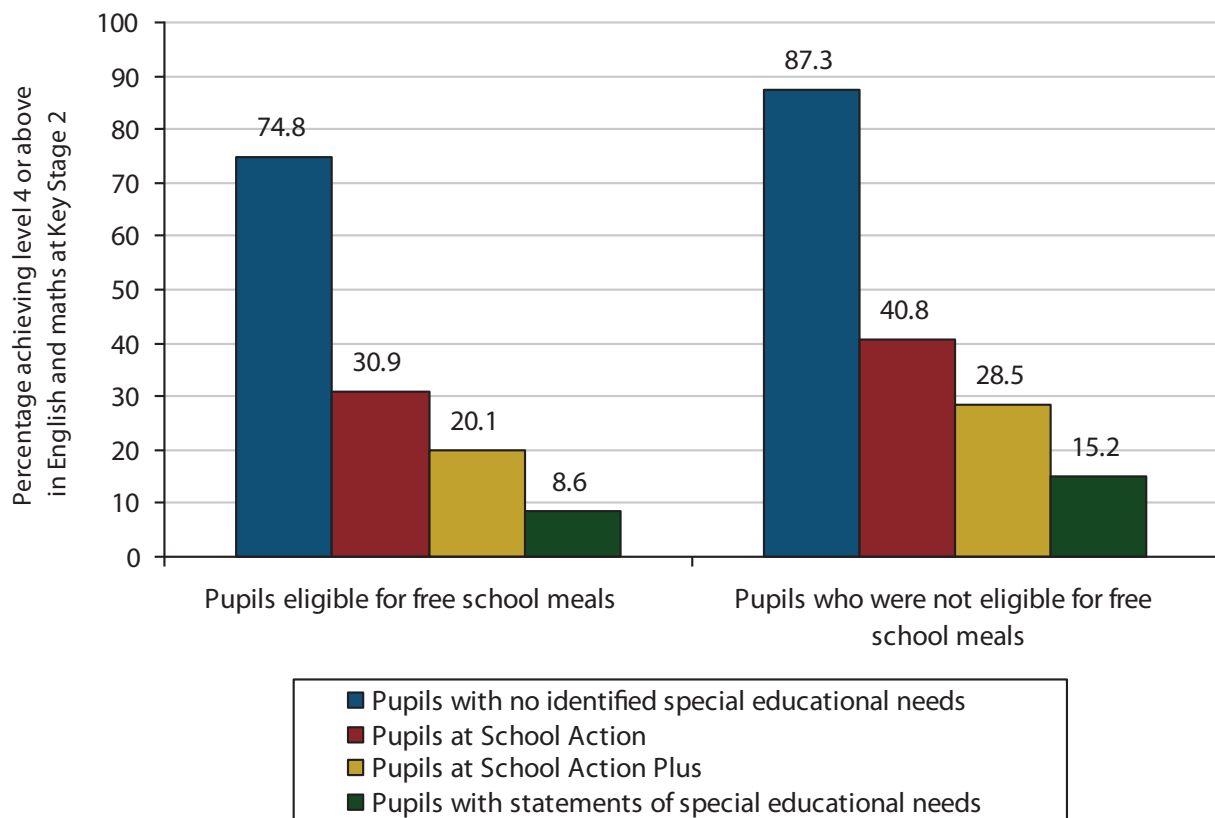


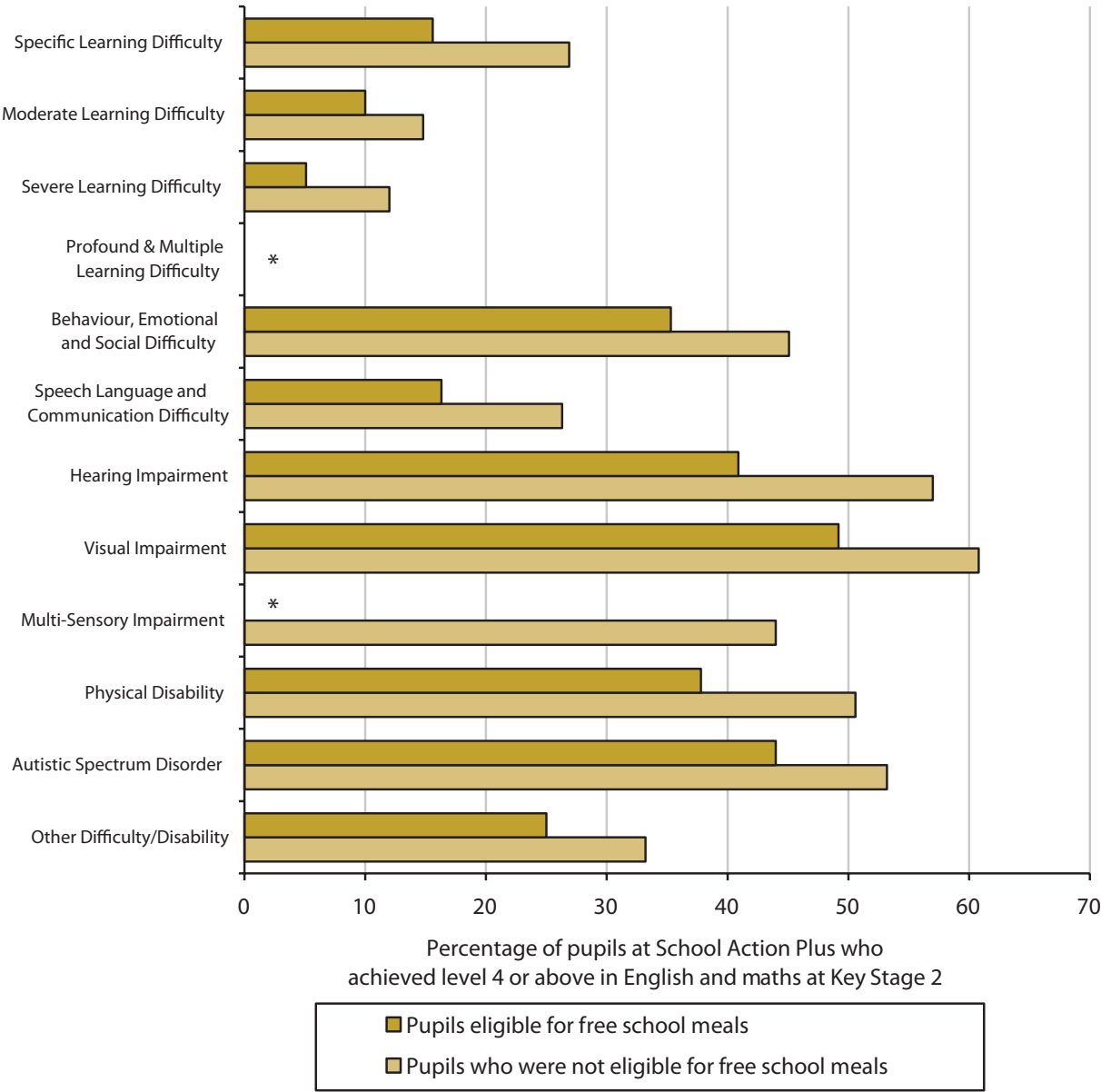
Figure 2.13 shows that pupils who were eligible for free school meals were less likely to achieve the expected level in both English and maths at KS2, compared to pupils who were not eligible for free school meals. This was shown for each provision for special educational need with the widest gap occurring amongst pupils with no special educational needs and the narrowest gap occurring for pupils with statements.

**51** How do the achievements compare between pupils with and without special educational needs?

**Differences in Key Stage 2 attainment by free school meals eligibility and primary type of special educational need**

Figure 2.14 shows the percentage of pupils at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need and whether they were eligible for free school meals. Web based Table 2.8 contains the percentages used in Figure 2.14.

**Figure 2.14: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and free school meals eligibility**



\* The percentage for profound and multiple learning difficulties who were eligible for free school meals was zero and the percentage for those not eligible for free school meals in this group was not displayed along with the percentage for multi-sensory impairments who were eligible for free school meals as fewer than six pupils achieved the qualification in these groups.

Figure 2.14 shows that pupils at School Action Plus who had visual impairments were most likely to achieve the expected level in both English and maths, regardless of free schools eligibility. 60.8 per cent of pupils at School Action Plus that had visual impairments who were not eligible for free school meals achieved the expected level compared to 49.2 per cent of those eligible for free school meals. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers as well as figures for those with statements.

### Differences in Key Stage 2 attainment by first language and provision for need

**Chapter 1** looked at the number of pupils with special educational needs by whether their first language was English and this section of **Chapter 2** looks at their attainment.

Figure 2.15 shows the percentage of pupils that achieved the expected level in both English and maths at KS2 in 2009 by provision for need and first language. Web based Table 2.8 contains the percentages used in Figure 2.15.

**Figure 2.15: Percentage of pupils who achieved the expected level in both English and maths at Key Stage 2 in 2009 by provision for need and first language**

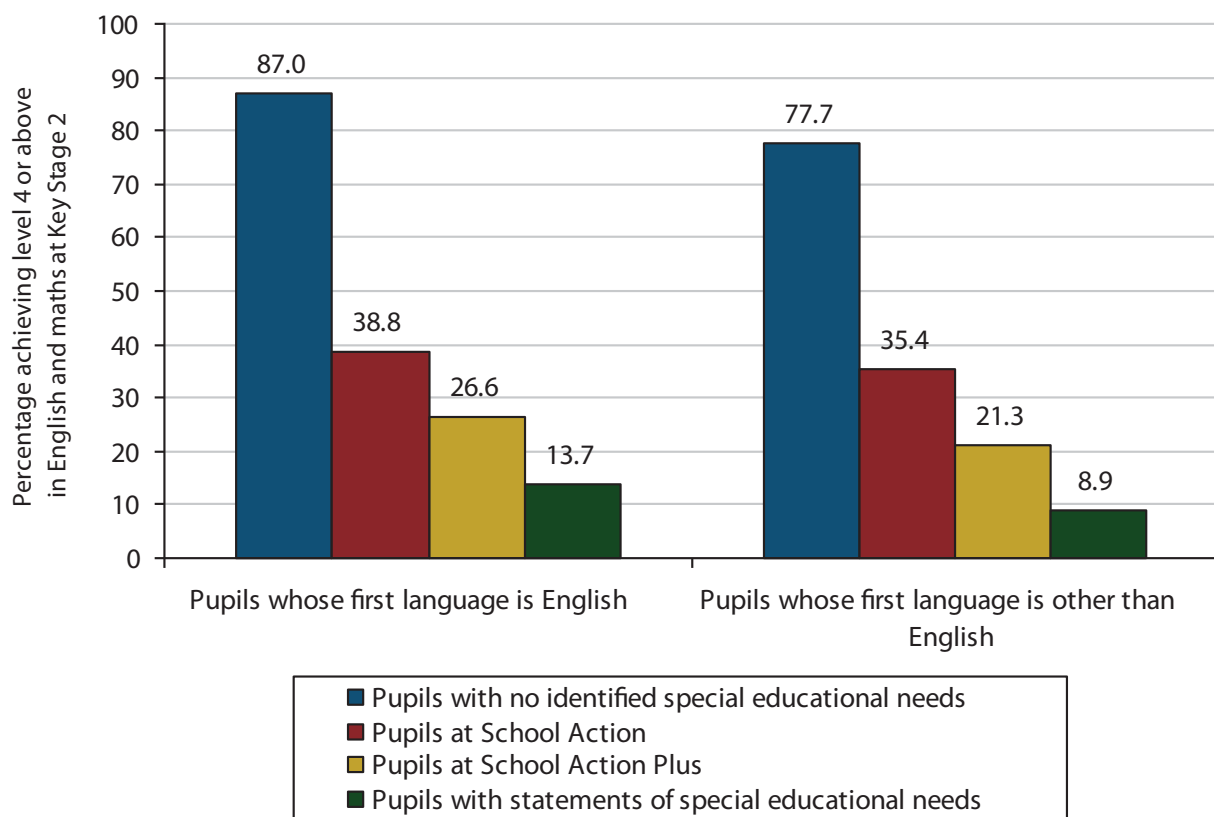


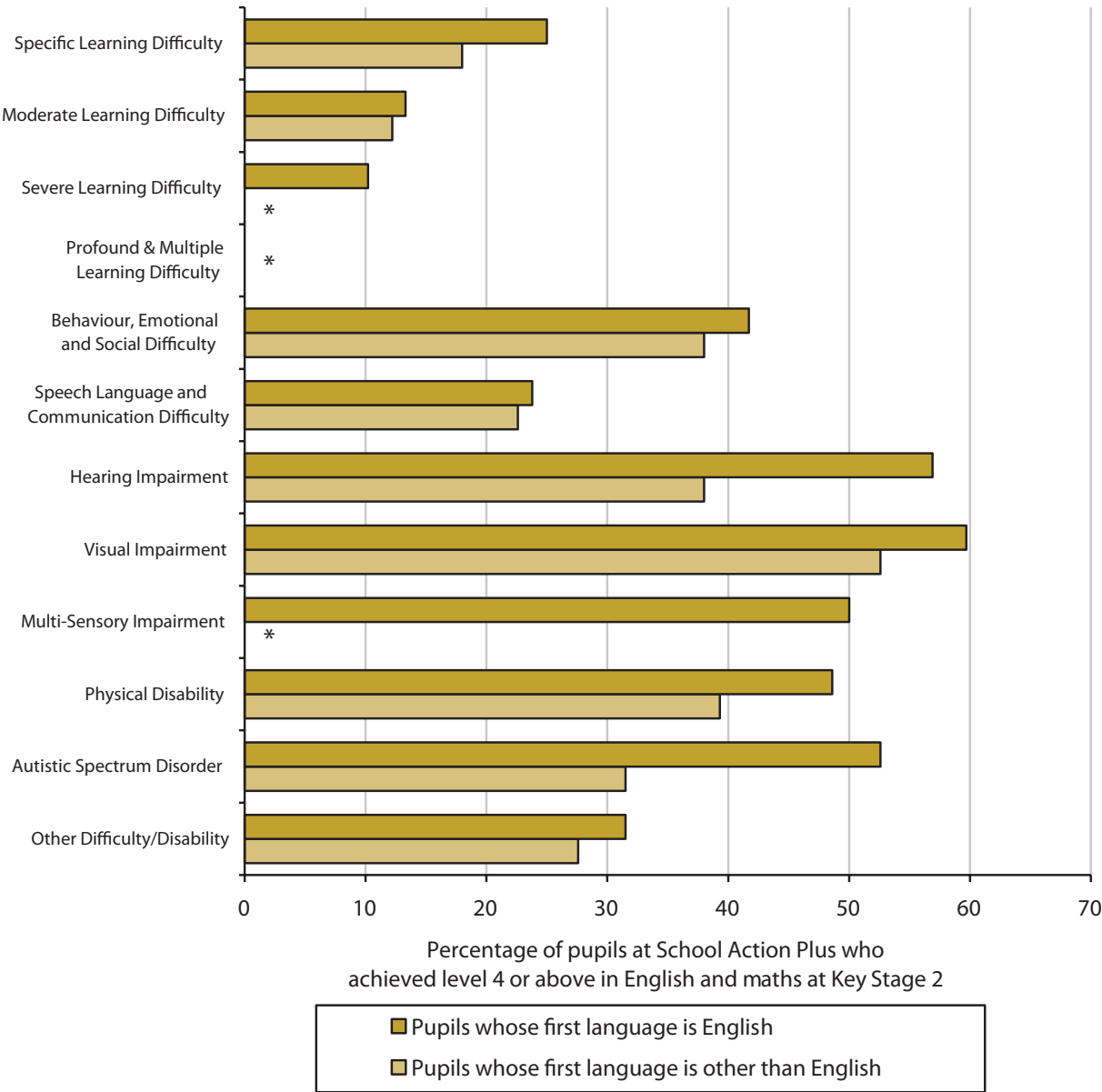
Figure 2.15 shows that pupils whose first language was English were more likely to achieve the expected level in both English and maths at KS2, compared to pupils whose first language was other than English. This was shown for each provision for special educational need with the widest gap occurring amongst pupils with no special educational needs and the narrowest gap occurring for pupils at School Action.

**53** How do the achievements compare between pupils with and without special educational needs?

**Differences in Key Stage 2 attainment by first language and primary type of special educational need**

Figure 2.16 shows the percentage of pupils at School Action Plus that achieved the expected level in both English and maths at KS2 in 2009 by primary type of need and their first language. Web based Table 2.8 contains the percentages used in Figure 2.16.

**Figure 2.16: Percentage of pupils at School Action Plus who achieved the expected level in both English and maths at Key Stage 2 in 2009 by primary type of need and first language**



\* The percentages for severe learning difficulties and multi-sensory impairments whose first language was other than English and the percentage for profound and multiple learning difficulties whose first language was English were not displayed as fewer than six pupils achieved the qualification in these groups. The percentage for profound and multiple learning difficulties whose first language was other than English was zero.

Figure 2.16 shows that of the pupils at School Action Plus, those who had visual impairments were most likely to achieve the expected level in English and maths at KS2, regardless of first language. 59.7 per cent of pupils at School Action Plus that had visual impairments whose first language was English achieved the expected level compared to 52.6 per cent of those whose first language was other than English. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.8 shows the actual numbers as well as figures for those with statements.

Web based Tables 2.2, 2.5 and 2.11 show similar attainment by characteristic findings in each of the three separate subjects of English, maths and science.

### **Regional and local authority level KS2 attainment analysis**

Regional and local authority level figures for the proportion of pupils with special educational needs achieving the expected level at KS2 can be found in web based Tables 2.3, 2.6, 2.9 and 2.12.

### **KS2 attainment of looked after children with special educational needs**

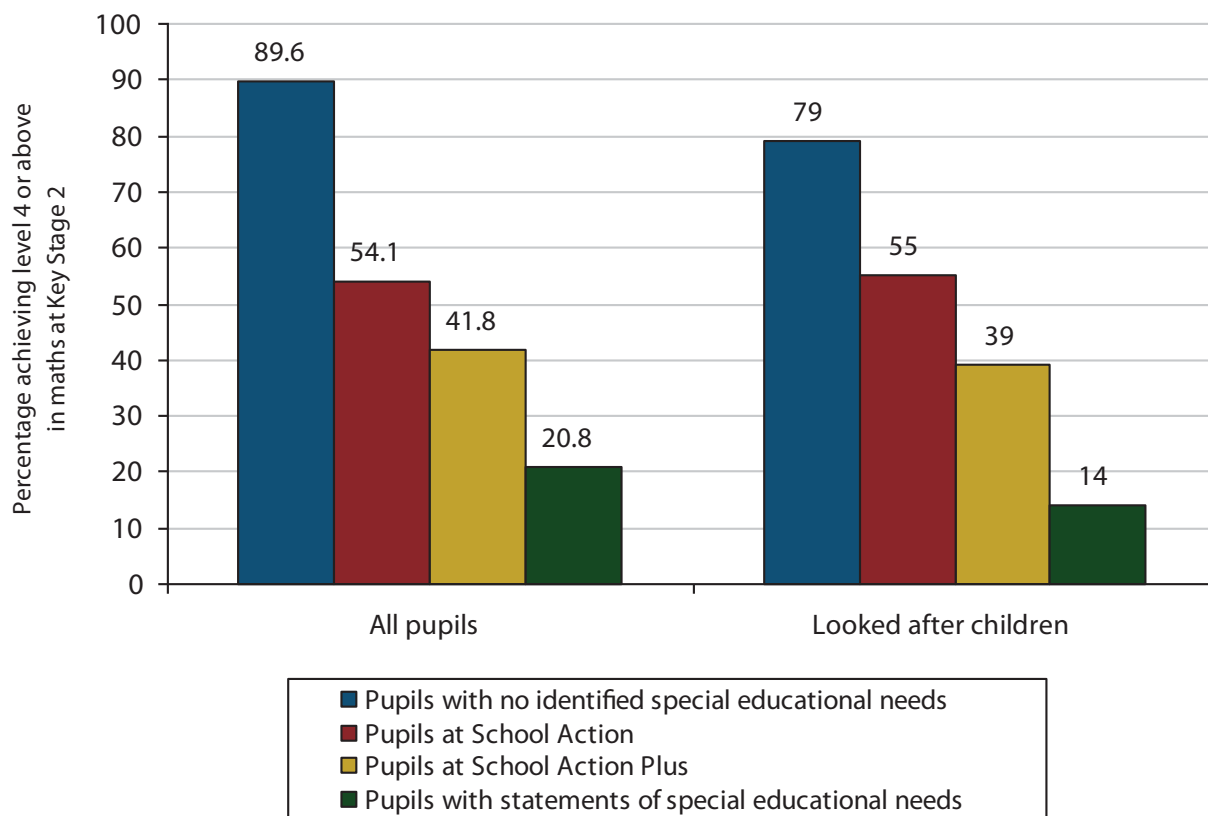
**Chapter 1** looked at the number of looked after children with special educational needs and this section of **Chapter 2** looks at their attainment.

Figure 2.17 shows experimental statistics for the percentages of children looked after for at least 12 months at 31 March 2009 that achieved the expected level in maths at KS2 in 2009. Web based Table 2.13 contains the looked after children data which was used to produce Figure 2.17, while the figures for all pupils were taken from web based Table 2.4. These figures are experimental in nature so caution should be used when interpreting them.



## 55 How do the achievements compare between pupils with and without special educational needs?

**Figure 2.17: Percentage of all pupils and children looked after for at least 12 months at 31 March 2009 that achieved the expected level in maths at Key Stage 2 in 2009 by provision for special educational need**



Children looked after for at least 12 months at 31 March 2009 were generally slightly less likely to achieve the expected level at KS2 maths compared to all pupils, for each provision of special educational need, except those at School Action, where looked after children were slightly more likely to achieve expected standards. It should be noted that the findings from chapter 1 showed that around 80 per cent of all pupils had no special educational needs compared to 24 per cent of children looked after for at least one year. This should be taken into consideration when comparing the attainment data of all pupils and looked after children with special educational needs.

### P scales

P scales are a set of descriptions for recording the achievement of pupils with learning difficulties. They outline attainment for pupils with Special Educational Needs working below Level 1 of the National Curriculum. P Scales data are returned at the end of Key Stages 1, 2 and 3 and schools use them to report the achievements of these children in the core subjects of English, mathematics and science.

The P scales are split into eight different levels with P1 being the lowest and P8 the highest. Level P8 leads into National Curriculum level 1. Levels P1 to P3 are not subject-specific, as they describe early learning and conceptual development, and these levels are further split into two half-levels. More detailed information on P scales can be found in **Data Annex 2**.

## How do the achievements compare between pupils with and without special 56 educational needs?

**Table 1: Number of pupils with SEN assessed as working towards Level 1 at Key Stage 2 in 2009<sup>1, 2, 5, 6, 7</sup>**

<b>Teacher assessments for SEN pupils operating below the level of the tests</b>									
<b>P scale<sup>3</sup></b>	P1i / P1ii	P2i / P2ii	P3i / P3ii	P4	P5	P6	P7	P8	Number of pupils
<b>English</b>									
English (lower)	6	9	138	.	.	.	.	.	153
Speaking	.	.	.	379	327	357	368	436	1,867
Listening	.	.	.	276	295	356	446	510	1,883
Reading	.	.	.	324	318	359	416	574	1,991
Writing	.	.	.	440	356	417	365	469	2,047
<b>Total number of pupils on P scales (English)</b>									<b>2,192</b>
<b>Mathematics</b>									
Mathematics (lower)	5	11	103	.	.	.	.	.	119
Using and applying	.	.	.	284	300	358	465	484	1,891
Number	.	.	.	264	239	312	465	582	1,862
Shape, space & measures	.	.	.	254	331	396	371	525	1,877
<b>Total number of pupils on P scales (Mathematics)</b>									<b>1,963</b>
<b>Science</b>	15	62	94	323	385	428	446	447	<b>2,200</b>
<b>All subjects<sup>4</sup></b>									<b>2,968</b>

1. Table 1 includes pupils awarded 'W' in their teacher assessment and A, B, N or T for the test.
2. Figures are based on final data from the National Pupil Database (NPD).
3. Figures for the two levels within P1, P2 and P3 (e.g. P1i and P1ii) have been aggregated due to low numbers.
4. Pupils may have been assessed as working towards Level 1 for one, two or all three subjects at Key Stage 2.
5. Table 1 covers maintained schools only, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools.
6. P Scales, whilst not mandatory for anyone, are only expected to be used for pupils with SEN. Hence, pupils with no recorded SEN in the NPD have been excluded from these figures.
7. P Scales guidance states that they should not be used for pupils with English as an Additional Language (EAL) unless they have SEN recorded. Hence, pupils with "EAL" included as a P Scales value in the NPD have been excluded from these figures.

When it is not possible to report a certain P scale level for a specific subject a dot (.) has been included in Table 1.

Table 1 shows that about 3,000 pupils with SEN were identified by maintained schools as working towards Level 1 of Key Stage 2 in at least one subject in 2009. Pupils were least likely to be identified as working below Level 1 in Key Stage 2 mathematics.

**57** How do the achievements compare between pupils with and without special educational needs?

## Attainment at Key Stage 4

### Key findings at Key Stage 4

Overall, 16.5 per cent of pupils with special educational needs achieved the expected level at KS4 in 2009, compared to 61.3 per cent for those with no special educational needs. Pupils with visual impairments were most likely, of all the primary types of special educational need, to achieve the Level 2 threshold including English and maths at KS4 in 2009.

#### Gender

Girls (62.7 per cent) were more likely than boys (59.8 per cent) to achieve Level 2 including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve the Level 2 threshold including English and maths if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve this level if they had statements.

#### First language

Pupils with no special educational needs and those with statements whose first language was English were more likely to achieve the Level 2 threshold including English and maths at KS4 in 2009, compared to pupils whose first language was other than English. However, pupils at School Action and School Action Plus were more likely to achieve this level if their first language was other than English.

#### Looked after children with special educational needs

Children looked after for at least 12 months at 31 March 2009 were less likely to achieving the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision.

Key Stage 4 (KS4) refers to the stage of the National Curriculum for pupils aged between 14 and 16 years (school year groups 10 and 11). The findings in this section refer to pupils who were at the end of KS4 (mainly those who were 16 years old) in the academic year 2008/09, who had a provision for special educational needs (School Action, School Action Plus or statements) in the January of that year. There are also occasional references to the corresponding figures for 2008. Pupils were assessed in a range of GCSE subjects or equivalent qualifications. The level of attainment expected for pupils at the end of KS4 is Level 2 (i.e. at least five A\* to C GCSE grades or equivalent). Many of the headline statistics in this section refer to Level 2 including English and maths (i.e. at least five A\* to C GCSE grades or equivalent including English and maths).

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

Figure 2.18 shows the percentage of pupils that achieved the Level 2 threshold including English and maths in academic years 2007/08 and 2008/09 by provision for need. Web based Table 2.14 contains the percentages used in Figure 2.18. This table also shows a breakdown by other KS4 attainment levels in 2008 and 2009, as well as the percentage achieving the Level 2 threshold including English and maths.

**Figure 2.18: Percentage of pupils that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2008 and 2009 by provision for special educational need**

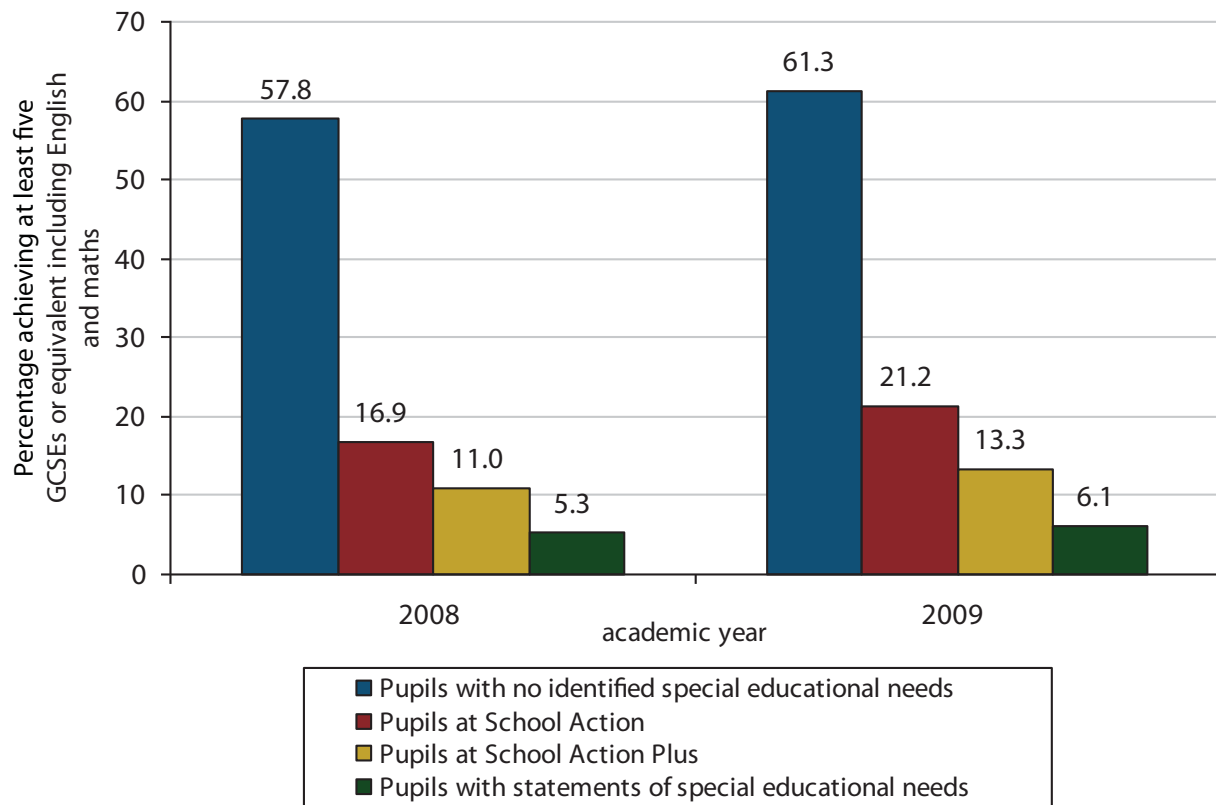


Figure 2.18 shows that pupils without special educational needs were more likely to achieve the Level 2 threshold including English and maths at KS4 compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs. Overall, 16.5 per cent of pupils with special educational needs achieved the Level 2 threshold including English and maths at KS4, compared to 61.3 per cent for those with no special educational needs. All groups improved between 2008 and 2009.

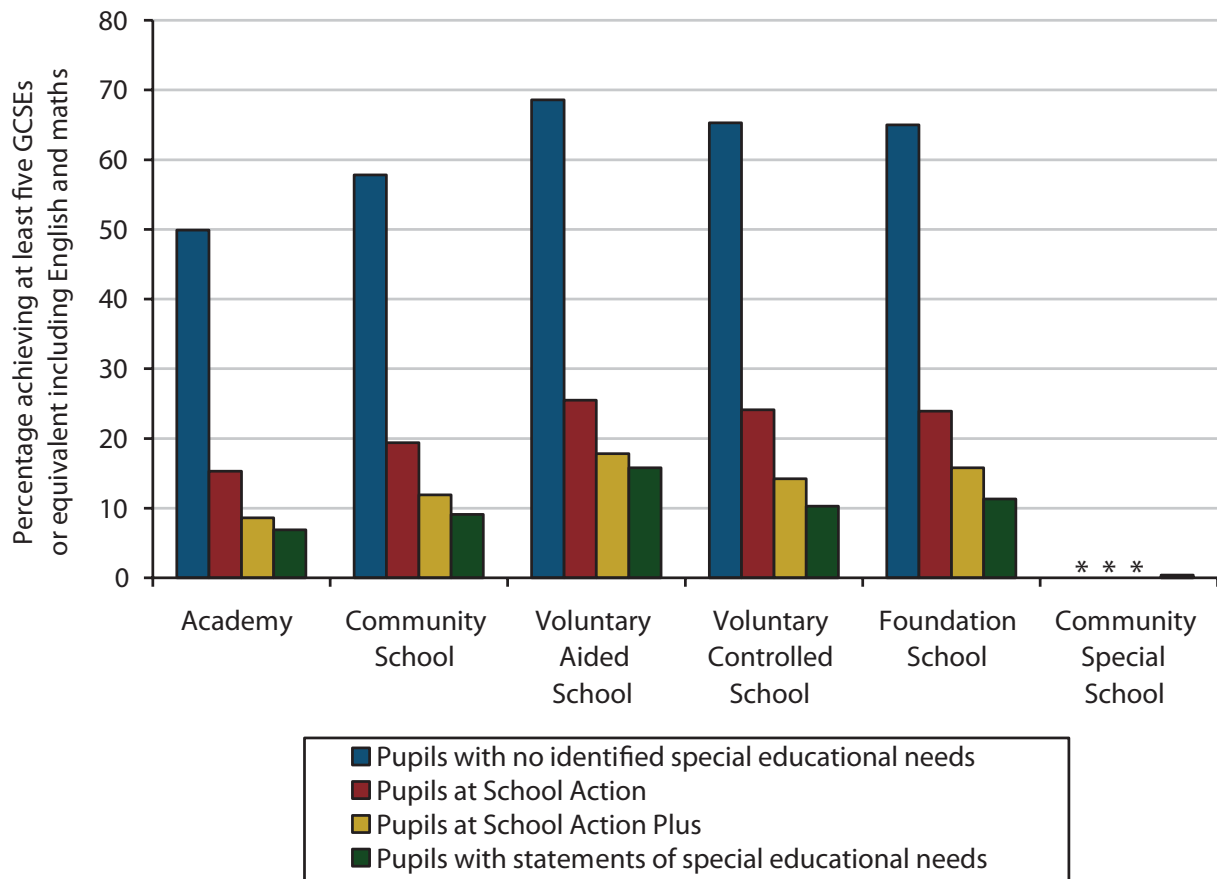
### **Attainment at Key Stage 4 by school type and provision for need**

Figure 2.19 shows the percentage of pupils at each of the provisions of special educational needs that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by school type for pupils in maintained schools. As with the section in Key Stage 2, this consists of those pupils attending one of the following: academies, community school, voluntary aided school, voluntary controlled school, foundation school, city technology college, community special school or foundation special schools. Web based Table 2.16 shows the data used to produce Figure 2.19.

Pupils were most likely to achieve the Level 2 threshold including English and maths at KS4 in 2009 at voluntary aided schools, regardless of their special educational need provision.

**59** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.19: Percentage of pupils that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by school type and provision for special educational need**

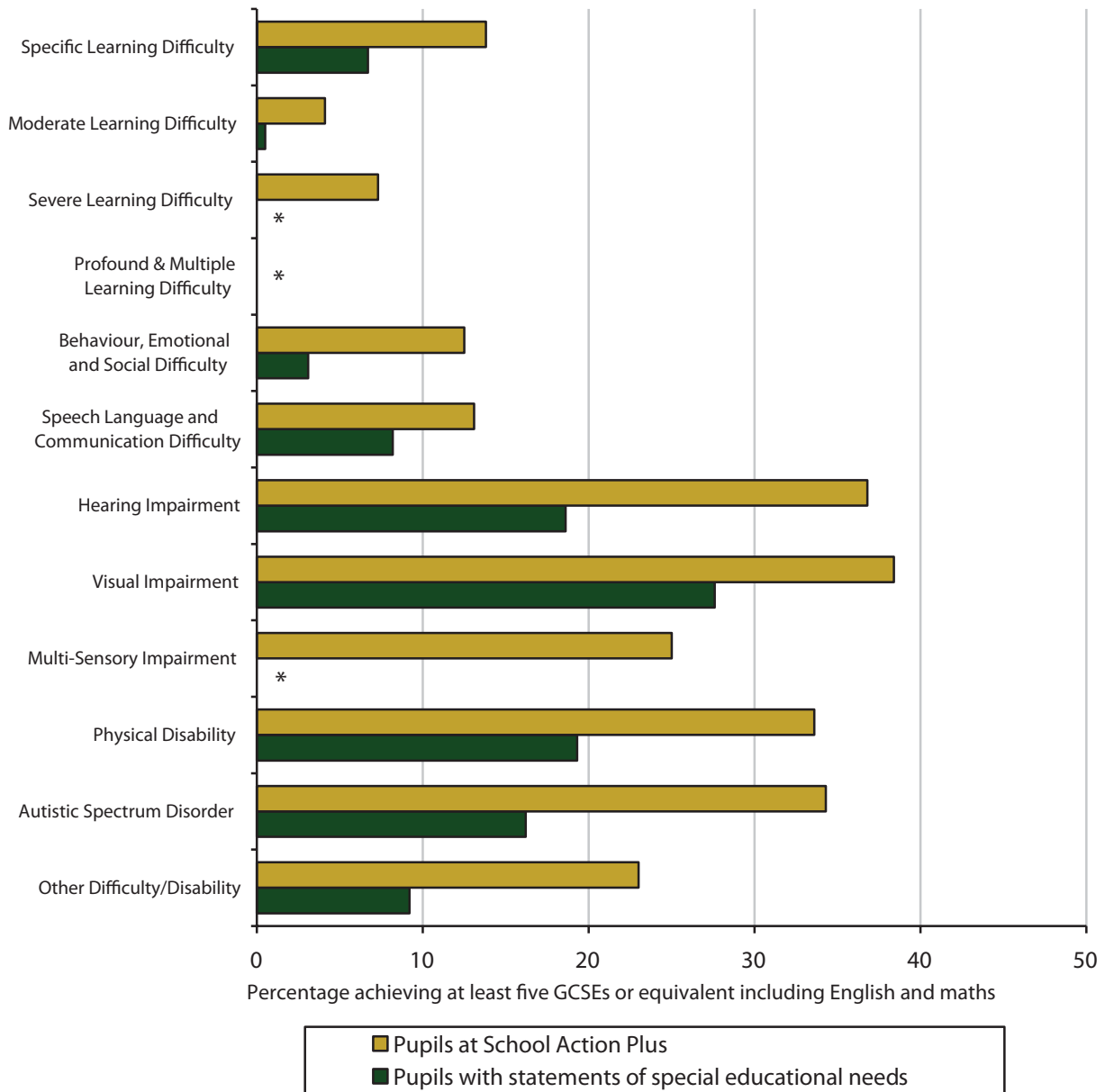


\* Percentages not shown due to very small numbers of pupils.

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

Figure 2.20 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need. See web based Table 2.15 for data.

**Figure 2.20: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need**



\* The percentages for severe learning difficulties and multi-sensory impairments in the statements group were not displayed as fewer than six pupils achieved the qualification in the group. Both percentages for profound and multiple learning difficulties were also not displayed for the same reason.

Figure 2.20 shows that pupils with visual impairments were most likely to achieve the Level 2 threshold including English and maths at KS4 (38.4 per cent for those at School Action Plus and 27.6 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the group. Web based Table 2.15 shows the actual numbers.

**61** How do the achievements compare between pupils with and without special educational needs?

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

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

Figure 2.21 shows the percentage of boys and girls that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need. Web based Table 2.15 contains the percentages used in Figure 2.21.

**Figure 2.21: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and gender**

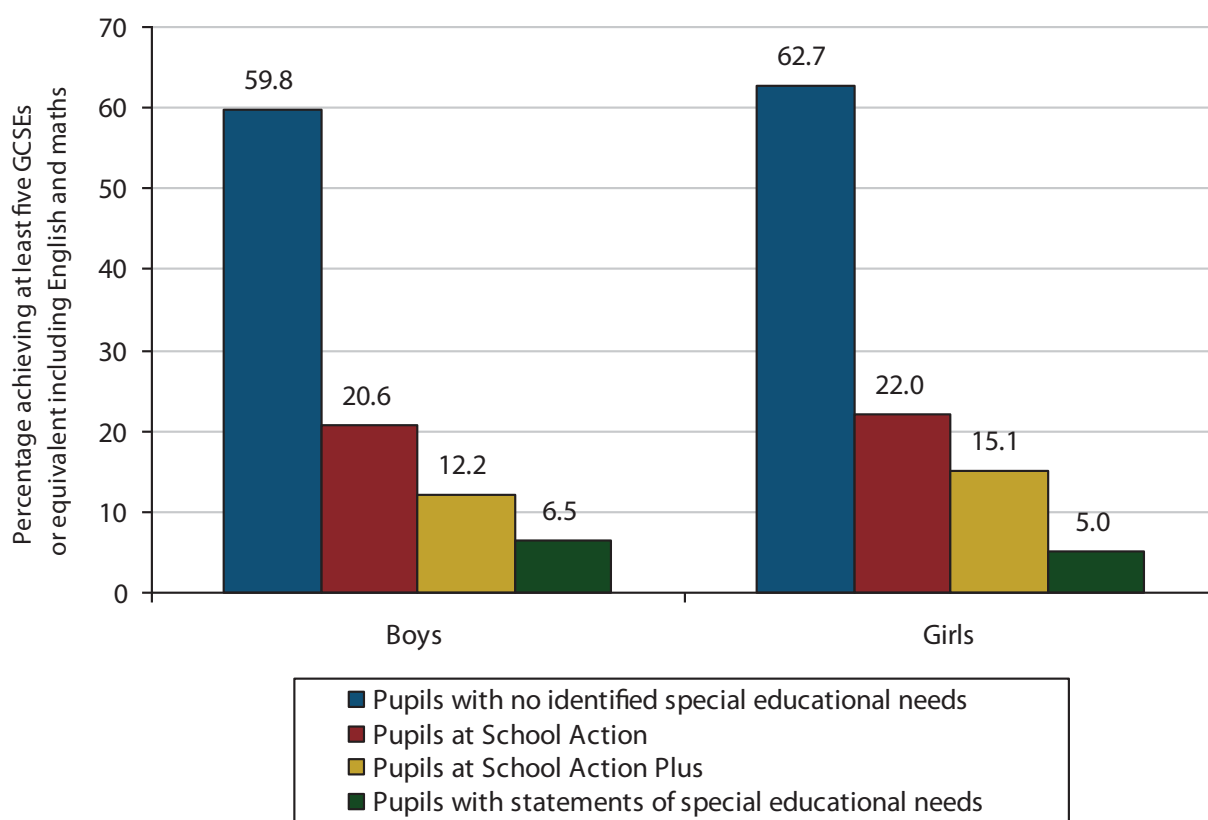
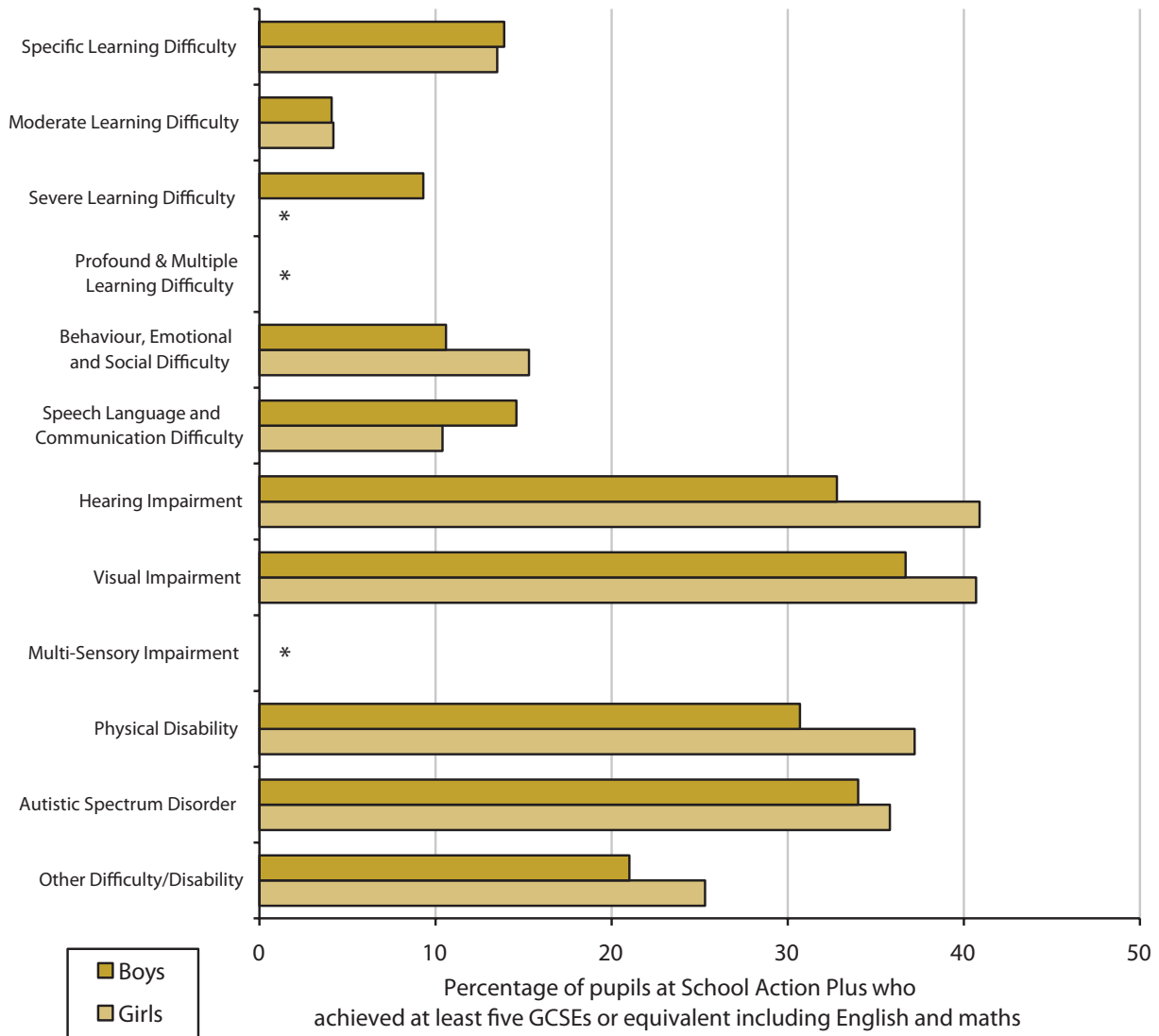


Figure 2.21 shows that girls (62.7 per cent) were more likely than boys (59.8 per cent) to achieve the Level 2 threshold including English and maths at KS4 if they had no special educational needs. Girls were also more likely than boys to achieve this level if they were at School Action or School Action Plus. However, boys were more likely than girls to achieve the Level 2 threshold including English and maths if they had statements, where 6.5 per cent of boys achieved this level at KS4 compared to 5.0 per cent of girls.

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

Figure 2.22 shows the percentage of boys and girls at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need. Web based Table 2.15 contains the percentages used in Figure 2.22.

**Figure 2.22: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and gender**



\* Both percentages for multi-sensory impairment as well as the girls percentages for severe learning difficulties and profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

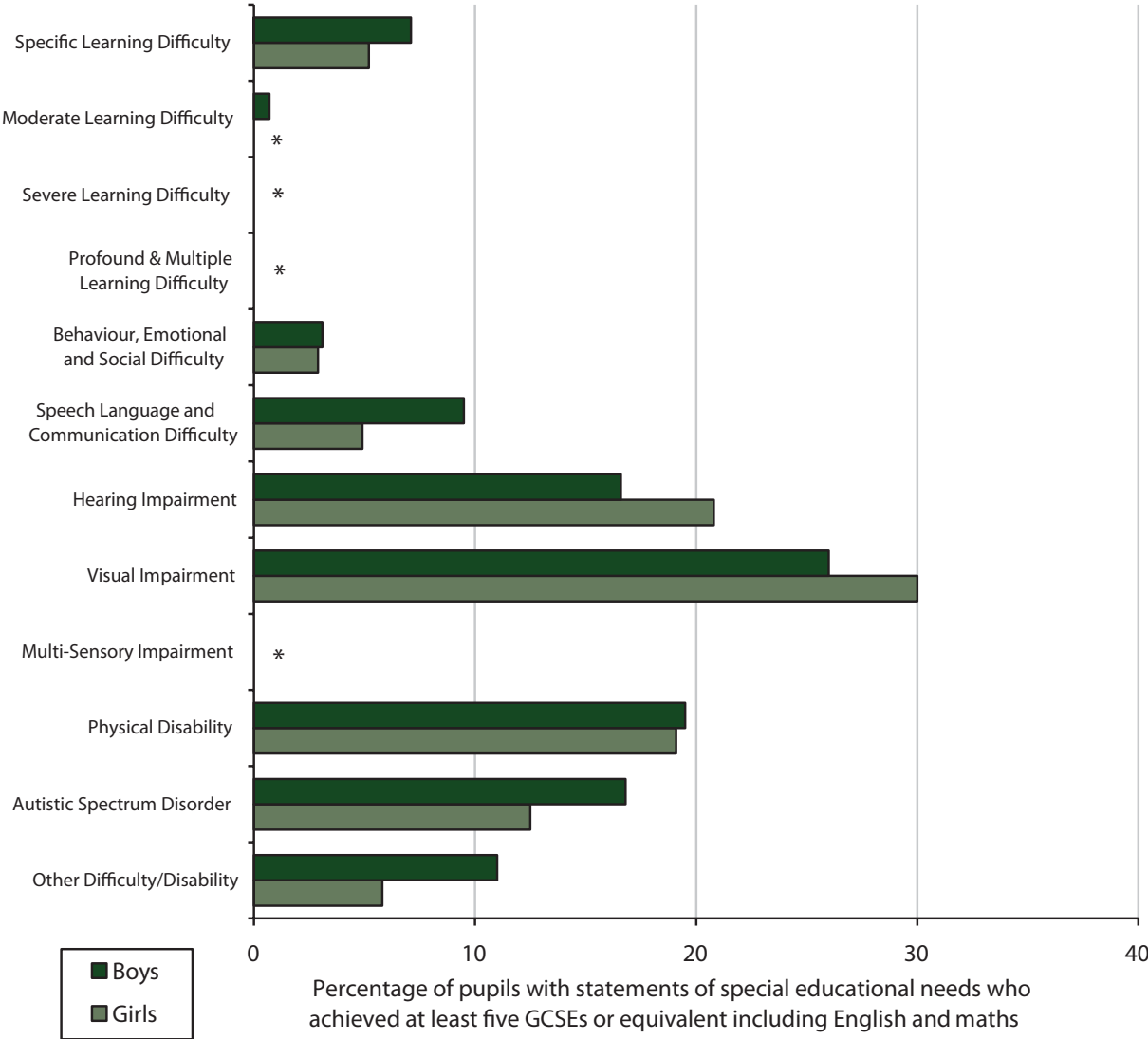
Figure 2.22 shows that boys at School Action Plus were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had visual impairments (36.7 per cent). Girls were most likely to achieve the level if they had hearing impairments (40.9 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

Figure 2.23 shows the percentage of boys and girls with statements that achieved the Level 2 threshold including English and maths at KS4 in 2009, by primary type of need. Web based Table 2.15 contains the percentages used in Figure 2.23.



**63** How do the achievements compare between pupils with and without special educational needs?

**Figure 2.23: Percentage of pupils with statements who achieved the Level 2 threshold including English and maths expected level at Key Stage 4 in 2009 by primary type of need and gender**



\* Both percentages for severe learning difficulties and multi-sensory impairments and the girls percentages for moderate learning difficulties and profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The boys percentage for profound and multiple learning difficulties was zero.

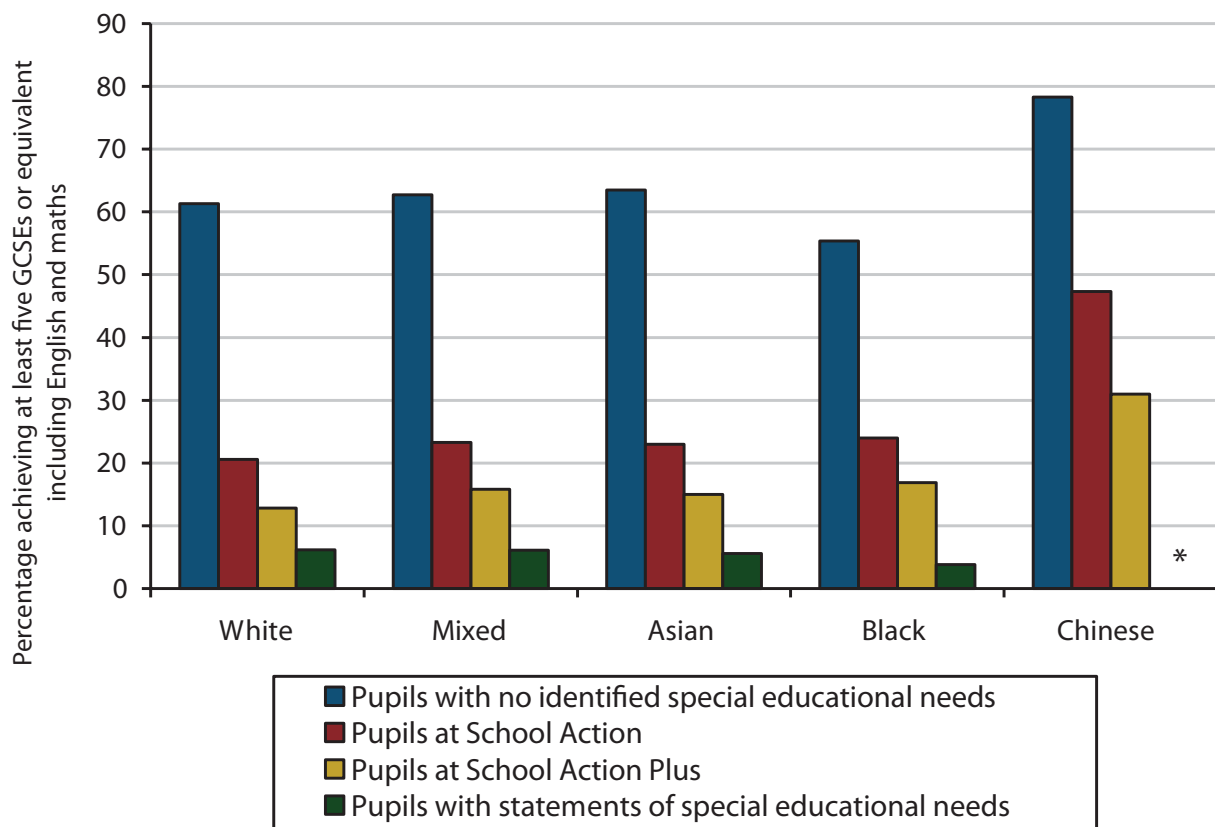
Figure 2.23 shows that boys and girls with statements were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had visual impairments (26.0 per cent and 30.0 per cent respectively). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

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

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

Figure 2.24 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and ethnic group. Web based Table 2.15 contains the percentages used in Figure 2.24.

**Figure 2.24: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and ethnic group**



\* The percentage for Chinese pupils with statements was not displayed as fewer than six pupils achieved the qualification in the group.

Figure 2.24 shows that Chinese pupils were most likely to achieve the Level 2 threshold including English and maths at KS4, regardless of their provision for special educational needs (apart from those with statements which has not been shown due to low numbers achieving this level). Of those with figures displayed for statements, white pupils were most likely to achieve the Level 2 threshold including English and maths (6.2 per cent).

Of the pupils with no special educational needs, black pupils were least likely to achieve the Level 2 threshold including English and maths at KS4 (55.4 per cent). White pupils were least likely to achieve the level at School Action (20.6 per cent) and School Action Plus (12.8 per cent).

65 How do the achievements compare between pupils with and without special educational needs?

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

Web based Table 2.15 shows the percentages of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by ethnic group and primary type of special educational need for pupils at School Action Plus or with statements.

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

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

Figure 2.25 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and free school meals eligibility. Web based Table 2.15 contains the percentages used in Figure 2.25.

**Figure 2.25: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and free school meal eligibility**

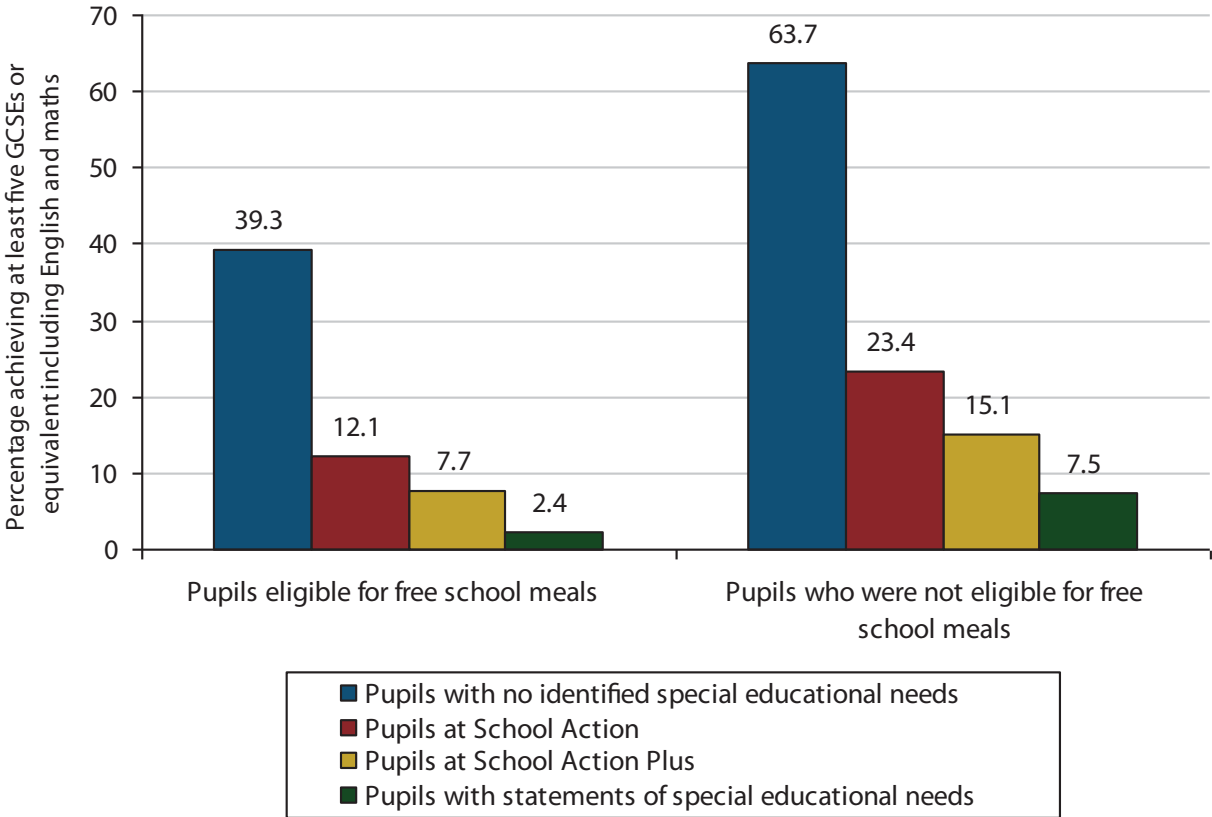
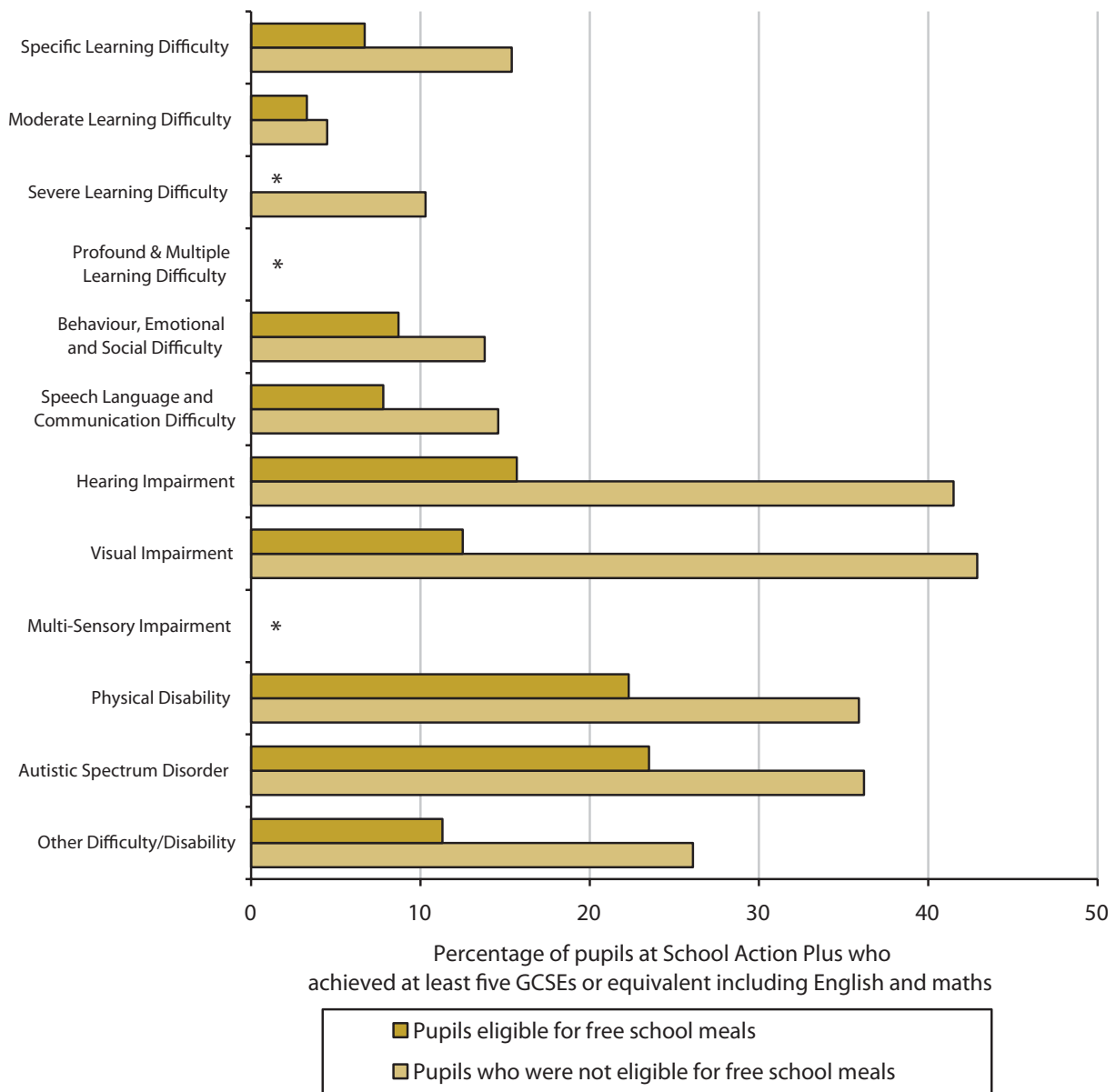


Figure 2.25 shows that pupils who were eligible for free school meals were less likely to achieve the Level 2 threshold including English and maths at KS4, compared to pupils who were not eligible for free school meals regardless of provision of need.

### Differences in Key Stage 4 attainment by free school meals eligibility and primary type of special educational need

Figure 2.26 shows the percentage of pupils at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need and whether they were eligible for free school meals. Web based Table 2.15 contains the percentages used in Figure 2.26.

**Figure 2.26: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and free school meals eligibility**



\* Both percentages for multi-sensory impairments as well as the percentage who were not eligible for free school meals with profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the groups. The percentages for those with severe learning difficulties and profound and multiple learning difficulties who were eligible for free school meals were zero.

**67** How do the achievements compare between pupils with and without special educational needs?

Figure 2.26 shows that pupils at School Action Plus who were eligible for free school meals that had autistic spectrum disorder were most likely to achieve the Level 2 threshold including English and maths at KS4 (23.5 per cent). Of those at School Action Plus who were not eligible for free school meals, pupils who had visual impairments were most likely to achieve this level (42.9 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.15 shows the actual numbers.

The percentages of pupils with statements that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need, and whether they were eligible for free school meals can be found in web based Table 2.15. These have not been displayed graphically as there were a number of primary need types which would not have been displayed due to small numbers.

**Differences in Key Stage 4 attainment by first language and provision for need**

**Chapter 1** looked at the number of pupils with special educational needs by whether their first language was English and this section of **Chapter 2** looks at their attainment.

Figure 2.27 shows the percentage of pupils that achieved the Level 2 threshold including English and maths at KS4 in 2009 by provision for need and first language. Web based Table 2.15 contains the percentages used in Figure 2.27.

**Figure 2.27: Percentage of pupils who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for need and first language**

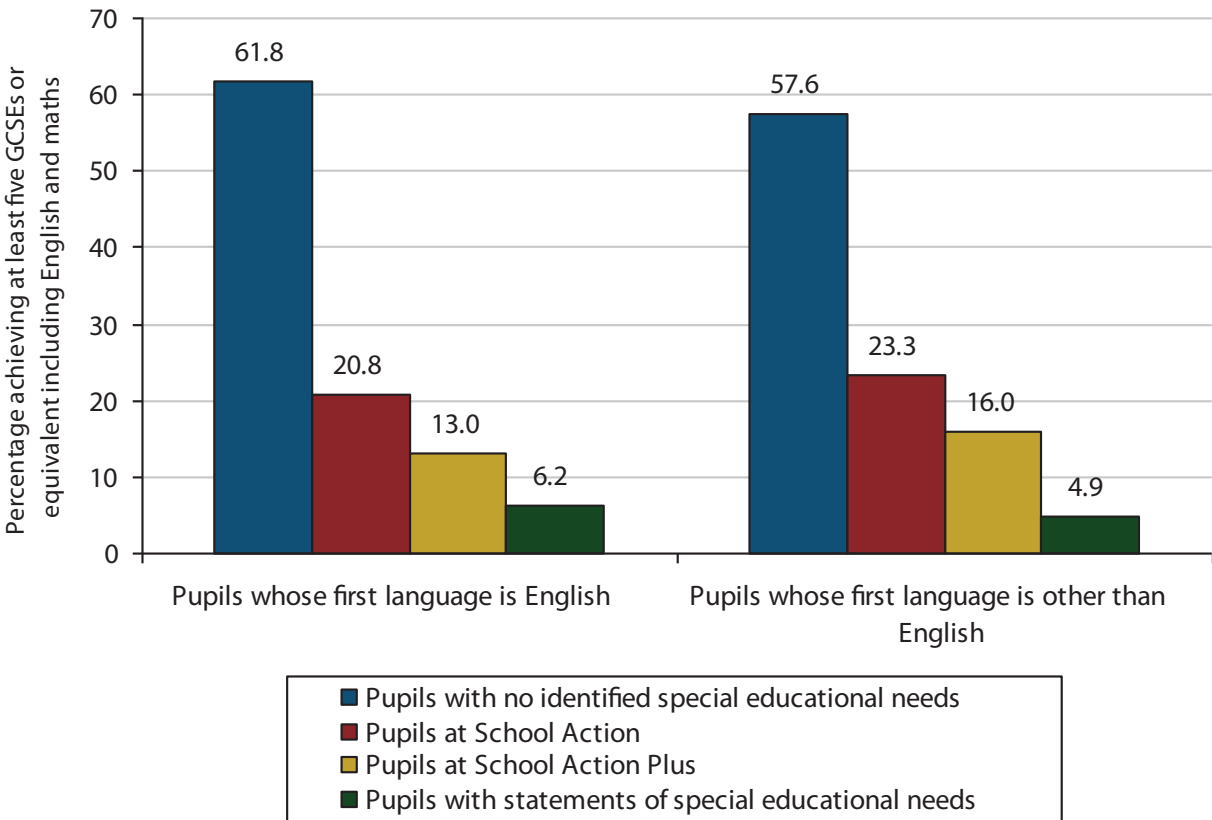
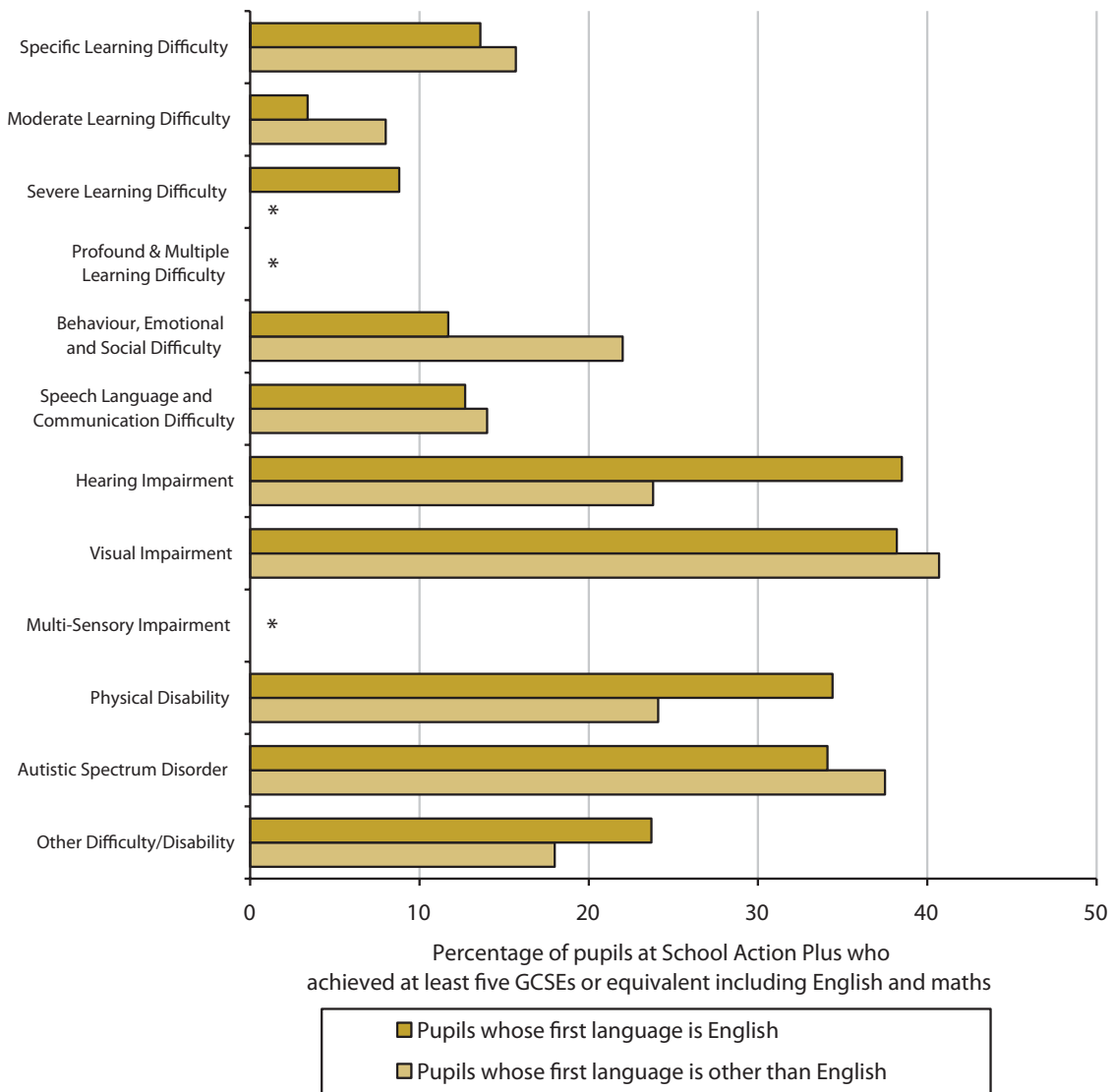


Figure 2.27 shows that pupils with no special educational needs and those with statements whose first language was English were more likely to achieve the Level 2 threshold including English and maths at KS4, compared to pupils whose first language was other than English. However, pupils at School Action and School Action Plus were more likely to achieve the expected level if their first language was other than English.

### Differences in Key Stage 4 attainment by first language and primary type of special educational need

Figure 2.28 shows the percentage of pupils at School Action Plus that achieved the Level 2 threshold including English and maths at KS4 in 2009 by primary type of need and their first language. Web based Table 2.15 contains the percentages used in Figure 2.28.

**Figure 2.28: Percentage of pupils at School Action Plus who achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by primary type of need and first language**



\* The percentages for multi-sensory impairments and the percentages for those with profound and multiple learning difficulties whose first language was English were not displayed as fewer than six pupils achieved the qualification in these groups. The percentages for severe learning difficulties and profound and multiple learning difficulties whose first language was other than English were zero.

## 69 How do the achievements compare between pupils with and without special educational needs?

Figure 2.28 shows that pupils at School Action Plus whose first language was English were most likely to achieve the Level 2 threshold including English and maths at KS4 if they had a hearing impairment. Of the pupils whose first language was other than English at School Action Plus, those with visual impairments were most likely to achieve this level. A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.15 shows the actual numbers as well as figures for those with statements.

### **Regional and local authority level KS4 attainment analysis**

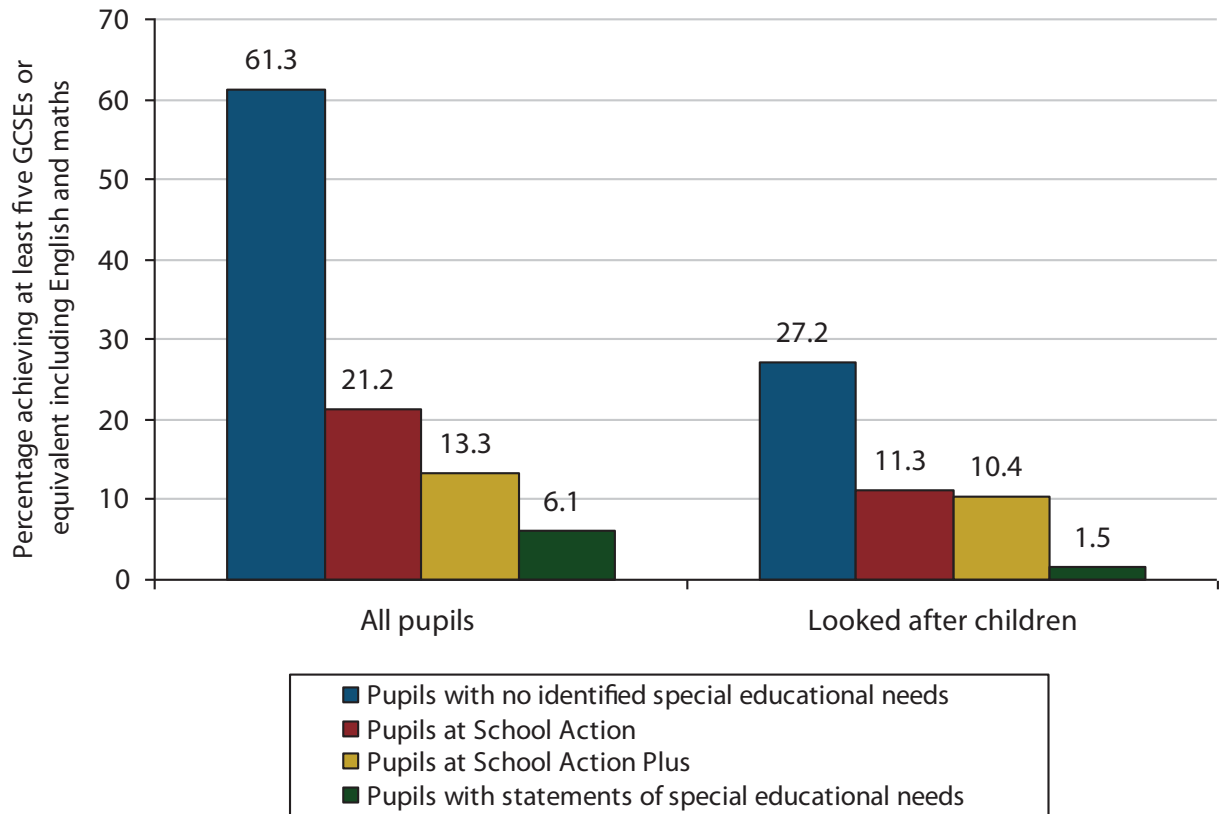
Regional and local authority level figures for the proportion of pupils with special educational needs achieving the level at KS4 can be found in web based Tables 2.17, 2.18 and 2.19.

### **KS4 attainment of looked after children with special educational needs**

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

Figure 2.29 shows experimental statistics for the percentages of children looked after for at least 12 months at 31 March 2009 that achieved the Level 2 threshold including English and maths at KS4 in 2009. Web based Table 2.20 contains the looked after children data which was used to produce Figure 2.29, while the figures for all pupils were taken from web based Table 2.14. These figures are experimental in nature so caution should be used when interpreting them.

**Figure 2.29: Percentage of all pupils and children looked after for at least 12 months at 31 March 2009 that achieved the Level 2 threshold including English and maths at Key Stage 4 in 2009 by provision for special educational need**



Children looked after for at least 12 months at 31 March 2009 were less likely to achieve the Level 2 threshold including English and maths at KS4 compared to all pupils, regardless of special educational need provision. When comparing Figure 2.29 to Figure 2.17, it can be seen that there is a larger attainment gap between Looked After Children and all pupils at KS4 than at KS2.



# Chapter 3 – Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?

## Introduction

In April 2008 a set of Local Authority Indicators was introduced. These indicators formed part of the previous government's set of National Indicators. Further information on these is available on the Communities and Local Government website via the following link: <http://www.communities.gov.uk/publications/localgovernment/nationalindicator>

This chapter looks at the three Local Authority Indicators which directly relate to children with special educational needs. One of the indicators concentrates on how timely Local Authorities are on issuing statements of special educational needs to their children requiring them. The remaining two indicators focus on the difference in educational attainment between pupils with special educational needs (pupils at School Action, School Action Plus or with statements of special educational needs) and those without. These two indicators help monitor the gap in attainment between the two groups of pupils.

See Data Annex 3 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>.

All numbers referring to the timeliness of statements being issued were submitted by Local Authorities to Communities and Local Government (CLG) and refer to the financial year.

All numbers referring to attainment which appear in this chapter were taken from the National Pupil Database (see Data Annex 3 for further details). Data were based on the academic year and special educational need provision was recorded at the start of the Key Stage. **Chapters 2, 4 and 5** contain further information on the attainment of pupils with special educational needs.

## Local Authority Indicator: Statements issued within 26 weeks

### Key findings

This Local Authority Indicator is composed of two components:

- On indicator A, 91% (16,000) of the 17,600 final statements of special educational needs in England in 2008-09 were issued within 26 weeks (excluding exception cases).
- On indicator B, 82% (21,400) of the 26,200 final statements in England in 2008-09 were issued within 26 weeks.

### Local Authority level analysis

On indicator A, Local Authority performance varied from 54% to 100%.

On indicator B, Local Authority performance varied from 30% to 100%.

There are some regional patterns evident with indicator B. London Local Authorities performed below average and this finding is replicated in some other urban areas (such as in the North East). In general, Local Authorities in the north of England tended to perform above average, especially Cumbria, Durham and Hartlepool. In general, large, more rural Local Authorities, tended to perform above average, especially in the South West and parts of the Midlands.

### Introduction to Local Authority Indicator on timeliness of statements

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

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

The rationale behind this indicator is to allow policy to monitor the length of time taken to issue statements of special educational needs. This will allow the Department, through the National Strategies, to work directly with Local Authorities which are taking longer to issue statements than the England averages. Information on this indicator was first collected and published in financial year 2008-09, therefore the following results refer to the year ending 31 March 2009.

### **73** Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?

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

See <http://www.teachernet.gov.uk/wholeschool/sen/> for more details.

The 26 week limit is made up of;

- 6 weeks from when the local authority receives the parental request for an assessment, or informs the parent that it is thinking of carrying out an assessment, until the decision whether to assess or not;
- 10 weeks in which to carry out the assessment and decide whether to draw up a statement, including 6 weeks for the local authority to seek and receive advice;
- 2 weeks in which to draw up a proposed statement; and
- 8 weeks to finalise the statement.

The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 allow for exceptions to these internal time limits, for example where the local authority has not received advice from those from whom it has been requested for the assessment within time. Data Annex 3 contains more in depth information on this indicator. Indicator A excludes cases where exceptions have occurred, while indicator B includes all statements.

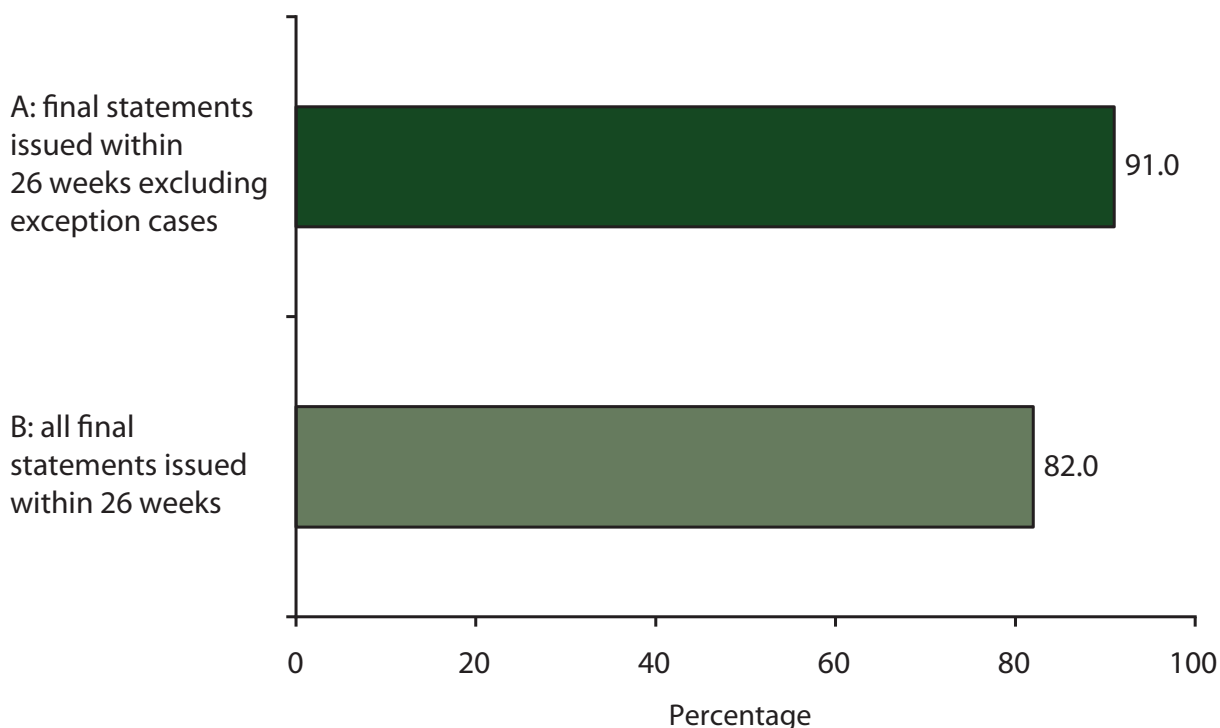
#### **Local Authority Indicator results**

Figure 3.1 shows Local Authority Indicator A and B figures for 2008-09. Web based Tables 3.1 and 3.2 contain the data which was used to produce Figure 3.1. These tables also show Local Authority results.

On indicator A, 91% (16,000) of the 17,600 final statements of special educational needs in England in 2008-09 were issued within 26 weeks (excluding exception cases).

On indicator B, 82% (21,400) of the 26,200 final statements in England in 2008-09 were issued within 26 weeks.

**Figure 3.1: Local Authority Indicator – percentage of final statements in 2008-09 which were issued within 26 weeks, excluding (A) and including (B) exception cases**



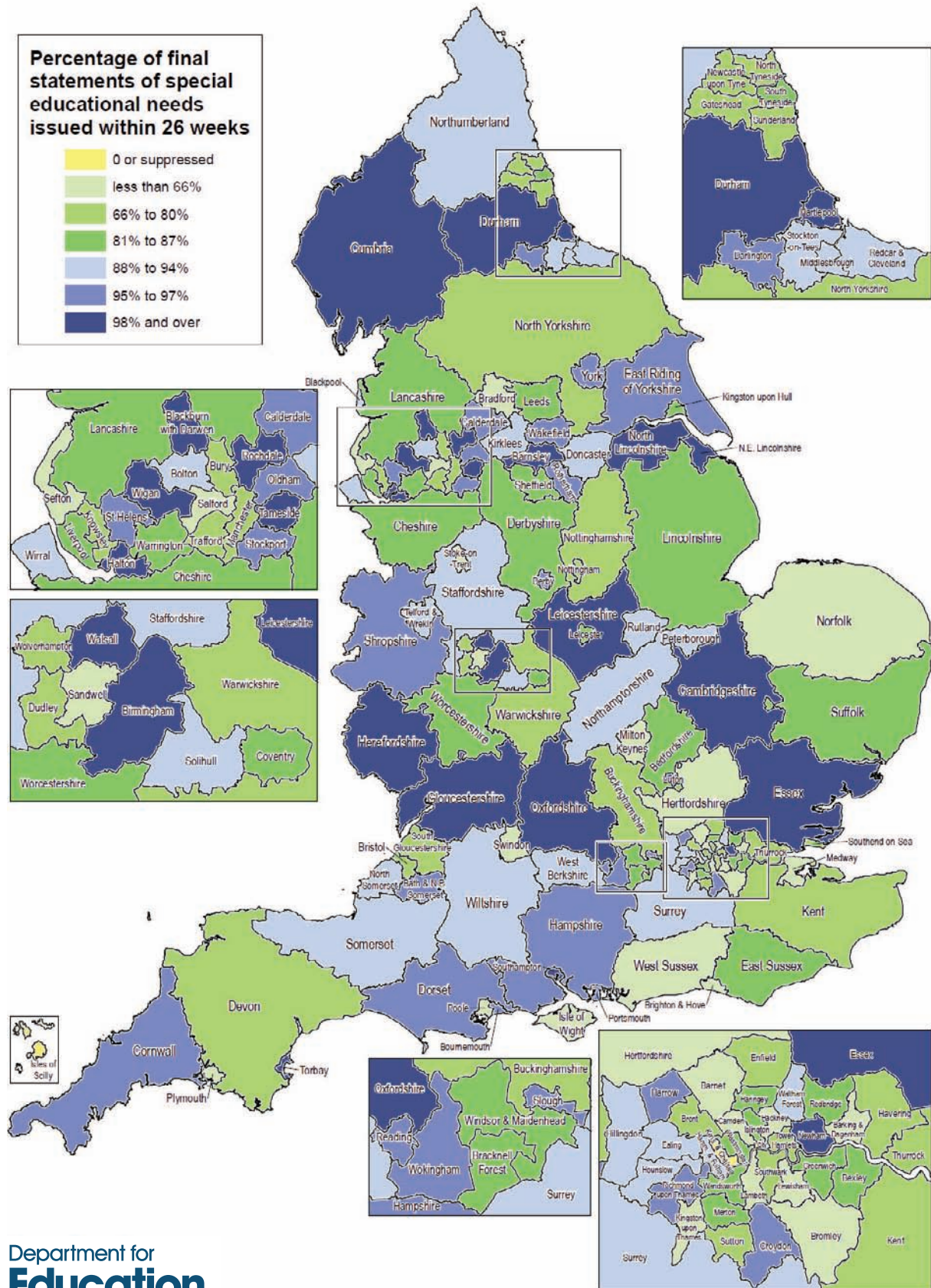
### Local Authority level results

Figure 3.2 shows Local Authority Indicator B percentages for Local Authorities within England in 2008-09. Local Authority Indicator B measured the percentage of all final statements in 2008-09 which were issued within 26 weeks. Local Authority performance varied from 30 per cent to 100 per cent.

There are some regional patterns evident in Figure 3.2. London Local Authorities performed below average and this finding is replicated in some other urban areas (such as in the North East). In general, Local Authorities in the north of England tended to perform above average, especially Cumbria, Durham and Hartlepool. In general, large, more rural Local Authorities, tended to perform above average, especially in the South West and parts of the Midlands.

**75 Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?**

**Figure 3.2: Local Authority Indicator B – percentage of all final statements in 2008-09 which were issued within 26 weeks by Local Authority**



## Local Authority Indicator: SEN attainment gap at Key Stage 2

### Key findings at age 11 (Key Stage 2)

The percentage of pupils with special educational needs achieving the expected national threshold of level 4 or above in English and maths increased from 28.3 per cent in 2006 to 33.5 per cent in 2009. This was an increase of 5.2 percentage points. Over the same period, the figure for pupils with no special educational needs increased by 2.8 percentage points from 81.6 per cent in 2006 to 84.4 per cent in 2009.

This Local Authority Indicator is the percentage point difference in performance at Key Stage 2 between 11 year old pupils with and pupils without special education needs. We measure this through those who achieved level 4 or above in both English and maths at Key Stage 2 aged 11 years. The statistics above show that the attainment gap narrowed slightly between 2006 and 2009, from 53.3 percentage points to 50.9 percentage points.

### Local Authority level analysis

London Local Authorities had some of the smallest attainment gaps in 2009, while Local Authorities in Yorkshire and the Humber and the East of England had some of the highest attainment gaps.

### Introduction to Local Authority Indicator on SEN attainment gap at Key Stage 2

Key Stage 2 (KS2) refers to pupils aged between 8 and 11 years. For the purposes of this indicator, pupils with special educational needs at KS2 includes those who were identified with special educational needs **at the start of KS2** (aged 8 years). Pupils with special educational needs include those at School Action, School Action Plus or with statements. All references to years (e.g. 2009) refer to academic years (e.g. 2008/09).

This Local Authority Indicator focuses on the attainment gap at the end of KS2 between pupils with and without special educational needs and relates to tests taken in maintained schools (primary and secondary schools, including academies and city technology colleges (CTCs)) in England. It excludes children at independent schools, independent special schools and non maintained special schools.

This Local Authority Indicator is the percentage point difference in performance at KS2 between pupils with and pupils without special education needs. We measure this through those who achieved level 4 or above in both English and maths at KS2 aged 11 years. This level of qualification is considered the threshold that the Department wants 90 per cent of pupils to achieve by the year 2020.

## **77** Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?

There are four different numbered levels of attainment for pupils at KS2. This includes four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at KS2 and include:

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

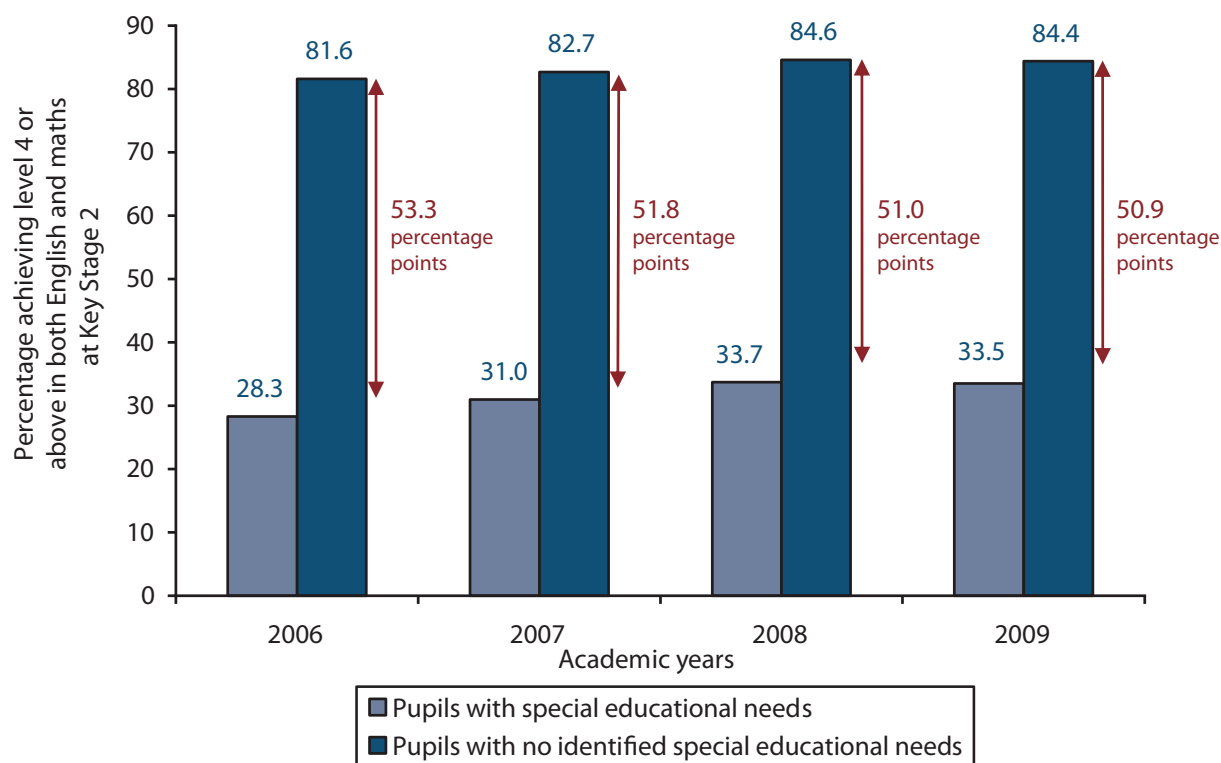
### **Local Authority Indicator results**

Figure 3.3 shows the Local Authority Indicator figures for pupils who achieved level 4 or above in English and maths between 2006 and 2009. Web based Table 3.3 contains the data which was used to produce Figure 3.3.

The percentage of pupils with special educational needs achieving this level increased from 28.3 per cent in 2006 to 33.5 per cent in 2009 (an increase of 5.2 percentage points). Over the same period, the figure for pupils with no special educational needs increased by 2.8 percentage points from 81.6 per cent in 2006 to 84.4 per cent in 2009.

This Local Authority Indicator decreased from 53.3 percentage points in 2006 to 50.9 percentage points in 2009. In other words, the attainment gap decreased slightly, meaning those with special educational needs partly closed the gap with their peers in recent years. The percentage of pupils with special education needs achieving the expected threshold improved more than those without special education needs.

**Figure 3.3: Local Authority Indicator – SEN attainment gap for pupils aged 11 years, 2006 to 2009**



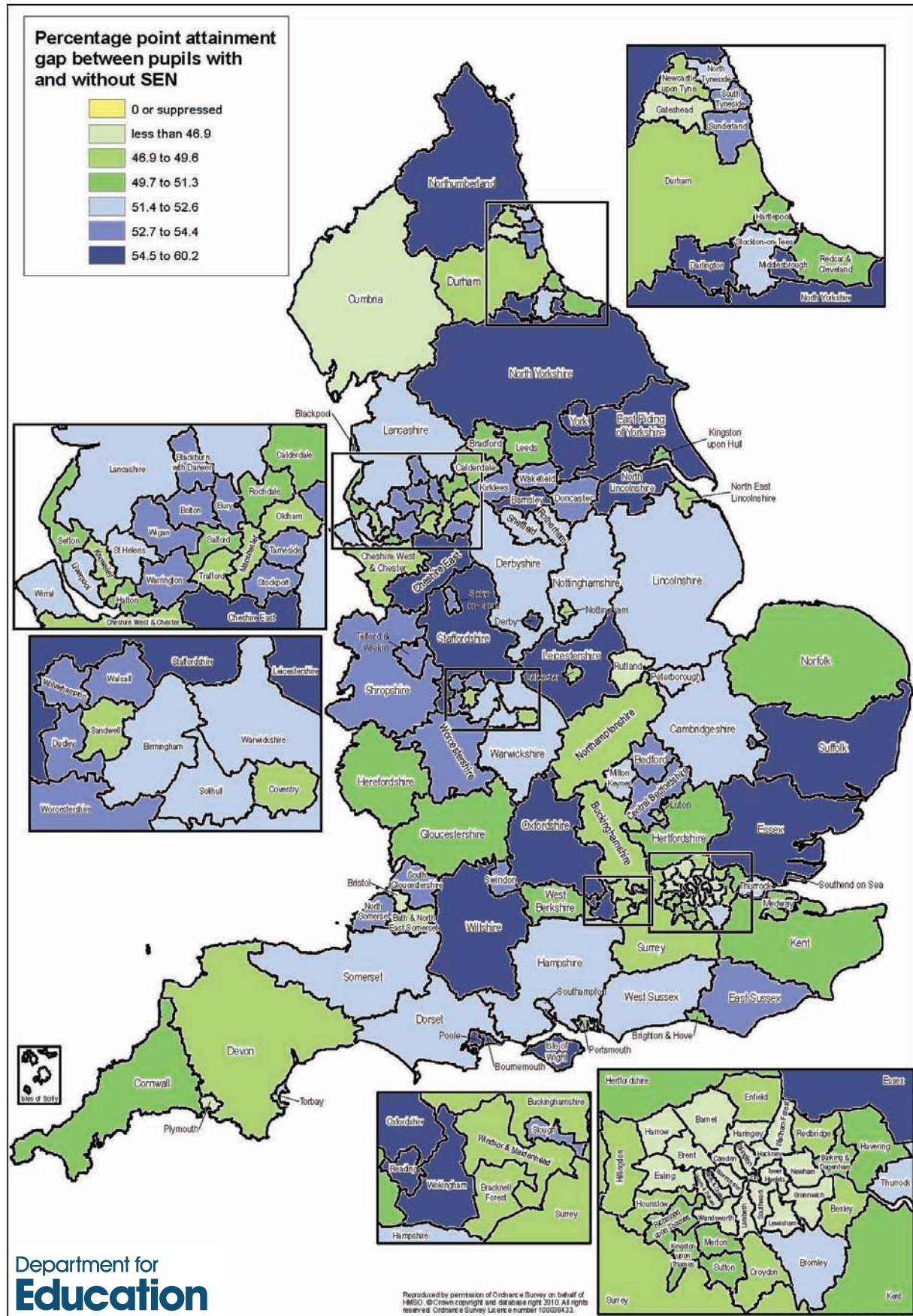
### Local Authority level results

Figure 3.4 shows Local Authority Indicator percentages for Local Authorities within England in 2009. This is the percentage point difference between pupils with and without special educational needs who achieved level 4 or above in English and maths at KS2. The Local Authorities highlighted in light green had the smallest attainment gaps, while those highlighted in dark blue had the widest attainment gaps. London Local Authorities had some of the smallest attainment gaps, while Local Authorities in Yorkshire and the Humber and the East of England had some of the highest attainment gaps. Also see web based Table 3.4.



79 Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?

**Figure 3.4: Local Authority Indicator – SEN attainment gap for pupils aged 11 years by Local Authority in 2009**



## Local Authority Indicator: SEN attainment gap at Key Stage 4

### Key findings at age 16 (Key Stage 4)

The percentage of pupils with special educational needs achieving at least five GCSEs or equivalent including English and maths increased from 8.0 per cent in 2005 to 14.5 per cent in 2009. This was an increase of 6.5 percentage points. Over the same period, the figure for pupils with no special educational needs increased by 9.5 percentage points from 51.3 per cent in 2005 to 60.8 per cent in 2009.

This Local Authority Indicator is the percentage point difference in performance at Key Stage 4 between 16 year old pupils with and without special education needs. We measure this through those who achieved at least five GCSEs or equivalent including English and maths at Key Stage 4 aged 16 years. The statistics above show that the attainment gap widened between 2005 and 2009, from 43.3 percentage points to 46.3 percentage points.

### Local Authority level analysis

Yorkshire and the Humber and London Local Authorities had some of the smallest attainment gaps in 2009, while Local Authorities in South East and the North East had some of the highest attainment gaps.

### Introduction to Local Authority Indicator on SEN attainment gap at Key Stage 4

Key Stage 4 (KS4) refers to pupils aged between 14 and 16 years. For the purposes of this indicator, pupils with special educational needs at KS4 includes those who were identified with special educational needs **at the start of KS4** (aged 14 years). Pupils with special educational needs include those at School Action, School Action Plus or with statements. All references to years (e.g. 2009) refer to academic years (e.g. 2008/09).

This Local Authority Indicator focuses on the attainment gap at the end of KS4 between pupils with and without special educational needs and relates to GCSE and equivalent qualifications obtained in maintained schools (secondary schools, including academies and city technology colleges (CTCs)) in England. It excludes children at independent schools, independent special schools and non maintained special schools.

This Local Authority Indicator looks at the percentage point difference in performance between pupils with and without special educational needs. We measure this through those who achieved at least five A\* to C GCSE grades or equivalent including English and maths at the age of 16.

**81 Local Authority Indicators: How do Local Authorities compare in providing for their children with special educational needs?**

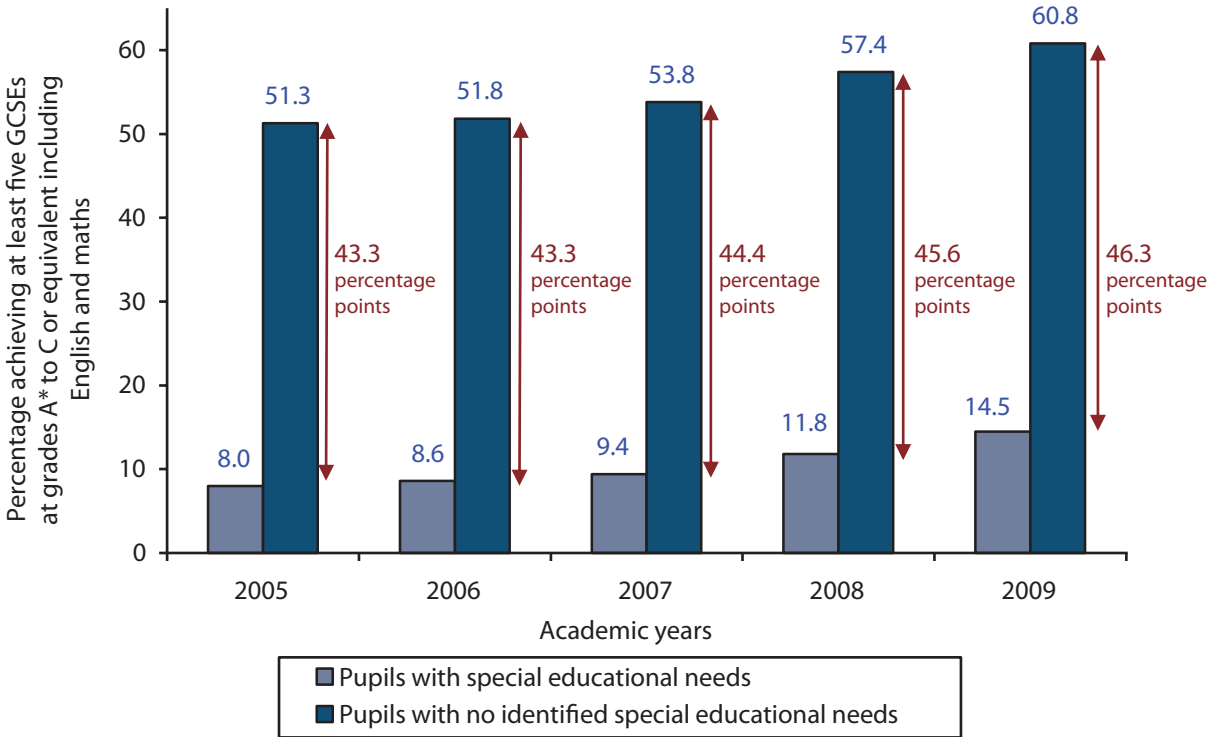
**Local Authority Indicator results**

Figure 3.5 shows the Local Authority Indicator figures for pupils who achieved at least five GCSEs or equivalent including English and maths between 2005 and 2009. Also see web based Table 3.5.

The percentage of pupils with special educational needs who achieved five GCSEs or equivalent including English and maths increased from 8.0 per cent in 2005 to 14.5 per cent in 2009 (an increase of 6.5 percentage points). The figure for pupils with no special educational needs increased by 9.5 percentage points from 51.3 per cent in 2005 to 60.8 per cent in 2009.

The percentage point gap between the two groups increased from 43.3 in 2005 to 46.3 in 2009, showing that those with special educational needs have fallen further behind their peers in recent years.

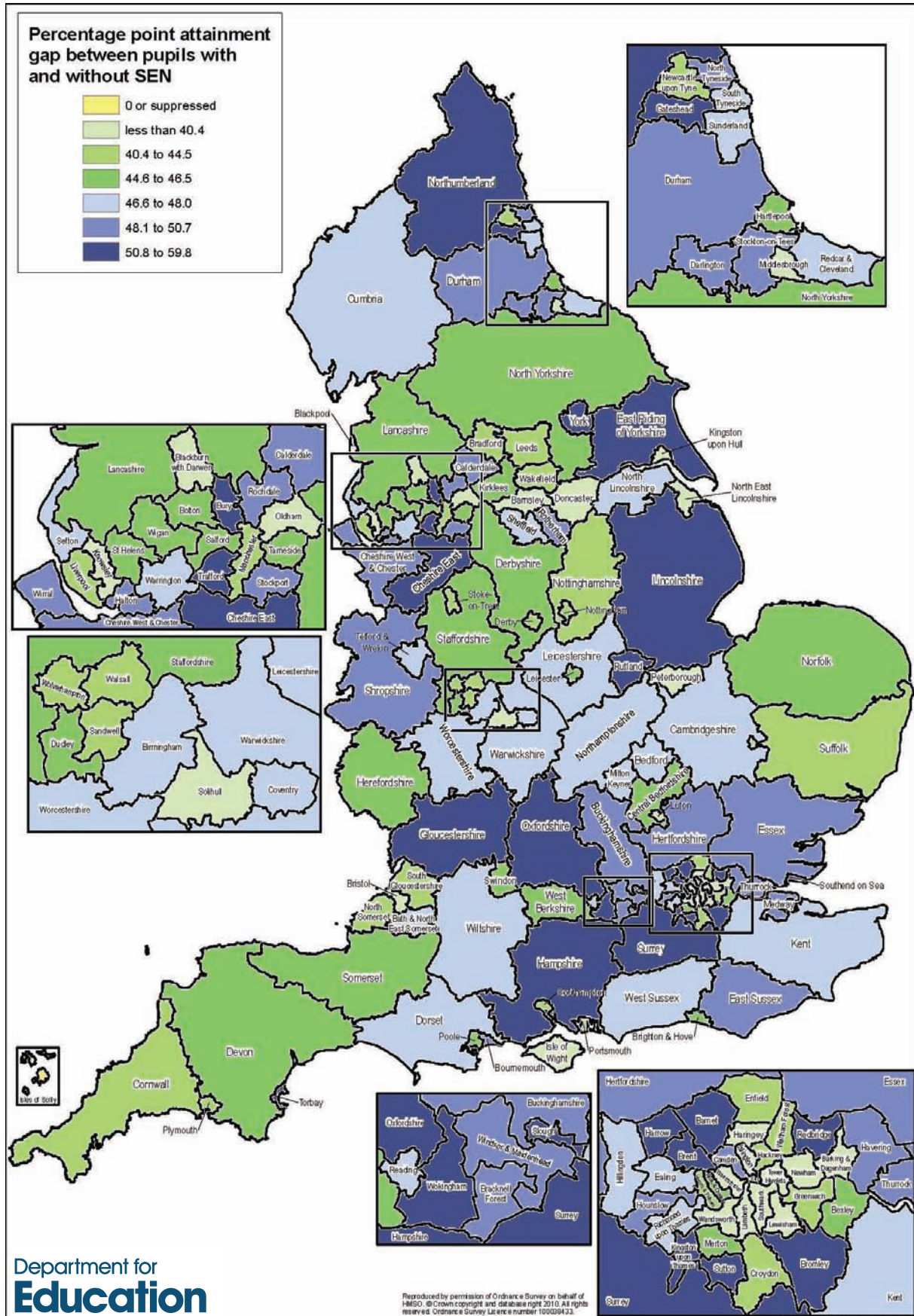
**Figure 3.5: Local Authority Indicator – SEN attainment gap for pupils aged 16 years, 2005 to 2009**



**Local Authority level results**

Figure 3.6 shows Local Authority Indicator percentages for Local Authorities within England in 2009. This is the percentage point difference between pupils with and without special educational needs who achieved at least five A\* to C GCSE grades or equivalent including English and maths at KS4. The Local Authorities highlighted in light green had the smallest attainment gaps, while those highlighted in dark blue had the widest attainment gaps. Yorkshire and the Humber and London Local Authorities had some of the smallest attainment gaps, while Local Authorities in South East and the North East had some of the highest attainment gaps. Also see web based Table 3.6.

**Figure 3.6: Local Authority Indicator – SEN attainment gap for pupils aged 11 years by Local Authority in 2009**



# Chapter 4 – How does progression vary between Key Stages for pupils with special educational needs?

## Introduction

This chapter looks at the proportion of pupils at maintained mainstream schools with special educational needs who made the expected level of progress in attainment levels between Key Stage 1 (mainly pupils aged 7) and Key Stage 2 (mainly pupils aged 11). The chapter also looks at progression between Key Stage 2 and Key Stage 4 (mainly pupils aged 16).

See Data Annex 4 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 4 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year. All findings in this chapter refer to pupils at maintained mainstream schools only.

**Chapters 2, 3 and 5** contain further information on the attainment of pupils with special educational needs. In the corresponding chapter of the previous publication in the series entitled **Children with Special Educational Needs 2009: an analysis** there was information on progression and attainment by month of birth. Analysis on the latter of these topics has not been repeated in this publication as the findings are unlikely to change between 2008 and 2009.

## Progression between Key Stages 1 and 2

### Key findings

#### Provision of special educational needs

Pupils with special educational needs are less likely to achieve expected levels of progress compared to their peers. In 2009, 85 per cent of those with no special educational needs made the expected two levels of progress in English between Key Stages 1 and 2, compared to 78 per cent of those at School Action, 70 per cent of those at School Action Plus and 55 per cent for those with statements.

In 2009, 87 per cent of those with no special educational needs made two levels of progress in maths between Key Stages 1 and 2, compared to 65 per cent of those at School Action, 60 per cent of those at School Action Plus and 53 per cent for those with statements.

#### Primary need

Of those with statements in 2009, pupils with visual impairments (74 per cent in English and 72 per cent in maths) were most likely of all the primary need groups to achieve the expected progress.

### Progress between Key Stages 1 and 2 by provision of special educational need

Chapter 2 contains details of the varying levels of attainment which are achievable at Key Stages 1 and 2. This section of Chapter 4 considers pupils at the end of Key Stage 2 at maintained mainstream schools in England in years 2007 to 2009, and shows the percentage that made two levels of progress from their attainment level at Key Stage 1. This is considered the expected level of progress between ages 7 and 11. Progression results are shown between Key Stage 1 and 2 in this section for both English and maths. Please see Data Annex 4 for more thorough information on how progression is defined and for details on exactly which pupils are eligible. Web based Table 4.1 contains the data used throughout this section.

Figure 4.1 shows the percentage of pupils who made the expected progression in English between Key Stages 1 (mainly pupils aged 7) and 2 (mainly pupils aged 11) in years 2007 to 2009. It compares progress by provision for need (pupils at School Action, School Action Plus and those with statements of special educational needs). Special educational need provision information is taken from the January of the Key Stage 2 academic year in question.

Pupils with no special educational needs were most likely, of all the special educational need provisions, to make the expected progress in English between Key Stages 1 and 2. Pupils at School Action were next most likely to achieve this level of progress, ahead of pupils at School Action Plus, while those with statements were least likely to make this level of progress. In 2009, 85 per cent of those with no special educational needs made two levels of progress in English between Key Stages 1 and 2, compared to 78 per cent of those at School Action, 70 per cent of those at School Action Plus and 55 per cent for those with statements. Over the three year period from 2007 to 2009 progression rates in English between Key Stages 1 and 2 remained broadly the same for pupils of each provision of special educational needs.

**85** How does progression vary between Key Stages for pupils with special educational needs?

**Figure 4.1: Percentage of pupils at maintained mainstream schools making two levels of progress between Key Stage 1 and 2 in English by provision for special educational need in years 2007 to 2009**

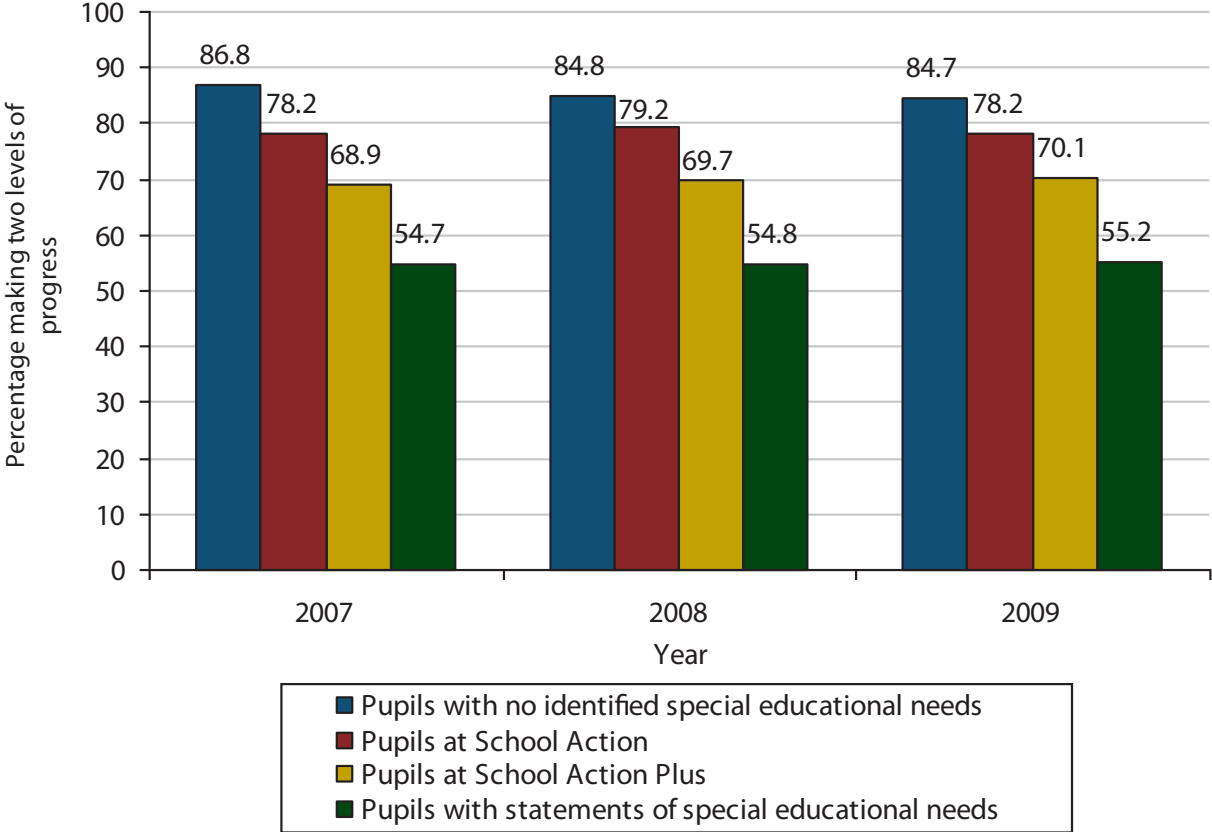
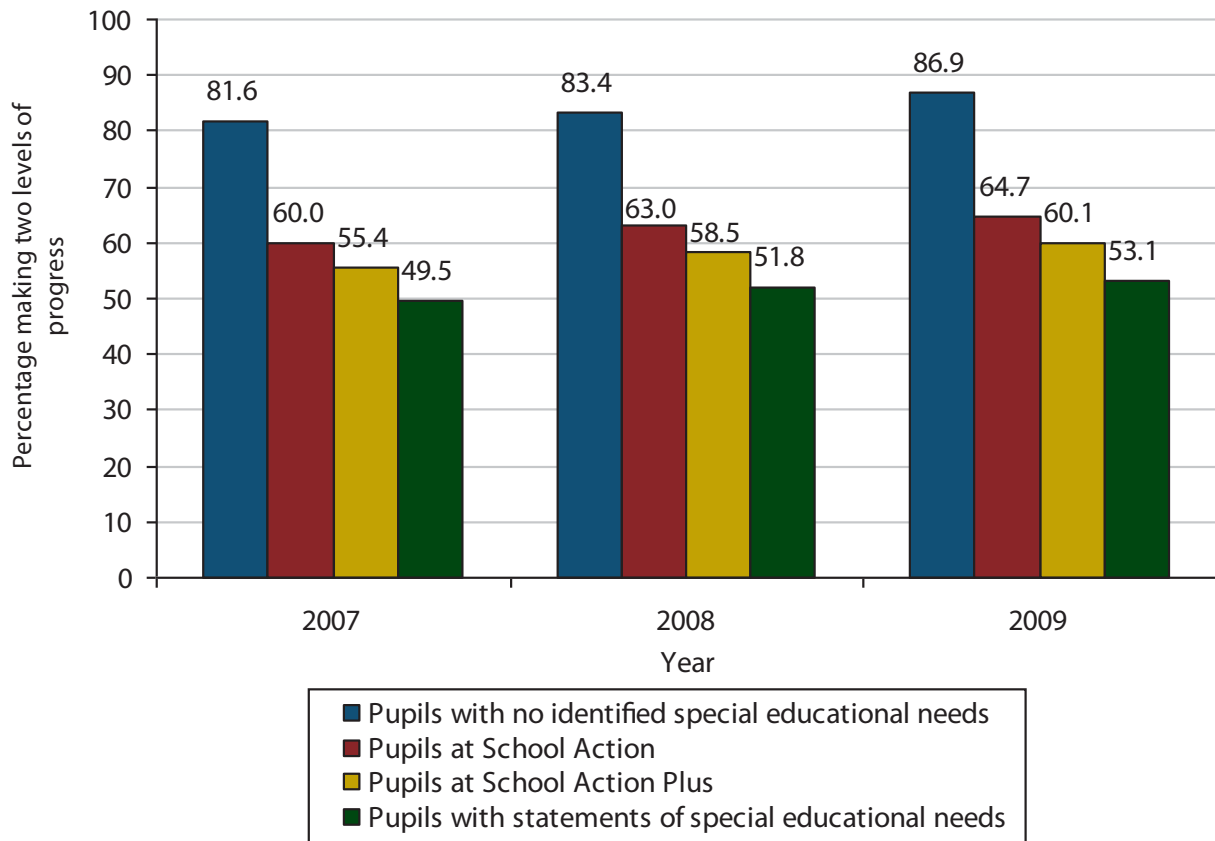


Figure 4.2 shows the percentage of pupils who made the expected level of progression in maths between Key Stages 1 and 2 in 2007 to 2009. Pupils with no special educational needs were again most likely of all the provisions of special educational needs to make the expected progress in maths between Key Stages 1 and 2, while those with statements were least likely. In 2009, 87 per cent of those with no special educational needs made two levels of progress in maths between Key Stages 1 and 2, compared to 65 per cent of those at School Action, 60 per cent of those at School Action Plus and 53 per cent for those with statements. Over the three year period from 2007 to 2009 progression rates in maths between Key Stages 1 and 2 increased for pupils of each provision of special educational needs. However, the increase for pupils with special educational needs was very similar to that of their peers, meaning that the gap between the groups have remained more or less unchanged.

**Figure 4.2: Percentage of pupils at maintained mainstream schools making two levels of progress between Key Stage 1 and 2 in maths by provision for special educational need in years 2007 to 2009**



Figures 4.1 and 4.2 show that for pupils with no special educational needs and statements of special educational needs progression rates were similar for both English and maths in 2009. However, pupils at School Action and School Action Plus were more likely to achieve the expected progress level in English compared to maths. Chapter 2 shows that pupils at School Action and School Action Plus were much less likely to achieve the expected levels at Key Stage 1 in reading and writing compared to maths, while the proportions achieving the expected level in English and maths at Key Stage 2 were much closer. The greater likelihood of progression in English compared to maths between the Key Stages may therefore be due to starting from a lower level in English and therefore having more scope for improvement.



**87** How does progression vary between Key Stages for pupils with special educational needs?

**Progress between Key Stages 1 and 2 by primary need**

As previously noted, pupils at School Action Plus were generally more likely to achieve the expected progress in English compared to maths between Key Stages 1 and 2 and Figure 4.3 confirms this finding. Figure 4.3 shows the percentage of pupils at School Action Plus making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009. For ten out of the twelve primary need groups, pupils were more likely to make the expected progress in English compared to maths, with the only exceptions being those with profound and multiple learning difficulties and autistic spectrum disorder. However, percentages for those with profound and multiple learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

**Figure 4.3: Percentage of pupils at maintained mainstream schools at School Action Plus making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009**

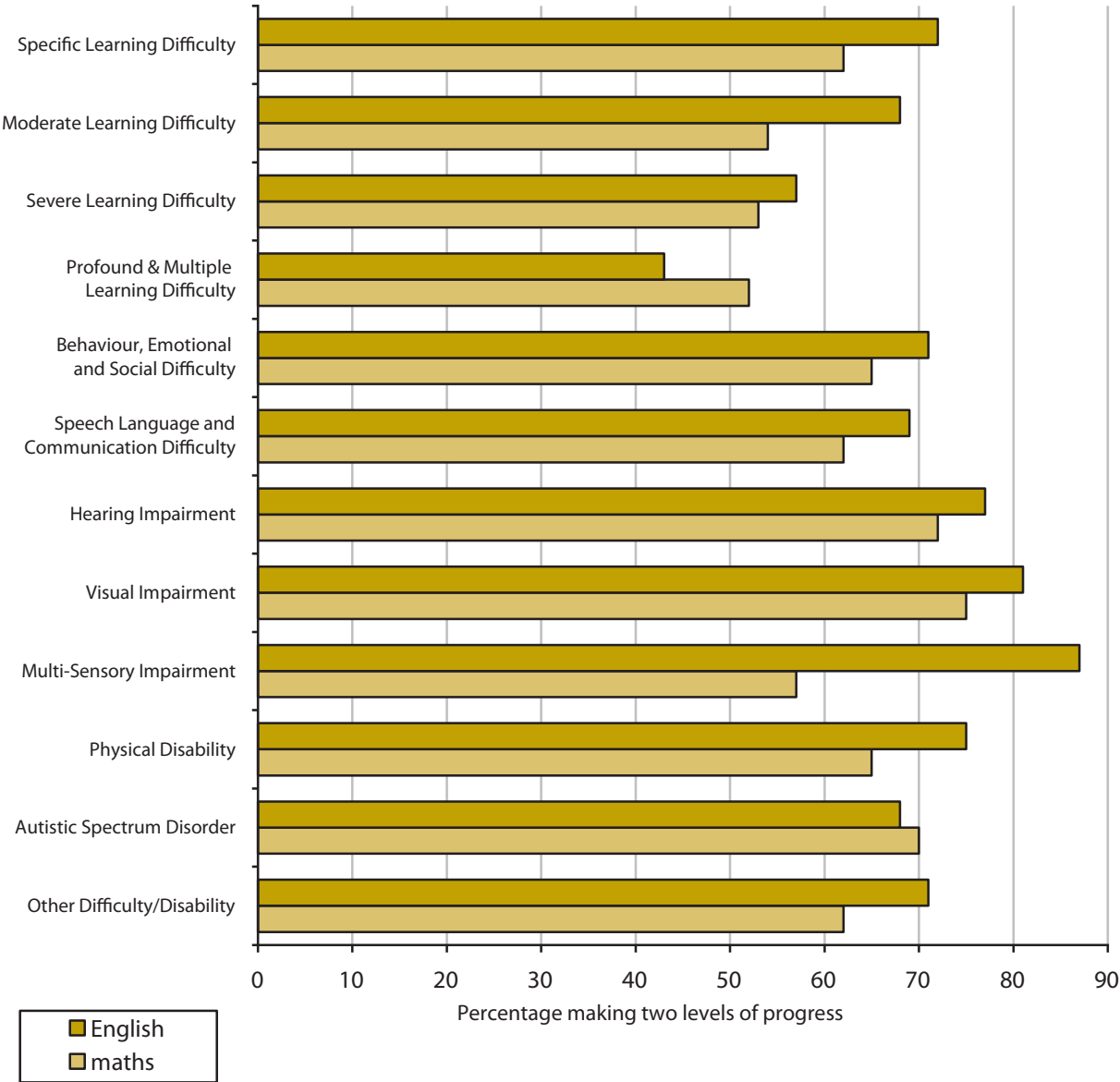


Figure 4.3 shows that School Action Plus pupils with visual impairments (81 per cent in English and 75 per cent in maths) were most likely of all the primary need groups to achieve the expected progress in each of English and maths, while those with severe learning difficulties (57 per cent in English and 53 per cent in maths) were least likely to.

Figure 4.4 shows the percentage of pupils with statements making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009. Pupils were more likely to make the expected progress in English compared to maths in all but two of the primary need types, with the only exceptions being those with severe learning difficulties and autistic spectrum disorder. A wider variation exists in progression rates by primary need for pupils with statements compared to pupils at School Action Plus. However, across the primary need groups there was much less variation when comparing progression rates in English to maths for those with statements compared to those at School Action Plus. The smallest difference between the progression rates at School Action Plus and those with statements occurred for those with visual impairments and the largest difference occurred for those with severe learning difficulties.

There are fewer than 100 pupils with profound and multiple learning difficulties or multi-sensory impairments and the above comparisons do not therefore include these groups (although the figures are large enough to be published in Figures 4.3 and 4.4).

**89** How does progression vary between Key Stages for pupils with special educational needs?

**Figure 4.4: Percentage of pupils at maintained mainstream schools with statements making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009**

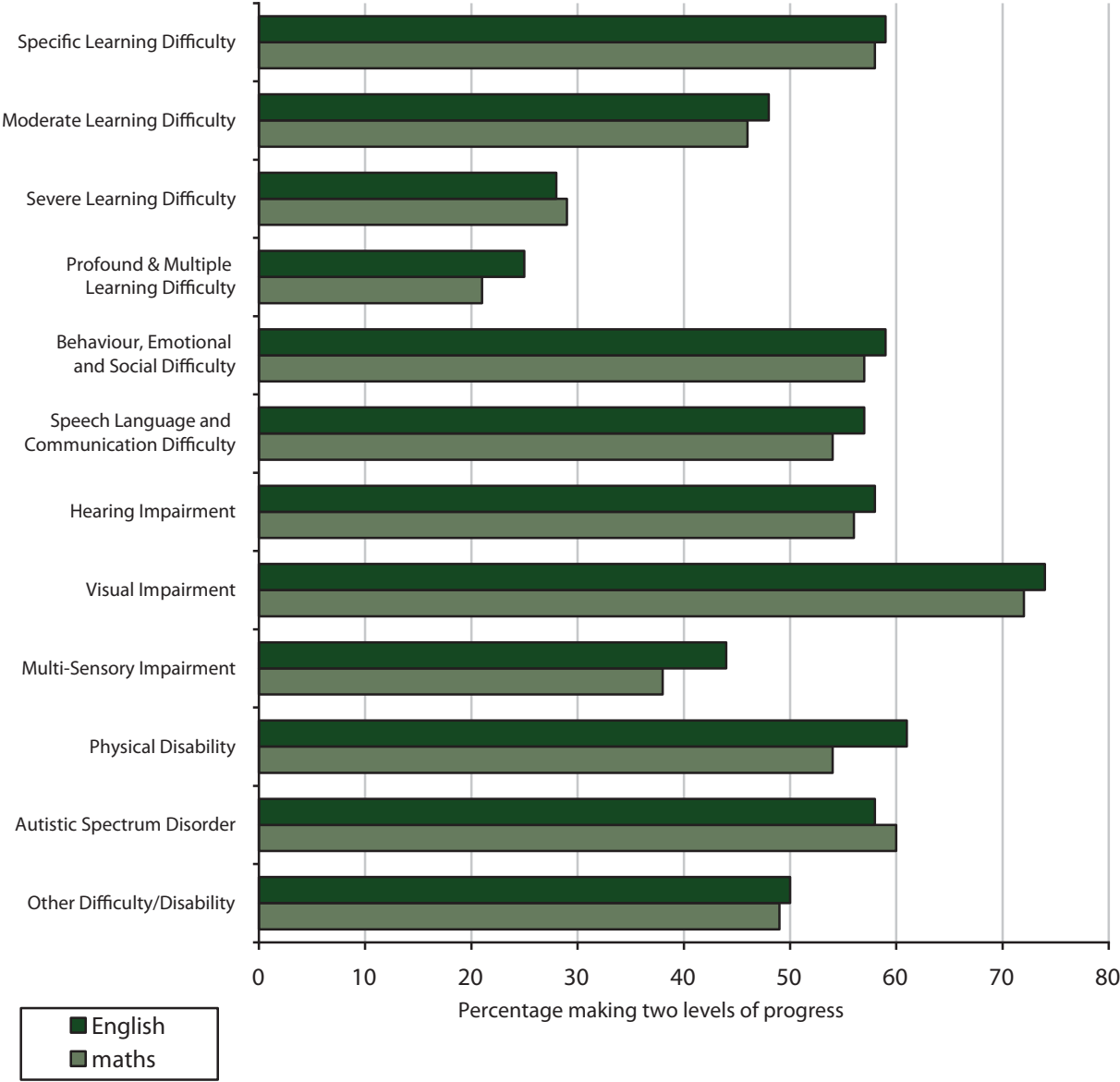


Figure 4.4 shows that pupils with visual impairments (74 per cent in English and 72 per cent in maths) were most likely, of all the primary need groups, to achieve the expected progress, while those with severe learning difficulties (28 per cent in English and 29 per cent in maths) were least likely to achieve this. These findings do not consider percentages for those with profound and multiple learning difficulties and multi-sensory impairments due to low numbers of pupils in these groups. **Chapter 2** showed that pupils with visual impairments and hearing impairments were most likely to achieve the expected levels compared to other primary need groups, so it is not surprising that these two groups make good progress between Key Stages. Chapter 2 also showed that those with severe learning difficulties were less likely to achieve expected levels, so it is again unsurprising that these pupils are less likely to make the expected progress between the Key Stages.

## Progression between Key Stages 2 and 4

### Key findings

#### Provision of special educational needs

Pupils with special educational needs are less likely to achieve expected levels of progress compared to their peers. In 2009, 72.9 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 46.6 per cent of those at School Action, 34.2 per cent of those at School Action Plus and 40.4 per cent for those with statements. All findings in this chapter refer to pupils at maintained mainstream schools only.

In 2009, 67.0 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 36.1 per cent of those at School Action, 24.3 per cent of those at School Action Plus and 27.8 per cent for those with statements. These findings show that those with statements were more likely to achieve the expected progress in both English and maths than those at School Action Plus.

#### Primary need

Of those with statements in 2009, pupils with visual impairments (57.4 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with autistic spectrum disorder (48.9 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

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

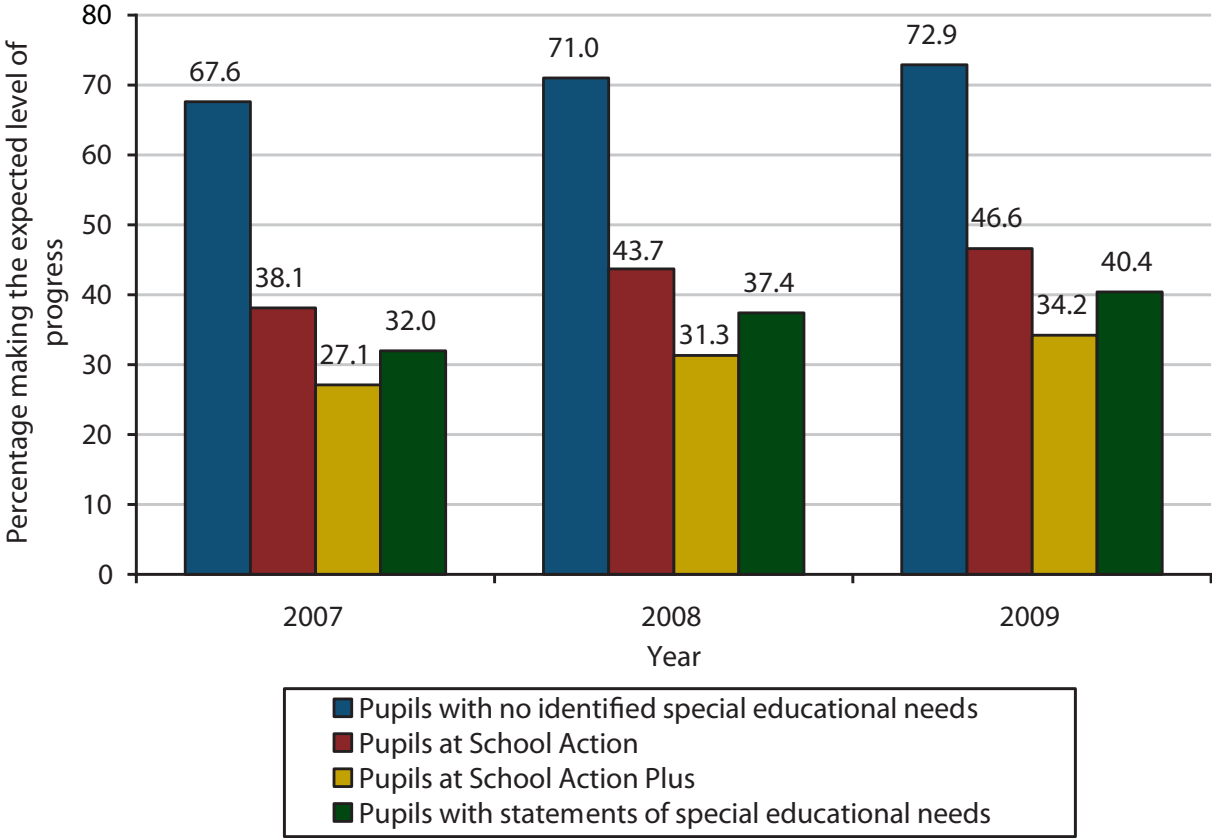
This section of Chapter 4 considers pupils at the end of Key Stage 4 at maintained mainstream schools in England between 2007 and 2009, and shows the percentage that made the expected level of progression from their attainment level at Key Stage 2. Progression results are shown between Key Stage 2 and 4 in this section for both English and maths. Please see Data Annex 4 for more thorough information on how progression is defined and for details on exactly which pupils are eligible. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at Key Stage 2 to an F at Key Stage 4, or from a 3 to D or 5 to B). Web based Table 4.2 contains the data used throughout this section.

Figure 4.5 shows the percentage of pupils who made the expected level of progression in English between Key Stages 2 (mainly pupils aged 11) and 4 (mainly pupils aged 16) in 2007, 2008 and 2009. It compares progress by provision for need. Special educational need provision information is taken from the January of the Key Stage 4 academic year in question.

**91** How does progression vary between Key Stages for pupils with special educational needs?

Pupils with no special educational needs were most likely, of all the special educational need provisions, to make the expected level of progression in English between Key Stages 2 and 4. Pupils at School Action were next most likely to achieve this level of progress. However, unlike the Key Stage 1 to 2 progression results, those with statements were more likely to make the expected level of progress compared to those at School Action Plus between Key Stages 2 and 4. In 2009, 72.9 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 46.6 per cent of those at School Action, 34.2 per cent of those at School Action Plus and 40.4 per cent for those with statements.

**Figure 4.5: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stage 2 and 4 in English by provision for special educational need in years 2007 to 2009**

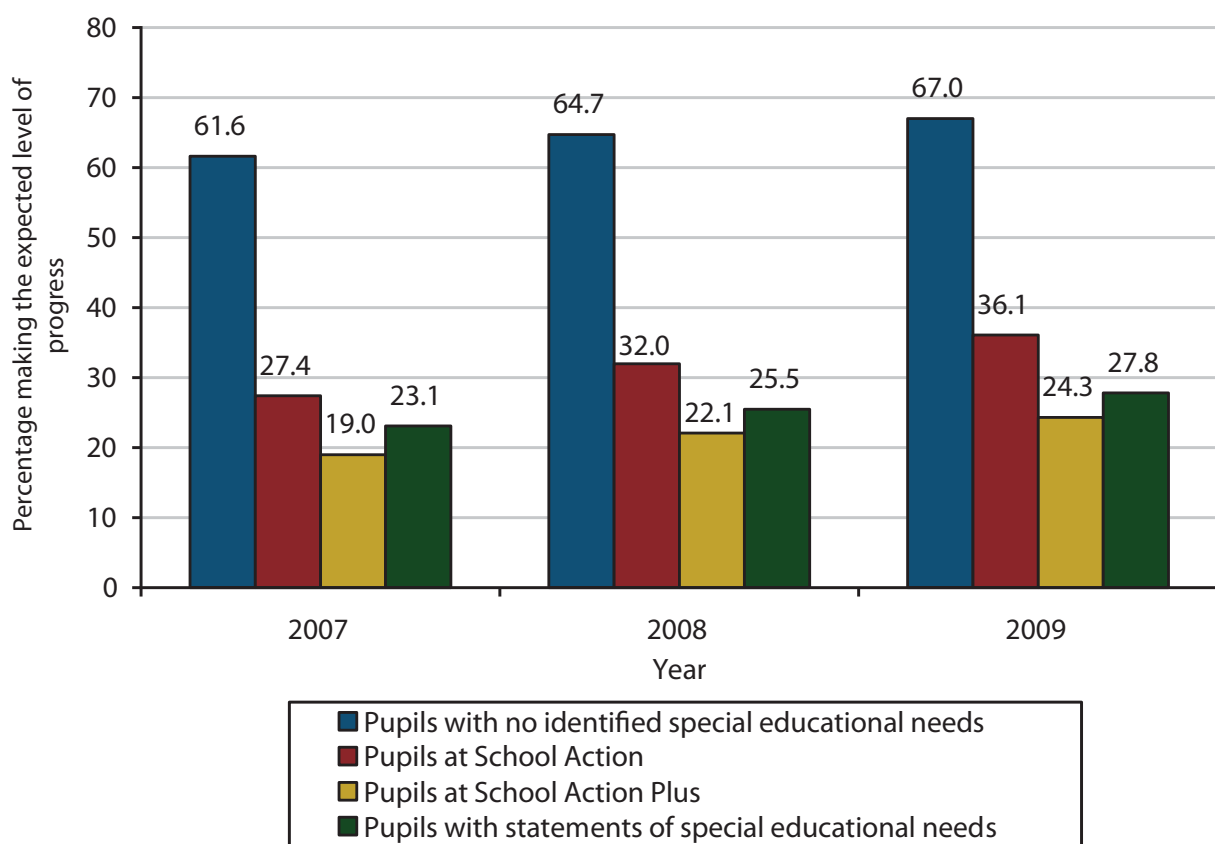


Between 2007 and 2009 progression rates in English between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increases occurring at School Action (from 38.1 per cent in 2007 to 46.6 per cent in 2009) and for those with statements (from 32.0 per cent in 2007 to 40.4 per cent in 2009), with the smallest increase shown in the group with no special educational needs (from 67.6 per cent in 2007 to 72.9 per cent in 2009).

Figure 4.6 shows the percentage of pupils who made the expected progression in maths between Key Stages 2 and 4 in 2007 to 2009. The trends shown in Figure 4.6 are very similar to those shown in Figure 4.5, although pupils were more likely to make the expected level of progress in English compared to maths, regardless of their provision of need. Pupils with no special educational needs were again most likely, of

all the provisions of special educational needs to make the expected progress in maths between Key Stages 2 and 4, while those at School Action Plus were least likely to achieve this. In 2009, 67.0 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 36.1 per cent of those at School Action, 24.3 per cent of those at School Action Plus and 27.8 per cent for those with statements.

**Figure 4.6: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stage 2 and 4 in maths by provision for special educational need in years 2007 to 2009**



Over the three year period from 2007 to 2009 progression rates in maths between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increase occurring at School Action (from 27.4 per cent in 2007 to 36.1 per cent in 2009) and the smallest increase shown in the group with statements (from 23.1 per cent in 2007 to 27.8 per cent in 2009).

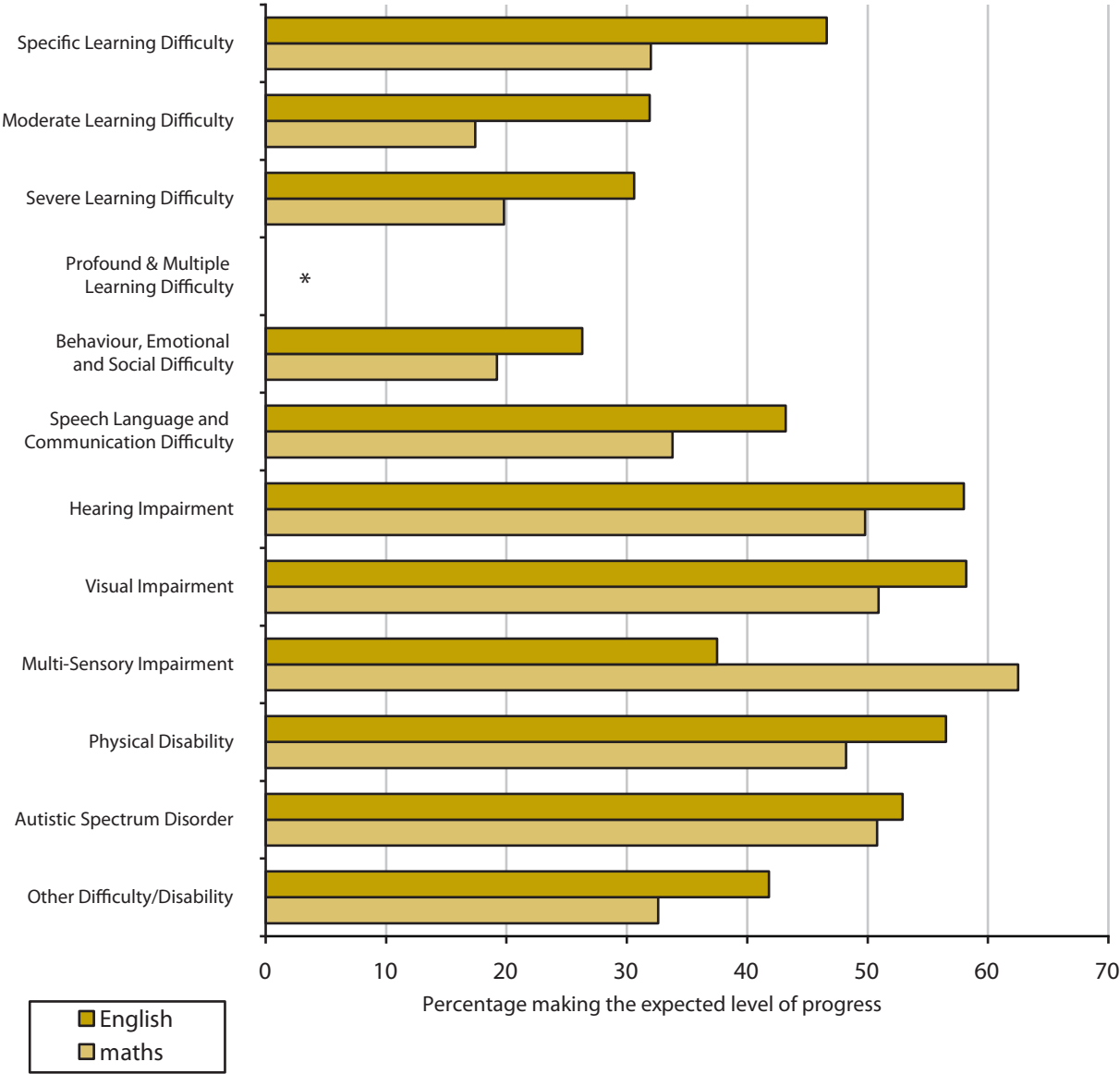
### Progress between Key Stages 2 and 4 by primary need

As previously noted, pupils at School Action Plus were generally more likely to make the expected progress in English compared to maths between Key Stages 2 and 4 and Figure 4.7 confirms this finding. Figure 4.7 shows the percentage of pupils at School Action Plus making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009. For ten out of the eleven primary need groups displayed in Figure 4.7, pupils were more likely to make the expected progress in English compared to maths, with the only exception being those with multi-sensory impairments.

**93** How does progression vary between Key Stages for pupils with special educational needs?

The percentages for those with profound and multiple learning difficulties were not displayed due to low numbers achieving the expected progression. Percentages for those with severe learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

**Figure 4.7: Percentage of pupils at maintained mainstream schools at School Action Plus making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009**

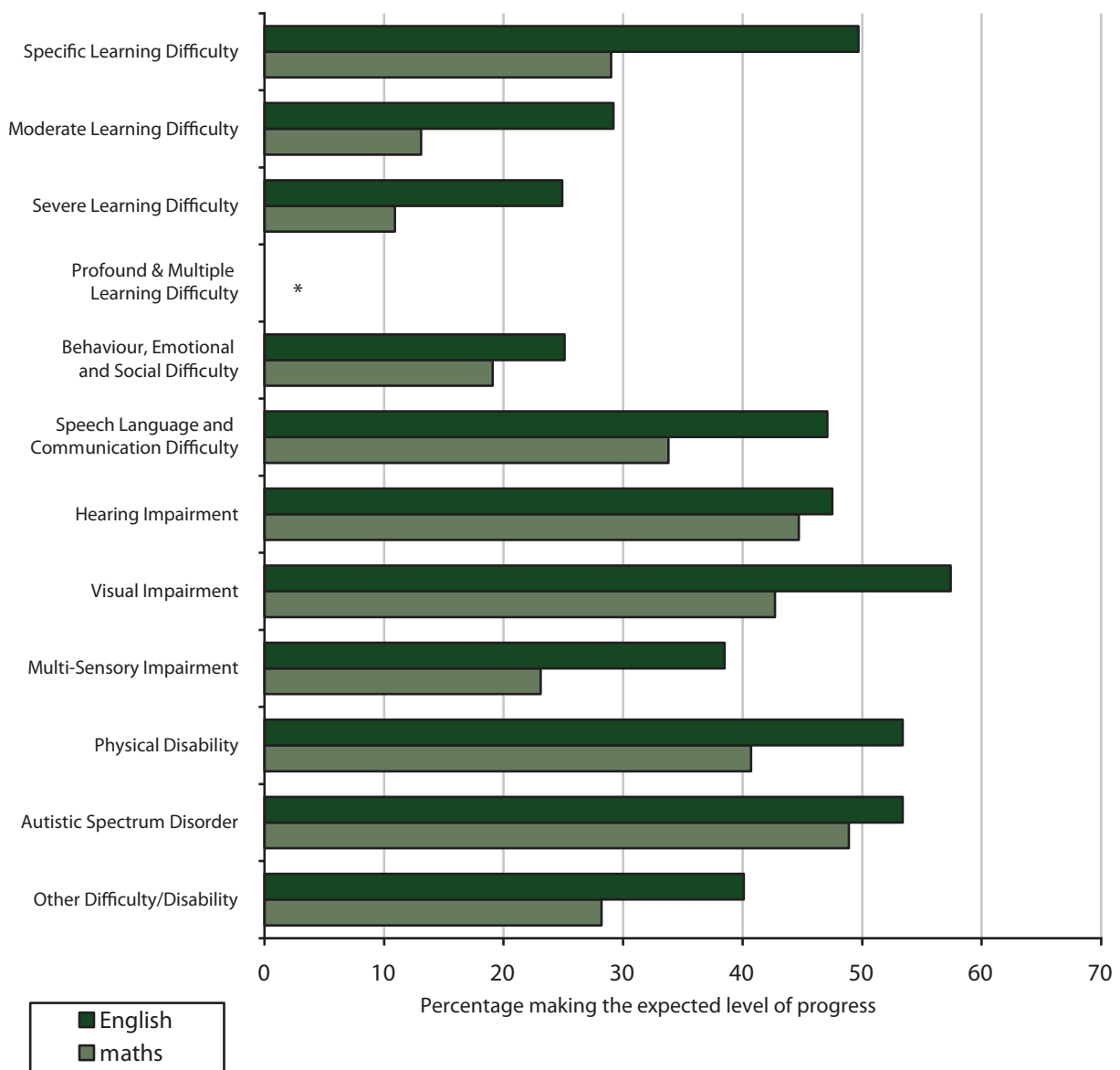


\* The percentages for profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the expected progression in the groups.

Figure 4.7 shows that School Action Plus pupils with visual impairments (58.2 per cent) and hearing impairments (58.0 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with visual impairments (50.9 per cent) and autistic spectrum disorder (50.8 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

Figure 4.8 shows the percentage of pupils with statements making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009. In all eleven of the primary need groups displayed in Figure 4.8, pupils were more likely to make the expected progress in English compared to maths. Percentages for those with multi-sensory impairments should be treated with caution due to low numbers of pupils in this group.

**Figure 4.8: Percentage of pupils at maintained mainstream schools with statements making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009**



\* The percentages for profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the expected progression in the groups.



**95** How does progression vary between Key Stages for pupils with special educational needs?

Figure 4.8 shows that pupils with statements with visual impairments (57.4 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with autistic spectrum disorder (48.9 per cent) were most likely, of all the primary need groups, to achieve the expected progress. These findings do not consider percentages for those with profound and multiple learning difficulties and multi-sensory impairments due to low numbers of pupils in these groups.

It is worth noting that, whilst pupils at School Action Plus are more likely than pupils with statements to achieve the expected level of progress between Key Stage 2 and 4, these findings are not necessarily replicated by primary need. Much of the difference in progression rates can be attributed to the greater proportion of pupils at School Action Plus in primary need groups with the lowest levels of progression.

# Chapter 5 – How does attainment at age 19 vary according to the level of provision and type of special educational need?

## Introduction

This chapter looks at the differences in educational attainment at age 19 in 2009 between those with and without special educational needs for both boys and girls and compares this to their attainment at age 16. This chapter also contains, for the first time, information on the percentage of pupils with special educational needs who enter higher education. See Data Annex 5 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. **Chapters 2, 3 and 4** contain further information on the attainment of pupils with special educational needs.

**97** How does attainment at age 19 vary according to the level of provision and type of special educational need?

### **Key findings at GCSE level**

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

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

#### **Gender**

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

The widest attainment gap between boys and girls occurred at School Action Plus, where 37.9 per cent of boys achieved level 2 by 19 compared to 43.0 per cent of girls.

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

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

Figure 5.1 shows the percentage of pupils who, by the age of 19 years in 2009, had achieved at least five GCSEs or equivalent at grades A\* to C (this is also known as the level 2 threshold). The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs). Figure 5.1 shows the percentages of pupils aged 19 in 2009 that achieved the level 2 threshold and also shows the percentages of the same group of pupils who had achieved this level at ages 16, 17, 18 and 19. The percentage of pupils who had achieved level 2 by the age of 19 was much lower for pupils with special educational needs than for those with no identified special educational needs. However the attainment gap was smaller at age 19 than age 16 as larger proportions of pupils with special educational needs attained this level between the ages of 16 and 19.

**Figure 5.1: Percentage of 19 year olds in 2009 who achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by their age in 2009 and previous years by provision for need**

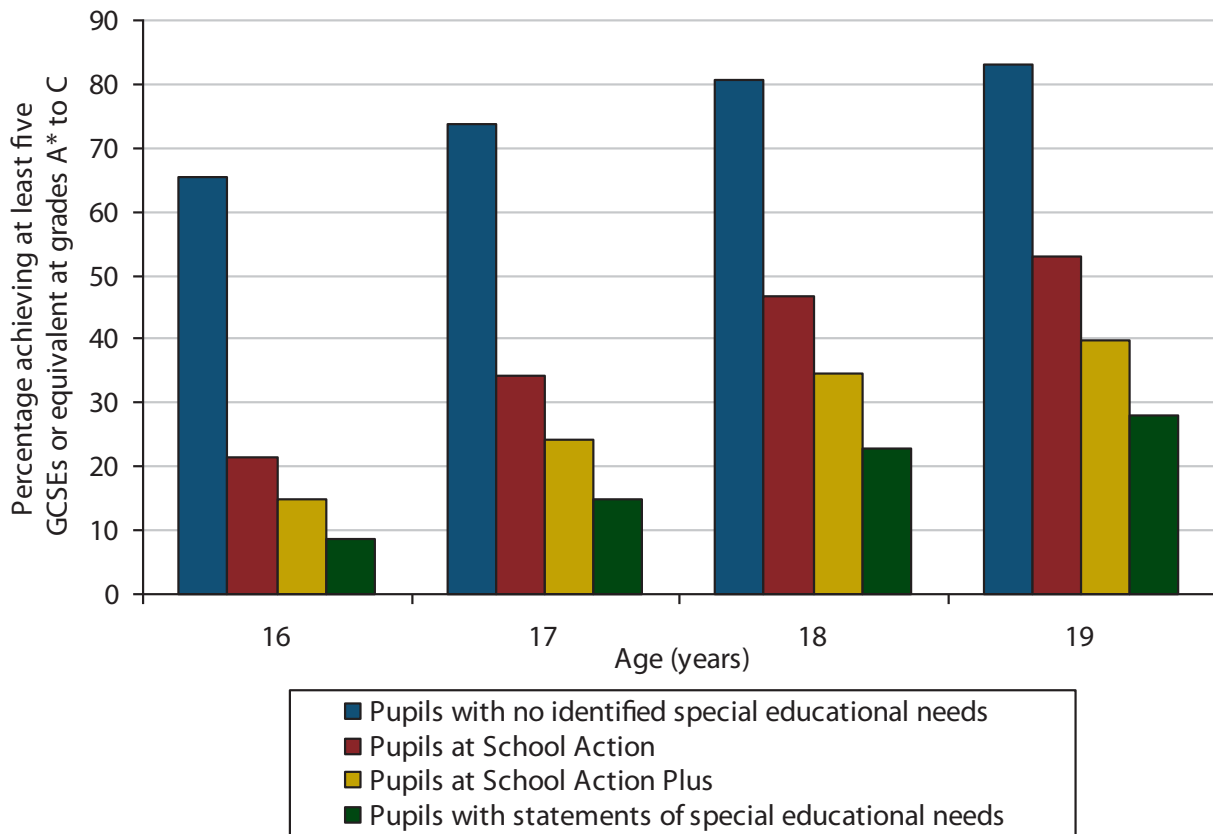


Figure 5.1 shows that 83.1 per cent of 19 year olds with no special educational needs achieved level 2 in 2009. This compared to 53.1 per cent for those at School Action, 39.8 per cent for those at School Action Plus and 28.1 per cent for those with statements of special educational needs.

The biggest increase in levels of attainment between the ages of 16 and 19 years was shown by pupils at School Action, where those who achieved level 2 increased from 21.5 per cent to 53.1 per cent (an increase of 31.6 percentage points).

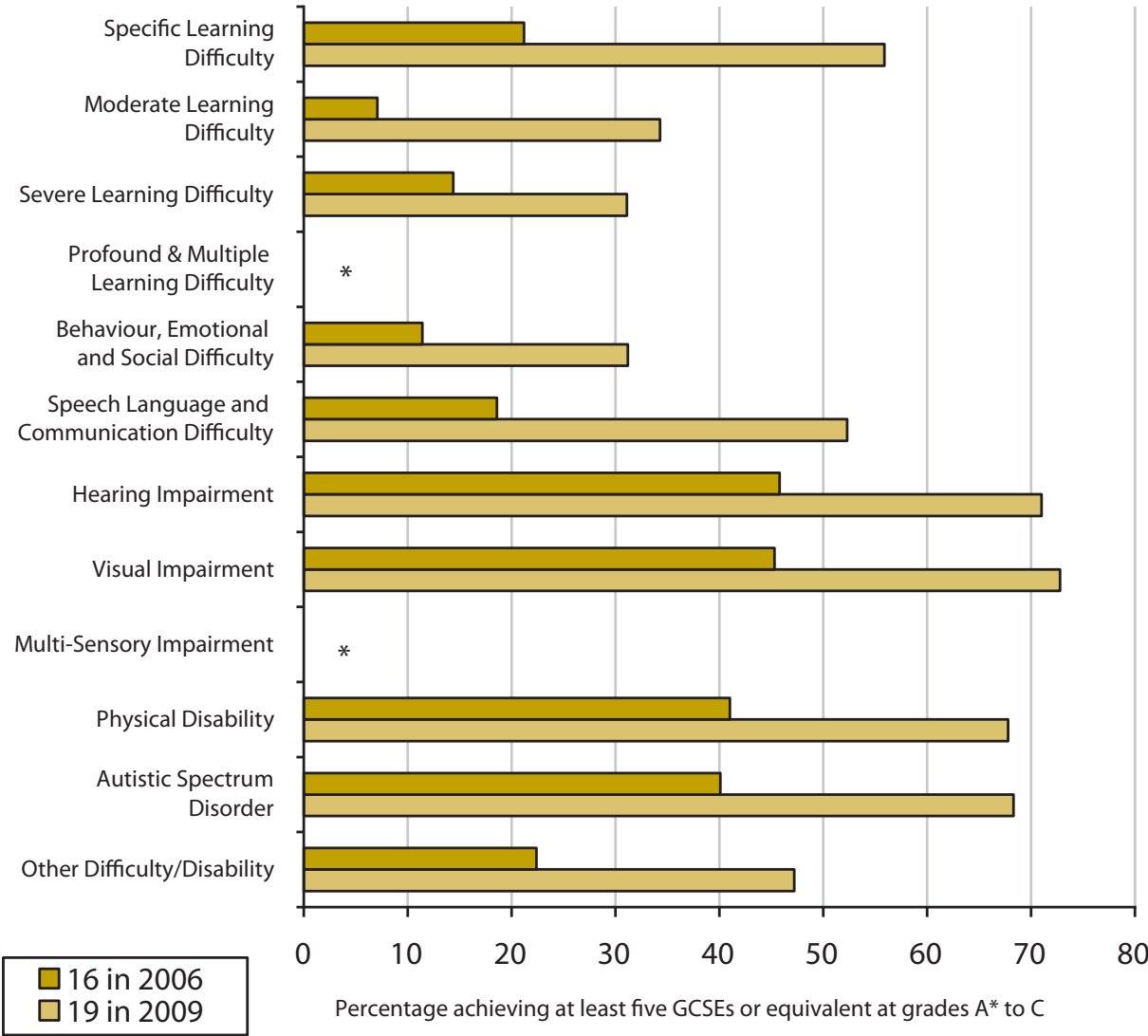
The smallest increase in levels of attainment between the ages of 16 and 19 years was shown by pupils with no special educational needs (an increase of 17.7 percentage points from 65.4 per cent to 83.1 per cent). However, this can be partly explained by the fact that these pupils were already performing at a higher level in the first place. There was a similar increase in levels of attainment between 16 and 19 amongst pupils with statements and pupils with no special educational needs.

**99** How does attainment at age 19 vary according to the level of provision and type of special educational need?

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

Figure 5.2 shows the percentage of pupils at School Action Plus in 2009 who, by the ages of 19 in 2009 and 16 in 2006, had achieved level 2 by primary type of need (pupils with specific learning difficulties, visual impairments, etc). In 2009, the groups with the highest percentage achieving this level by age 19 were the visually impaired at 72.8 per cent and the hearing impaired at 71.0 per cent.

**Figure 5.2: Percentage of pupils at School Action Plus aged 19 years in 2009 who had achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by age 19 in 2009 and 16 in 2006 by primary type of need**



\* The percentages for profound and multiple learning difficulties and multi-sensory impairments were not displayed as fewer than five pupils achieved the qualification in the groups.

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

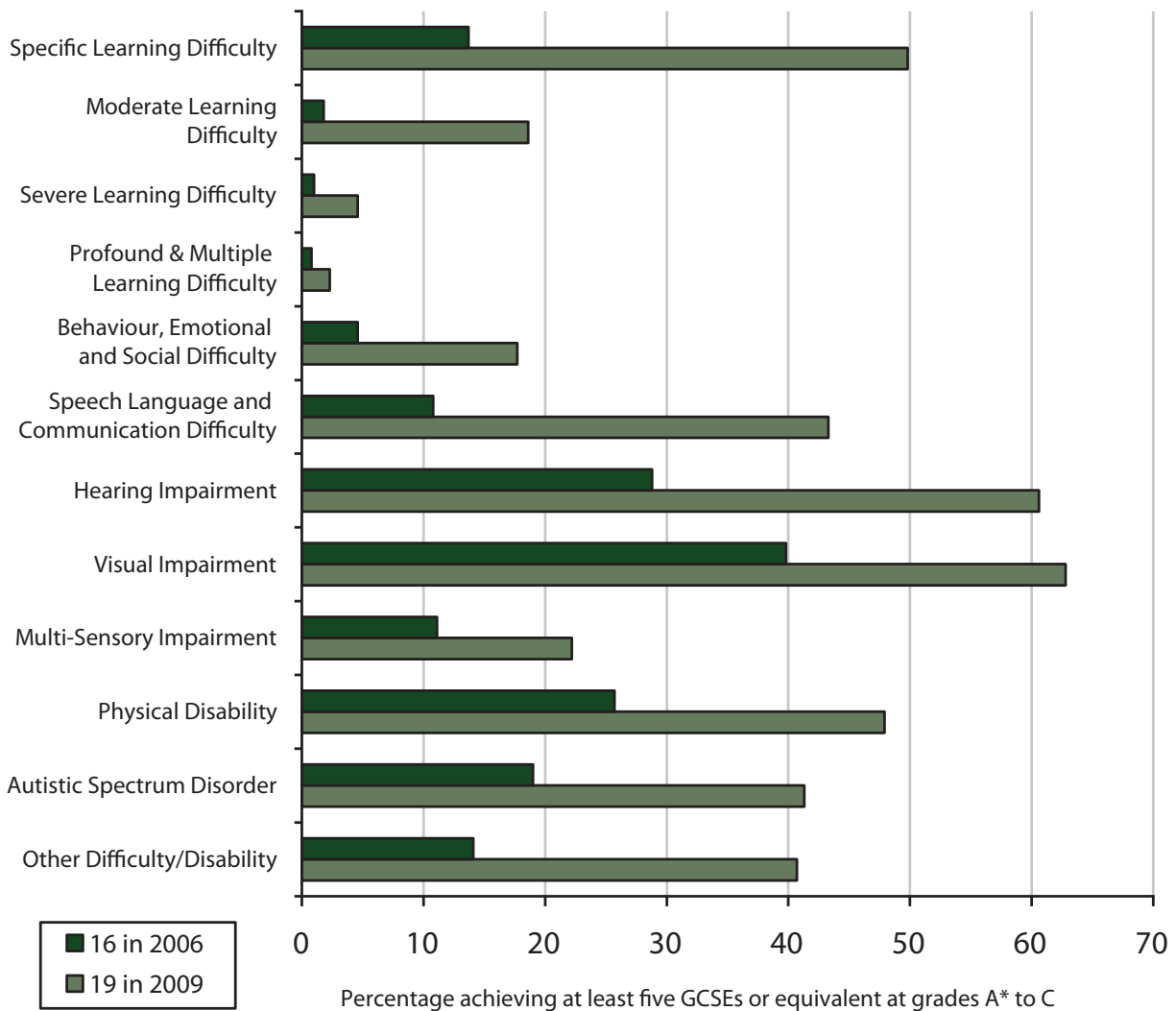
Figure 5.2 shows that of those young people at School Action Plus in 2009, those with specific learning difficulties and speech, language and communication difficulties improved the most in terms of the percentage achieving level 2, between the ages of 16 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 2 at age 19 and also when they were aged 16.

### **GCSE achievements of those with statements of special educational needs by primary type of need**

Figure 5.3 shows the percentage of pupils with statements in 2009 who, by the ages of 19 years in 2009 and 16 in 2006, had achieved level 2 by primary type of need. Caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils in the cohort. There was a bigger variation in the percentage achieving this qualification for those with statements compared to those at School Action Plus.

In 2009, the groups with the highest percentage achieving the level 2 qualification by age 19 were the visually impaired (62.8 per cent) and the hearing impaired (60.6 per cent). The group with the lowest percentage achieving this level of qualification were those with profound and multiple learning difficulties (2.3 per cent).

**Figure 5.3: Percentage of pupils with statements aged 19 years in 2009 who had achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by age 19 in 2009 and 16 in 2006 by primary type of need**



**Improvement in GCSE attainment between the ages of 16 and 19 years for those with statements by primary type of need**

Figure 5.3 shows that of those young people with statements, level 2 attainment increased the most for pupils with specific learning difficulties between the ages of 16 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 2 at age 19 and also when they were aged 16.

### Differences in attainment between the genders by level of special educational needs provision

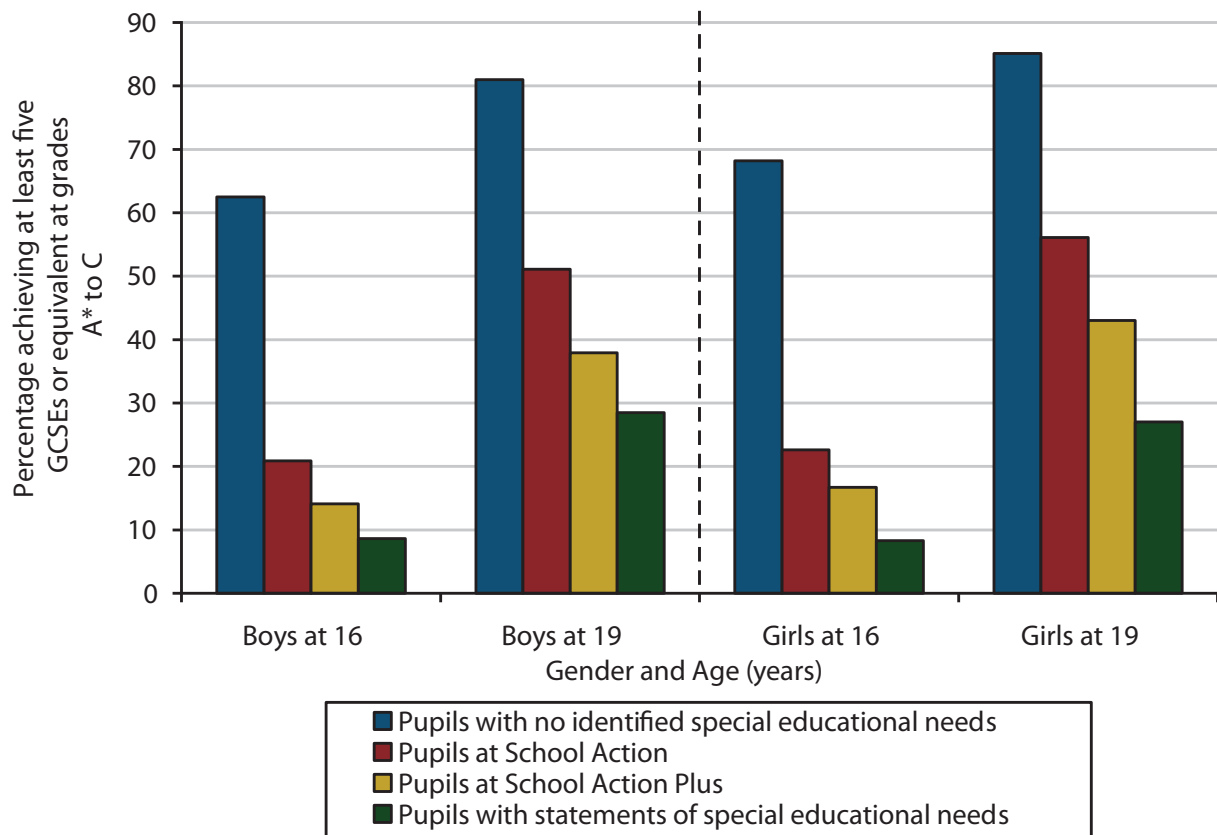
Figure 5.4 shows the percentage of boys and girls who achieved level 2 in 2009 by age and provision for special educational need.

In general, the percentage of girls achieving this level by the age of 19 years was higher than that of boys for each provision for special educational need. 81.0 per cent of 19 year old boys with no identified special educational needs achieved level 2 compared to 85.1 per cent of girls.

The widest attainment gap between boys and girls occurred at School Action Plus, where 37.9 per cent of boys achieved level 2 by 19 compared to 43.0 per cent of girls. A very similar attainment gap exists between boys and girls at School Action. The exception to this trend was in relation to pupils with statements, amongst which boys were slightly more likely to achieve level 2 by age 19 (28.5 per cent) compared to girls (27.0 per cent).

Level 2 attainment between the ages of 16 and 19 increased more amongst boys with statements than amongst girls with statements. The opposite was true for School Action and School Action Plus, with attainment levels increasing more amongst girls than boys.

**Figure 5.4: Percentage of boys and girls aged 19 years in 2009 who achieved at least five GCSEs or equivalent at grades A\* to C (level 2) by the age of 19 in 2009 and 16 in 2006 and provision for need**





**103** How does attainment at age 19 vary according to the level of provision and type of special educational need?

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

### Key findings at A level

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

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

### Gender

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

The widest attainment gap between boys and girls occurred for pupils with no special educational needs, where 50.5 per cent of boys achieved level 3 by 19 compared to 59.0 per cent of girls.

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

Figure 5.5 shows the percentage of pupils who, by the age of 19 years in 2009, had achieved two A levels or equivalent (this is also known as the level 3 threshold). The figures are broken down by age and provision of special educational need (pupils at School Action, School Action Plus and with statements of special educational needs). Figure 5.5 shows the percentages of pupils aged 19 in 2009 that achieved the level 3 threshold and also shows the percentages of the same group of pupils who had achieved this level at the age of 18.

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

**Figure 5.5: Percentage of those aged 19 years in 2009 who achieved two A levels or equivalent (level 3) by their age in 2009 and a year earlier by provision for need**

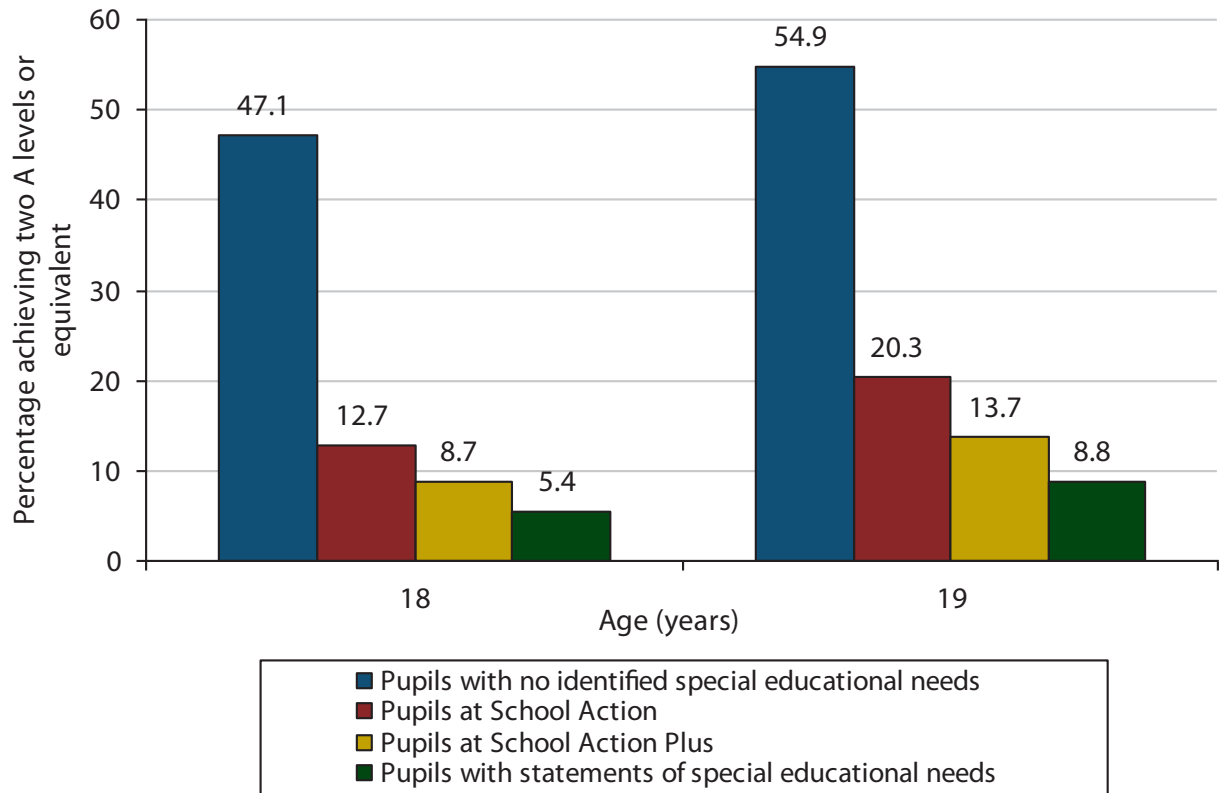


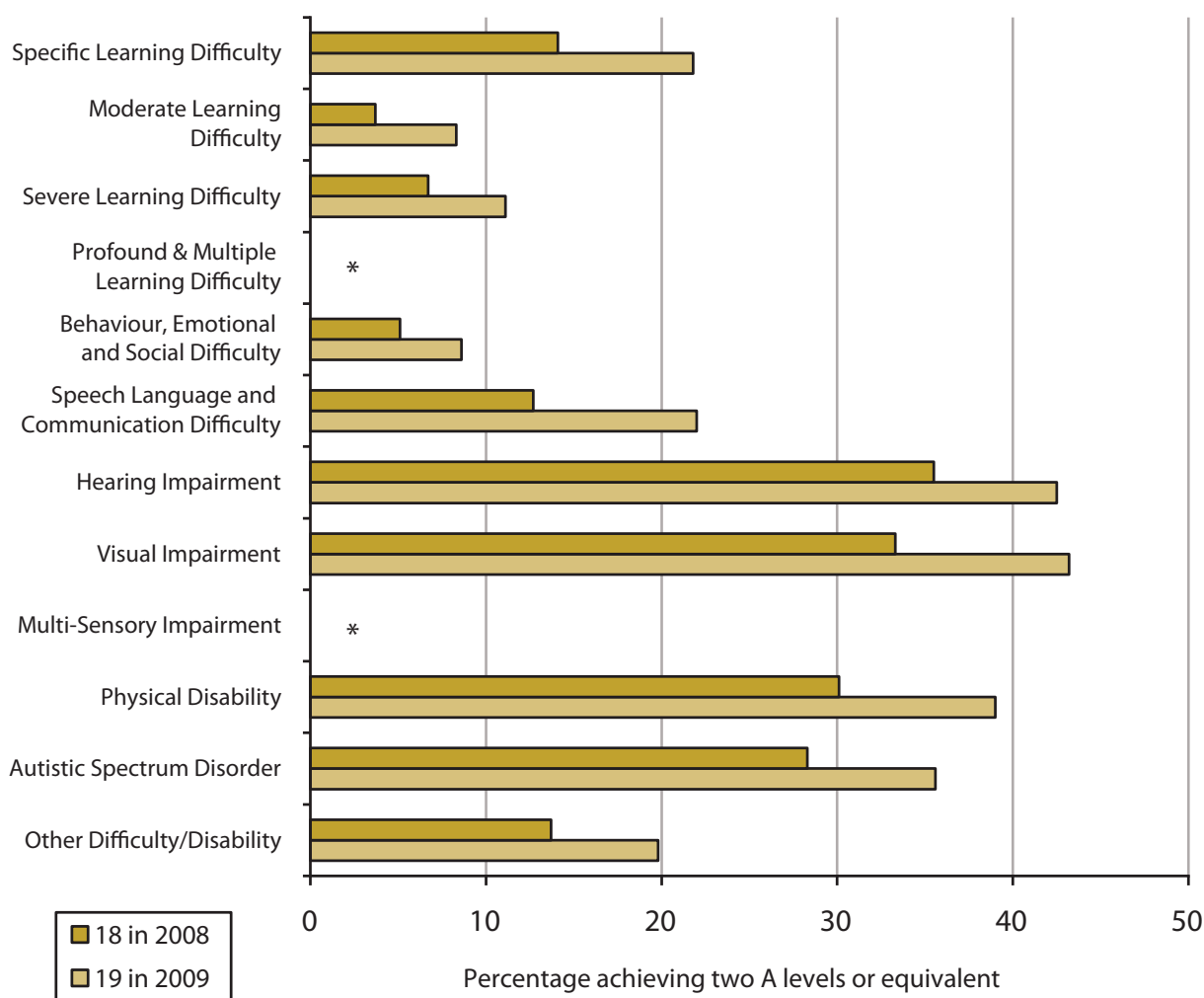
Figure 5.5 shows that 54.9 per cent of pupils aged 19 years in 2009 without special educational needs achieved level 3. This compared to 20.3 per cent at School Action, 13.7 per cent at School Action Plus and 8.8 per cent for those with statements of special educational needs.

### **A level achievements of those at School Action Plus by primary type of need**

Figure 5.6 shows the percentage of pupils at School Action Plus in 2009 who, by the ages of 19 in 2009 and 18 in 2008, had achieved level 3 by primary type of need.

The groups with the highest percentage achieving the level 3 qualification by age 19 in 2009 were the visually impaired (43.2 per cent) and the hearing impaired (42.5 per cent).

**Figure 5.6: Percentage of pupils at School Action Plus aged 19 years in 2009 who had achieved two A levels or equivalent (level 3) by age 19 in 2009 and 18 in 2008 by primary type of need**



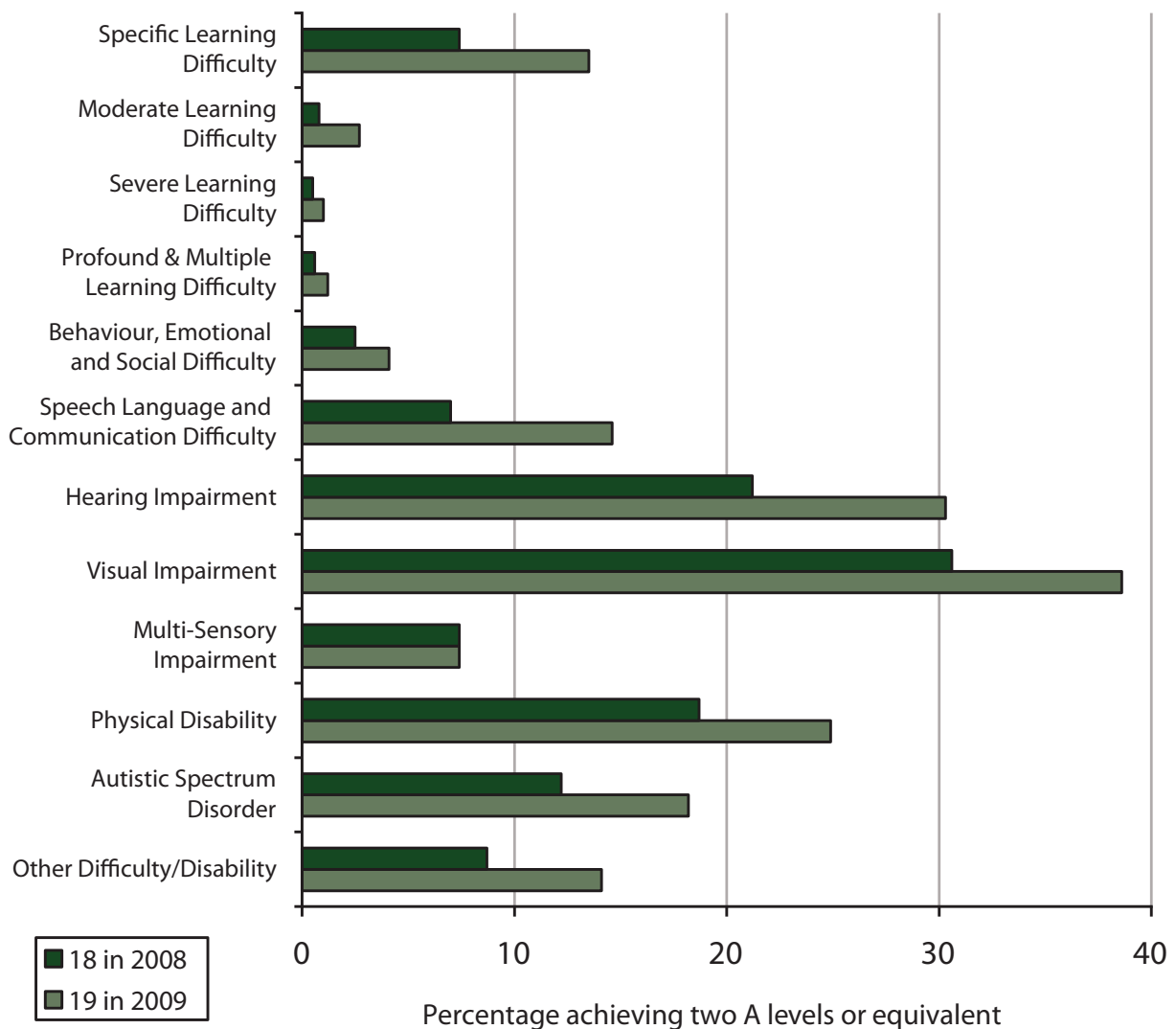
**Improvement in A level attainment between the ages of 18 and 19 years for those at School Action Plus by primary type of need**

Figure 5.6 shows that of the young people at School Action Plus in 2009, those with visual impairments and those with speech language and communication difficulties improved the most in terms of the percentage achieving level 3, between the ages of 18 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 3 at age 19 and also when they were aged 18.

**A level achievements of those with statements of special educational needs by primary type of need**

Figure 5.7 shows the percentage of 19 year old pupils with statements in 2009 who, by the ages of 19 in 2009 and 18 in 2008, had achieved level 3 by primary type of need. Caution should be used when interpreting the percentages in the multi-sensory impairment group due to small numbers of pupils in the cohort. The group with the highest percentage achieving level 3 by 19 in 2009 were the visually impaired (38.6 per cent).

**Figure 5.7: Percentage of pupils with statements aged 19 years in 2009 who had achieved two A levels or equivalent (level 3) by age 19 in 2009 and 18 in 2008 by primary type of need**



**Improvement in A level attainment between the ages of 18 and 19 years for those with statements by primary type of need**

Figure 5.7 shows that young people with hearing impairments improved the most in terms of the percentage achieving level 3, between the ages of 18 and 19 years. Pupils with visual impairments and hearing impairments were still most likely of all the primary need groups to achieve level 3 at age 19 and also when they were aged 18.

**107** How does attainment at age 19 vary according to the level of provision and type of special educational need?

### Differences in attainment between the genders by level of special educational need provision

Figure 5.8 shows the percentage of 19 year old boys and girls who had achieved level 3. The statistics are broken down by age and provision for special educational need.

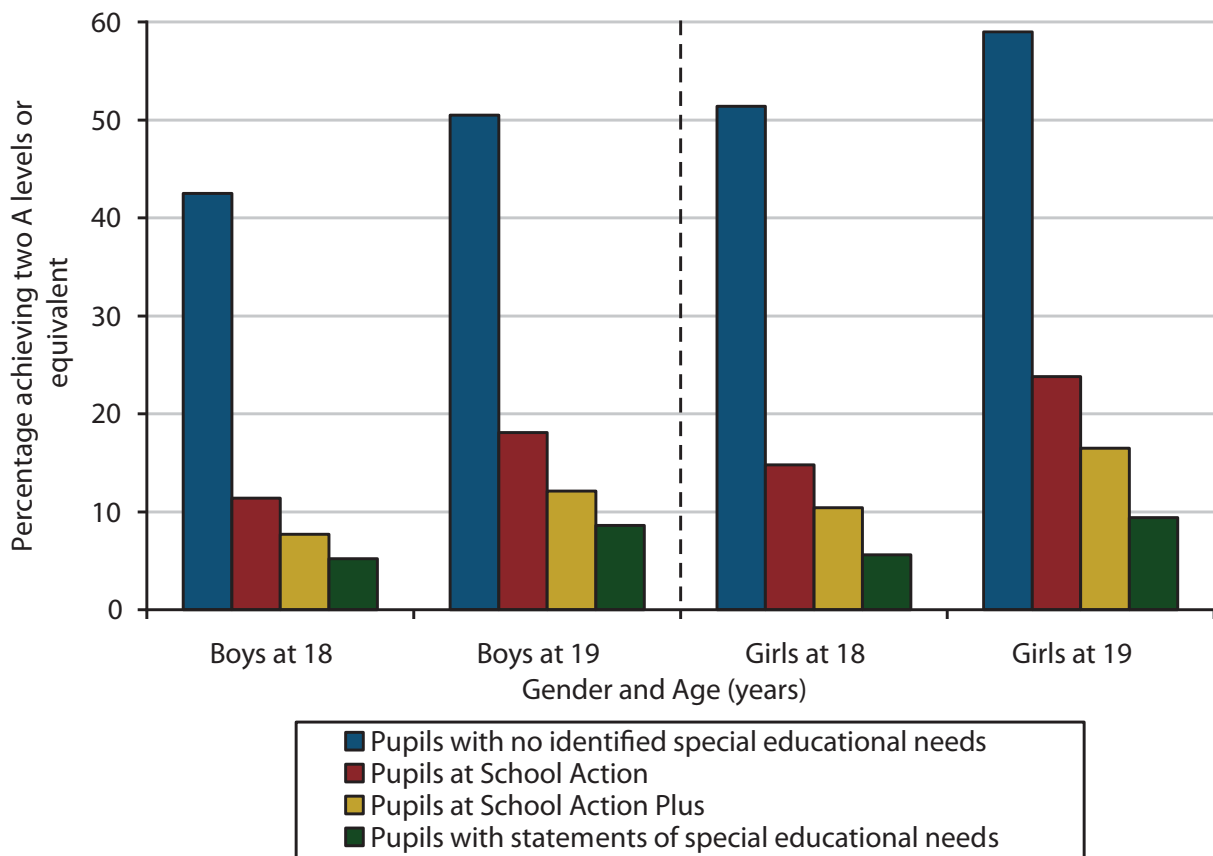
The proportion of 19 year old girls at School Action, School Action Plus and with statements achieving level 3 was higher than that of boys.

50.5 per cent of 19 year old boys with no identified special educational needs achieved level 3 compared to 59.0 per cent of girls.

8.6 per cent of 19 year old boys with statements of special educational needs achieved level 3 compared to 9.4 per cent of girls.

Level 3 attainment increased by a similar amount between the ages of 18 and 19 for boys and girls with statements. Level 3 attainment for pupils at School Action and School Action Plus increased more amongst girls than boys.

**Figure 5.8: Percentage of boys and girls aged 19 years in 2009 who had achieved two A levels or equivalent (level 3) by the age of 19 in 2009 and 18 in 2008 and provision for need**



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

### Key findings

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

### Introduction

Data on pupils entering higher education is collected by the Higher Education Statistics Agency (HESA), which is the official agency for the collection, analysis and dissemination of quantitative information about higher education. Further information about HESA is available in Data Annex 5.

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

### Progression of pupils into higher education by age 19 in 2007

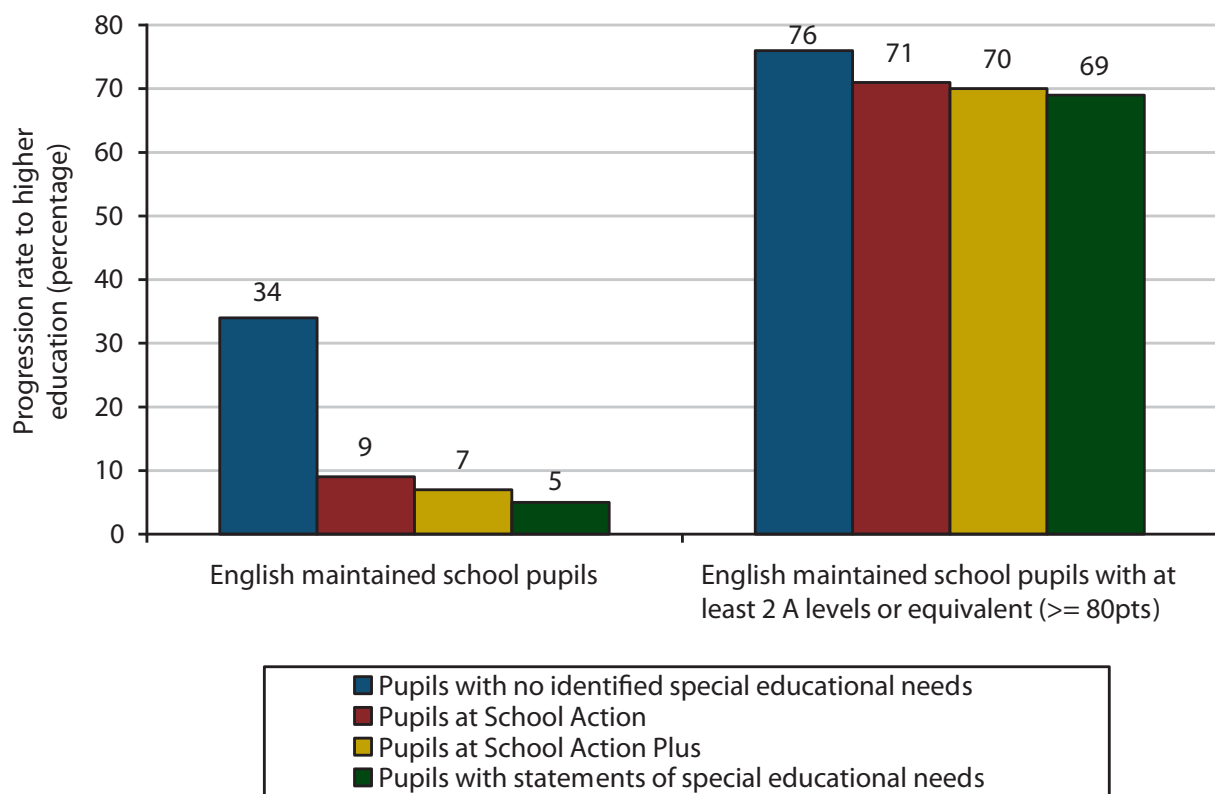
HESA data on enrolments in higher education for 18 and 19 year olds were matched to the National Pupil Database (NPD), which is a longitudinal database for children in England linking pupil/student characteristics to school and college learning aims and attainment. Progression rates cover the proportion of pupils who enrolled in higher education courses in UK Higher Education Institutions (HEIs) or English Further Education Colleges (FECs) either at age 18 in academic year 2006, or at age 19 in academic year 2007. All references to 2007 in the following section refers to the academic year 2006/07.

**109** How does attainment at age 19 vary according to the level of provision and type of special educational need?

Figure 5.9 shows the proportion of pupils who progressed to higher education by the age of 19 years in 2007 by their provision for special educational needs in January 2003 (i.e. when they were taking their GCSEs aged 15 or 16). Pupils with special educational needs were four to five times less likely to be in higher education compared to those with no special educational needs. 34 per cent of those with no special educational needs in January 2003 progressed to higher education by age 19 in 2007 compared to 9 per cent for those at School Action, 7 per cent for those at School Action Plus and 5 per cent for those with statements.

Progression rates into higher education are much higher when looking at those who obtained two A levels or equivalent. Figure 5.9 also shows that 76 per cent of those with no special educational needs in January 2003 who obtained two A levels or equivalent, enrolled in higher education courses by age 19 in 2007. This compares to 71 per cent of those at School Action, 70 per cent at School Action Plus and 69 per cent of those with statements. Web based tables 5.4 and 5.5 contain the data used to produce Figure 5.9.

**Figure 5.9: Progression to higher education by Age 19 (in 2007) by provision for special educational needs for English Maintained School Pupils**



# Chapter 6 – Absence and exclusion from school

## Introduction

This chapter compares absence and exclusions levels between pupils with and without special educational needs. It looks at the proportion of pupils with special educational needs who were absent and persistently absent from school by different characteristics, such as their gender, primary type of need and reasons for being absent. It also compares the characteristics of those pupils who were excluded from school. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. All numbers which appear in this chapter were taken from the School Census. See Data Annex 6 for further details on all the material covered within this chapter.

## Absence from school in 2008/09

### Key findings from absence data

#### Overall absence

Pupils with special educational needs were more likely to be absent from school than other pupils. In 2008/09, pupils with no special educational needs missed the least amount of school through absence (5.6 per cent of half days missed). Pupils at School Action Plus (9.6 per cent) and with statements (9.4 per cent) missed the most school through absence. Of all the primary types of need, pupils with profound and multiple learning difficulties and behavioural, emotional and social difficulties were the most likely to be absent from school.

#### Reasons for absence

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



### **Persistent absentees**

Pupils with special educational needs were more likely to be persistent absentees compared to those without special educational needs in 2008/09. In general, girls were more likely to be persistent absentees compared to boys. Pupils with behavioural, emotional and social difficulties and profound and multiple learning difficulties as their primary need type were most likely to be persistent absentees.

On average, persistent absentees with statements of special educational needs missed 39.0 per cent of half day sessions in 2008/09, compared to 32.9 per cent for those without special educational needs.

### **Absence rates for pupils with special educational needs**

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

Figure 6.1 shows the percentage of half days of school missed through absence in 2008/09 for pupils by their special educational need provision in January 2009 and school type attended. Pupils with special educational needs missed more school through absence compared to those without special educational needs. Overall, pupils with no special educational needs missed the least amount of school through absence (5.6 per cent of half days missed), followed by those at School Action (7.7 per cent). Pupils at School Action Plus and with statements missed the most school through absence, of all the special educational need provisions (9.6 per cent and 9.4 per cent respectively). Web based Table 6.1 contains the data used to produce Figure 6.1. Local Authority figures are available in web based Table 6.2.

**Figure 6.1: Percentage of half day sessions missed due to absence by pupils with special educational needs in 2008/09 by provision of need and school type attended**

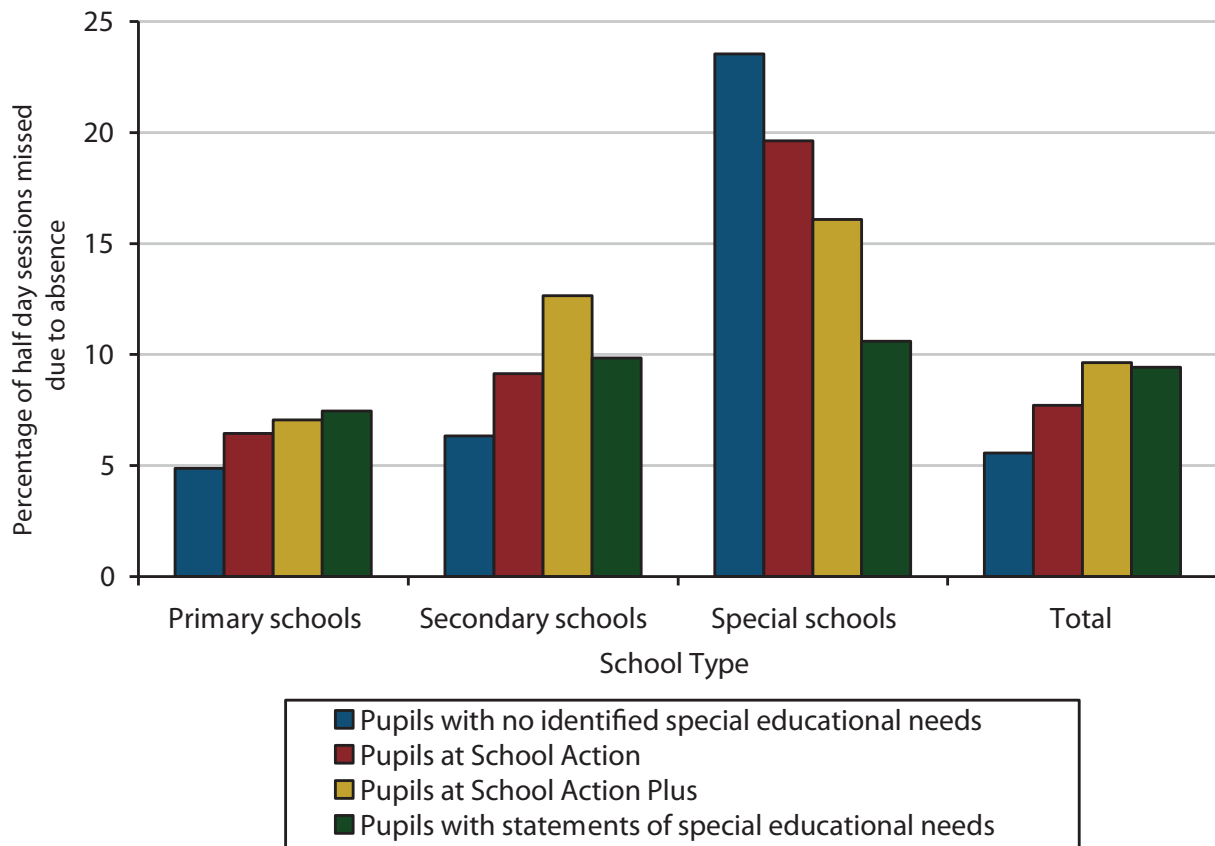


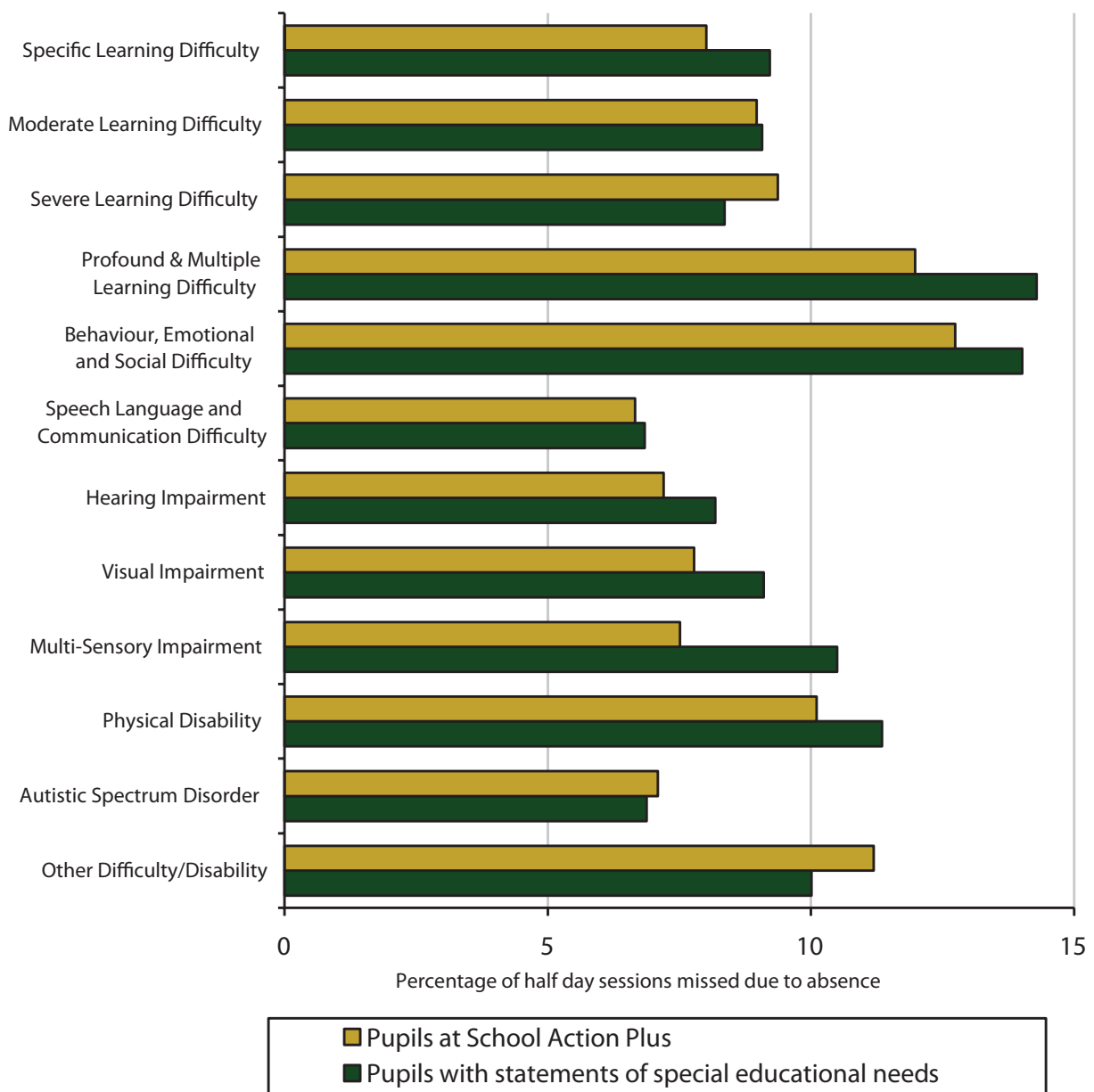
Figure 6.1 shows that pupils at special schools missed more school through absence than those at secondary schools in 2008/09, and those at secondary schools missed more time than those at primary schools, regardless of special educational need provision.

At primary schools, pupils with statements had the highest overall absence rate (7.5 per cent), of all the special educational need provisions, while at secondary schools, pupils at School Action Plus had the highest rate (12.7 per cent). Overall absence percentages for pupils with no special educational needs and those at School Action in special schools should be treated with caution due to low numbers of pupil enrolments.

### **Absence rates by primary type of need**

Figure 6.2 shows the percentage of half days of school missed through absence by primary type of need for pupils at School Action Plus or with statements during 2008/09. Of all the primary types of need, pupils with profound and multiple learning difficulties (12.0 per cent of those at School Action Plus and 14.3 per cent for those with statements) and pupils with behavioural, emotional and social difficulties (12.7 per cent of those at School Action Plus and 14.0 per cent for those with statements) were the most likely to be absent from school. Pupils with speech, language and communication difficulties and autistic spectrum disorder missed the least school through absence. Web based Table 6.1 contains the data which was used to produce Figure 6.2.

**Figure 6.2: Percentage of half day sessions missed due to absence by pupils at School Action Plus or with statements in 2008/09 by primary type of need**



## Authorised and unauthorised absence

The above findings relate to overall absence, which includes:

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

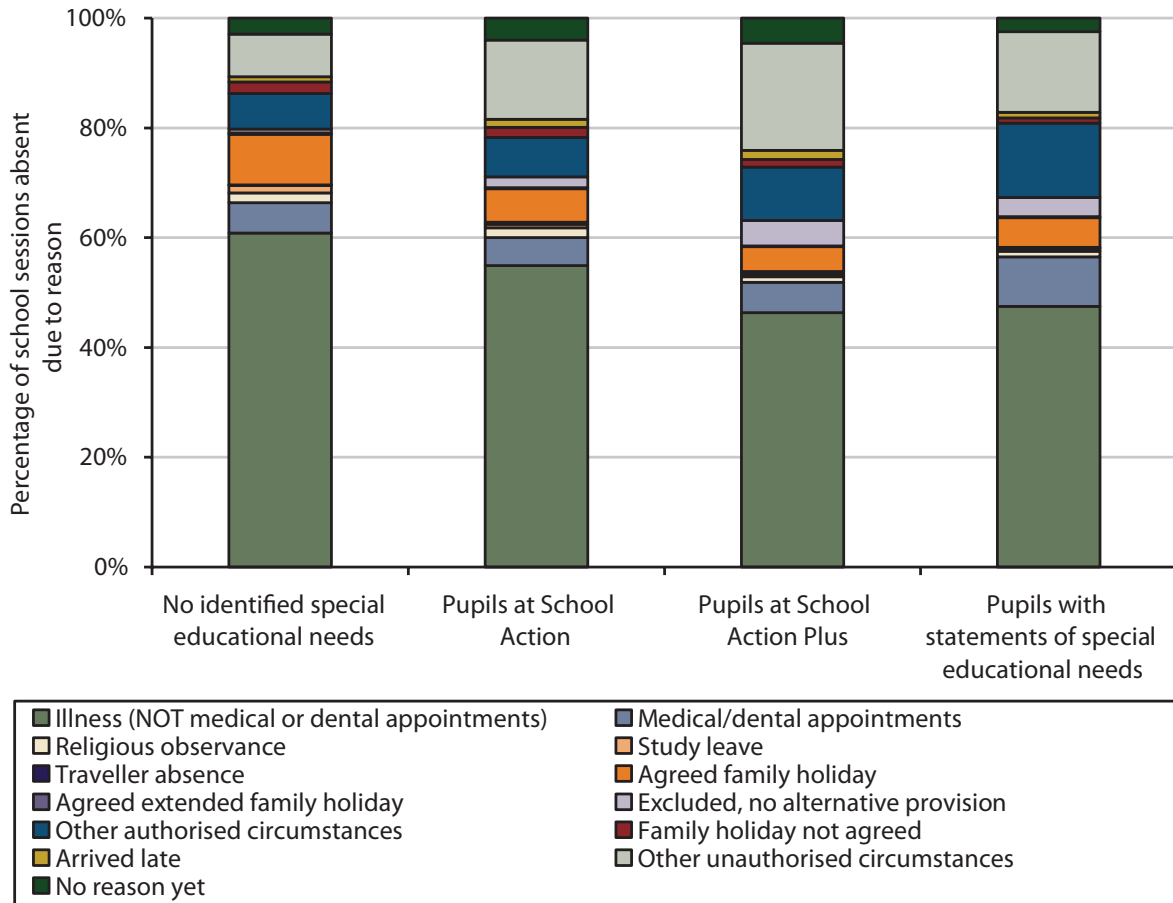
Web based Table 6.1 shows that the proportion of school missed through authorised absence was greater than unauthorised absence for all the special educational need provisions and primary need groups in 2008/09. Of all the special educational need provisions, pupils at School Action Plus missed the greatest proportion of sessions through unauthorised absence (around 27 per cent). The equivalent figure for pupils with no special educational needs was around 14 per cent.

## Reasons for absence by provision for need

Figure 6.3 shows the reasons for which pupils were absent from school in 2008/09 by provision for special educational needs. For example, Figure 6.1 earlier showed that pupils with statements missed 9.4 per cent of half day sessions in 2008/09 due to absence and Figure 6.3 shows the distribution of reasons for absence which made up this figure, as well as data for the other provisions of need. Web based Table 6.3 contains the data which was used to produce Figure 6.3. Data Annex 6 shows the list of reasons for absence.

Figure 6.3 shows that the biggest single reason for pupils to be absent in 2008/09 was illness (not medical or dental appointments), regardless of special educational need provision. This reason accounted for 60.8 per cent of absent sessions for pupils with no special educational needs. However, pupils with special educational needs were less likely to be absent due to this reason than those without special educational needs, with the smallest prevalence occurring amongst those at School Action Plus (46.4 per cent). Compared to pupils with no special educational needs, pupils with special educational needs were more likely to be absent due to arriving late, being excluded (no alternative provision) and other unauthorised or authorised circumstances. However, pupils with special educational needs were less likely to be absent due to agreed and not agreed family holidays, compared to those without special educational needs.

**Figure 6.3: Percentage of absent sessions missed by reason for absence for pupils with special educational needs in 2008/09 by provision of need**

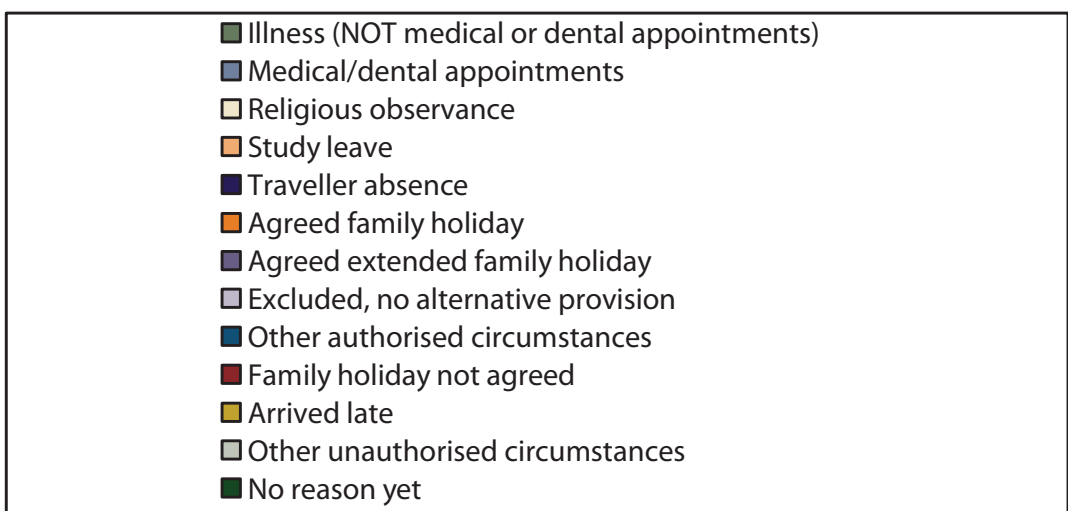
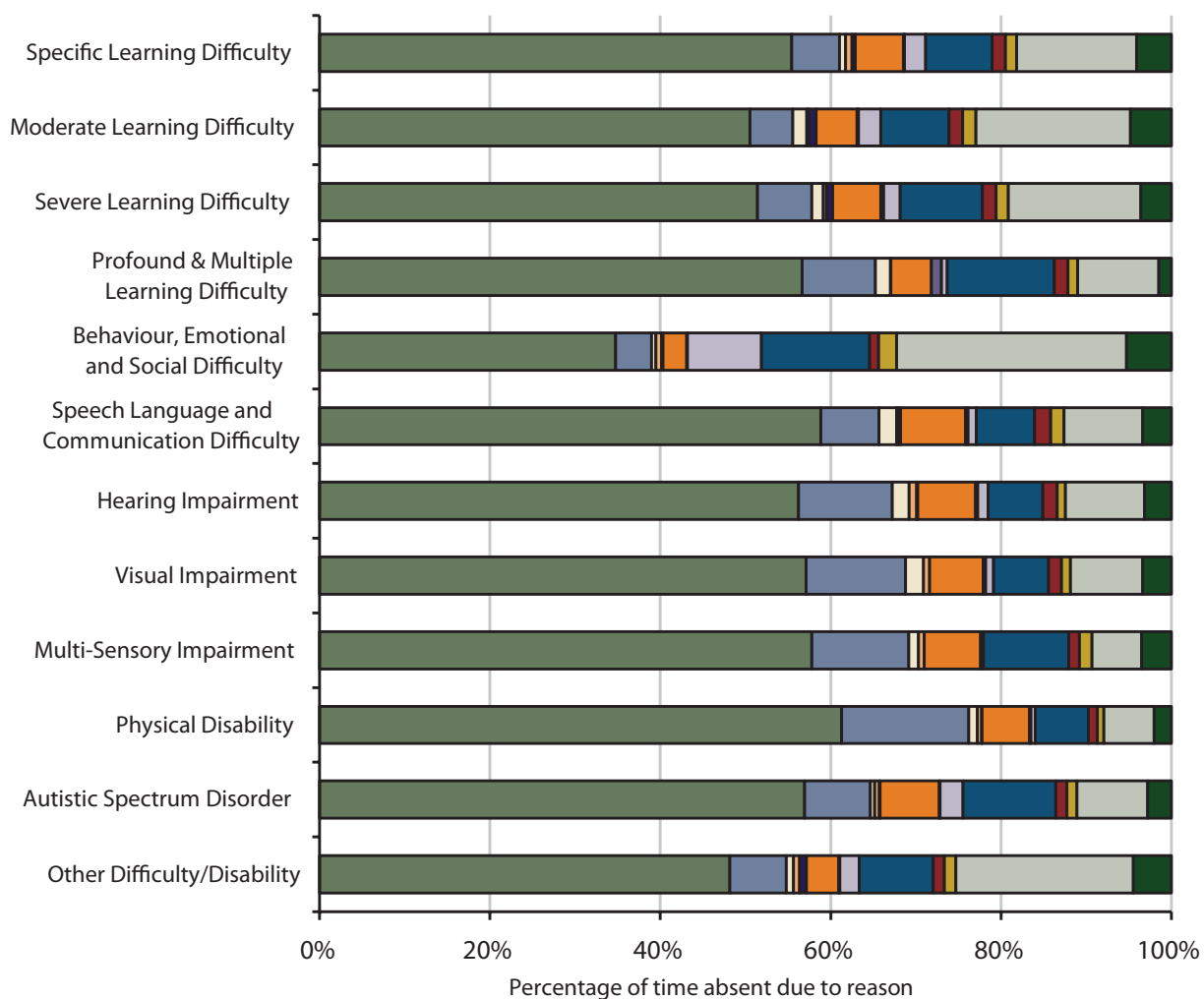


### Reasons for absence by primary type of need

Figure 6.4 shows the reasons for which pupils with each of the primary types of special educational need at School Action Plus were absent from school in 2008/09. For example Figure 6.2 earlier showed that pupils with behaviour, emotional and social difficulties at School Action Plus missed 12.7 per cent of half day sessions in 2008/09 due to absence and Figure 6.4 shows the distribution of reasons for absence which made up this figure. Web based Table 6.3 contains the data which was used to produce Figure 6.4.

Figure 6.4 shows that the single biggest reason for absence for pupils at School Action Plus in 2008/09 was illness (not medical or dental appointments). Of all the primary need groups at School Action Plus, pupils with physical disabilities missed the highest proportion of absent sessions (61.3 per cent) through this reason. However, pupils with behaviour, emotional and social difficulties missed the smallest proportion of sessions (34.7 per cent) through this reason. The distribution of reasons for absence amongst pupils with behaviour, emotional and social difficulties was quite different from the other primary need groups. Pupils with behaviour, emotional and social difficulties were more likely than any other primary need group to be absent due to; being excluded (no alternative provision) at 8.7 per cent, other authorised circumstances (12.7 per cent), arriving late (2.1 per cent), other unauthorised circumstances (27.0 per cent) and no reason yet (5.3 per cent). Pupils with physical disabilities (15.0 per cent) were most likely, of all the primary need groups, to be absent due to medical or dental appointments.

**Figure 6.4: Percentage of absent sessions missed by reason for absence for pupils at School Action Plus in 2008/09 by primary type of need**



**Figure 6.5: Percentage of absent sessions missed by reason for absence for pupils with statements in 2008/09 by primary type of need**

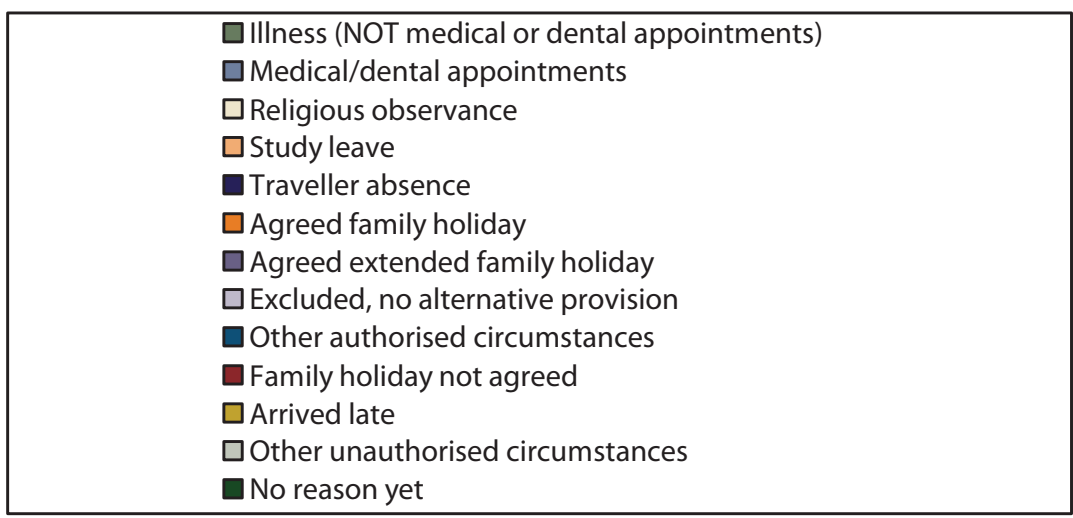
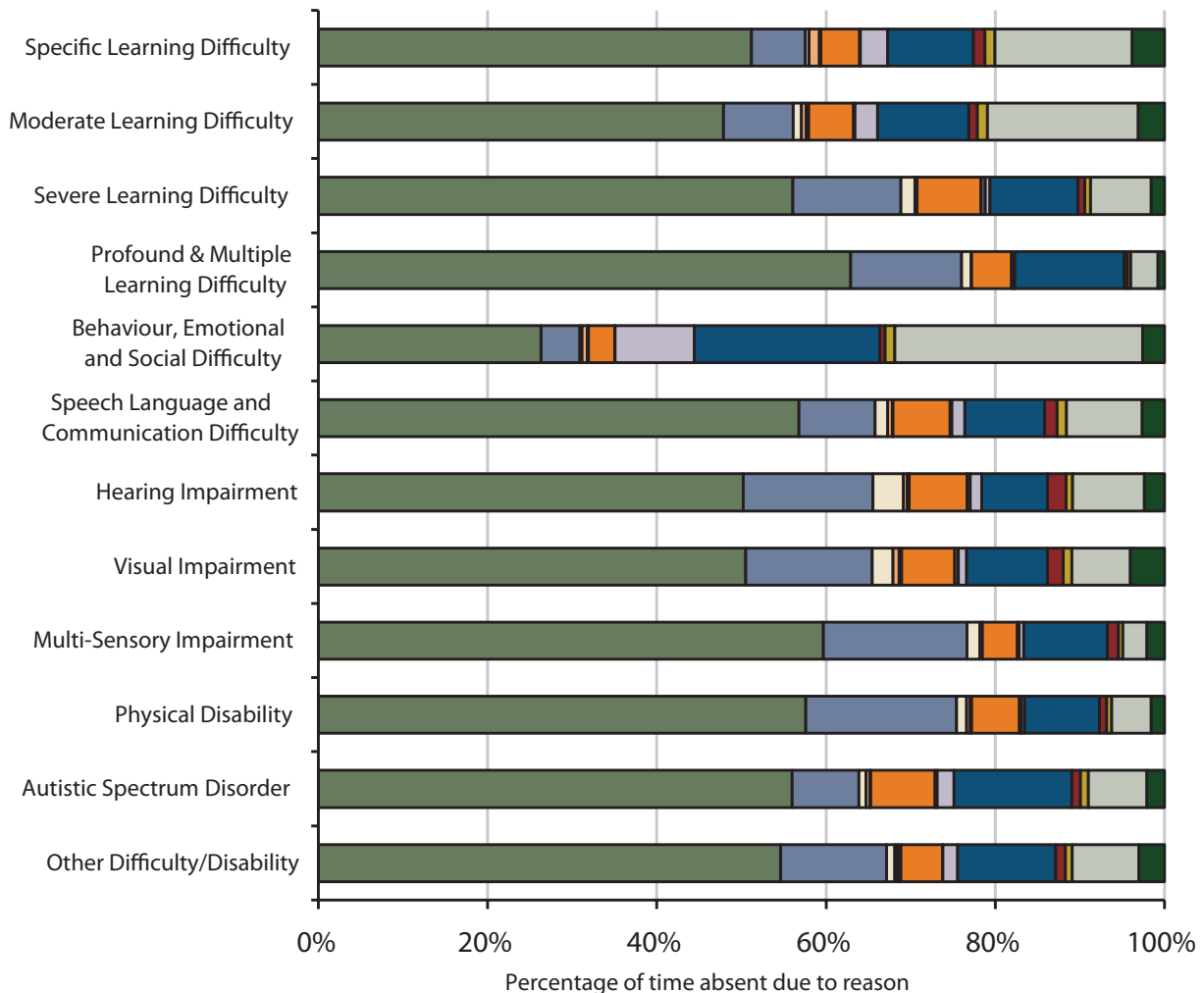


Figure 6.5 shows the reasons for which pupils with each of the primary types of special educational need with statements were absent from school in 2008/09. Figure 6.5 shows a very similar pattern to that shown in Figure 6.4. Pupils with behaviour, emotional and social difficulties again had a very different spread of reasons for absence compared to the other primary need groups.

## Persistent absentees

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

Figure 6.6 shows the percentage of pupil enrolments that were defined as persistent absentees at School Action, School Action Plus and with statements of special educational needs. Pupils could have been enrolled in more than one school throughout the academic year, in which case they could appear in the absence record more than once.

Pupils with special educational needs were more likely to be persistent absentees compared to those without special educational needs. 9.2 per cent of pupils with statements of special educational needs who were enrolled at school in 2008/09 were persistent absentees. Pupils at School Action Plus were most likely to be persistent absentees (9.4 per cent of all enrolments). This compared to 5.3 per cent for those at School Action and 2.1 per cent of pupils on roll where no special educational needs were identified.

**Figure 6.6: Percentage of pupils enrolled in 2008/09 who were defined as persistent absentees, by provision for need and gender**

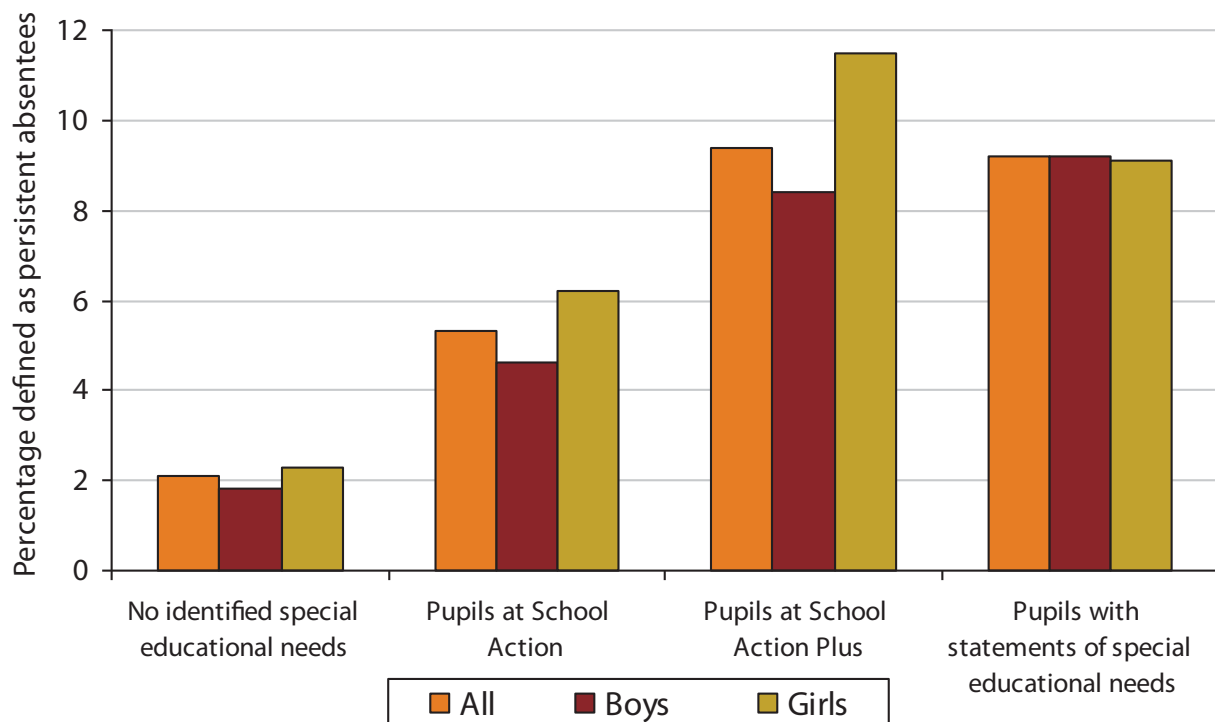


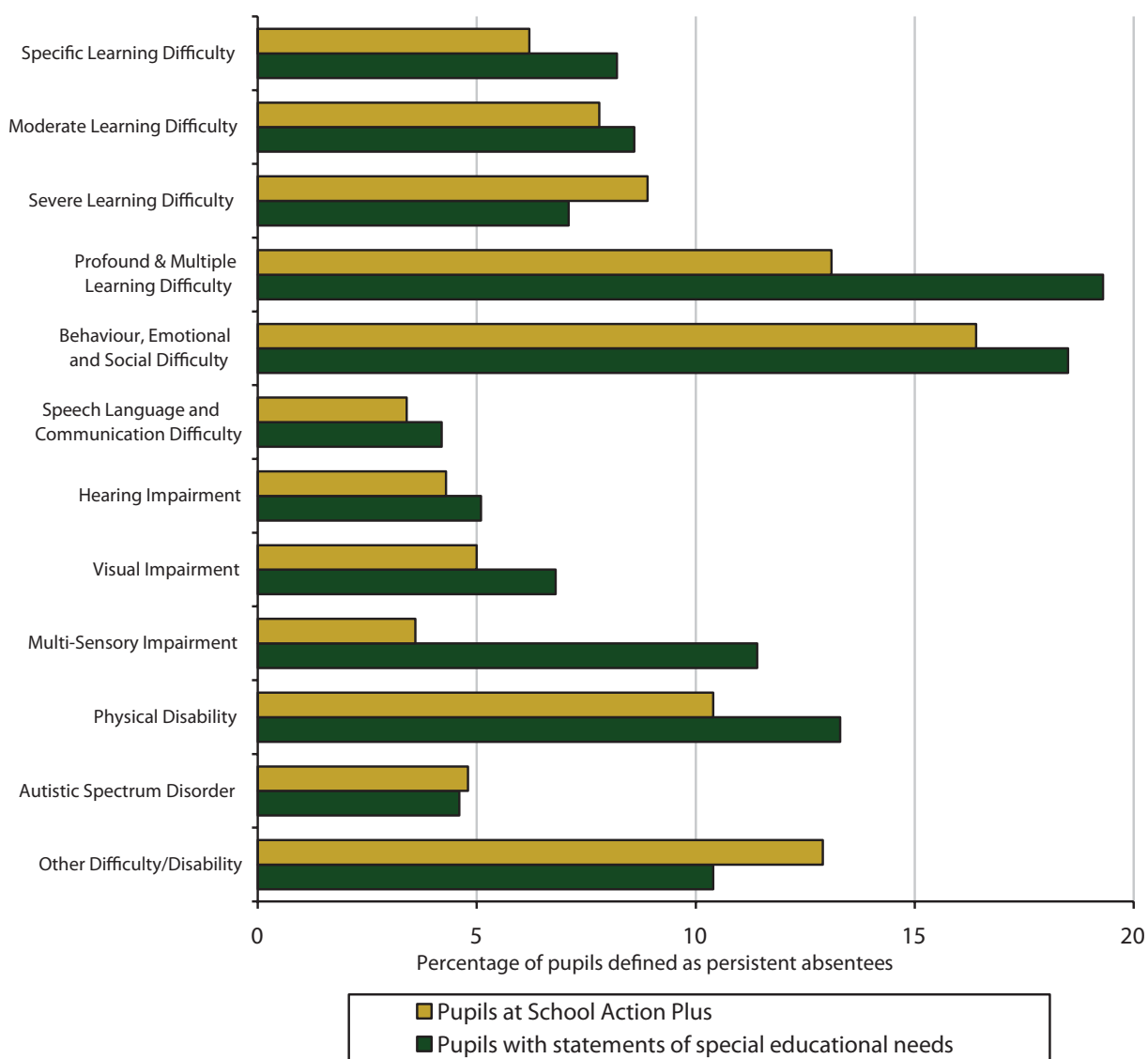
Figure 6.6 also shows that girls were more likely to be persistent absentees than boys. 2.3 per cent of girls without special educational needs enrolled at school in 2008/09 were persistent absentees compared to 1.8 per cent of boys enrolled. The gap was largest between those at School Action Plus, where 11.5 per cent of girls on roll were persistent absentees compared to 8.4 per cent of boys. Web based Table 6.4 contains the data which was used to produce Figure 6.6. Local Authority figures are available in web based Table 6.5.



### Persistent absentees by primary type of need

Figure 6.7 shows the percentage of persistent absentees at School Action Plus and with statements by primary types of special educational need. Pupils with speech, language and communication difficulties were least likely to be persistent absentees, while pupils with behavioural, emotional and social difficulties and profound and multiple learning difficulties were most likely. Web based Table 6.4 contains the data which was used to produce Figure 6.7. Caution should be used when interpreting the figures for multi-sensory impairments in both groups along with the figure for profound and multiple learning at School Action Plus, due to low numbers of pupils enrolled.

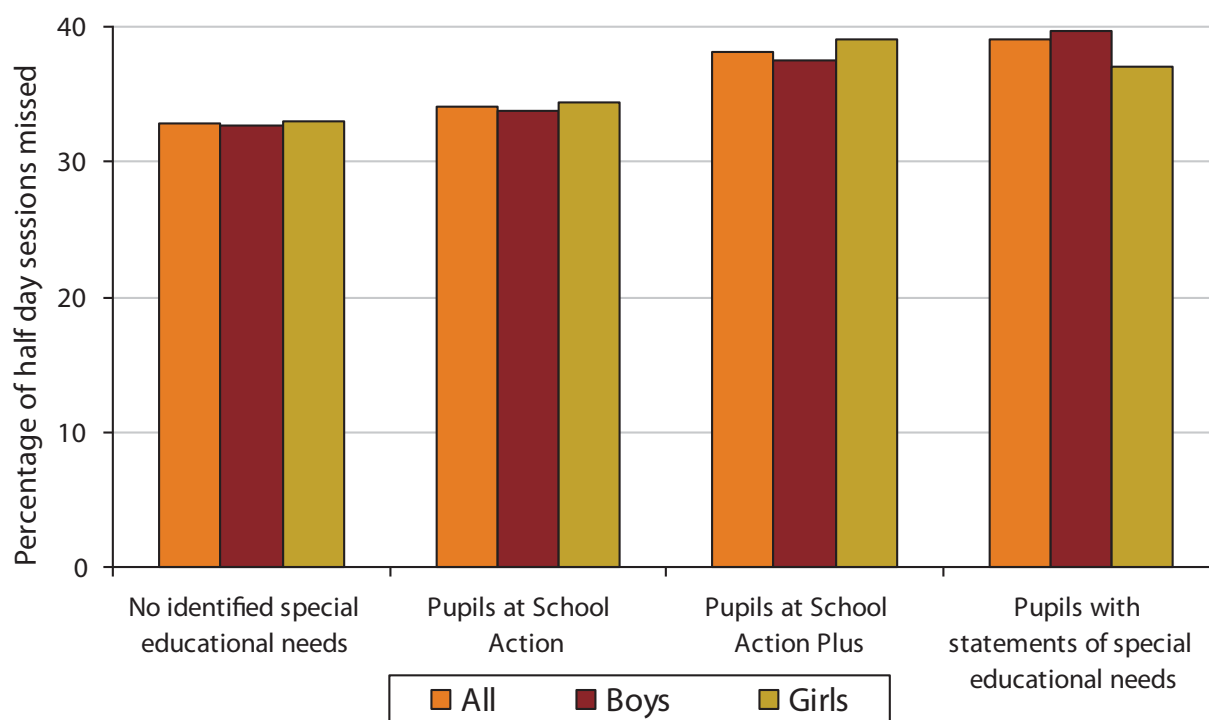
**Figure 6.7: Percentage of pupils enrolled in 2008/09 who were defined as persistent absentees, by primary need type**



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

Figure 6.8 shows the percentage of half days missed at school by persistent absentees with special educational needs. Persistent absentees with special educational needs missed more school through absence compared to pupils with no special educational needs. On average, persistent absentees with statements of special educational needs missed 39.0 per cent of half day sessions in 2008/09, compared to 32.9 per cent for those without special educational needs. The figures for pupils at School Action and School Action Plus were 34.1 per cent and 38.1 per cent respectively. Web based Table 6.4 contains the data which was used to produce Figure 6.8.

**Figure 6.8: Percentage of half day sessions missed by persistent absentees in 2008/09 by provision for need and gender**

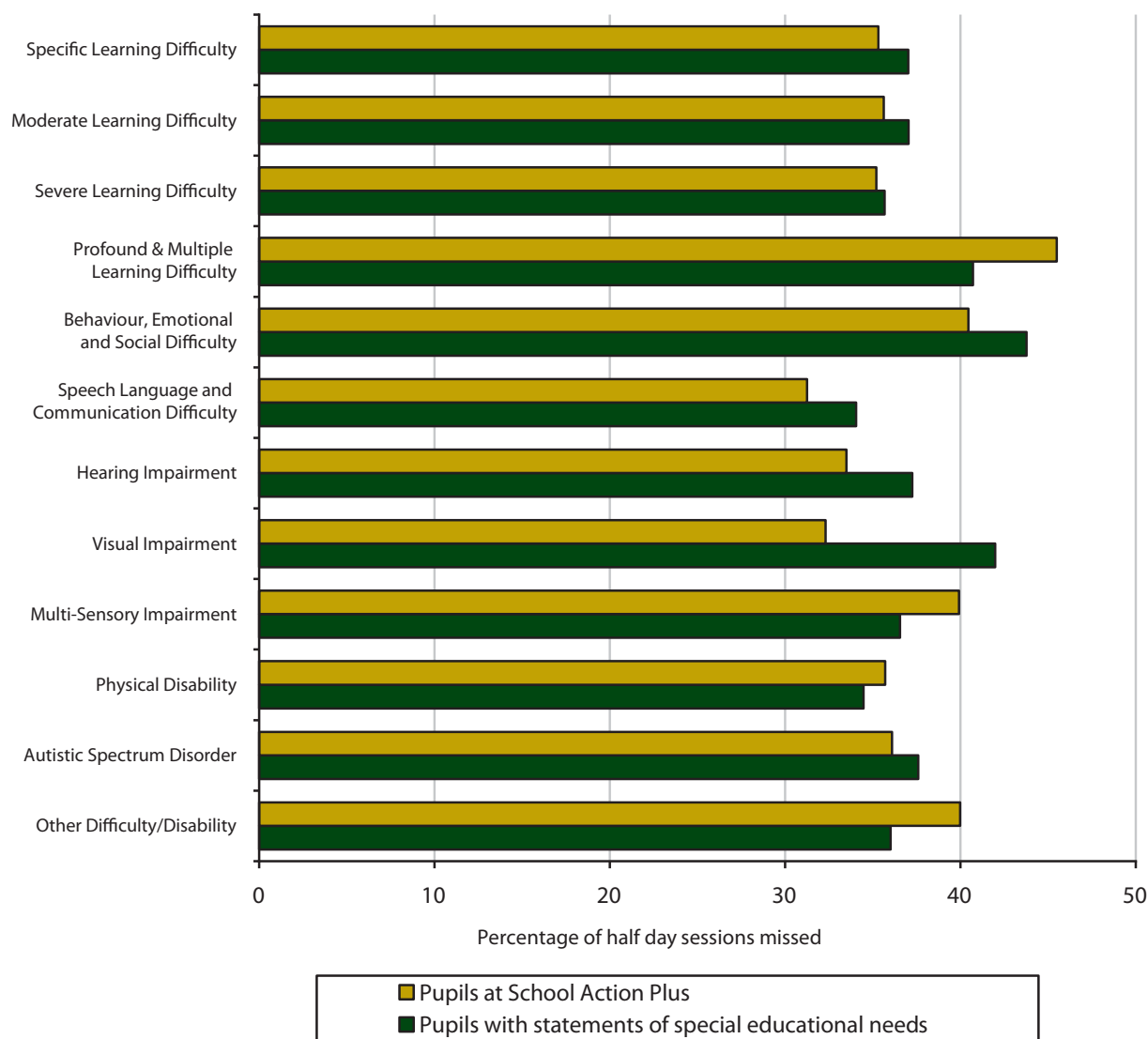


### Half days missed at school by persistent absentees by primary type of need

Figure 6.9 shows the percentage of half days missed at school by primary types of special educational need for persistent absentees at School Action Plus and with statements. Web based Table 6.4 contains the data which was used to produce Figure 6.9.

Persistent absentees at School Action Plus and with statements with speech, language and communication difficulties as their primary need type missed the least number of half days, while pupils with behaviour, emotional and social difficulties and profound and multiple learning difficulties missed the most. Caution should be used when interpreting the figures for multi-sensory impairments in both groups along with the figure for profound and multiple learning at School Action Plus, due to low numbers of pupils enrolled.

**Figure 6.9: Percentage of half day sessions missed by persistent absentees in 2008/09 by primary need type**



### Rate of authorised and unauthorised absence by persistent absentees

Web based Table 6.4 shows that persistent absentees with statements of special educational needs missed more half days through authorised absence (26.3 per cent of half days missed, which accounted for approximately 67 per cent of authorised and unauthorised absence for pupils with statements) compared to those with no special educational needs (20.4 per cent, which accounted for approximately 62 per cent of authorised and unauthorised absence for pupils with no special educational needs). Persistent absentees at School Action Plus missed the most half days through unauthorised absence at 17.6 per cent of half days. This compared to 12.5 per cent of persistent absentees with no special educational needs. Web based Table 6.4 shows data on all the primary need groups.

## Exclusions from school in 2007/08

### Key findings from exclusions data

#### Fixed period exclusions

Pupils with special educational needs were much more likely to receive a fixed period exclusion from school than their peers. Pupils at School Action Plus were most likely to receive a fixed period exclusion from school in 2007/08. Pupils at School Action Plus were over 7 times more likely to receive a fixed period exclusion than those with no special educational needs.

#### Reasons for fixed period exclusions in 2007/08

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

#### Permanent exclusions

Pupils with special educational needs were much more likely to receive a permanent exclusion from school than their peers. Pupils at School Action Plus were most likely to receive a permanent exclusion from school in 2007/08. Pupils at School Action Plus were about 20 times more likely to receive a permanent exclusion than those with no special educational needs.

#### General findings

Boys were more likely to receive any type of exclusion from school than girls in 2007/08. Of all the primary need groups, pupils with behavioural, emotional and social difficulties were by far the most likely to receive either type of exclusion.

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

This section reports on fixed period exclusion rates for pupils with special educational needs. A fixed period exclusion is when a pupil is excluded from a school but remains on the register because they are expected to return once the exclusion period is over. This analysis reports on the number of fixed period exclusions per enrolment. Pupils could have been enrolled in more than one school throughout the year, in which case they would be counted on each occasion in which they enrolled. The 'fixed period exclusion rate' is defined as the number of pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same group (i.e. pupils of the same special educational need provision).

Figure 6.10 shows the percentage of pupil enrolments in 2007/08 that received one or more fixed period exclusion in the year by their special educational need provision in January 2008 and school type attended. Pupils with special educational needs were much more likely to receive a fixed period exclusion than those with no special educational needs. Overall, pupils with no special educational needs were least likely to receive a fixed period exclusion (1.5 per cent), followed by those at School Action

(5.2 per cent). Pupils at School Action Plus (11.4 per cent) were most likely to receive a fixed period exclusion, of all the special educational need provisions. This shows that pupils at School Action Plus were over 7 times more likely to receive a fixed period exclusion than those with no special educational needs. Web based Table 6.6 contains the data used to produce Figure 6.10.

**Figure 6.10: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by school type attended, 2007/08**

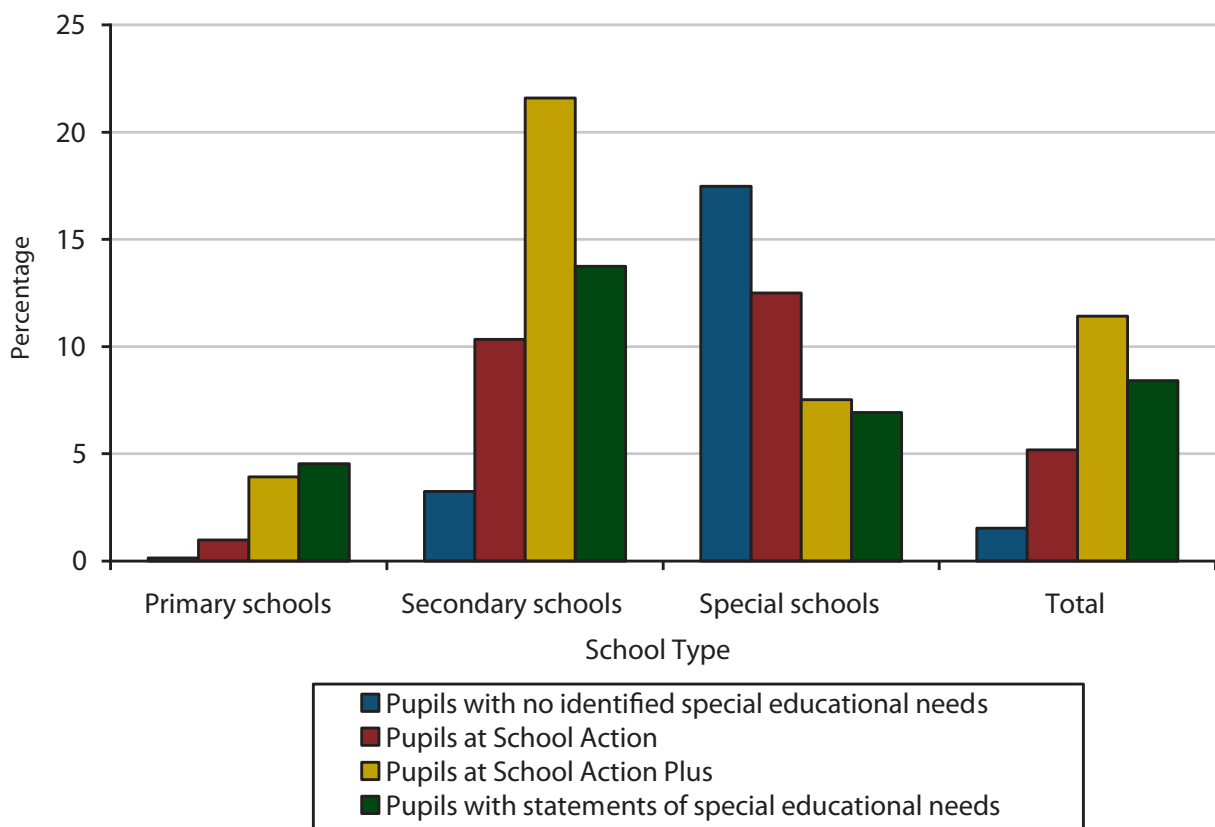
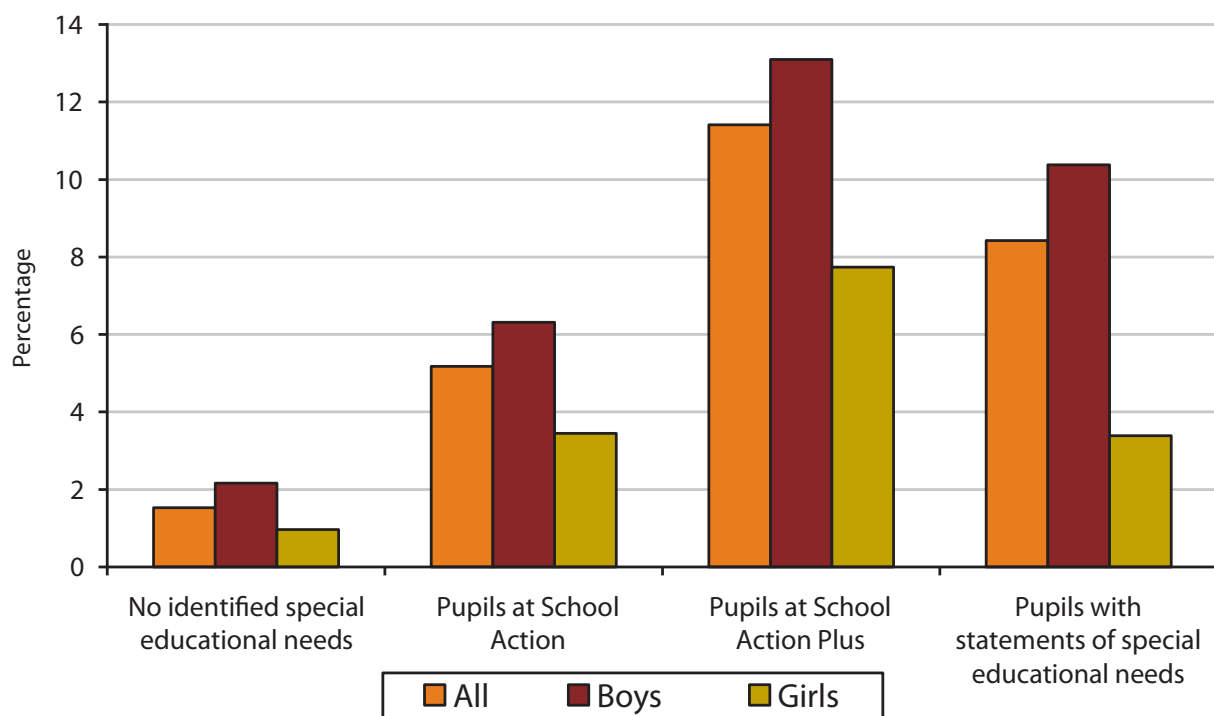


Figure 6.10 shows that pupils at secondary schools were more likely to receive a fixed period exclusion than those at primary schools in 2007/08, regardless of special educational need provision. At primary schools, pupils with statements had the highest overall fixed period exclusion rate (4.5 per cent), of all the special educational need provisions, while at secondary school, pupils at School Action Plus had the highest rate (21.6 per cent). 6.9 per cent of pupils with statements enrolled in special schools received at least one fixed period exclusion. Overall fixed period exclusion percentages for pupils with no special educational needs and those at School Action in special schools should be treated with caution due to low numbers of pupil enrolments.

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

Figure 6.11 shows fixed period exclusion rates for pupils enrolled in 2007/08 by their gender and special educational need provision. Boys were more likely to receive a fixed period exclusion from school than girls regardless of their provision for need in 2007/08. Boys with statements (10.4 per cent) were three times more likely than girls (3.4 per cent) to receive a fixed period exclusion. Boys at School Action Plus and School Action were nearly twice as likely as girls to receive a fixed period exclusion. Boys with no identified special educational needs were over twice as likely as girls to receive a fixed period exclusion. Web based Table 6.7 contains the data used to produce Figure 6.11. Local Authority figures are available in web based Table 6.8.

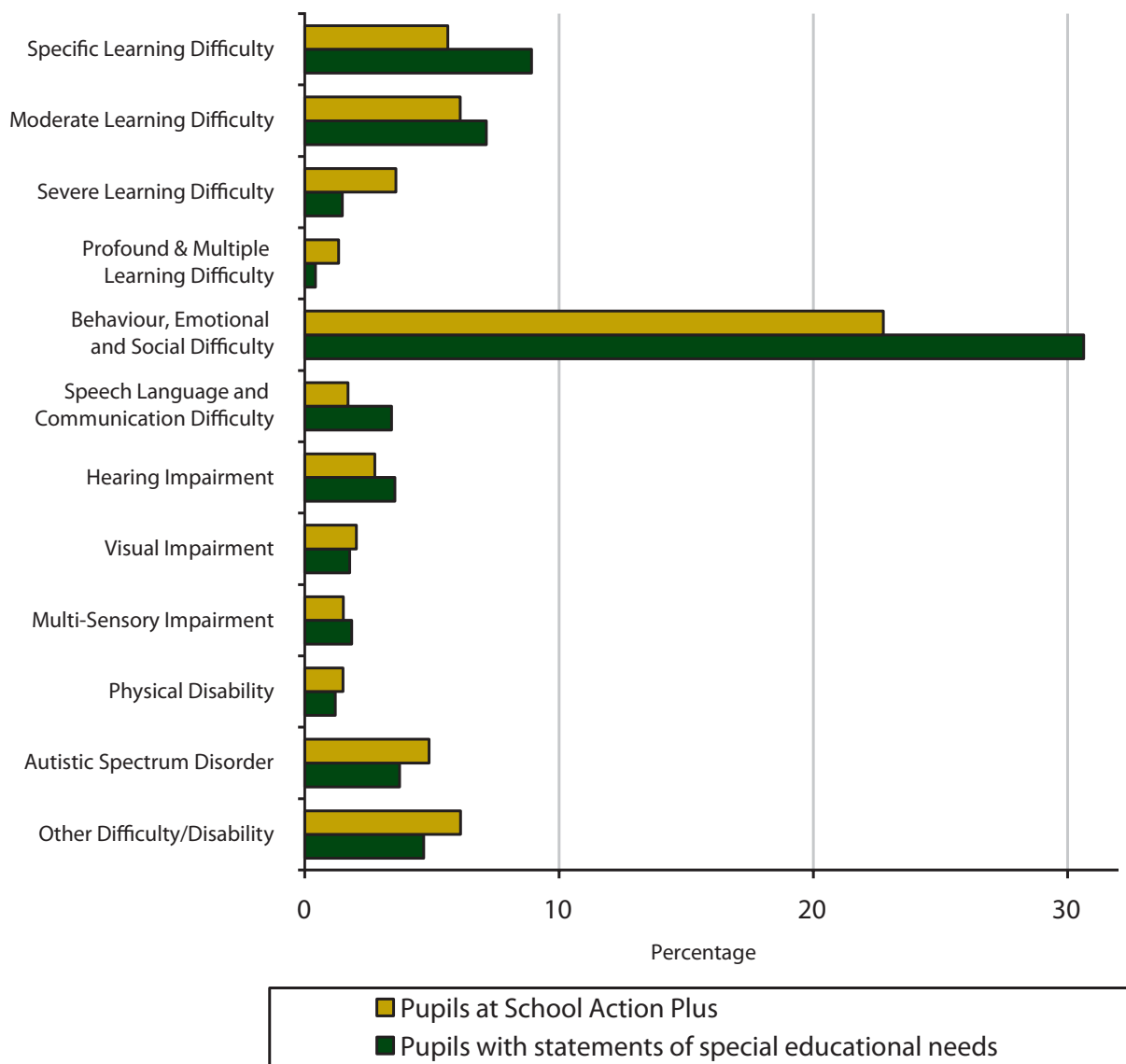
**Figure 6.11: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by gender, 2007/08**



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

Figure 6.12 shows the rate of fixed period exclusions by primary types of special educational need among pupils at School Action Plus and those with statements in 2007/08. Pupils with behaviour, emotional and social difficulties were by far the most likely to receive a fixed period exclusion (22.8 per cent of those enrolled with behavioural, emotional and social difficulties at School Action Plus received one or more fixed period exclusion. The equivalent figure for those of this primary need group amongst those with statements was 30.6 per cent). Web based Table 6.7 shows the data used to produce Figure 6.12.

**Figure 6.12: Pupil enrolments that received one or more fixed period exclusion expressed as a percentage of the number of all pupils of the same primary type of special educational need, 2007/08**



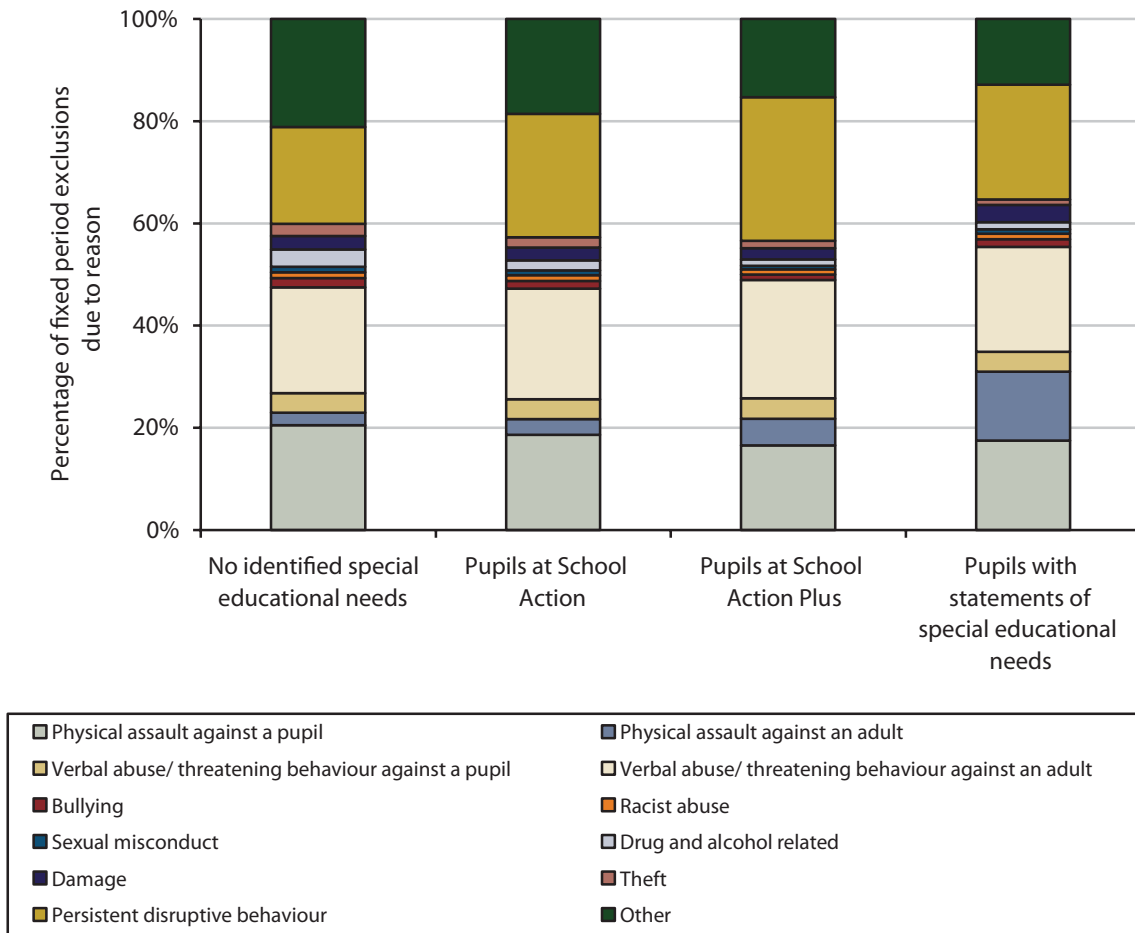
**Reasons for fixed period exclusion by provision for need**

Figure 6.13 shows the reasons for which pupils received fixed period exclusions from school in 2007/08 by provision for special educational needs. For example, Figure 6.13 shows the distribution and prevalence of reasons for all fixed period exclusions received by pupils with statements. Web based Table 6.9 contains the data which was used to produce Figure 6.13.

Figure 6.13 shows that pupils received a fixed period exclusion for a variety of reasons in 2007/08. The patterns were quite consistent across provisions of special educational need with the most common reasons being persistent disruptive behaviour, verbal abuse/ threatening behaviour against an adult, physical assault against a pupil and any other reason. Compared to those with no special educational needs, pupils with special educational needs were less likely to receive a fixed period exclusion due to drug and alcohol related reasons, physical assaults on pupils or the any other reason category.

However, pupils with special educational needs were more likely than their peers to receive a fixed period exclusion due to physical assaults on adults and persistent disruptive behaviour.

**Figure 6.13: Percentage of fixed period exclusions by reason for exclusion for pupils with special educational needs in 2007/08 by provision of need**



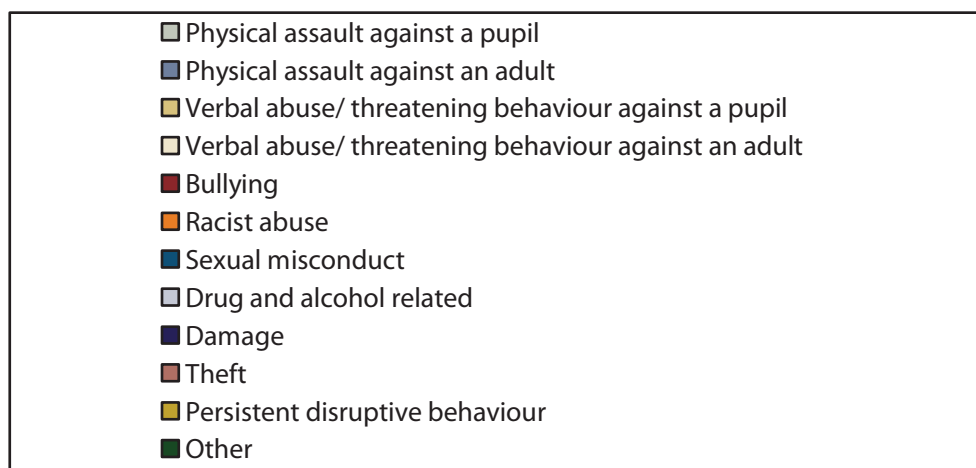
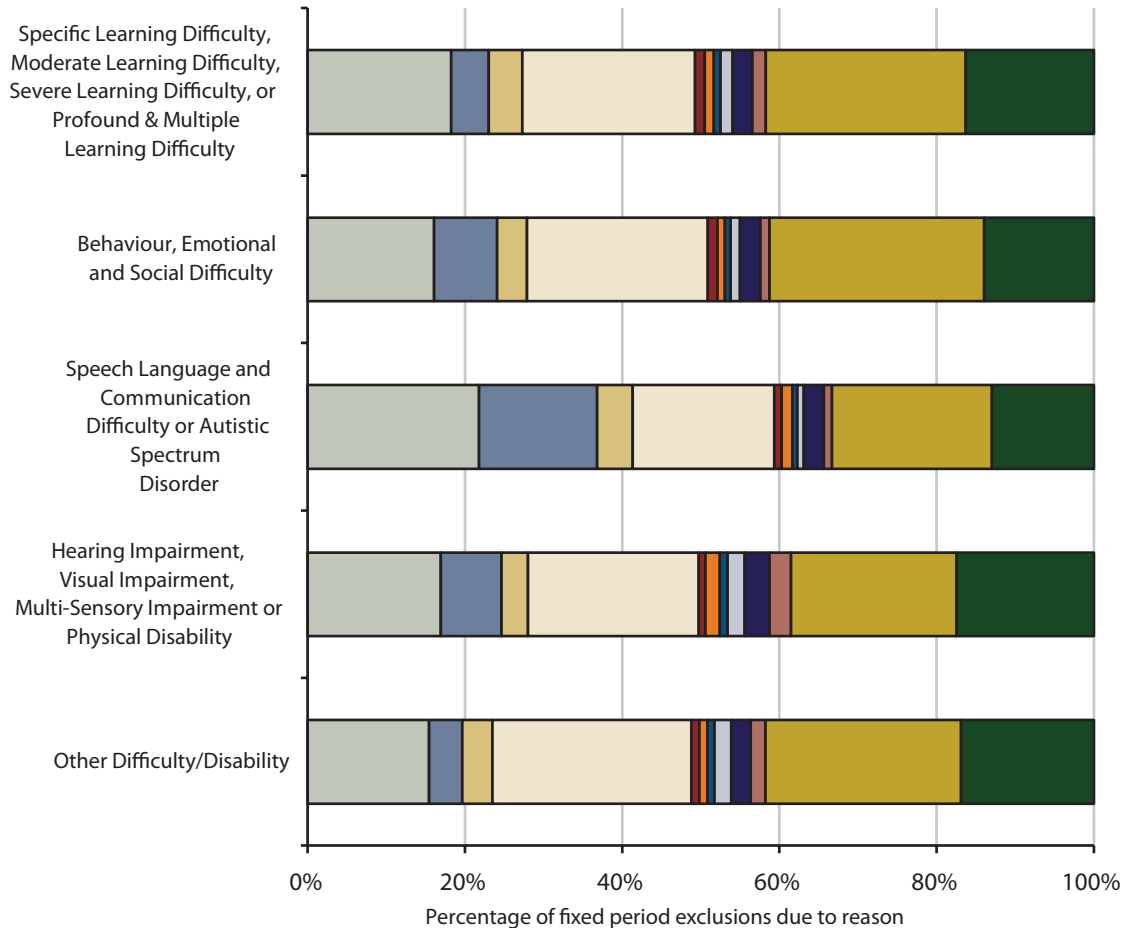
**Reasons for fixed period exclusion by primary type of need**

Figure 6.14 shows the reasons for which pupils at School Action Plus and statements received fixed period exclusions from school in 2007/08. Web based Table 6.9 contains the data which was used to produce Figure 6.14. Primary need figures were combined for those at School Action Plus and with statements due to small numbers of pupils in some groups. Figures were also combined for specific primary need groups which were similar (i.e. hearing impairment, visual impairment, multi-sensory impairment and physical disability), to ensure the groups were large enough to draw robust conclusions from the data. Figure 6.14 shows the following:

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



**Figure 6.14: Percentage of fixed period exclusions by reason for exclusion for pupils at School Action Plus and with statements of special educational needs in 2007/08 by primary type of need**



**Rate of permanent exclusions**

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

Figure 6.15 shows the number of pupil enrolments that received a permanent exclusion expressed as a percentage of the number of all pupils of the same group in 2007/08. It compares differences between boys and girls at School Action, School Action Plus, with

statements of special educational needs and with no special educational needs. Web based Table 6.10 contains the data which was used to produce Figure 6.15.

Figure 6.15 displays a very similar trend to that shown in Figure 6.11 which related to fixed period exclusions. Compared to their peers, pupils with special educational needs were more likely to be permanently excluded. As with fixed period exclusions, pupils at School Action Plus were most likely to receive a permanent exclusion. Pupils at School Action Plus were around 20 times more likely to receive a permanent exclusion than those with no special educational needs.

**Figure 6.15: Pupil enrolments that received a permanent exclusion expressed as a percentage of the number of all pupils of the same special educational need provision by gender, 2007/08**

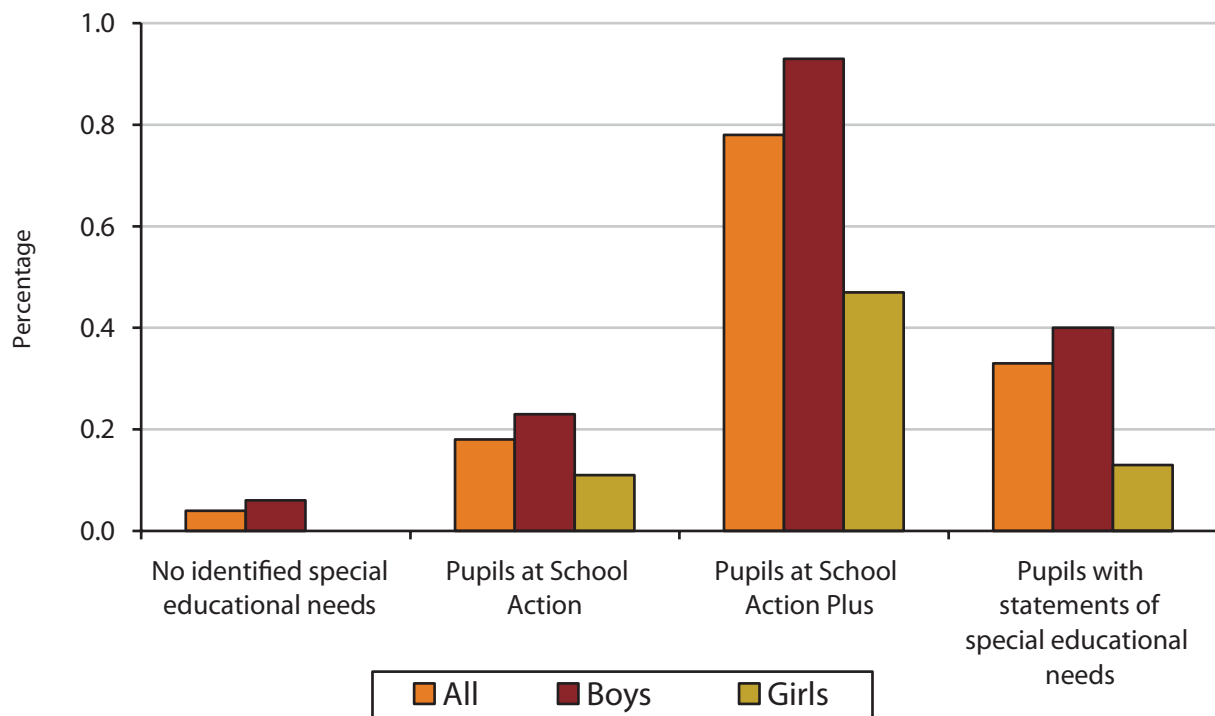


Figure 6.15 shows that boys were more likely to be permanently excluded than girls, regardless of special educational need provision. Boys with statements of special educational needs were three times more likely to be permanently excluded than girls in 2007/08.

Pupils with behavioural, emotional and social difficulty were the most likely to be permanently excluded. Web based Table 6.10 shows data on all the primary need groups.

### Exclusions from school in 2008/09

Special educational need provision information on the number of pupils with special educational needs who were excluded from school in 2008/09 was published in July 2010 and can be found at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml>

# Glossary

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

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

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

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

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

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

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

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

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

**Key Stage 1 (KS1):** Key Stage 1 is the stage of the National Curriculum between ages 4 and 7 years (year groups 1 to 3). Pupils at Key Stage 2 generally sit their KS1 tests aged 7.

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

**Key Stage 3 (KS2):** Key Stage 3 refers to the stage of the National Curriculum for pupils aged between 11 and 14 years (year groups 7 to 9). Pupils at Key Stage 3 who are generally aged 14 are assessed as part of the national programme of National Curriculum assessment through on-going teacher assessment.

**Key Stage 4 (KS4):** Key Stage 4 refers to the stage of the National Curriculum for pupils aged between 14 and 16 years (year groups 10 and 11). Pupils at Key Stage 2 generally sit their KS4 exams aged 16.

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

**Local Authority Indicator:** These indicators formed part of the previous government's set of National Indicators

**Mainstream school:** A school which is for all pupils, not just those with special educational needs. A mainstream school is usually a maintained school, although it could also be an independent school (City Technology College, City Technology College or academy). **Maintained school:** A Government-funded school which provides education free of charge to pupils in either mainstream or special settings. Maintained schools are generally community schools, community special schools, foundation schools, foundation special schools, voluntary aided schools or voluntary controlled schools. Academies are not maintained schools although they are largely publicly funded and generally operate under similar rules to maintained schools under separate funding agreements with central government.

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

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

**P scales:** A set of descriptions for recording the achievement of pupils with special educational needs who are working towards the first level of the National Curriculum (level 1). Schools use P scales to report the achievements of these children in the core subjects of English, mathematics and science at the end of Key Stages 1, 2 and 3.

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

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

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

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

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

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

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

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

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

1. specific learning difficulty
2. moderate learning difficulty
3. severe learning difficulty
4. profound and multiple learning difficulty
5. behaviour, emotional and social difficulty
6. speech, language and communication needs
7. hearing impairment
8. visual impairment
9. multi-sensory impairment
10. physical difficulty
11. autistic spectrum disorder
12. other difficulty/disability

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

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

### Additional Publications

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

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

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

All these documents are also available from our publications centre:

PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ

Telephone: 0845 60 222 60  
Textphone: 0845 60 555 60

**DfE: Children with Special Educational Needs 2009: an analysis** – The first in this series of publications which brings together key statistics on children with special educational needs. It is available at: <http://www.education.gov.uk/rsgateway/DB/STA/t000851/index.shtml>

**DfE: Special Educational Needs in England: January 2010** – The Statistical First Release brings together the information available on special educational needs and special schools in England. It is available at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>

**DfE: Special Educational Needs in England: January 2009** – The Statistical First Release brings together the information available on special educational needs and special schools in England in January 2009. It is available at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000852/index.shtml>

**DfE: Special Educational Needs in England: January 2008** – This Statistical First Release includes statistics on pupils with special educational needs in England in January 2008. It is available at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000794/index.shtml>

**DfE: Attainment by Pupil Characteristics, in England 2008/09** – This Statistical First Release provides 2008/09 information on attainment by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals, special educational needs and English as a first language. It is available at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000900/index.shtml>

**DfE: Attainment by Pupil Characteristics, in England 2007/08** – This Statistical First Release provides 2007/08 information on attainment by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals, special educational needs and English as a first language. It is available at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>

**DfE: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07** – This Statistical First Release provides information showing attainment for 2006/07 broken down by pupils' characteristics, namely gender, ethnicity, eligibility for free school meals, special educational needs and English as an additional language. This release is available at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>

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

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

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

Tables 1.1 to 1.23 contain data for pupils at a number of different schools including maintained schools (including academies, City Technology Colleges (CTCs), community, voluntary aided, voluntary controlled, foundation, community special and foundation special schools) and other schools (independent, non-maintained special schools and Pupil Referral Units). Tables differ in their coverage of pupils from the different types of schools. The footnotes in each of the tables explain which pupils and schools were included. Special educational need provision (pupils at School Action, School Action Plus and with statements) was recorded in January each year. Numbers were rounded to the nearest 10 in Tables 1.1 to 1.23 and an 'x' represents a number or percentage based on fewer than 5. Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10.

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

Table 1.24 contains experimental data for children who had been looked after for at least 12 months at 31 March 2009 by their special educational need provision in January 2009. This information was obtained by matching looked after children data from the SSDA903 return to the 2008/09 National Pupil Database. 43,100 children were looked after for at least 12 months by Local Authorities in England at 31 March 2009. However, it was only possible to match 35,600 of these children to the 2008/09 National Pupil Database.

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



All numbers which appear in Table 1.24 were rounded to the nearest 100 if they exceeded 1,000 and to the nearest 10 otherwise. Numbers from 1 to 5 inclusive were suppressed, being replaced in the table by a hyphen (-). Percentages were rounded to whole numbers unless the numerator was five or less or the denominator was 10 or less, in which case they were suppressed and replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

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

The 24 tables referenced within chapter 1 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

### Index of tables for chapter 1

**Table 1.1:** All schools: pupils with statements of special educational needs (SEN), 2006 to 2010

**Table 1.2:** All schools: pupils with special educational needs (SEN) without statements, 2006 to 2010

**Table 1.3:** State funded primary and secondary schools and all special schools: number and percentage of pupils by type of need, 2009

**Table 1.4:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils by type of need, 2010

**Table 1.5:** Maintained primary schools: number of pupils with special educational needs (SEN) by age and gender, 2010

**Table 1.6:** State-funded secondary schools: number of pupils with special educational needs (SEN) by age and gender, 2010

**Table 1.7:** Special schools: number of pupils with special educational needs (SEN) by age and gender, 2010

**Table 1.8:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with special educational needs (SEN) by gender and primary SEN need, 2010

**Table 1.9:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with statements of special educational needs (SEN) by age and primary SEN need, 2010

**Table 1.10:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with special educational needs (SEN) at school action plus by age and primary SEN need, 2010

**Table 1.11:** Maintained primary schools: number of pupils with special educational needs (SEN) by ethnic group, 2010

**Table 1.12:** State-funded secondary schools: number of pupils with special educational needs (SEN) by ethnic group, 2010

**Table 1.13:** Special schools: number of pupils with special educational needs (SEN) by ethnic group, 2010

**Table 1.14:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with special educational needs (SEN) at school action plus by ethnic group and primary SEN need, 2010

**Table 1.15:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with statements of special educational needs (SEN) by ethnic group and primary SEN need, 2010

**Table 1.16:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils known to be eligible for free school meals by special educational needs (SEN) provision, 2010

**Table 1.17:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with special educational needs (SEN) by free school meal eligibility and primary SEN need, 2010

**Table 1.18:** maintained primary schools: number of pupils with special educational needs (SEN) by first language, 2010

**Table 1.19:** State-funded secondary schools: number of pupils with special educational needs (SEN) by first language, 2010

**Table 1.20:** Special schools: number of pupils with special educational needs (SEN) by first language, 2010

**Table 1.21:** Maintained primary, state-funded secondary and special schools: number and percentage of pupils with special educational needs (SEN) by first language and primary SEN need, 2010

**Table 1.22:** Maintained primary and state-funded secondary schools: number and percentage of pupils identified as gifted and talented by special educational needs (SEN) provision, 2010

**Table 1.23:** Maintained primary and state-funded secondary: number and percentage of pupils with special educational needs (SEN) identified as gifted and talented by primary SEN need, 2010

**Table 1.24:** All children who have been looked after continuously for at least twelve months at 31 March 2009 by provision and primary type of special educational need (SEN)

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

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

## Early Years Foundation Stage Profile (EYFSP)

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

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

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

### **Key Stage 1**

There are six different levels of attainment for pupils at KS1 in reading, writing and maths and four levels in KS1 science. The six numbered levels in reading, writing and maths are 1, 2C, 2B, 2A, 3 and 4, with 4 being the highest and 1 being the lowest. KS1 science levels are not disaggregated into 2C, 2B, 2A and are given as just 2, meaning that there are 4 possible numbered levels (1, 2, 3 and 4). Therefore the expected threshold of 2 or above means levels 2C, 2B, 2A (or 2 for science), 3 and 4. Three other outcomes are possible at KS1 in reading, writing and maths and include:

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

For KS1 science, levels A (absent) and D (disapplied) are not available separately, but instead are reported under level U (unable to access).

### **Key Stage 2**

There were four different levels of attainment for pupils at KS2 in 2009. This included four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at KS2 and include:

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

### **Attainment of looked after children with special educational needs**

The experimental attainment data for children who had been looked after for at least 12 months at 31 March 2009 was obtained by matching looked after children data from the SSDA 903 return to the 2009 National Pupil Database. The dataset is experimental in nature, so caution should be used when interpreting the findings. The attainment data within this publication for children looked after was provided as additional information to that published in the experimental statistical release entitled Bridging Series for Outcomes for Looked After Children: Comparison of Data from Matched Administrative Source with Current Aggregate Source, which is available at <http://www.education.gov.uk/rsgateway/DB/STR/d000894/index.shtml>.

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

The 20 tables referenced within Chapter 2 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

### P-scales

The use of P scales is statutory for children with Special Educational Needs, aged 5-16 who are working below level 1 of the National Curriculum. P scales are not used to assess children with English as an Additional Language (EAL) at any age unless they also have Special Educational Needs.

The Qualifications and Curriculum Development Agency (QCDA) provides pupil-level P scales data to the Department for Key Stages 2 and 3. (The Department collects P scales data for Key Stage 1 directly without QCDA involvement). "Performance – P-level attainment targets" includes a complete set of the latest P-level descriptions for all National Curriculum subjects. See [http://www.qcda.gov.uk/resources/assets/Performance-pscales-attainment\\_targets.pdf](http://www.qcda.gov.uk/resources/assets/Performance-pscales-attainment_targets.pdf) for more information.

In addition to pupil summary data which contain Teacher Assessment (TA) levels for all pupils, additional data with P scales information is provided as part of the data feeds for each Key Stage. For every pupil assigned a TA level of 'W' in the pupil summary dataset there is a corresponding record in the P Scale dataset.

P scales are also known as "P levels" in some guidance and are split into eight different levels with P1i being the lowest and P8 the highest;

P Scale Subject	Reportable levels
<b>English</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii
Reading Writing Speaking Listening	P4, P5, P6, P7, P8
<b>Mathematics</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii
Number Using and applying mathematics Shape, space and measures	P4, P5, P6, P7, P8
<b>Science</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that pupils with learning difficulties who are not working at levels P4–P8 might characteristically demonstrate. If a pupil is at P1i to P3ii level in English, then reading, writing, speaking or listening levels would not normally be appropriate. If a pupil is at an English level higher than P3ii, then the relevant separate levels P4–P8 in reading, writing, speaking or listening are appropriate and an English level is not expected.

The position is similar in respect for mathematics (where levels P1 to P3 are not reported for number, using and applying mathematics, and shape, space and measures). For science, a single level from P1i to P8 is appropriate. However, there may be exceptional circumstances where a pupil is judged to be at P1i to P3ii in English and/or mathematics but at P4 to P8 in a particular element of the subject. Schools' Management Information Systems will allow these levels to be recorded and will transfer all levels as entered for pupils.

More information on P Scales can be found on the QCDA website at:  
<http://www.qcda.gov.uk/resources/3605.aspx>

## Index of tables for chapter 2

**Table 2.1:** Key Stage 2 English attainment by Special Educational Need (SEN) provision and primary SEN type, 2008 and 2009

**Table 2.2:** Percentage of pupils achieving level 4 or above at Key Stage 2 English by Special Educational Need (SEN) provision and primary SEN type by gender, ethnic origin, free school meals (FSM) eligibility and first language, 2008 and 2009

**Table 2.3:** Pupils at Key Stage 2 English who achieved level 4 and above, for Local Authorities, by Special Educational Need (SEN) provision and primary type of need, 2009

**Table 2.4:** Key Stage 2 mathematics attainment by Special Educational Need (SEN) provision and primary SEN type, 2008 and 2009

**Table 2.5:** Percentage of pupils achieving level 4 or above at Key Stage 2 maths by Special Educational Need (SEN) provision and primary SEN type by gender, ethnic origin, free school meals (FSM) eligibility and first language, 2008 and 2009

**Table 2.6:** Pupils at Key Stage 2 maths who achieved level 4 and above, for Local Authorities, by Special Educational Need (SEN) provision and primary type of need, 2009

**Table 2.7:** Pupils achieving level 4 or above at Key Stage 2 in English and Maths by Special Educational Need (SEN) provision and primary SEN type by school type, 2009

**Table 2.8:** Percentage of pupils achieving level 4 or above at Key Stage 2 English and Maths by Special Educational Need (SEN) provision and primary SEN type by gender, ethnic origin, free school meals (FSM) eligibility and first language, 2008 and 2009

**Table 2.9:** Pupils at Key Stage 2 who achieved level 4 and above in English and maths, for Local Authorities, by Special Educational Need (SEN) provision and primary type of need, 2009

**Table 2.10:** Key Stage 2 science attainment by Special Educational Need (SEN) provision and primary SEN type, 2008 and 2009

**Table 2.11:** Percentage of pupils achieving level 4 or above at Key Stage 2 science by Special Educational Need (SEN) provision and primary SEN type by gender, ethnic origin, free school meals (FSM) eligibility and first language, 2008 and 2009

**Table 2.12:** Pupils at Key Stage 2 science who achieved level 4 and above, for Local Authorities, by Special Educational Need (SEN) provision and primary type of need, 2009

**Table 2.13:** Key Stage 2 eligibility and performance of children who have been looked after continuously for at least twelve months, 2009

**Table 2.14:** Key Stage 4 attainment by Special Educational Need (SEN) provision and primary SEN type, 2008 and 2009

**Table 2.15:** Pupils achieving 5 or more GCSEs or equivalent at grades A\* to C including English and Maths at Key Stage 4 by Special Educational Need (SEN) provision and primary SEN type by gender, ethnic origin, free school meals (FSM) eligibility and first language, 2008 and 2009

**Table 2.16:** Pupils achieving 5 or more GCSEs or equivalent at grades A\* to C including English and Maths at Key Stage 4 by Special Educational Need (SEN) provision and primary SEN type by school type, 2009

**Table 2.17:** Pupils achieving any passes at Key Stage 4, for Local Authorities, by Special Educational Need (SEN) provision and primary SEN type, 2009

**Table 2.18:** Pupils achieving 5 or more GCSE grades or equivalent at Key Stage 4, for Local Authorities, by Special Educational Need (SEN) provision and primary SEN type, 2009

**Table 2.19:** Pupils achieving 5 or more GCSE grades or equivalent including English and maths at Key Stage 4, for Local Authorities, by Special Educational Need (SEN) provision and primary SEN type, 2009

**Table 2.20:** Key Stage 4 eligibility and performance of children who have been looked after continuously for at least twelve months, 2009

# Data Annex 3: Local Authority Indicators on Special Educational Needs

The Local Authority Indicator on the timeliness of statements (see tables 3.1 and 3.2 for data) is based on the **financial year** and was collected and published for the first time in 2008-09. England numbers have been rounded to the nearest 100. Regional numbers have been rounded to the nearest 10 and Local Authority numbers have been rounded to the nearest 5. Numbers from 1 to 5 inclusive have been replaced by a hyphen (-). Percentages have been rounded to the nearest whole number.

The Local Authority Indicators on the SEN attainment gap at Key Stage 2 and Key Stage 4 (see tables 3.3 to 3.6 for data) are based on the **academic year** and include pupils within maintained schools (primary and secondary schools, including academies and city technology colleges (CTCs)) in England. It excludes children at independent schools, independent special schools and non-maintained special schools. Special educational need provision was taken from the start of the Key Stage for the purposes of these indicators. The data source used to produce the figures was the National Pupil Database (see Data Annex 2 for further details) and numbers are based on revised data. Percentages within the tables were rounded to one decimal place. 'x' represents a suppressed value due to low numbers of pupils.

The six tables referenced within Chapter 3 are listed below. The tables can be found in the accompanying web based spreadsheets on the publication webpage. Tables 3.1 and 3.2 were taken from the following DfE statistical release:

- Special Educational Needs: statements issued within 26 weeks in 2008-09. Available at <http://www.education.gov.uk/rsgateway/DB/STR/d000901/index.shtml>

Further information and additional guidance on the Local Authority Indicator on the timeliness of statements can be found at <https://www.hub.info4local.gov.uk/DIHWEB/HubCommunications.aspx>

The figures in Tables 3.3 to 3.6 were taken from the following DfE Statistical First Releases:

- Key Stage 2 Attainment by Pupil Characteristics, in England 2008/09. Available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000889/index.shtml>
- GCSE Attainment by Pupil Characteristics, in England 2008/09. Available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000900/index.shtml>.
- Attainment by Pupil Characteristics, in England 2007/08. Available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.



Further information and full definitions on these Local Authority Indicators can be found at <http://www.audit-commission.gov.uk/localgov/audit/nis/Pages/niguiddancesearch.aspx>

### **Index of tables for chapter 3**

**Table 3.1:** Local Authority Indicator (A): Number of final statements of special educational need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in 2008-09.

**Table 3.2:** Local Authority Indicator (B): Number of final statements of special educational need issued within 26 weeks as a proportion of all such statements issued in 2008-09.

**Table 3.3:** Local Authority Indicator: Achievement gap between pupils with special educational needs and their peers, based on pupils achieving level 4 or above in both English and mathematics at Key Stage 2, years 2006 to 2009.

**Table 3.4:** Local Authority Indicator: Achievement gap between pupils with special educational needs and their peers, based on pupils achieving level 4 or above in both English and mathematics at Key Stage 2, by local authority and Region, years 2008 and 2009.

**Table 3.5:** Local Authority Indicator: Achievement gap between pupils with special educational needs and their peers, based on pupils achieving 5 or more A\* to C grade GCSEs including English and mathematics at Key Stage 4, years 2005 to 2009.

**Table 3.6:** Local Authority Indicator: Achievement gap between pupils with special educational needs and their peers, based on pupils achieving 5 or more A\*-C GCSEs including English and mathematics at Key Stage 4, by local authority and Region, years 2008 and 2009.

# Data Annex 4: Progression of pupils with special educational needs

The data included in Chapter 4 refers to pupils at the end of Key Stages 2 and 4 in academic years 2007 to 2009 who were at maintained mainstream schools (including academies and city technology colleges (CTCs) and excluding independent schools and all special schools). Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database (NPD) – see Data Annex 1 for more details. Data for all years were based on final NPD figures.

Percentages in Table 4.1 were rounded to whole numbers while percentages in Table 4.2 were rounded to the 1 decimal place. However, if the numerator was five or less or the denominator was 10 or less, percentages have been replaced in the tables by a hyphen (-). Eligible child numbers of 10 or less have also been replaced in the table with a hyphen.




For further information on the methodology used to determine the eligible pupils for the purposes of this analysis and for detailed descriptions of how progression is defined please see the following DfE statistical releases (please note that the findings in Chapter 4 differ slightly from those shown in the releases below due to different versions of the NPD being used).

## **Progression between Key Stages 1 and 2 information can be found at**

- Local Authority Indicators on the percentage of Pupils Making Two Levels of Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000916/index.shtml>

Progression results in Chapter 4 are shown between Key Stage 1 and 2 for both English and maths. The full set of possible scenarios for pupils achieving two levels of progress between Key Stages 1 and 2 are shown by the green boxes in the table below. While the red boxes show scenarios of pupils not making the expected progress and patterned boxes show pupils who are not included. Therefore any pupil progressing by 2 or more levels between Key Stages 1 and 2 (for example, from 1 to 3 or 2 to 4) are included as having achieved the expected progress.

		KS2 test level (with TA substitution where appropriate)						
		Other	A/T	W/1	2	3	4	5
KS1 level	Other							
	A/D							
	W							
	1							
	2							
	3							
	4							




<b>Key:</b>	
	Expected progress not made
	Expected progress made
	Not included

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

- Percentage of Pupils Making Expected Progress in English and in Mathematics Between Key Stage 2 and Key Stage 4 in England: 2005/06 – 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000919/index.shtml>

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

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

<b>Key:</b>	
	Expected progress not made
	Expected progress made
	Not included

Both tables referenced within Chapter 4 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

### Index of tables for chapter 4

**Table 4.1:** Progression by 2 or more levels in each separate subject of English and maths between Key Stage 1 and Key Stage 2 by special educational need (SEN) provision and primary need, 2007 to 2009.

**Table 4.2:** Proportion of pupils making expected progress in each separate subject of English and Mathematics between Key Stage 2 and Key Stage 4, by special educational need (SEN) provision and primary type of need, 2007 to 2009.

# Data Annex 5: Attainment at age 19 years for pupils with special educational needs

The attainment by 19 data included in Chapter 5 was provided as additional analysis following the publication of Statistical First Release (SFR) entitled 'Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2009 (Provisional)' available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000917/index.shtml>

Details on the data source used and the different groups of pupils which were included in this analysis can be found at the weblink above. All numbers which appear in data tables 5.1 to 5.3 were rounded to the nearest 10. Numbers from 1 to 4 inclusive were replaced in the tables by a star (\*). Percentages were rounded to one decimal place unless the numerator and/or denominator was four or less, in which case they were suppressed and replaced by a star. Note that percentages may not sum to 100 due to rounding.

Data on the number of children with special educational needs progressing to higher education is sourced from matched Higher Education Statistics Agency (HESA) and National Pupil Database (NPD) data. Further information about HESA can be found at <http://www.hesa.ac.uk/index.php/content/view/4/54/> and further information on the NPD can be found at <http://www.bristol.ac.uk/cmpo/plugin/support-docs/>. The NPD holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the NPD (such as age, gender, ethnicity, special educational needs etc), which is obtained by matching records to the School Census. The numbers in Tables 5.4 and 5.5 were rounded to the nearest 100 and the percentages were rounded to the nearest whole number. Data for 2006/07 is used in Tables 5.4 and 5.5 as this was the most readily available data at the time of production.

The five tables referenced within Chapter 5 are listed below. The tables can be found in the accompanying web based spreadsheets on the publication webpage.

## **Index of tables for chapter 5**

**Table 5.1:** Proportion of young people with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2009 cohort

**Table 5.2:** Proportion of males with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2009 cohort

**Table 5.3:** Proportion of females with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2009 cohort

**Table 5.4:** Pupils enrolled in higher education by age 19 in 2006/07 by special educational need (SEN) provision in January 2003

**Table 5.5:** Pupils enrolled in higher education by age 19 in 2006/07 who previously achieved 2 A levels by special educational need (SEN) provision in January 2003

# Data Annex 6: Absence and exclusion from school for pupils with special educational needs

The data included in Chapter 6 has been provided as additional analysis following the publication of the Statistical First Releases (SFR) entitled

- Pupil Absence in Schools in England, including Pupil Characteristics: 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000918/index.shtml>
- Permanent and Fixed Period Exclusions from Schools in England 2007/08, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>

Web based Tables 6.1 to 6.5 contain 2008/09 absence data for pupils at maintained primary, state-funded secondary and maintained and non-maintained special schools. Special educational need provision was recorded in January 2009. Numbers were rounded to the nearest 10 and 'x' represents a number, percentage or rate based on fewer than five. Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10. It is not compulsory for schools to provide reasons for absence data – it is dependent on the software used by schools to collate their attendance data. However, in 2008/09, over 99 per cent of schools provided reason codes for all pupil absence. Further information can be found at the first weblink above. Figures relate to 2008/09 (this ran from September 2008 to July 2009) and include pupils who enrolled in schools in England from the start of the academic year to 22 May 2009 who were aged between 5 and 15. Pupils could have been enrolled in more than one school throughout the academic year, in which case they could appear in the absence record more than once.

Chapter 6 contains information on the reasons why pupils with special educational needs are absent from school. The reasons for absence fall into the following categories within each of the authorised and unauthorised absence groups:

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

Web based Tables 6.6 to 6.10 contain 2007/08 exclusion data for pupils at maintained primary, state-funded secondary and maintained and non-maintained special schools. Special educational need provision was recorded in January 2008. Numbers were rounded to the nearest 10 and '#' represents a number, percentage or rate based on fewer than five. Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10.

Some information on pupils with special educational needs who were excluded in 2008/09 can be found in Statistical First Release (SFR) entitled Permanent and Fixed Period Exclusions from Schools in England 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml>

The data source used in the tables was the School Census. Details on the School Census data collection can be found at <http://www.bristol.ac.uk/cmipo/plugin/support-docs/>

The ten tables referenced within chapter 6 are listed below. The tables can be found in the accompanying web based spreadsheets on the publication webpage.



## Index of tables for chapter 6

**Table 6.1:** Pupil absence by special educational needs (SEN) provision and primary type of need, 2008/09

**Table 6.2:** Pupil absence by special educational needs (SEN) provision by Local Authority, 2008/09

**Table 6.3:** Absence by reason and special educational needs (SEN) provision and primary type of need, 2008/09

**Table 6.4:** Persistent absentees by SEN provision and primary type of need and gender, 2008/09

**Table 6.5:** Persistent absentees by SEN provision and Local Authority, 2008/09

**Table 6.6:** Number of pupil enrolments receiving one or more fixed period exclusions, by special educational needs, 2007/08

**Table 6.7:** Number of pupil enrolments receiving one or more fixed period exclusions by SEN provision, primary type of need and gender, 2007/08

**Table 6.8:** Number of pupil enrolments receiving one or more fixed period exclusions, by SEN provision for each local authority, 2007/08

**Table 6.9:** Percentage of fixed period exclusions by reason for exclusion for pupils with SEN, 2007/08

**Table 6.10:** Pupils with permanent exclusions by SEN provision, primary type of need and gender, 2007/08

You can download this booklet online at: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

Search using the ref: DFE-00553-2010

© Crown Copyright 2010

The text in this document (excluding the Royal Arms and departmental or agency logos) may be reproduced free of charge in any format or medium under the terms of the Open Government Licence.

For more information about this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

The material must be reproduced accurately and not used in a misleading context and acknowledged as Crown copyright. The title of the source material must also be specified wherever reused.

Where we have identified any third party copyright material, you will need to obtain permission from the copyright holders concerned.

**75% recycled**

This publication is printed  
on 75% recycled paper



When you have finished with  
this publication please recycle it