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# Introduction

The Government is committed to making England the best place in the world for all children to grow, develop and achieve, and this includes children with special educational needs. This will be delivered through a better skilled workforce, improved facilities and greater support for families to meet the needs of these children. More detailed information about children with special educational needs is essential in making sure that those providing services are responding to their needs to deliver better outcomes. It also enables children, families and others to judge the progress that is being made to narrow the gaps between the outcomes of children with special educational needs and their peers.

Throughout the remainder of this publication we refer to “pupils” rather than “children” with special educational needs.

## 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 in total. 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 special educational needs:

- 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\* 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 special educational needs 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 119 and include: profound and multiple learning difficulty; behaviour, emotional and social difficulty; and speech, language and communication needs.

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\* 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 new annual publication presents information at national and local levels about the characteristics and attainment of pupils with special educational needs. The main body of this publication presents national level data and some breakdowns by Government Office Region. Detailed information by local authority is available alongside the national figures at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

**Chapter 1** looks at the characteristics of pupils with special educational needs. It provides information by gender, age, ethnicity and type of need (see Glossary page 119 for a full list of types of need). Type of need is only collected for pupils at School Action Plus and those with statements of special educational need.

**Chapter 2** looks at the attainment of pupils with special educational needs at Key Stages 2 and 4. Key Stage 2 includes pupils between the ages of 8 and 11 years and Key Stage 4 includes pupils between the ages of 14 and 16 years.

**Chapter 3** compares the attainment of pupils with and without special educational needs at Key Stages 2 and 4.

**Chapter 4** looks at the progress in attainment of pupils with special educational needs at Key Stage 4 (16 year old pupils) from Key Stage 2 (11 year old pupils). It also looks at the impact the month of birth has on attainment at Key Stages 2 and 4.

**Chapter 5** looks at attainment by type of need for 19 year old boys and girls at School Action, School Action Plus and with statements.

**Chapter 6** compares absences and exclusions of pupils with and without special educational needs.

**Chapter 7** looks at the views of pupils with learning difficulties compared to their peers. This is the only chapter to look at pupils with learning difficulties, as opposed to special

educational needs, and reports on their views on several important topics.

## Next steps

This is the first edition of the annual **Children with special educational needs 2009: an analysis** publication. It includes new analysis of data the Department holds on pupils with special educational needs. In the longer term, we expect to improve the information we collect and publish on pupils with special educational needs and how well their needs are being met. Future editions are likely to include: information on the areas where pupils live, regular data on attainment and relevant research.

## Feedback

This publication is specifically designed to be useful to people interested in special educational needs. This includes teachers, parents and local authorities responsible for pupils' education. The content of the next publication and how it is presented will be heavily influenced by the views of stakeholders.

Please let us know what you think of this publication:

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 [SENInfoAct.FEEDBACK@dcsf.gsi.gov.uk](mailto:SENInfoAct.FEEDBACK@dcsf.gsi.gov.uk). It would help if you could also tell us why you are interested in pupils with special educational needs, and if you agree that we 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 special educational needs to help improve the well-being of these pupils. This is the first publication under that Act.

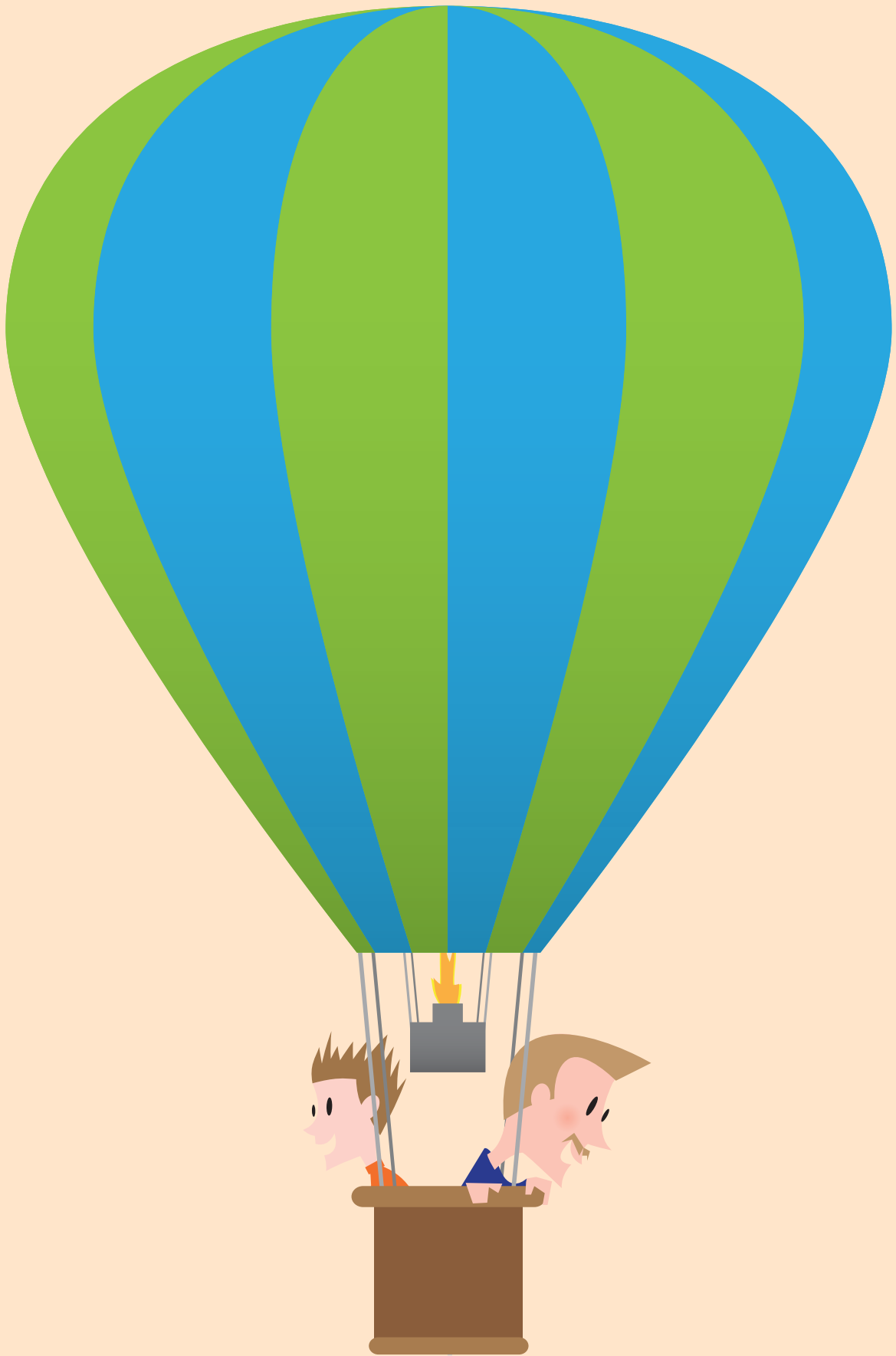
### Statistical note

The Special Educational Needs Information Act (2008) required the Secretary of State to publish information about children in England with special educational needs. This new 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:  
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Press enquiries should be made to the  
 Department's Press Office at:  
 Press Office Newsdesk  
 Department for Children, Schools and Families  
 Sanctuary Buildings  
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 London, SW1P 3BT  
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# Chapter 1

## Prevalence of pupils with special educational needs

This chapter contains information on the numbers of pupils with special educational needs. It provides a breakdown according to gender, age and ethnic group, for each of the primary types of need. It also looks at changes in special educational need provision over time.

### Key findings on the prevalence of special educational needs

In England, the number of pupils with special educational needs increased between 2005 and 2009 to reach 1,656,000. Although the number of pupils with statements decreased, the numbers without statements (those at School Action and School Action Plus) increased by more.

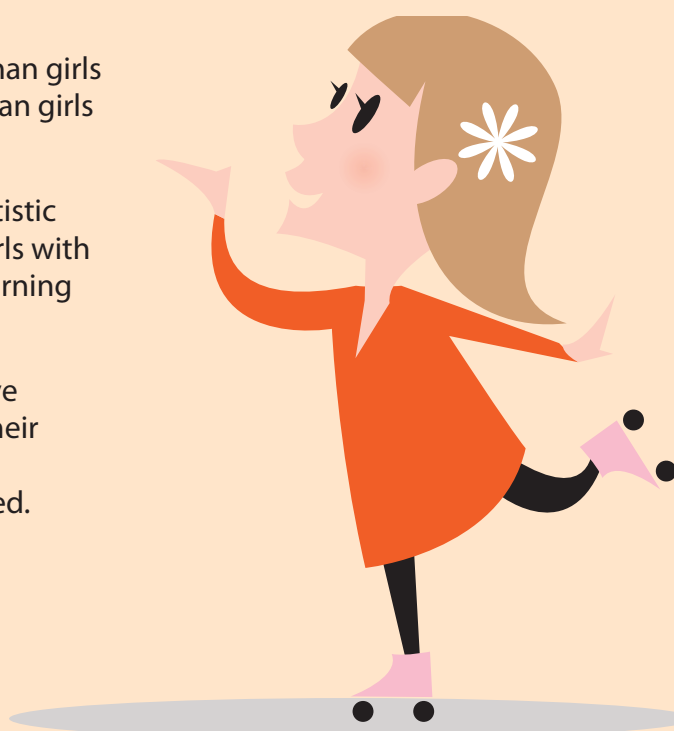
Of pupils with statements, the most common type of primary need was moderate learning difficulties and the least common was multi-sensory impairment.

#### Gender

Boys were over two and a half times more likely than girls to have statements. There were also more boys than girls at School Action Plus.

Boys with statements were most likely to have autistic spectrum disorder as their primary need, while girls with statements were most likely to have moderate learning difficulties as their primary need.

Boys at School Action Plus were most likely to have behavioural, emotional and social difficulties as their primary need, while girls were most likely to have moderate learning difficulties as their primary need.



### Ethnicity

At primary schools, black pupils were the most likely to have special educational needs. At secondary schools, white, mixed race and black pupils were the most likely to have statements. At secondary schools black pupils were most likely to have special educational needs, without statements. 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. The most common type of primary need for those eligible for free school meals was moderate learning difficulties.



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.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. All numbers which appear in this section of the chapter were taken from the School Census (see Data Annex 1 for further details). Unless stated, numbers and special educational need provision were based on the position in the January of the year in question.

### Percentage of pupils with special educational needs

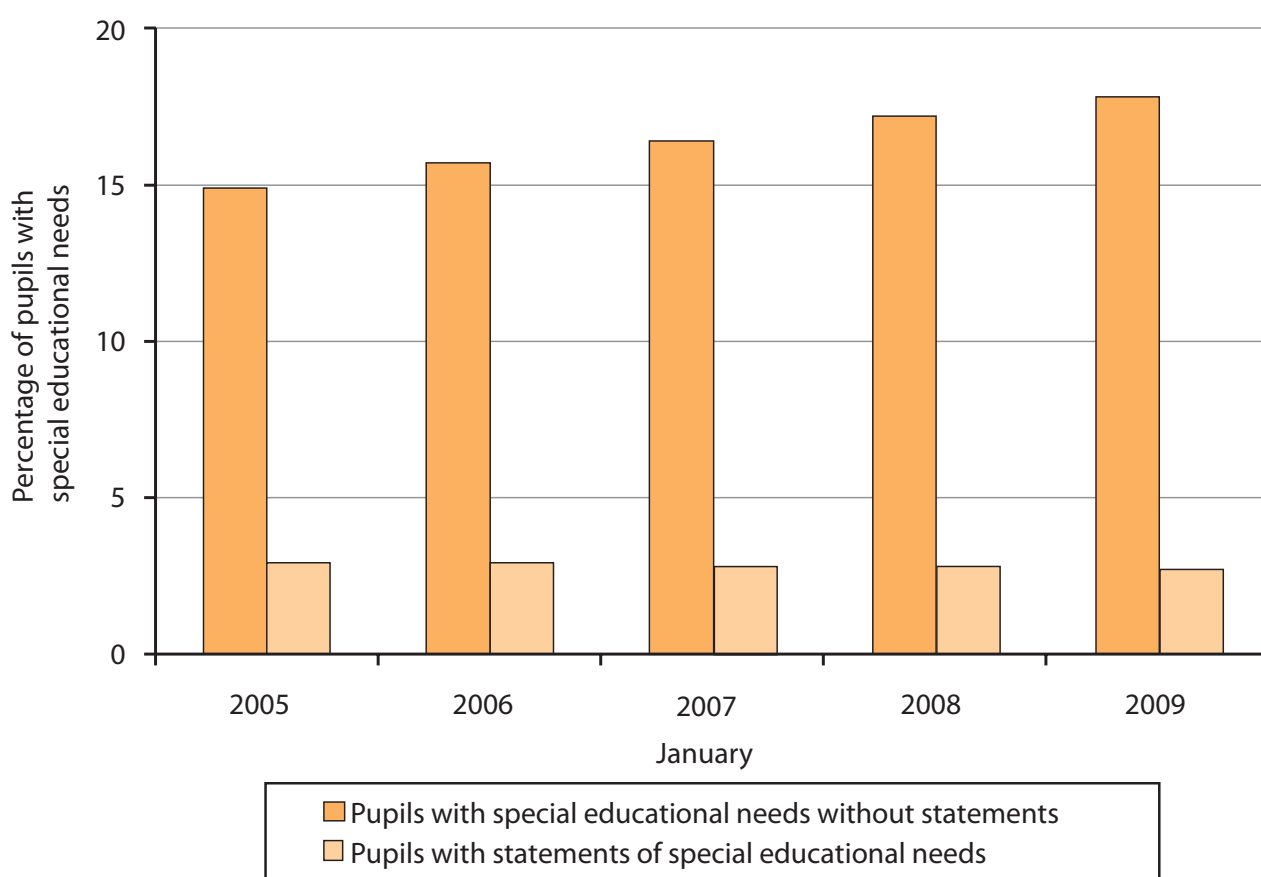
Figure 1.1 shows the percentage of all pupils in England with special educational needs from 2005 to 2009. It shows the percentages of pupils without

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 18 per cent of all pupils in 2005 to approximately 21 per cent in 2009.

Among all pupils, the proportion of pupils with statements remained fairly stable ranging between 2.9 per cent (243,000 pupils) in 2005 and 2.7 per cent (222,000 pupils) in 2009. Over the same period the proportion of all pupils with special educational needs without statements increased from 14.9 per cent (1,231,000 pupils) in 2005 to 17.8 per cent (1,434,000 pupils) in 2009.

**Figure 1.1: Percentage of pupils at all schools with special educational needs, 2005 to 2009**



Web based Tables 1.1 and 1.2 show the numbers and percentages of pupils with special educational needs and contain a breakdown by type of school.

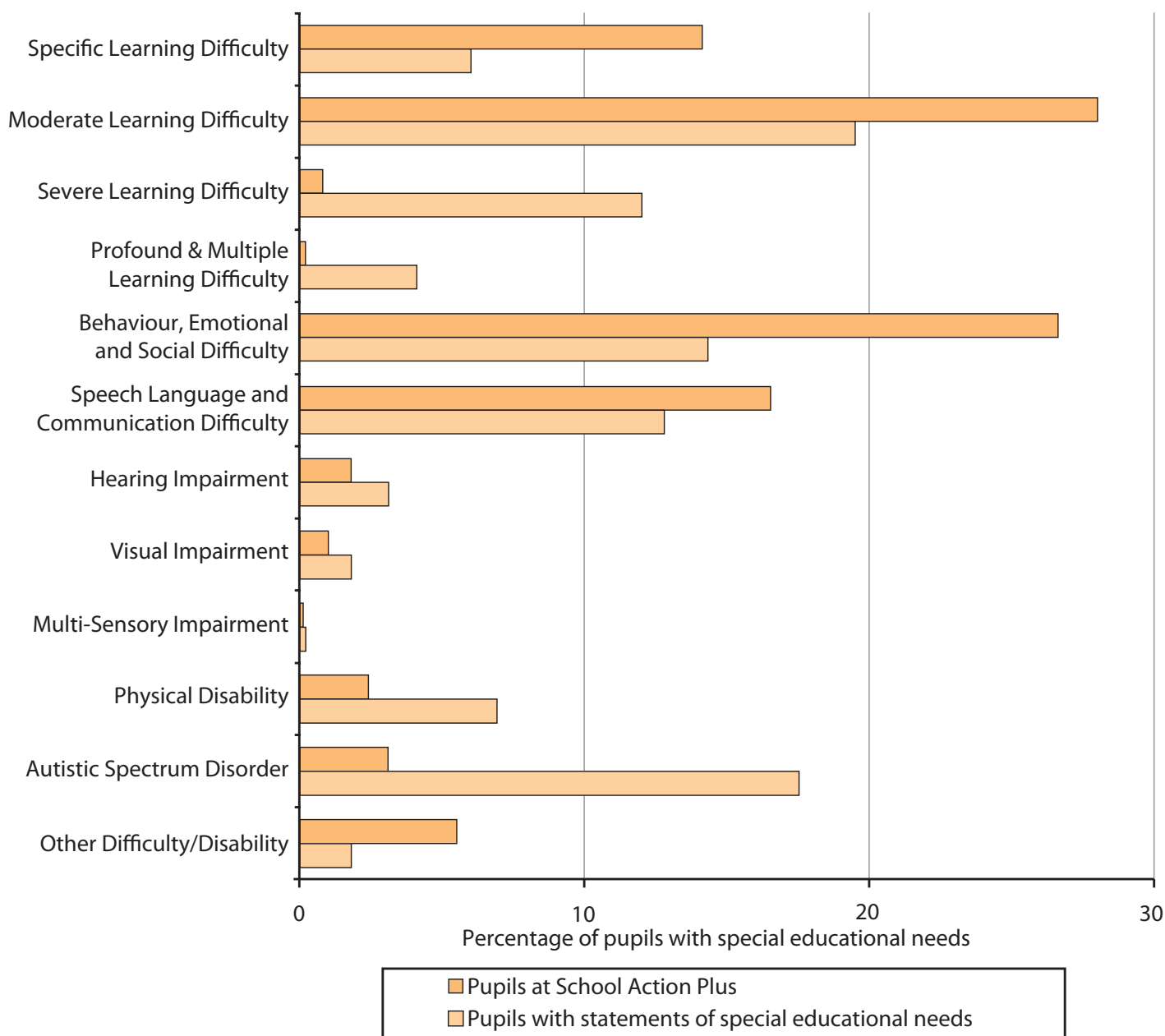
The proportion of pupils with special educational needs was slightly higher at secondary school compared to primary school. Special schools were the most common type of school for pupils with statements (83,000 of the 222,000 pupils with statements in 2009 attended a special school). In 2009, 97.3 per cent of pupils at special schools had statements. This was not surprising as pupils attending special schools almost always have statements.

### Prevalence of primary type of special educational need among all pupils

Figure 1.2 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 2009. Primary need information is only available for these two groups.

Of the 211,000 pupils with statements in 2009, the most common type of primary need was moderate learning difficulties (19.5 per cent), and the least common was multi-sensory impairment (0.2 per cent). The same two categories were also most and least prevalent among the 467,000 pupils at School Action Plus. These figures differ from those quoted in the previous section as not all schools were included here – see Data Annex 1 for more details.

**Figure 1.2: Percentage of pupils by each primary type of need at School Action Plus and with statements in 2009**



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 2008 and 2009.

In January 2009, 26.3 per cent of all primary school pupils at School Action Plus or with statements had moderate learning difficulties. This was the most common type of primary need in primary schools.

In January 2009, 30.6 per cent of all 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 secondary schools.

Pupils at special schools were most likely to have severe learning difficulties (23.6 per cent).

## Boys and girls with special educational needs

Figure 1.3 shows the percentage of boys and girls with special educational needs. It shows the numbers without statements (pupils at School Action and School Action Plus) and with statements, in January 2008 and 2009.

Boys were more than two and a half times more likely than girls to have statements. In 2009, 2.4 per cent of boys (90,000 pupils) had statements compared to 0.9 per cent of girls (33,000 pupils).

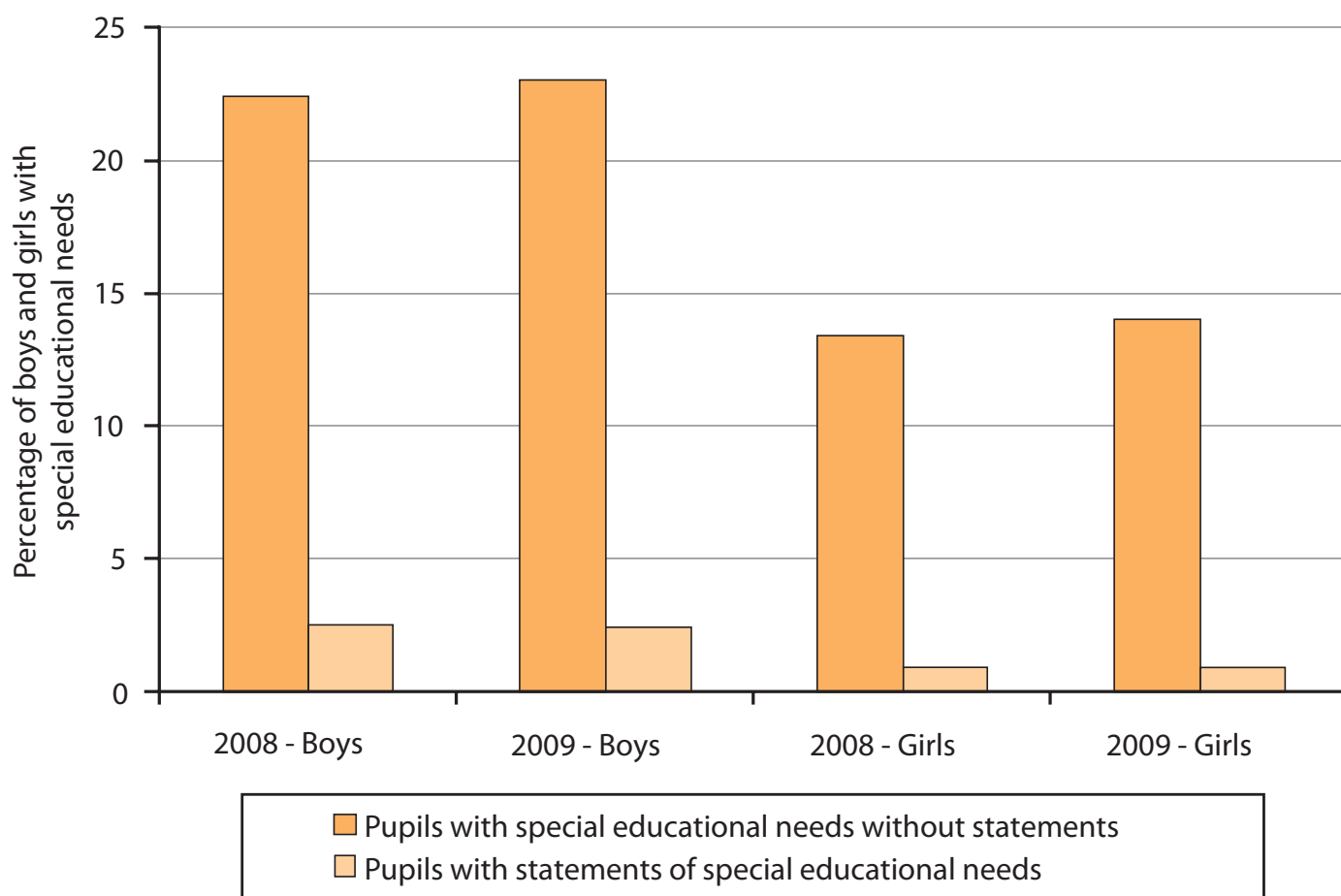
There were also more boys with special educational needs without statements. In 2009, 23.0 per cent

of boys (859,000 pupils) were at School Action and at School Action Plus compared to 14.0 per cent of girls (507,000).

The percentage of boys and girls at School Action and at School Action Plus increased between 2008 and 2009 but decreased slightly for those with statements.

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 2008 and 2009. Table 1.7 also shows data for pupils in special schools in 2009.

**Figure 1.3: Percentage of boys and girls with special educational needs in 2008 and 2009**



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

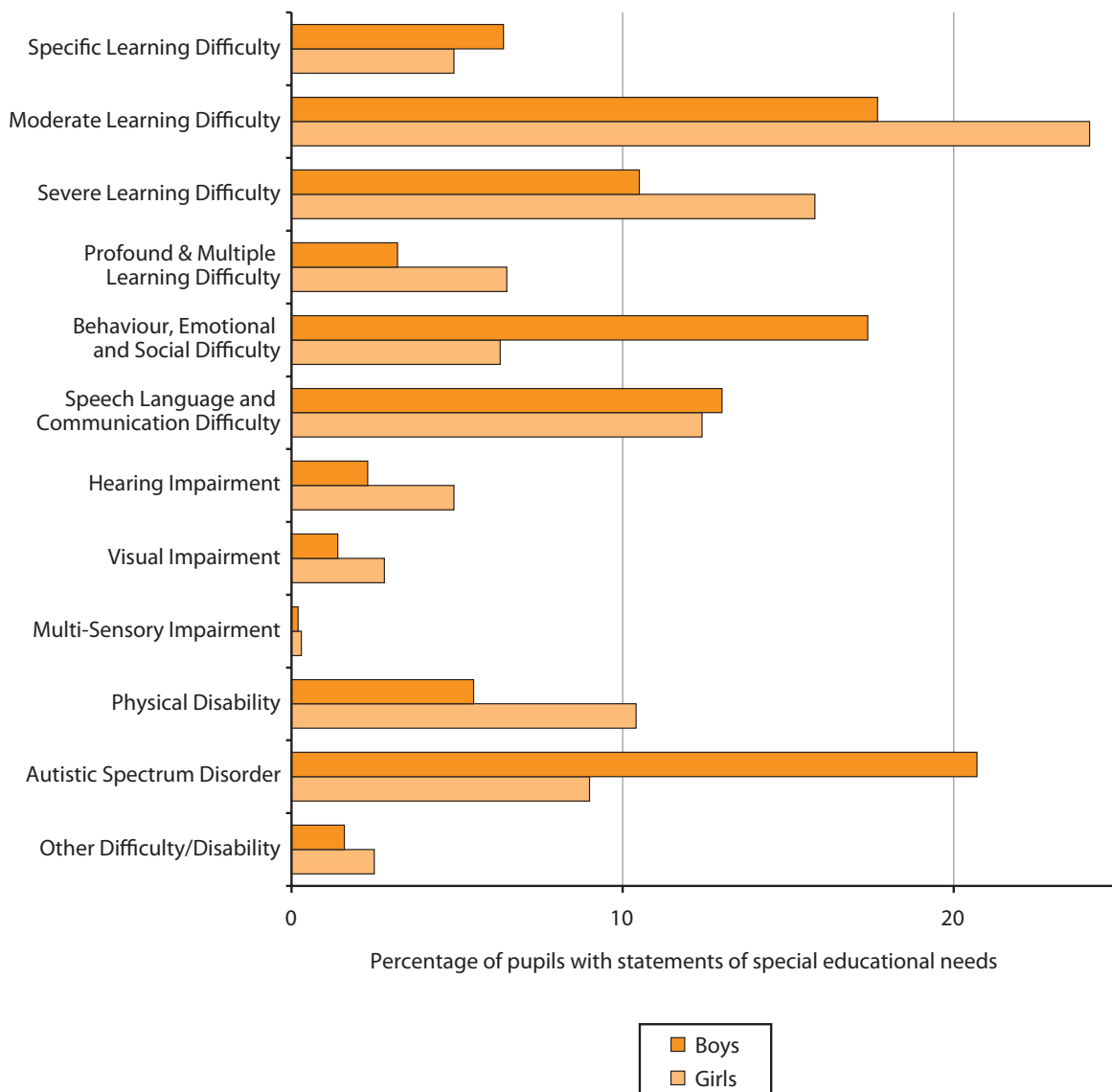
Figure 1.4 shows the percentage of boys and girls under each of the primary types of special educational need with statements in January 2009.

Boys with statements were most likely to have autistic spectrum disorder and just over a fifth of boys with statements had this as their primary need. Girls with statements were most likely to have moderate learning difficulties and just under

a quarter 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. Girls with statements were more than twice as likely to have profound and multiple learning difficulties or hearing impairments as their primary need compared to boys with statements.

**Figure 1.4: Percentage of boys and girls of each primary type of need with statements in 2009**





Web based Tables 1.8 and 1.9 show the numbers and percentages of pupils at School Action Plus and with statements by type of need in 2008 and 2009.

Table 1.9 shows that, at School Action Plus, boys were most likely to have behavioural, emotional and social difficulties (28.7 per cent), while girls were most likely to have moderate learning difficulties (31.9 per cent). Boys were three times more likely to have autistic spectrum disorder compared to girls. Girls were more than twice as likely as boys to have hearing impairments.

### Pupils with special educational needs by age

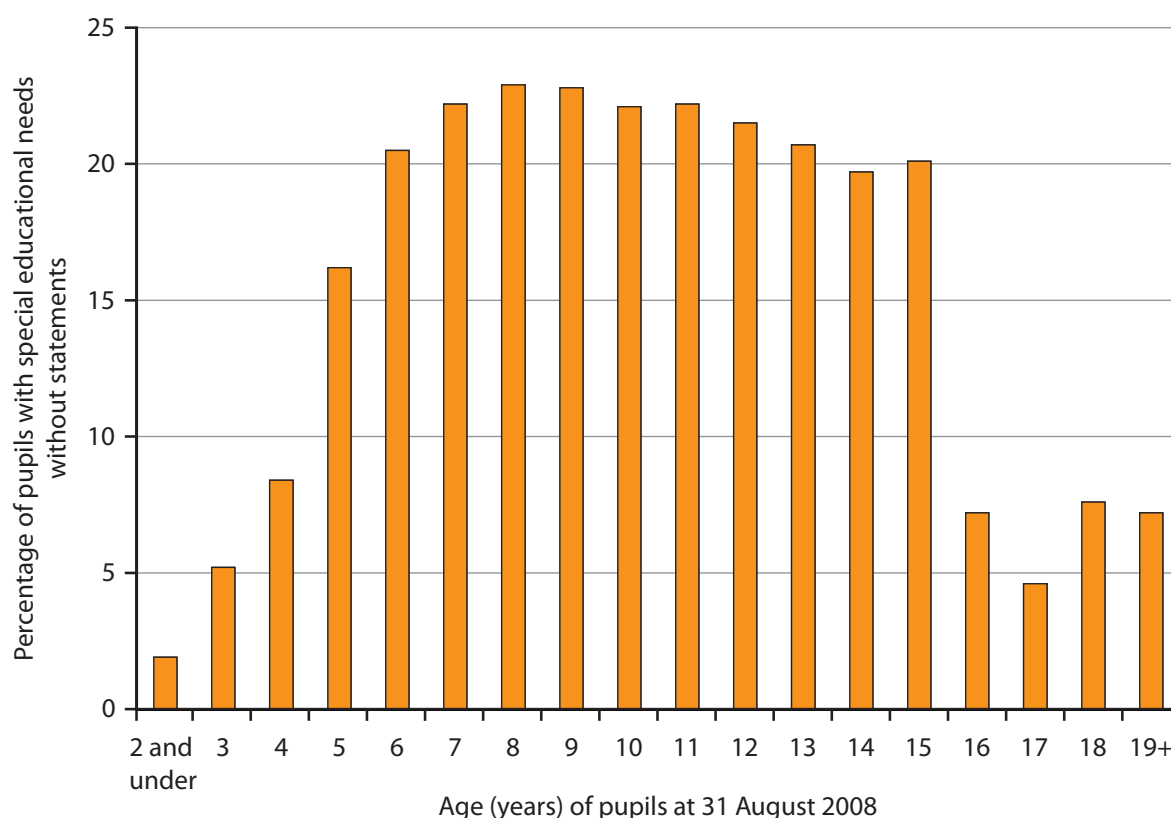
Figures 1.5 and 1.6 show the percentages of pupils with special educational needs, with and without statements at January 2009, according to their age in years at the start of the academic year.

The percentage of pupils with special educational needs without statements increases steadily in each year group up to the age of 8. 8.4 per cent of pupils aged 4 years had special educational needs without statements in 2009. This increases to a maximum of 22.9 per cent for pupils aged 8 years. The percentages of pupils without statements decreases slightly in each year group between the ages of 8 and 15 years.

Pupils generally attend school between the ages of 4 and 15 years (ages at start of academic year), so figures outside this age range should be treated with caution, due to the small numbers of pupils involved.

Web based Tables 1.5 and 1.6 show the numbers and percentages of pupils at School Action, School Action Plus and with statements by age in years in 2008 and 2009. Table 1.7 also shows data for pupils who were at special schools in 2009.

**Figure 1.5: Percentage of pupils with special educational needs without statements in 2009 by their age at the start of the academic year**



**Figure 1.6: Percentage of pupils with statements in 2009 by their age at the start of the academic year**

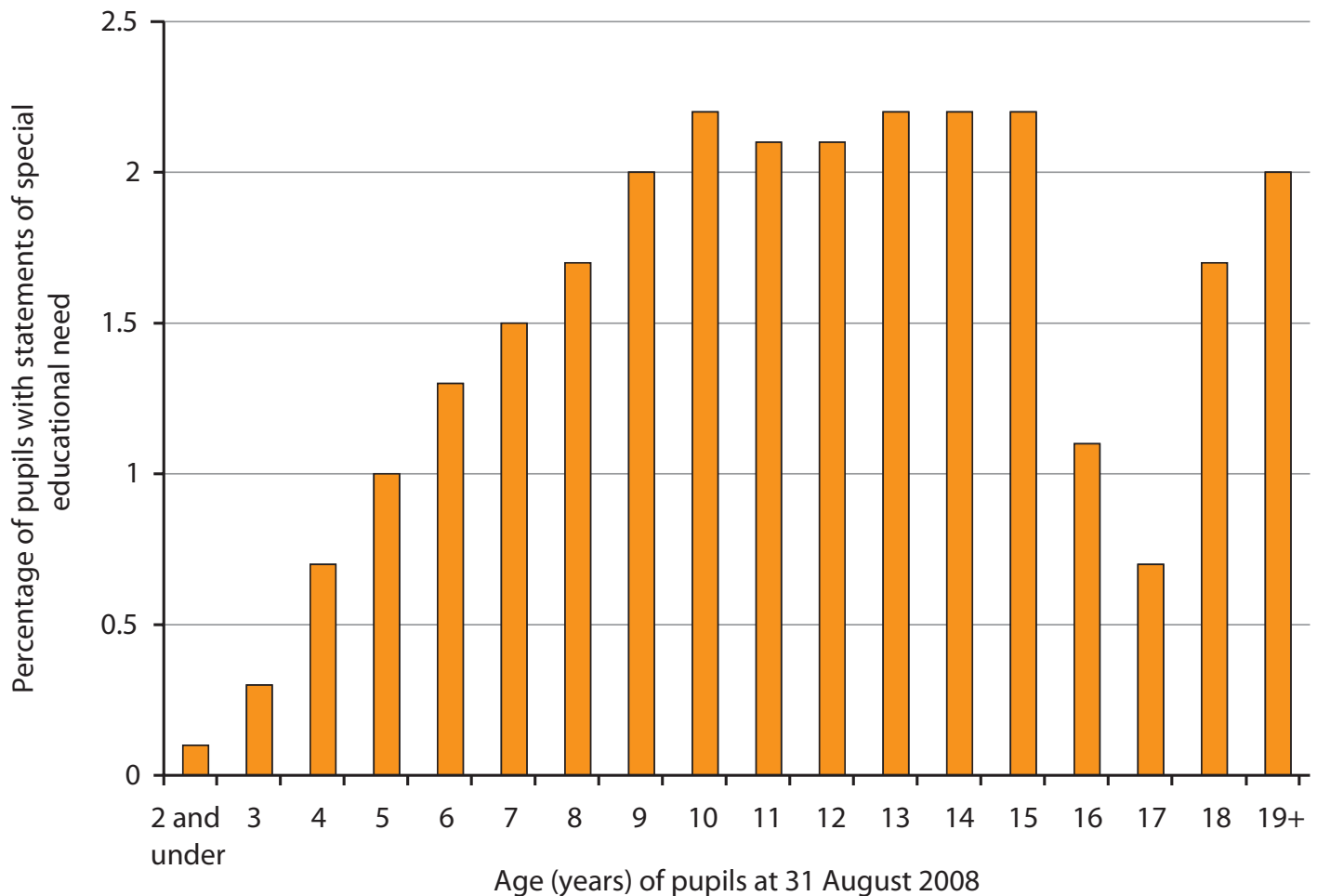


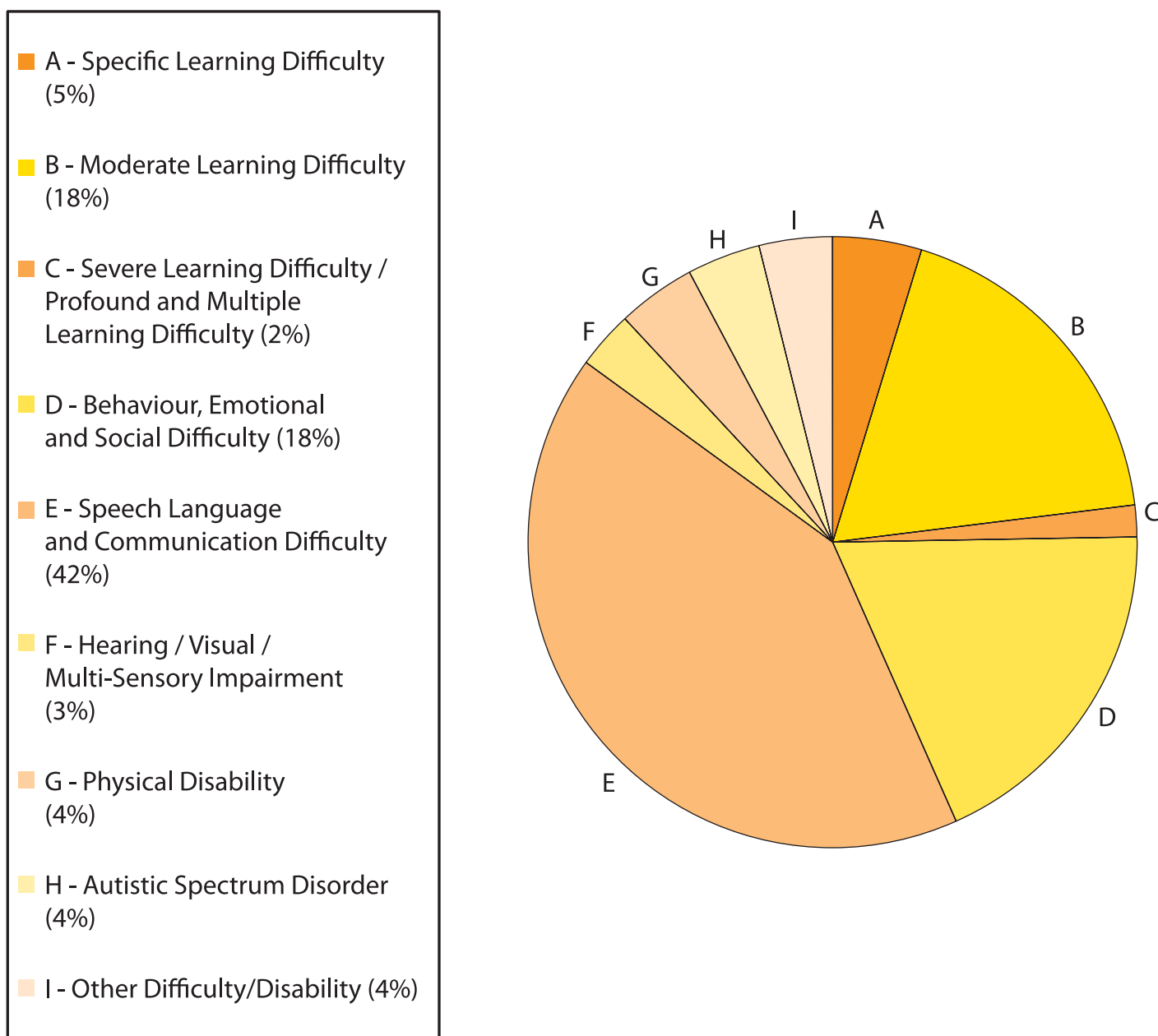
Figure 1.6 shows that the percentage of pupils with statements increases steadily (but at a slower rate than those with special educational needs without statements) up to the age of 10 years. 0.7 per cent of pupils aged 4 years had statements in 2009 but this increased to a maximum of 2.2 per cent of pupils aged 10 years. The percentages of pupils with statements remained fairly stable between the ages of 10 and 15 years.

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

Figures 1.7, 1.8 and 1.9 show that in January 2009 pupils aged under 7 years at School Action Plus

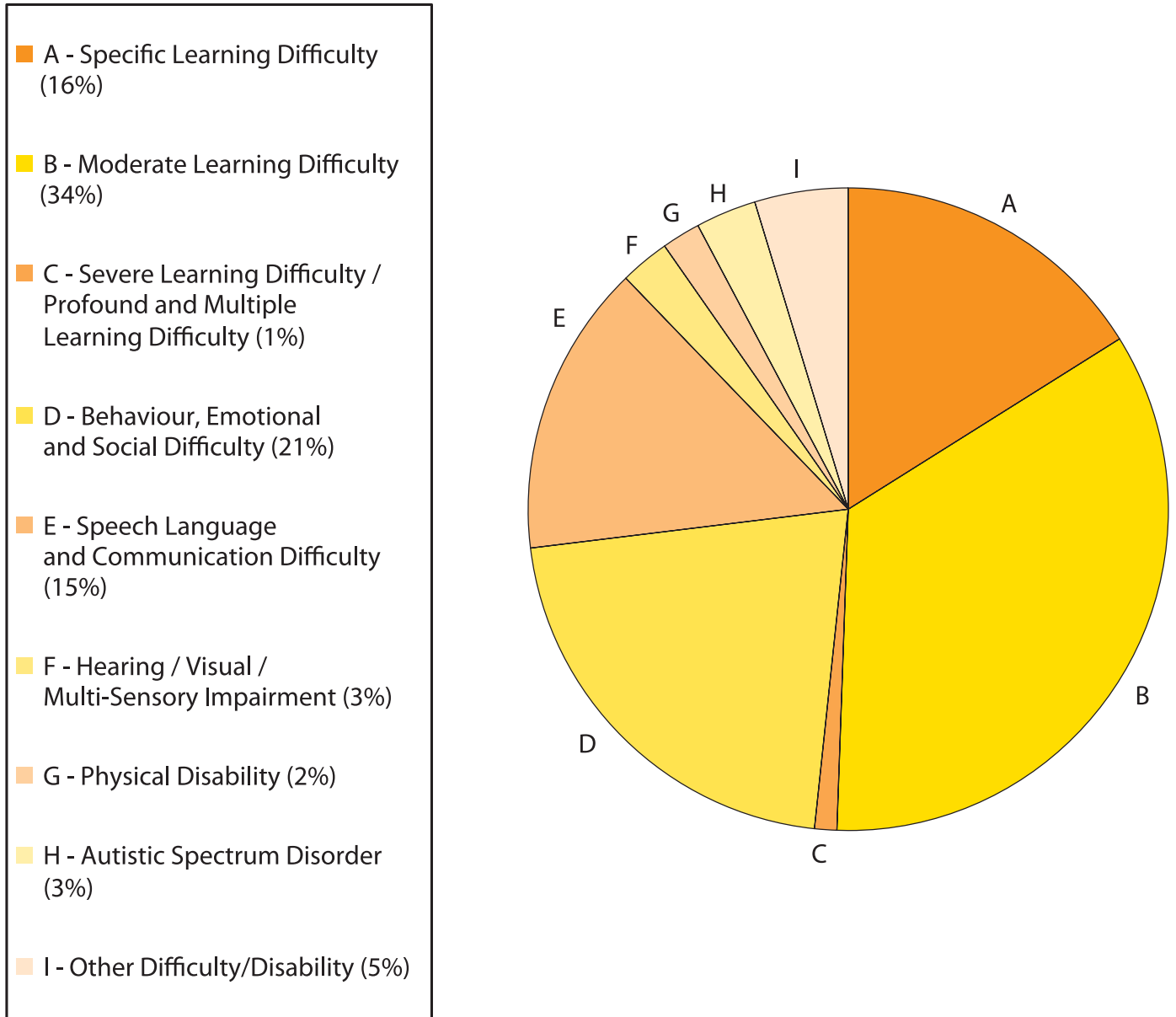
were most likely to have speech language and communication difficulties. Between the ages of 7 and 11 years, pupils at School Action Plus were most likely to have moderate learning difficulties and between 12 and 17 years the most common type of need was behavioural, emotional and social difficulties. In Figures 1.7, 1.8 and 1.9 the severe learning difficulties and profound and multiple learning difficulties categories have been merged to form one group as have the hearing, visual and multi-sensory impairment categories. These were merged as there were small numbers of pupils in the individual groups.

**Figure 1.7: Percentages of primary type of need among pupils aged under 7 years at School Action Plus in 2009\***



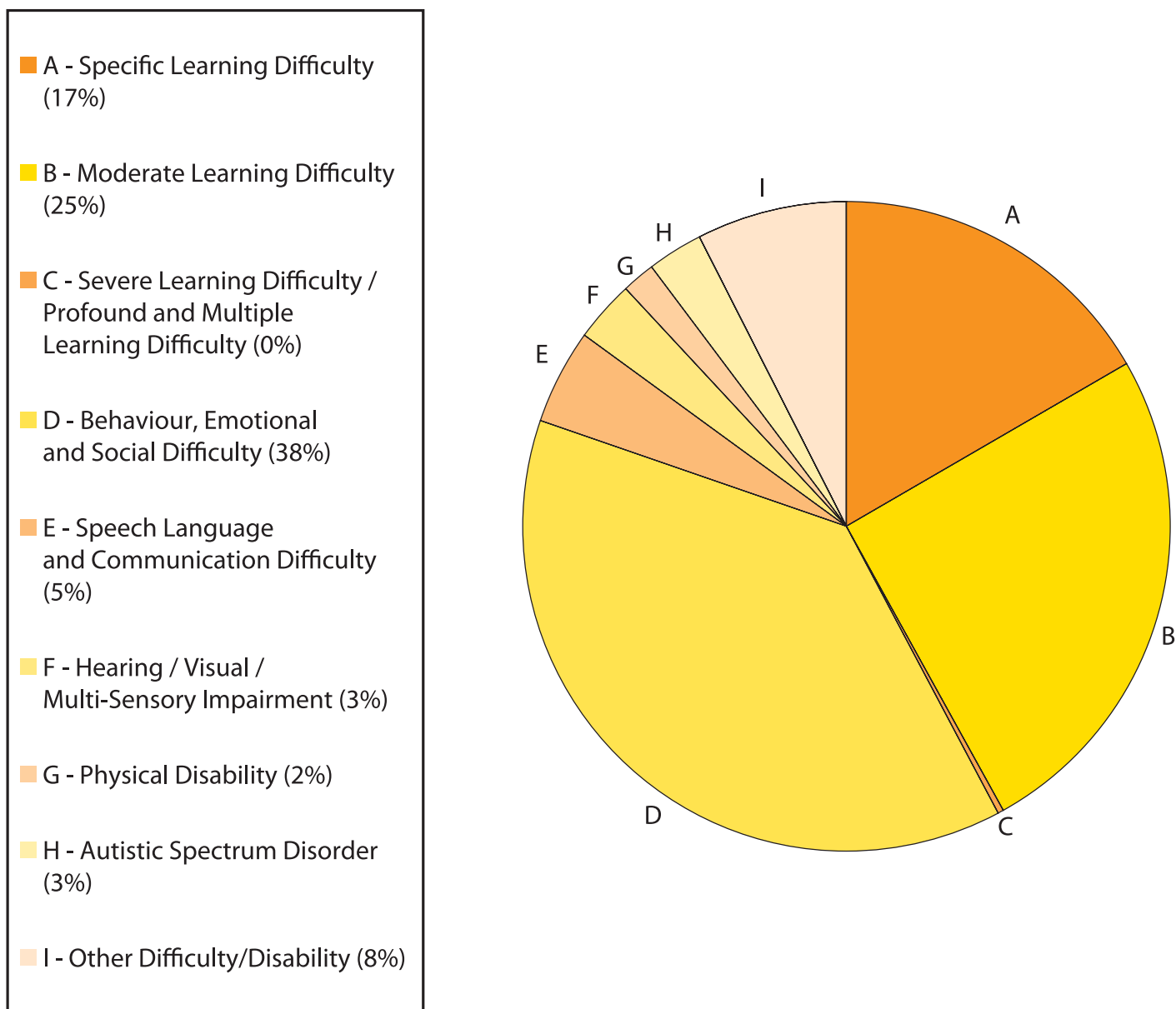
\* Percentages in the key were derived from rounded data.

**Figure 1.8: Percentages of primary type of need among pupils aged between 7 and 11 years at School Action Plus in 2009\***



\* Percentages in the key were derived from rounded data.

**Figure 1.9: Percentages of primary type of need among pupils aged between 12 and 17 years at School Action Plus in 2009\***



\* Percentages in the key were derived from rounded data.

Web based Table 1.13 shows that, of the pupils with statements in 2009, autistic spectrum disorder was the most common type of need for pupils aged between 4 and 10 years. Moderate learning difficulties was the most prevalent type of need between the ages of 11 and 15 years.

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

Figures 1.10 and 1.11 show the January 2009 figures broken down by ethnic group. Figure 1.10 shows that at primary school, black pupils were most likely and Chinese pupils were least likely to have special educational needs.

Figure 1.11 shows that at secondary school, white, mixed race and black pupils were most likely and

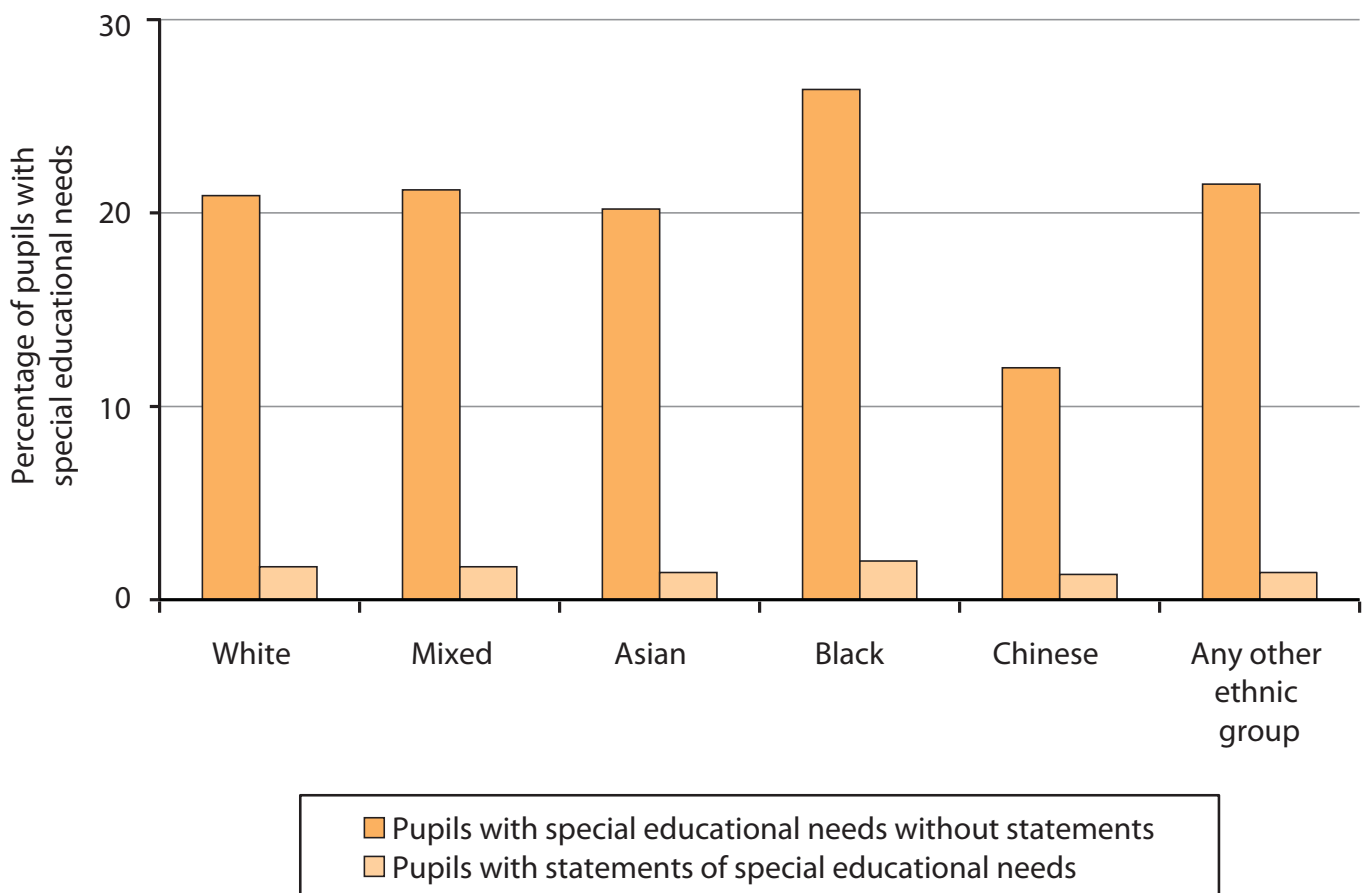
Chinese pupils were least likely to have statements. Black pupils were most likely to have special educational needs, without statements.

Web based Tables 1.14 to 1.17 show the numbers and percentages for 2008 and 2009. Table 1.18 shows the figures for special schools in 2009.

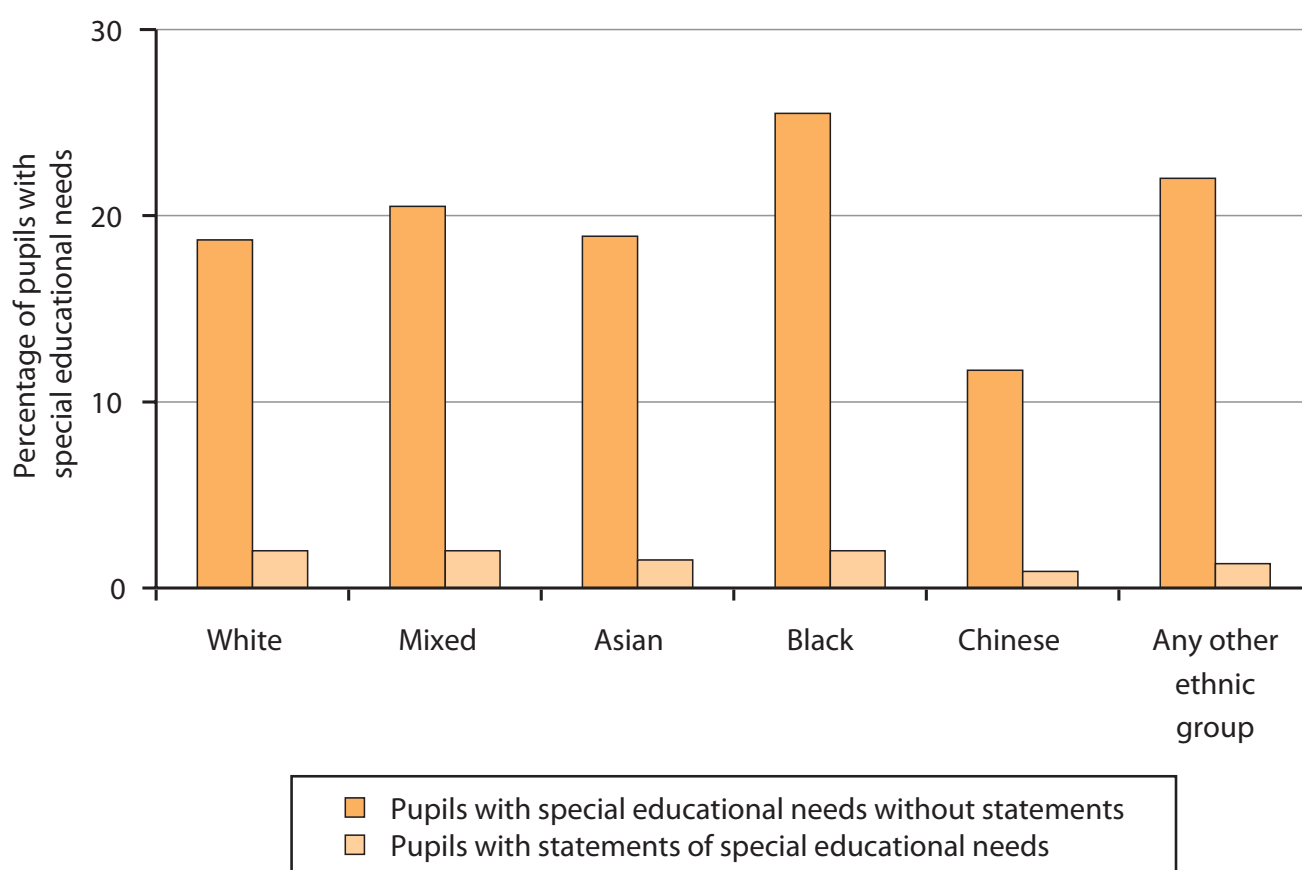
**Prevalence of primary type of special educational need among pupils of different ethnic groups**

Web based Tables 1.19 and 1.20 show the number and percentage of pupils who had special educational needs in 2008 broken down by ethnic group.

**Figure 1.10: Percentage of pupils at primary schools with special educational needs in 2009 by ethnic group**



**Figure 1.11: Percentage of pupils at secondary schools with special educational needs in 2009 by ethnic group**



Web based Tables 1.21 and 1.22 show the 2009 figures. 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 1.12 shows the percentage of pupils with special educational needs at primary, secondary and special schools in January 2009 who were eligible for free school meals. The percentage for pupils with no special educational needs at special schools should be treated with caution due to low numbers in the group.

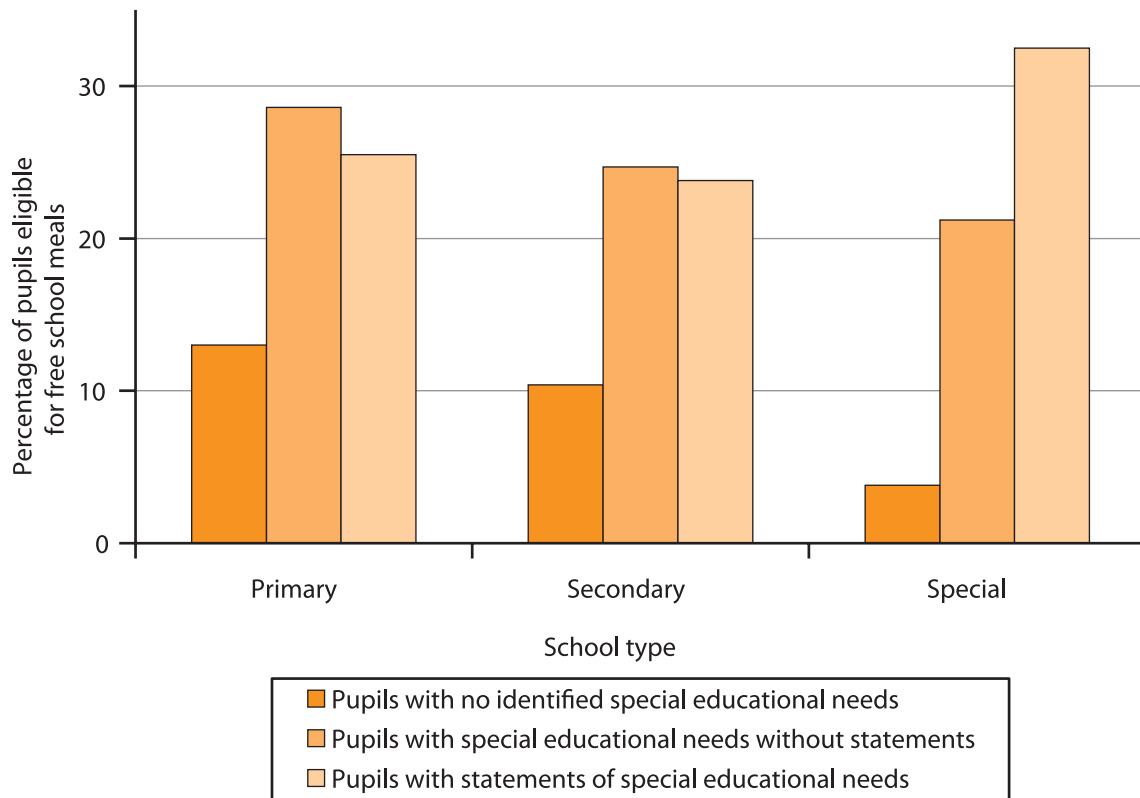
Pupils with special educational needs were far more likely to be eligible for free school meals than those without special educational needs.

At primary school, pupils with special educational needs without statements were more than twice as likely to be eligible for free school meals, than those with no special educational needs. Those with statements were almost twice as likely to be eligible as those without special educational needs.

Secondary school pupils with special educational needs were more than twice as likely to be eligible for free school meals, compared to those with no special educational needs, whether or not they had statements.

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

**Figure 1.12: Percentage of pupils with special educational needs who were eligible for free school meals by school type in 2009**



to be eligible for free school meals, where 32.5 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 Tables 1.23 and 1.24 show the numbers and percentages of pupils with special educational needs who were eligible for free school meals in 2008 and 2009.

### Prevalence of primary type of special educational need among pupils who were eligible for free school meals

Figure 1.13 shows the percentage of pupils at School Action Plus or with statements who were eligible for free school meals in January 2009.

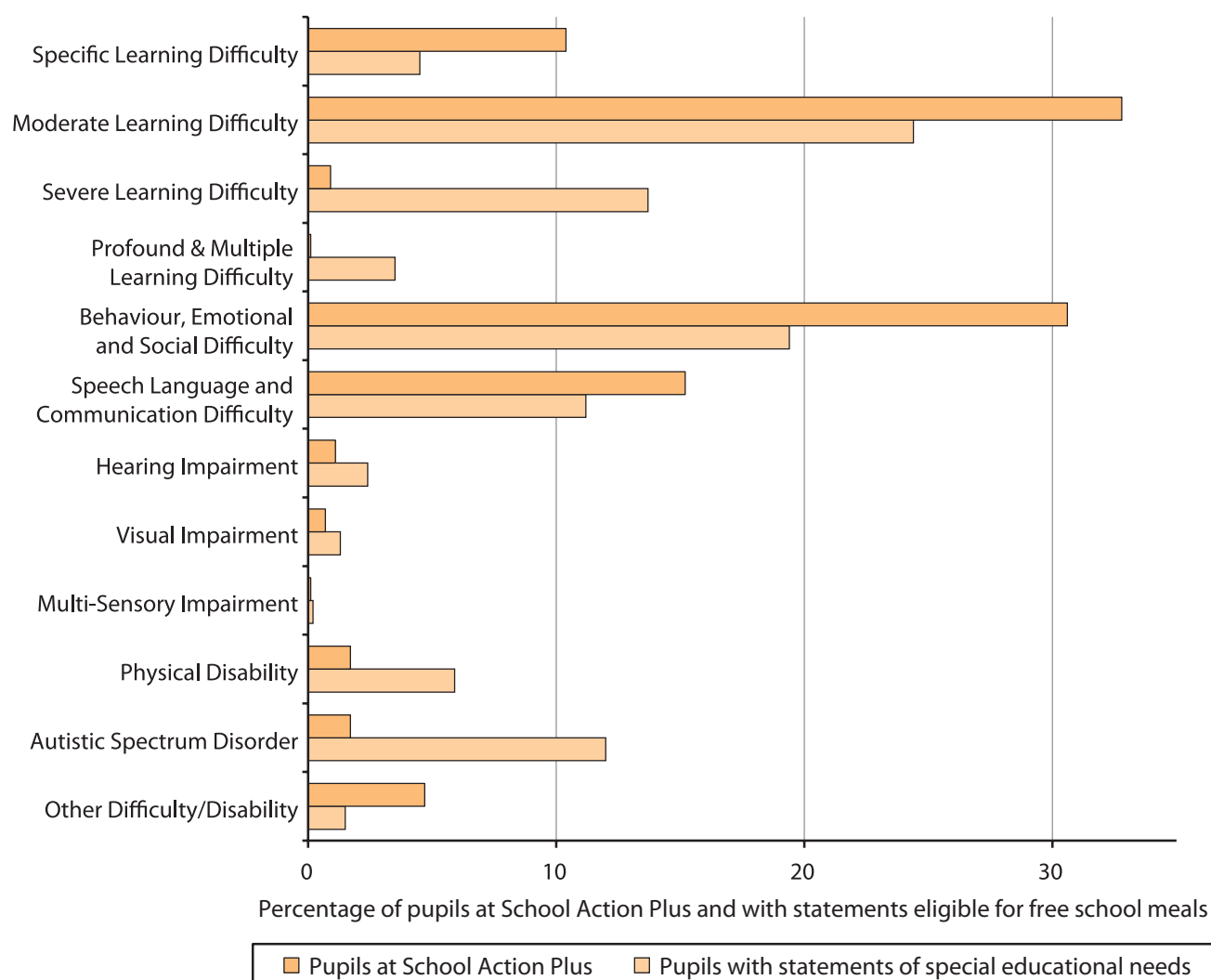
Of the pupils at School Action Plus who were eligible for free school meals, moderate learning difficulties (32.8 per cent) closely followed by behavioural, emotional and social difficulties (30.6 per cent) were the most common primary types of need.

A similar pattern was shown for the 59,000 pupils with statements in 2009 who were eligible for free school meals, where 24.4 per cent had moderate learning difficulties and 19.4 per cent had behavioural, emotional and social difficulties.

Web based Tables 1.25 and 1.26 show the numbers and percentages for 2008 and 2009. Tables 1.25 and 1.26 also contain the number and percentage of pupils with special educational needs who were not eligible for free school meals.



**Figure 1.13: Percentage of pupils at School Action Plus or with statements of special educational needs who were eligible for free school meals in 2009 by primary type of need**



### Government Office Region and local authority level analysis

Government Office Region and local authority level figures on the proportion of pupils with special educational needs can be found in Statistical First Releases (which also contain additional analysis at national level):

**DCSF: Special Educational Needs in England: January 2009** available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000852/index.shtml> and

**DCSF: Special Educational Needs in England: January 2008** available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000794/index.shtml>.

The wide variations in both the percentage of pupils with special educational needs, and the way in which they are categorised has become well known as a result of the School Census.

The reasons underlying these variations is far from clear, and a DCSF-commissioned study on the subject, undertaken by the National Children's Bureau in association with the Thomas Coram Research Unit will be published in late 2009. It will be available on the DCSF research website.

## Changes in provision for special educational need over time

### Key findings

Pupils with statements of special educational need have them for a long time. In 2008, 78.2 per cent of pupils at the end of Key Stage 4 (mainly aged 16 years), with statements in the January of that year, also had statements in January 2003.

Pupils at School Action Plus tend to remain at School Action Plus for a relatively short period of time compared to those with statements. In 2008, 30.2 per cent of pupils at School Action Plus at Key Stage 4 were also at School Action Plus in 2003. A similar trend was shown for pupils at School Action.



### Changes in provision for pupils with statements of special educational need

All numbers which appear in this section were taken from the National Pupil Database (see Data Annex 1 for further details). Data are based on the academic year and special educational need provision was recorded in the January of the same year. Web based Table 1.27 contains the data quoted in the remainder of this chapter.

### Changes in provision for pupils with statements

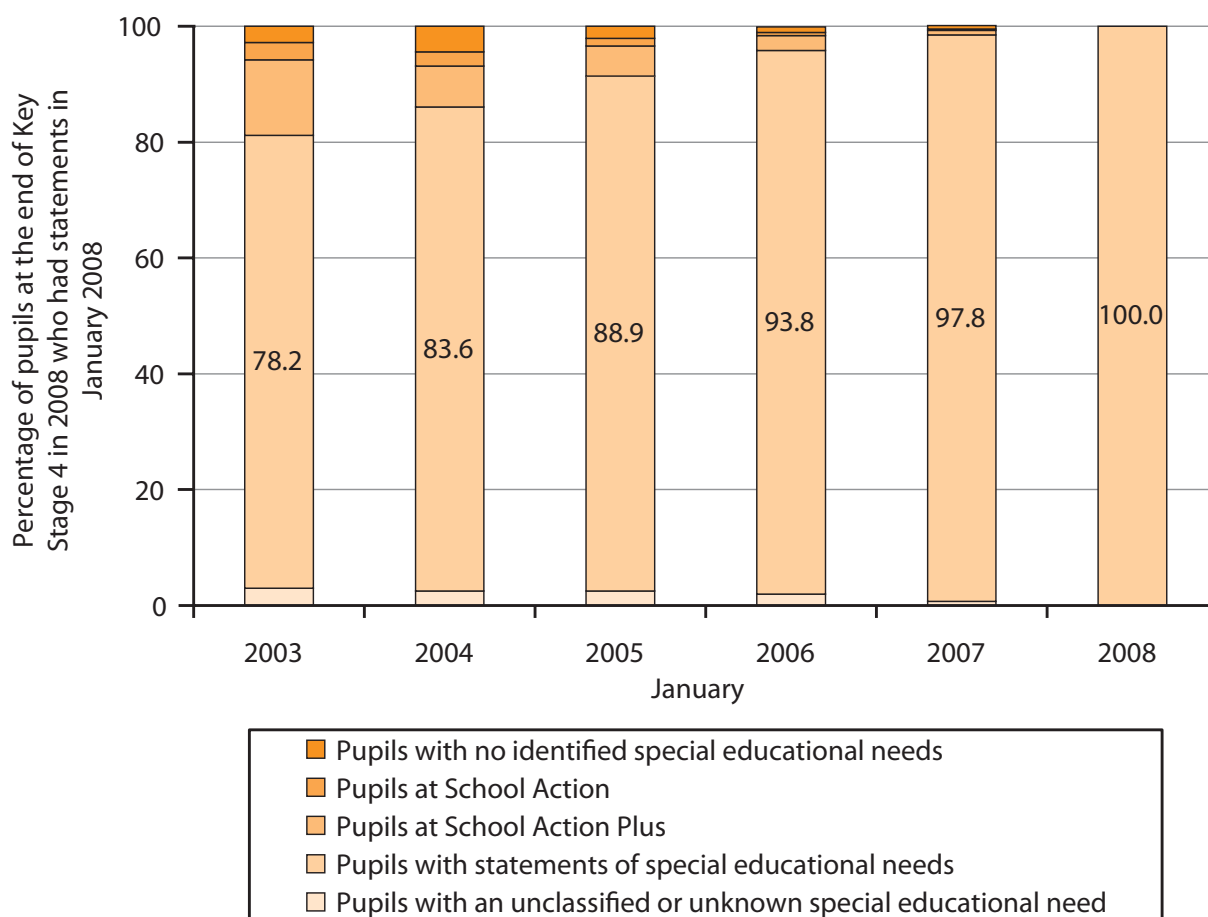
Figure 1.14 shows the percentage of pupils at the end of Key Stage 4 (KS4) in 2008 (those who were mainly aged 16 years taking their GCSE or equivalent qualifications) who had statements in

the January of that year by their previous provision between 2003 and 2007.

It displays the percentage of the 22,900 pupils with statements in 2008 by their previous provisions between 2003 and 2007. For example, of the 22,900 pupils with statements of special educational need at KS4 in 2008, 97.8 per cent also had statements in 2007 and 78.2 per cent also had statements in 2003. This suggests that pupils with statements tend to have them for some time.

Figure 1.14 shows that pupils were most likely to be at School Action Plus before having statements of special educational needs. Of those who had statements in 2008, 13.0 per cent were at School Action Plus in 2003.

**Figure 1.14: Percentage of pupils at the end of KS4 in 2008 with statements of special educational needs in the January of that year by their previous provision between January 2003 and 2007**



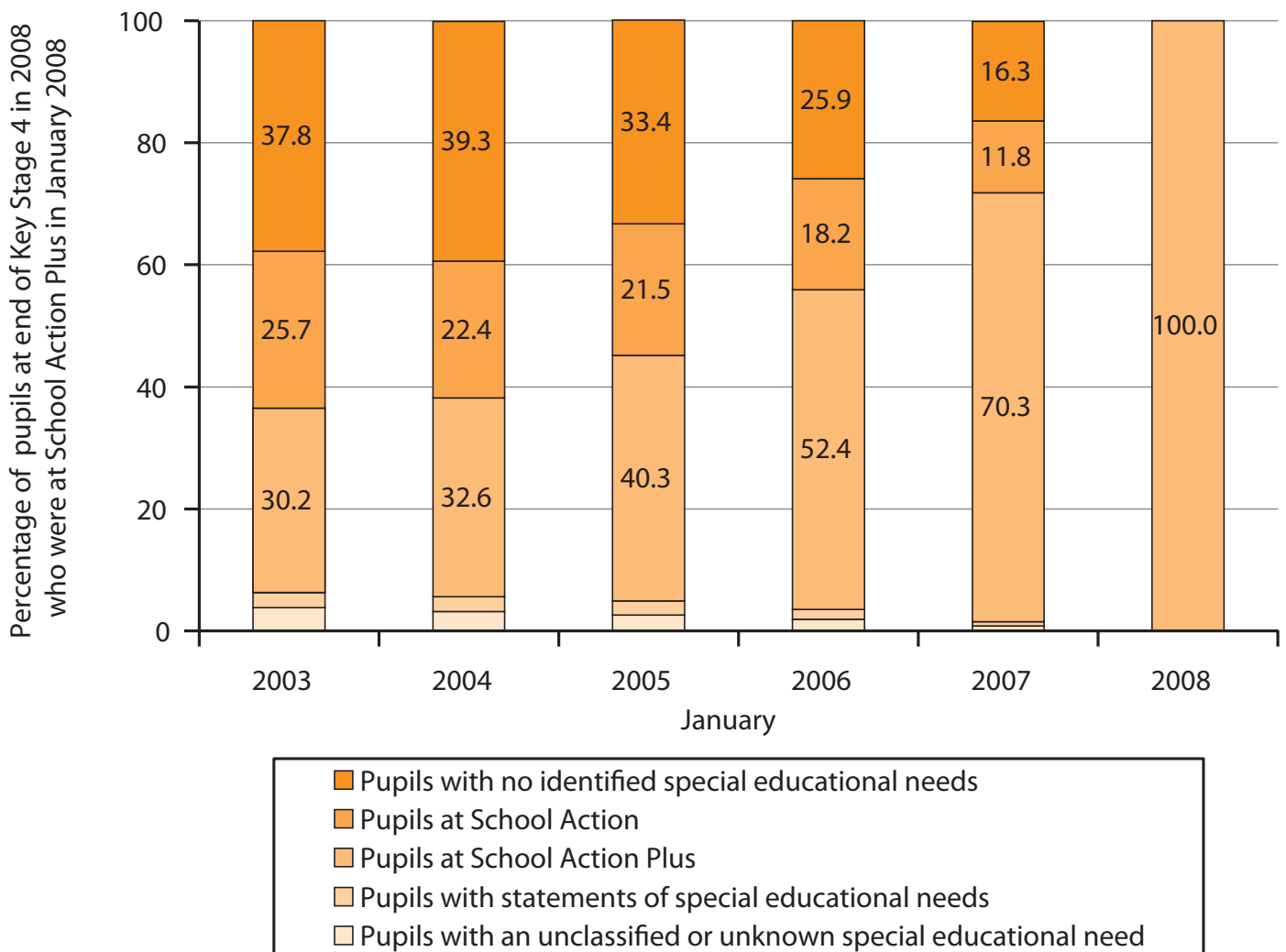
### Changes in provision for pupils at School Action Plus

Figure 1.15 shows the provision for special educational need in previous years for pupils at School Action Plus at Key Stage 4 in 2008.

Of the 35,000 pupils at School Action Plus at KS4, 70.3 per cent were also at School Action Plus in 2007 and only 30.2 per cent in 2003. This suggests that pupils at School Action Plus tended to stay at School Action Plus for a relatively short period of time compared to those with statements.

Figure 1.15 shows that pupils were most likely to have no identified special educational needs before being classified under School Action Plus. Pupils were next most likely to be at School Action before being classified under School Action Plus. In 2008, 37.8 per cent of those at School Action Plus had no identified special educational needs in 2003, while 25.7 per cent were at School Action.

**Figure 1.15: Percentage of pupils at the end of KS4 in 2008 at School Action Plus in the January of that year by their previous provision between January 2003 and 2007**



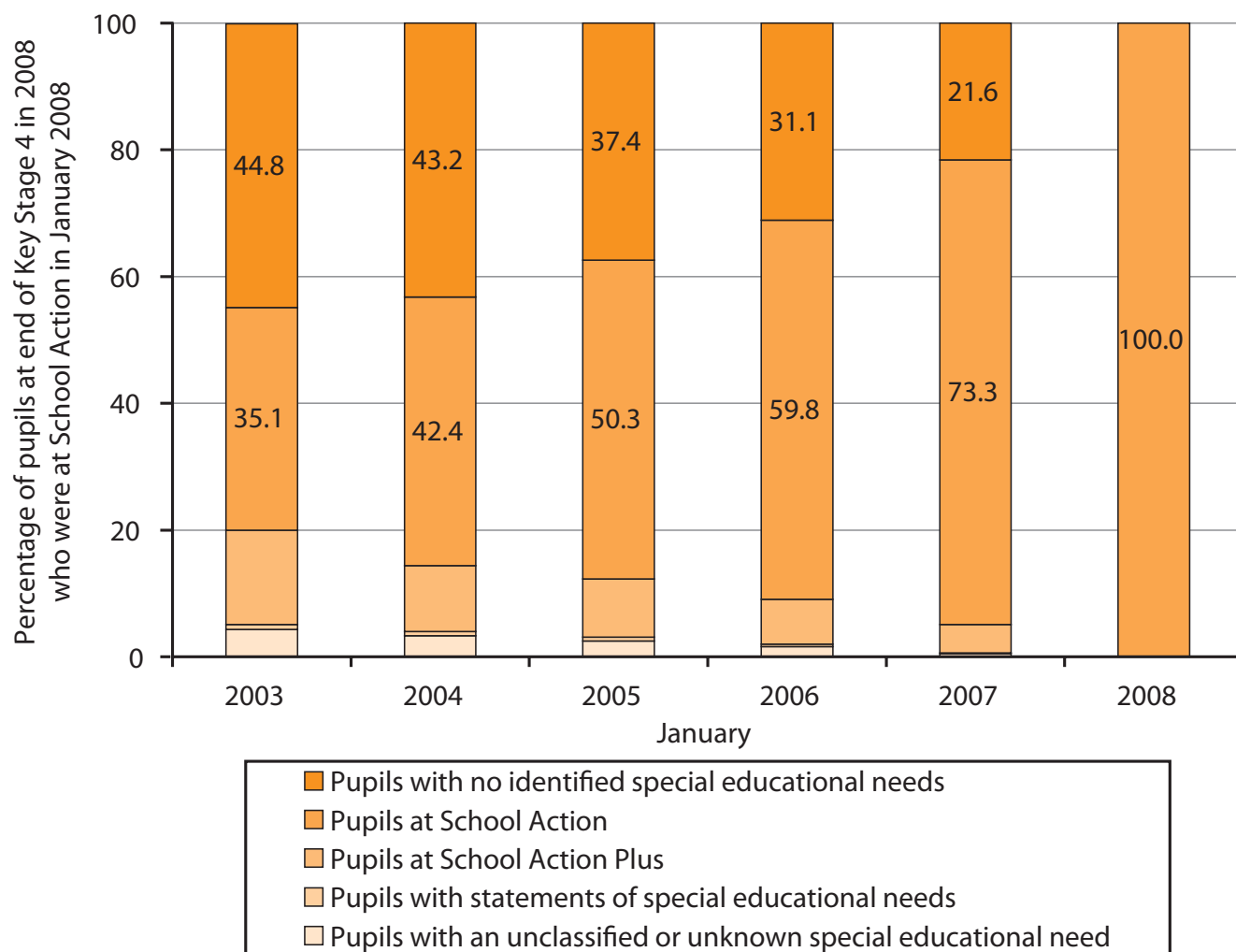
### Changes in provision for pupils at School Action

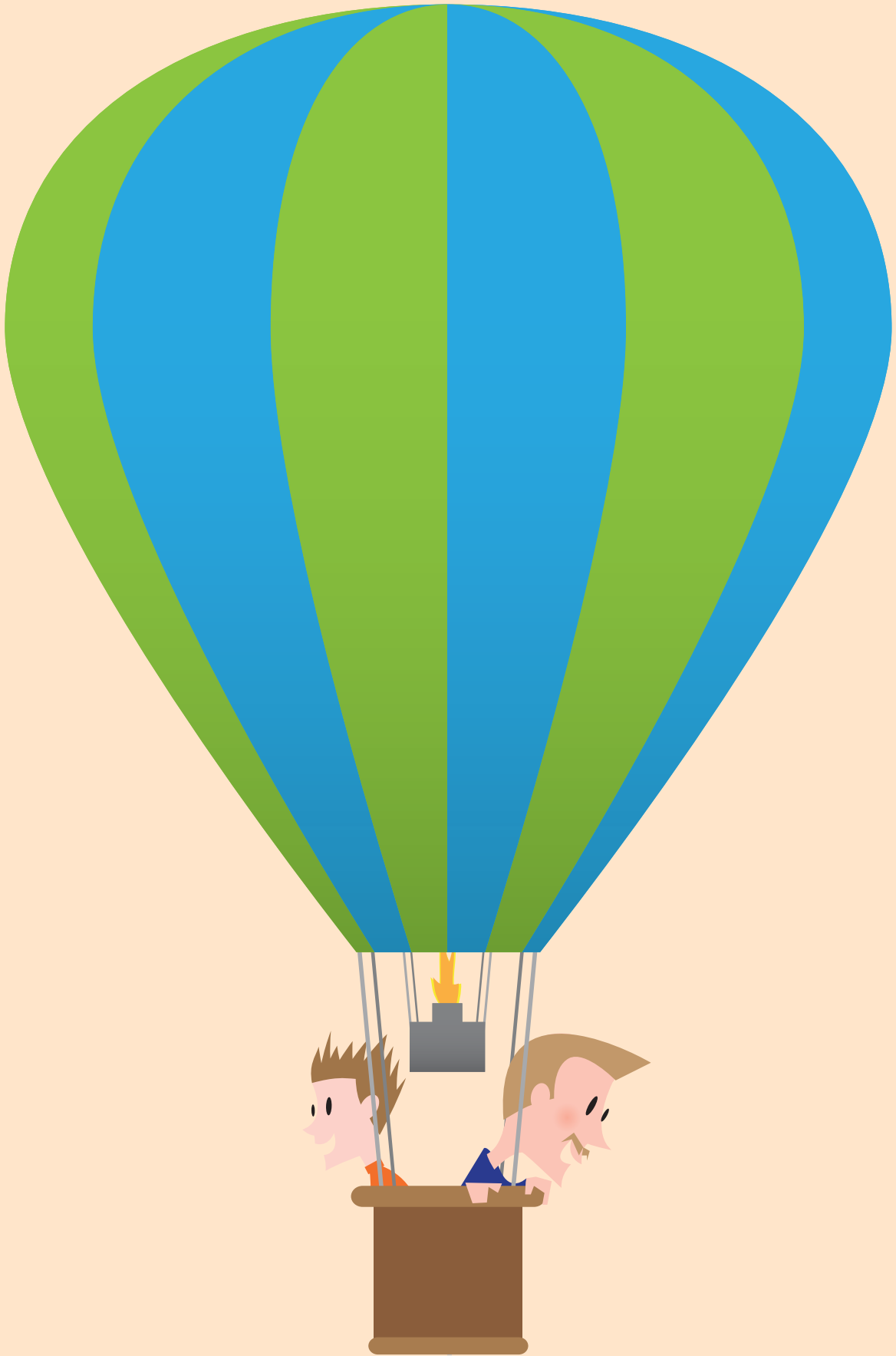
Figure 1.16 shows the provision for special educational need in previous years for pupils at School Action at Key Stage 4 in 2008.

Of the 70,700 pupils at School Action at KS4 in 2008, 73.3 per cent were also at School Action in 2007 and only 35.1 per cent in 2003. This suggests that pupils at School Action tend to stay at School Action for a relatively short period of time compared to the length of time they have a statement.

Figure 1.16 shows that pupils were most likely to have no identified special educational needs before being classified under School Action. Pupils were next most likely to be at School Action Plus before being classified under School Action. In 2008, 44.8 per cent of those at School Action had no identified special educational needs in 2003, while 14.9 per cent were at School Action Plus.

**Figure 1.16: Percentage of pupils at the end of KS4 in 2008 who were at School Action in the January of that year by their previous provision between January 2003 and 2007**





## Chapter 2

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

This chapter looks at the differences in educational attainment between pupils with and without special educational needs at Key Stage 2 (mainly 11 year olds) and Key Stage 4 (mainly 16 year olds) in 2008. It provides a breakdown of attainment by pupil characteristics, such as gender, ethnic origin and free school meals eligibility, for each of the provisions and primary types of special educational need.

### Attainment at Key Stage 2

#### Key findings at Key Stage 2

Pupils at School Action Plus with hearing impairments were most likely to achieve the expected level at Key Stage 2 English. School Action Plus pupils with visual impairments were most likely to achieve the expected level at Key Stage 2 maths and science. Of those with statements, pupils with visual impairments were most likely to achieve the expected level in all three Key Stage 2 subjects.

#### Gender

Girls were more likely than boys to achieve the expected level at Key Stage 2 English if they had no special educational needs or were at School Action. However, boys were more likely than girls to achieve the expected level if they were at School Action Plus or if they had statements.

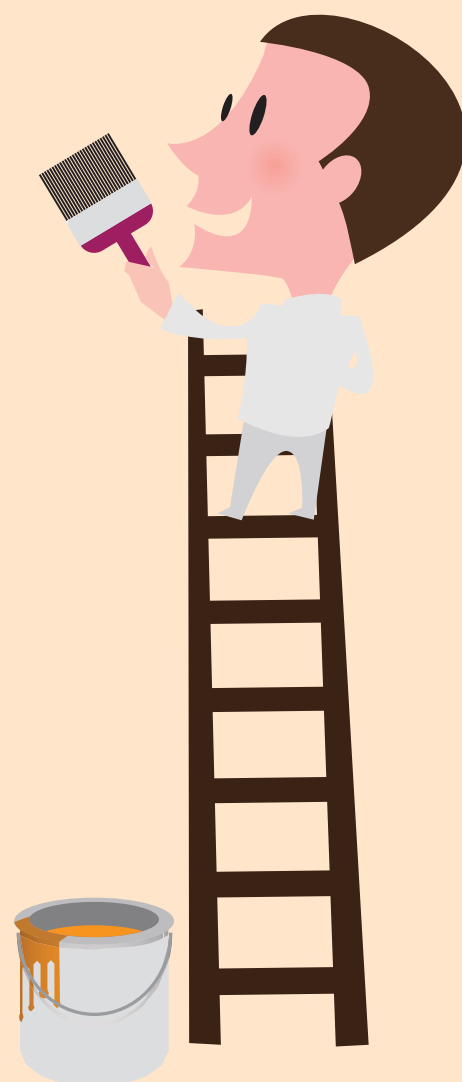
Boys were more likely than girls to achieve the expected level at Key Stage 2 maths and science, regardless of their provision for need.

#### Ethnic origin

Chinese pupils were most likely to achieve the expected level at Key Stage 2 maths, regardless of their provision for special educational need. There was much more variability across the ethnic groups at Key Stage 2 English and science.

#### Free school meals eligibility

Pupils who were eligible for free school meals were less likely to achieve the expected level at Key Stage 2, compared to pupils who were not eligible for free school meals, regardless of their provision for special educational need.



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.dcsf.gov.uk/rsgateway/DB/STA/t000851/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.

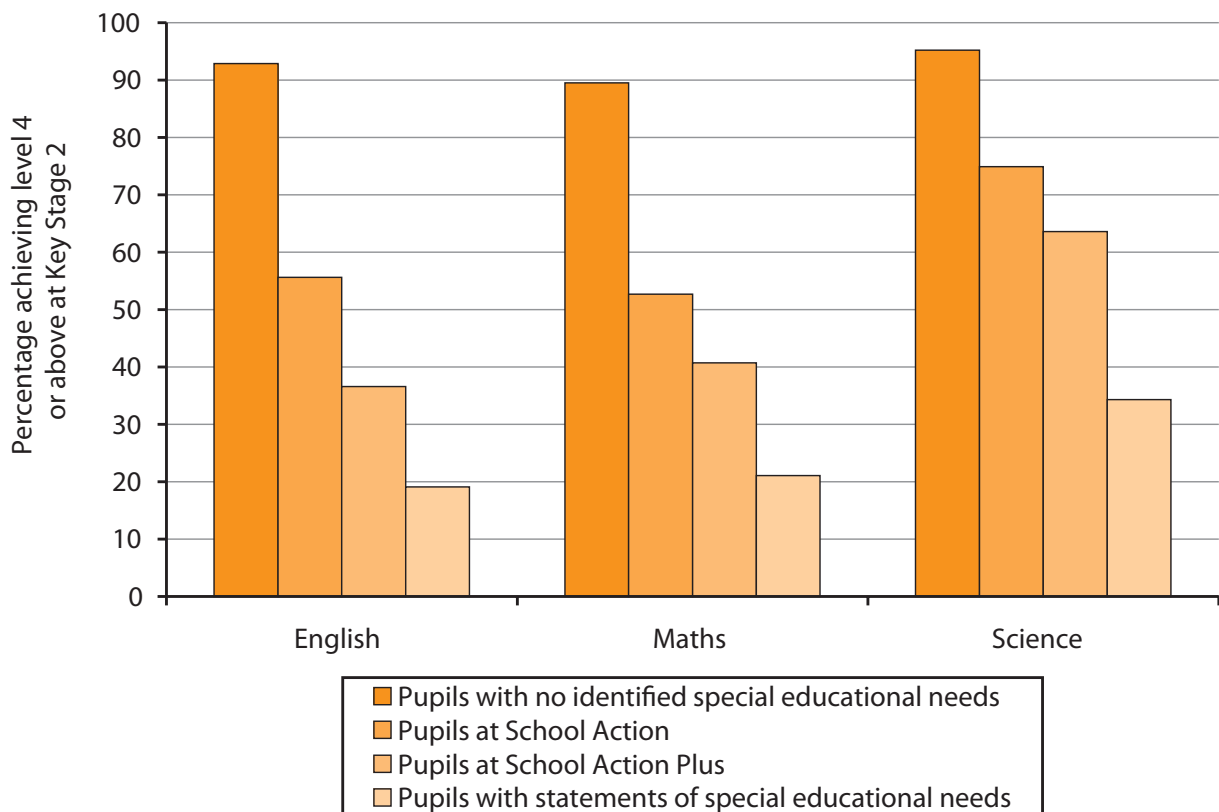
Key Stage 2 (KS2) refers to the stage of the National Curriculum for pupils aged between 8 and 11 years. The findings in this section refer to pupils at School Action, School Action Plus and with statements who were at the end of KS2 (mainly those who were 11 years old) in the academic year 2007/08 by their provision for need in the January of that year. Pupils were assessed in English, maths and science at KS2 in 2008 and were expected to achieve

level 4 or above in each subject. This is generally considered to be the expected threshold that all pupils should achieve at that age.

There were four different numbered levels of attainment for pupils at KS2 in 2008. 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.

**Figure 2.1: Percentage of pupils that achieved the expected level at Key Stage 2 in 2008 by subject and provision for special educational need**





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

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

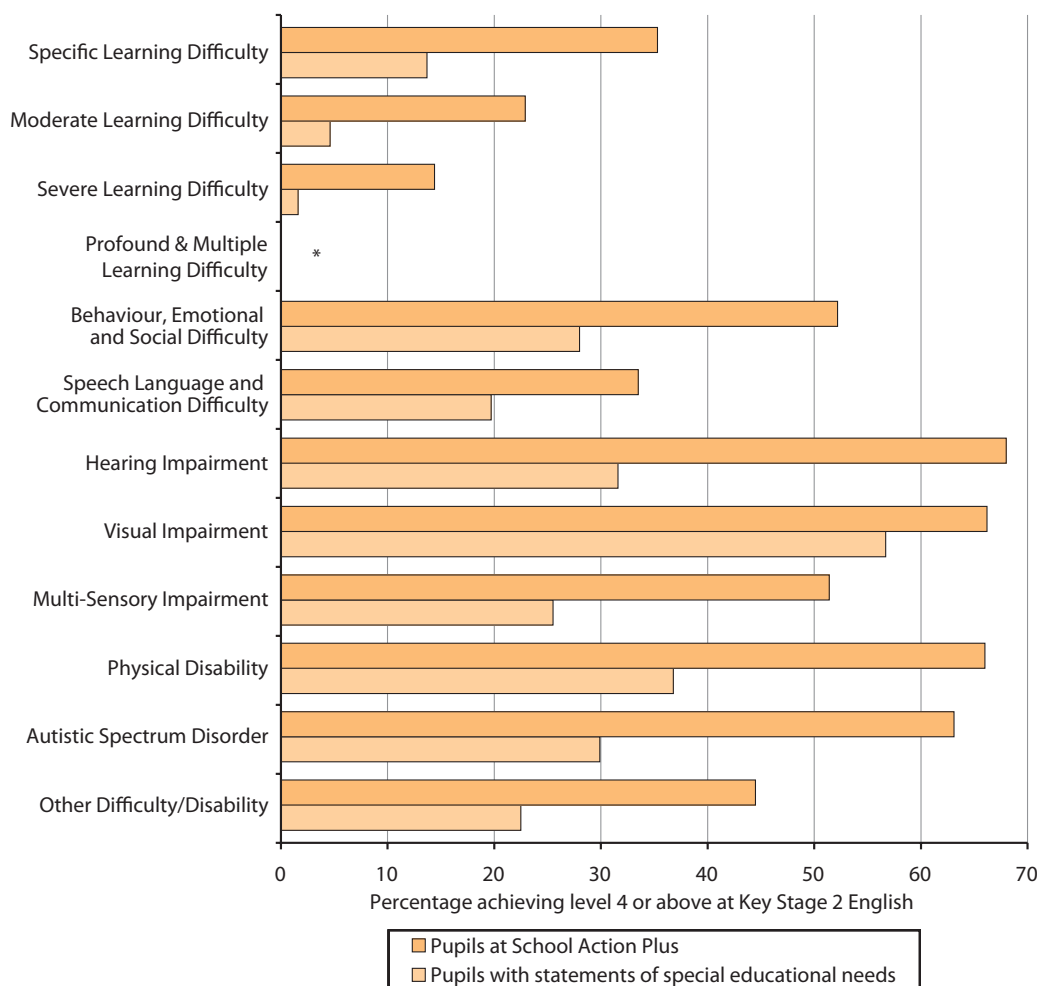
Figure 2.1 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 4 or above in English, maths and science in 2008. Web based Tables 2.1, 2.2 and 2.3 contain the percentages used in Figure 2.1. These tables show a breakdown by all the eight possible attainment levels at KS2 in 2007 and 2008, as well as the percentage achieving the expected level.

Figure 2.1 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.

Pupils were more likely to achieve the expected level in science, compared to English and maths, regardless of their provision for special educational needs. 34.3 per cent of pupils with statements achieved the expected level in science, compared to 21.1 per cent in maths and 19.1 per cent in English. The equivalent percentages for those with no special educational needs were 92.9 per cent for English, 89.5 per cent for maths and 95.2 per cent for science.

### Figure 2.2: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by primary type of need



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

### Attainment at Key Stage 2 English by primary type of special educational need

Figure 2.2 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by primary type of need (i.e. pupils with hearing impairments, specific learning difficulties, autistic spectrum disorders etc.). See web based Table 2.1 for data.

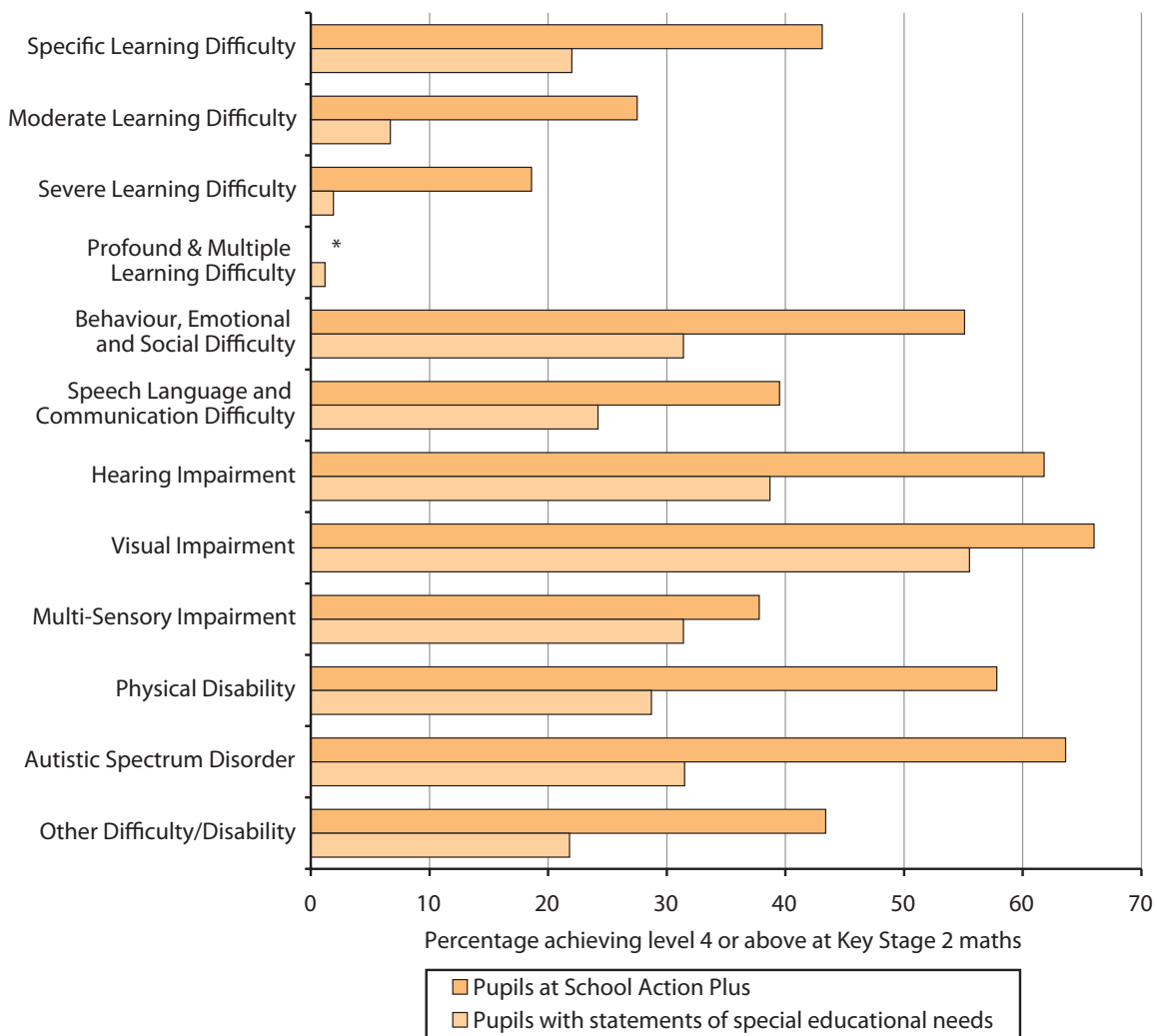
Figure 2.2 shows that pupils at School Action Plus with hearing impairments were most likely to achieve the expected level at KS2 English (68.0 per cent).

Of those with statements, pupils with visual impairments were most likely to achieve the expected level (56.7 per cent). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.1 shows the actual numbers.

### Attainment at Key Stage 2 maths by primary type of special educational need

Figure 2.3 shows the percentage of pupils that achieved the expected level at KS2 maths in 2008 by primary type of need. See web based Table 2.2 for data.

**Figure 2.3: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by primary type of need**



\* The percentage for profound and multiple learning difficulties at School Action Plus was not displayed as fewer than six pupils achieved the qualification in the group.

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

Figure 2.3 shows that pupils with visual impairments were most likely to achieve the expected level at KS2 maths (66.0 per cent for those at School Action Plus and 55.5 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 2.2 shows the actual numbers.

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

Figure 2.4 shows the percentage of pupils that achieved the expected level at KS2 science in 2008 by primary type of need. See web based Table 2.3 for data.

**Figure 2.4: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2008 by primary type of need**

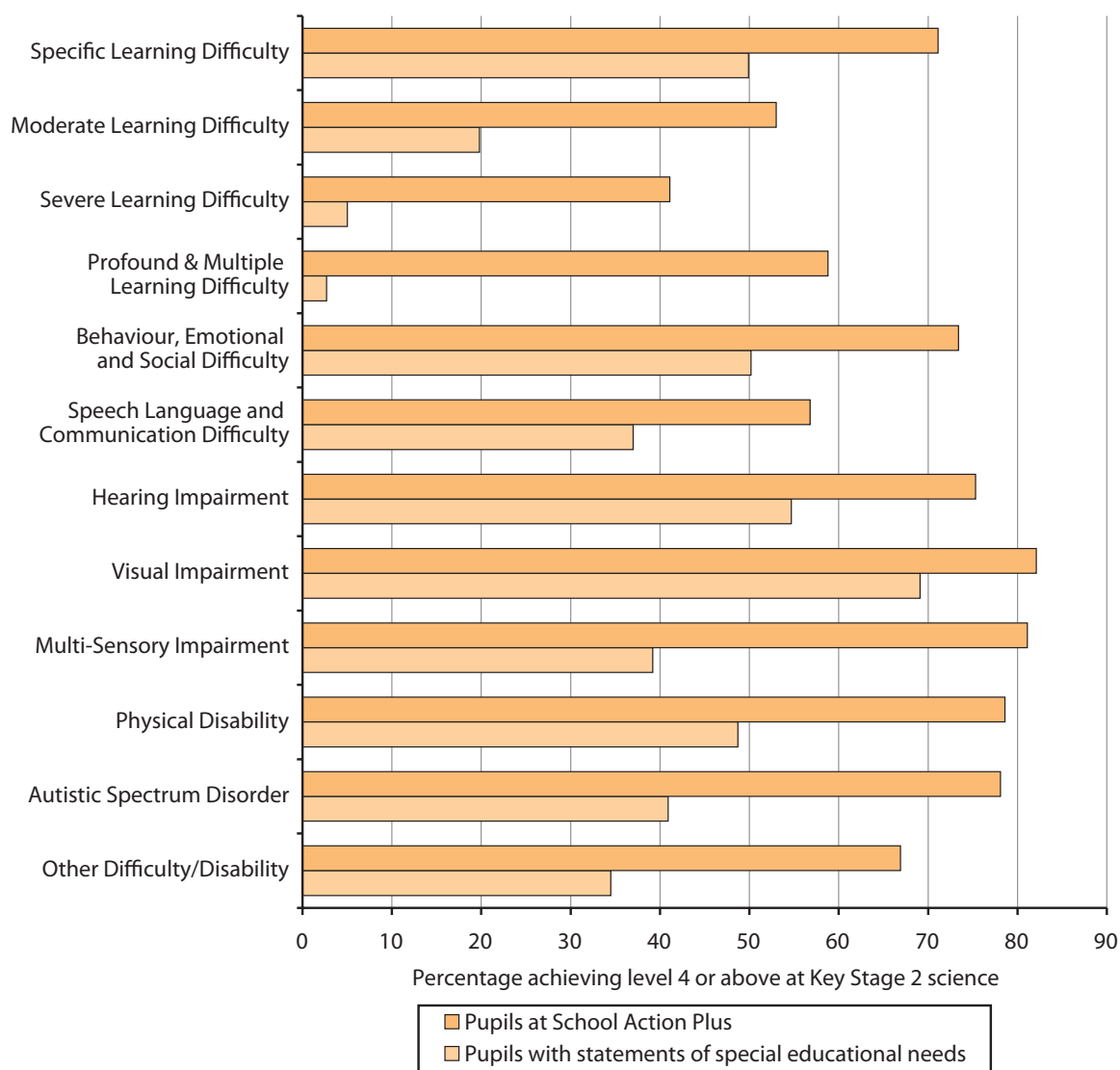


Figure 2.4 shows that pupils with visual impairments were most likely to achieve the expected level at KS2 science (82.1 per cent for those at School Action Plus and 69.1 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.3 shows the actual numbers.

### 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.

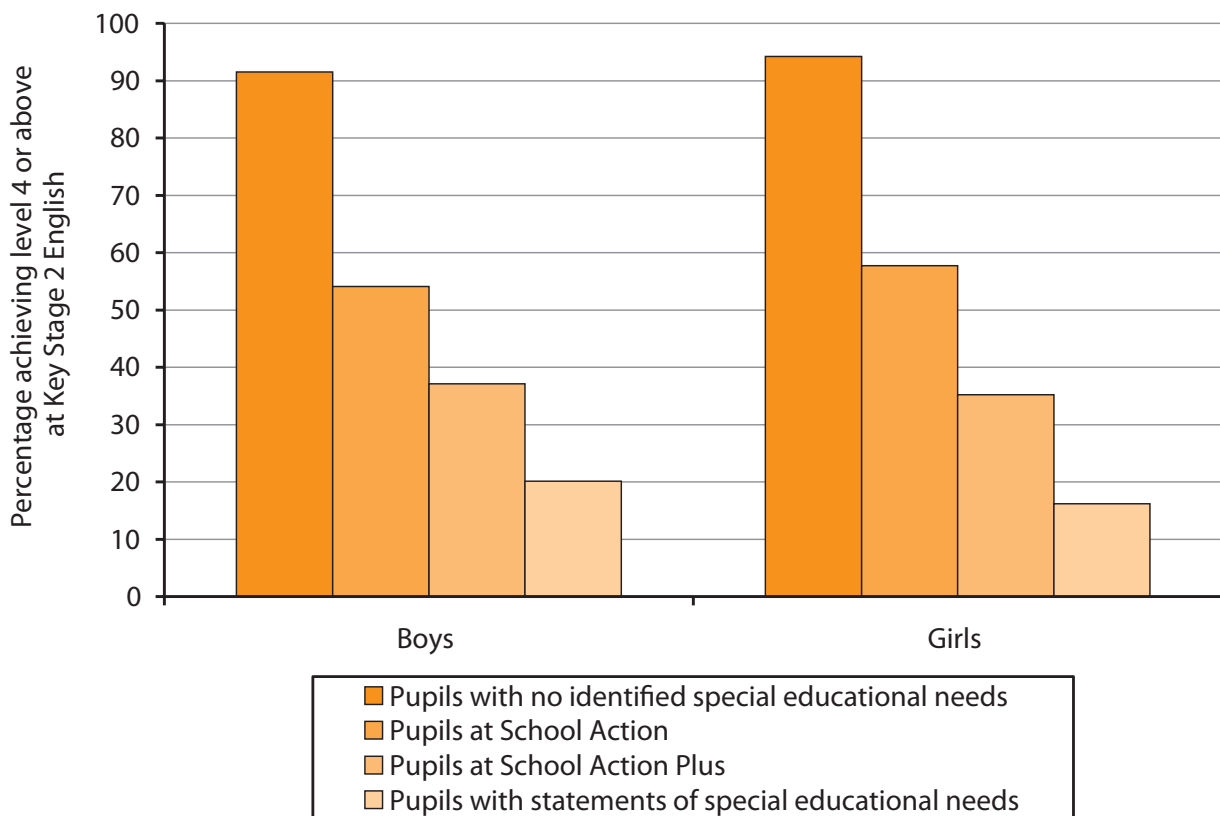
Figure 2.5 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level at KS2 English in 2008. Web based Table 2.4 contains the

percentages used in Figure 2.5. Web based Table 2.4 also shows the numbers of eligible pupils and the number of pupils achieving the expected level.

Figure 2.5 shows that girls were more likely than boys to achieve the expected level at KS2 English if they had no special educational needs or were at School Action. However, there was not much of a difference between the attainment of boys and girls at each of the provisions for need. The gender gap was most obvious for pupils at School Action, where 57.7 per cent of girls achieved the expected level compared to 54.1 per cent of boys.

However, boys were more likely than girls to achieve the expected level if they were at School Action Plus or they had statements. The gender gap was most evident for pupils with statements, where 20.1 per cent of boys achieved the expected level at KS2 English compared to 16.2 per cent of girls.

**Figure 2.5: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and gender**



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

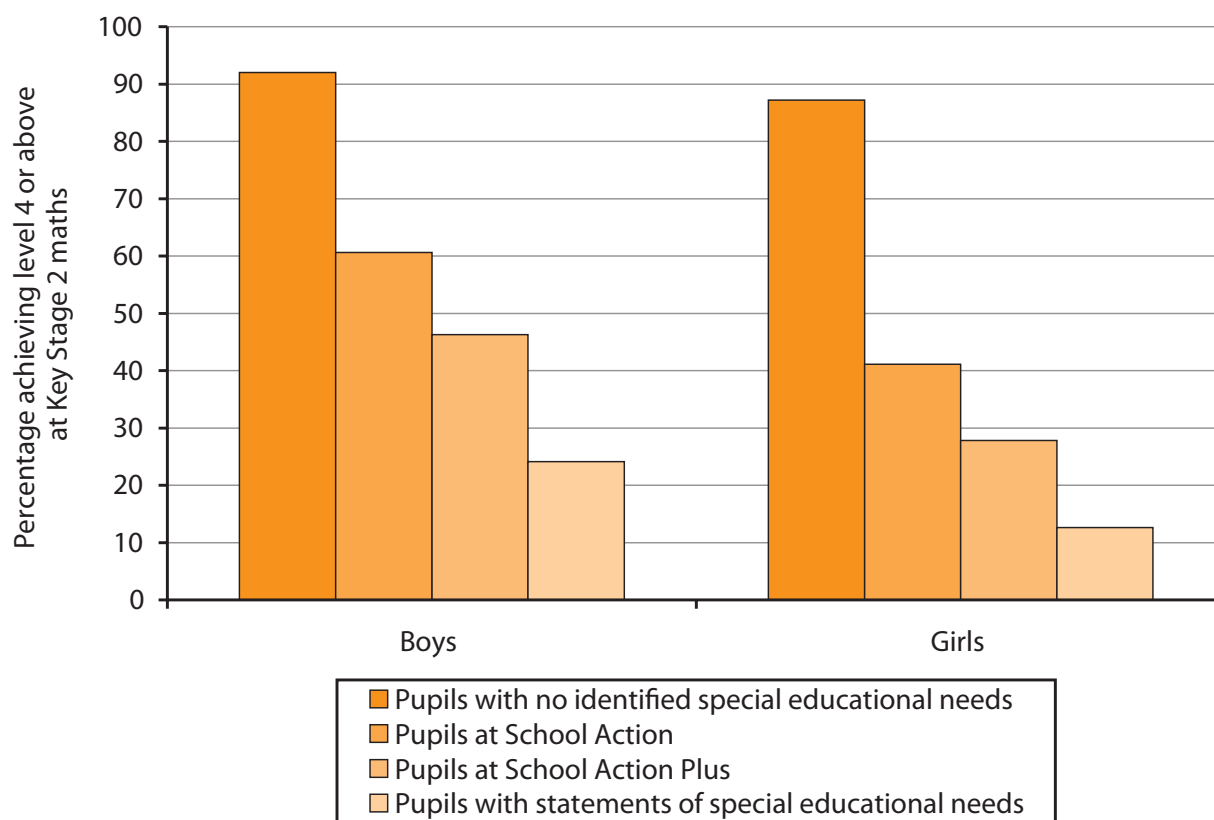
Figure 2.6 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level at KS2 maths in 2008 by provision for need. Web based Table 2.5 contains the percentages used in Figure 2.6. Web based Table 2.5 also shows the numbers of eligible pupils and the number of pupils achieving the expected level.

Figure 2.6 shows that boys were more likely than girls to achieve the expected level at KS2 maths, regardless of the provision for need. The gender gap was most obvious at School Action, where

60.6 per cent of boys achieved the expected level compared to 41.1 per cent of girls. Boys with statements were almost twice as likely to achieve the level, compared to girls with statements. There was a much wider attainment gap between boys and girls at KS2 maths compared to English.

Web based Table 2.6 contains the percentages for KS2 science. This table shows that differences in attainment between the genders at KS2 science are similar to those found at KS2 maths, with boys being more likely to achieve the expected level.

**Figure 2.6: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by provision for need and gender**

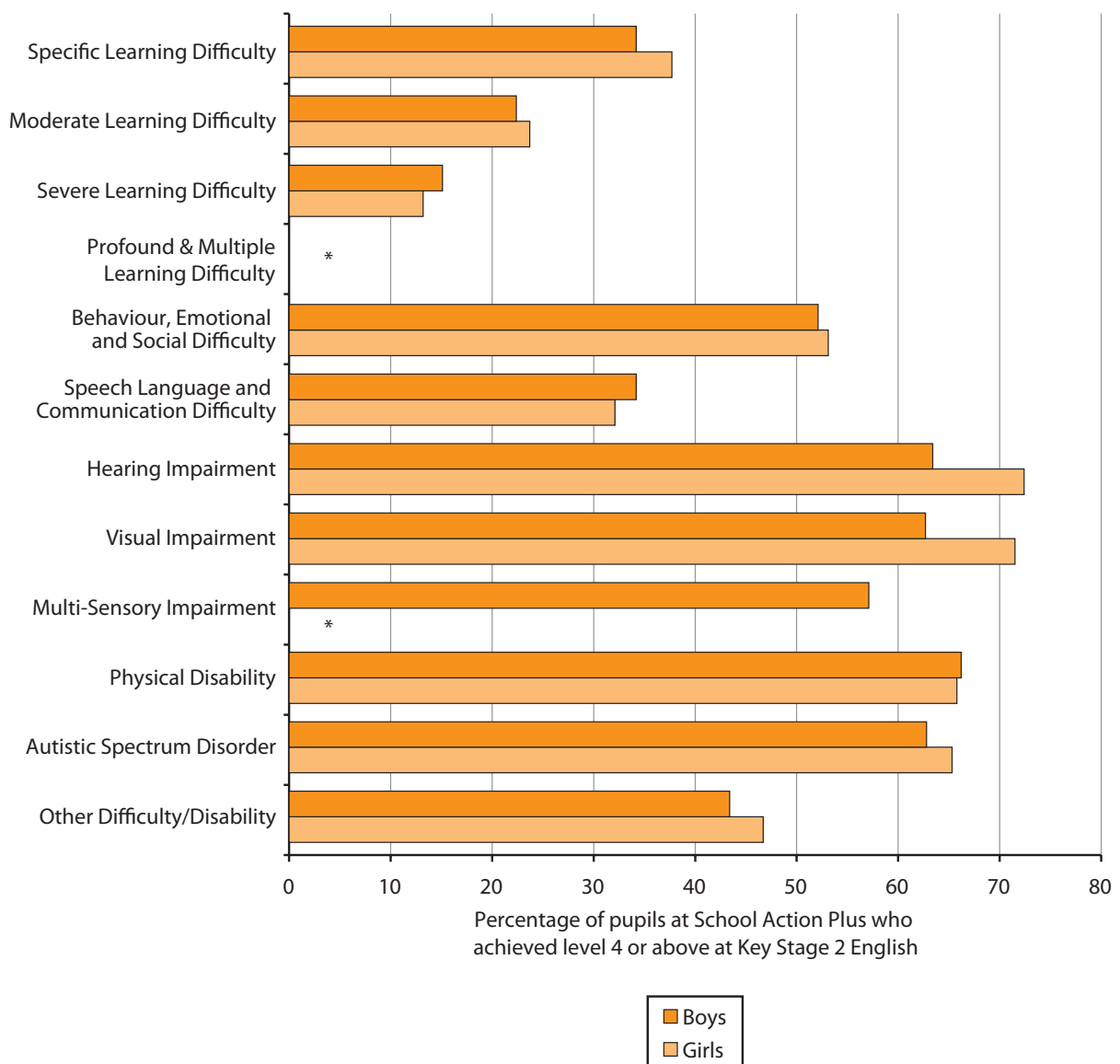


### Differences in Key Stage 2 attainment by gender and primary type of need

Figure 2.7 shows the percentage of boys and girls at School Action Plus that achieved the expected level at KS2 English in 2008 by primary type of need. Web based Table 2.4 contains the percentages used in Figure 2.7.

Figure 2.7 shows that for pupils at School Action Plus, boys were most likely to have achieved the expected level at KS2 English if they had physical disabilities (66.2 per cent). Girls were most likely to achieve the level if they had a hearing impairment (72.4 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 2.4 shows the actual numbers.

**Figure 2.7: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and gender**



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

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

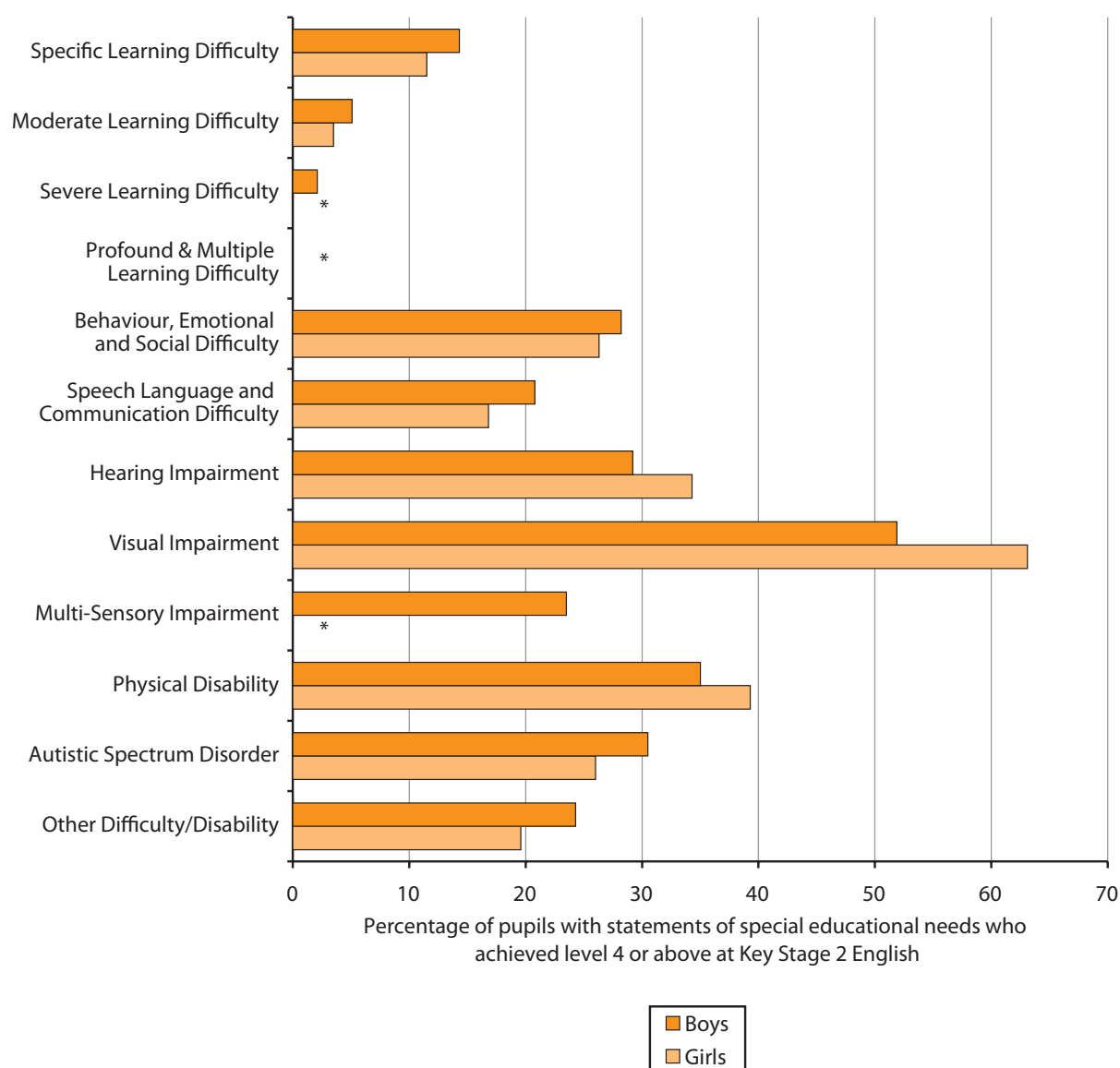
Figure 2.8 shows the percentage of boys and girls with statements that achieved the expected level at KS2 English in 2008, by primary type of need. Web based Table 2.4 contains the percentages used in Figure 2.8.

visual impairments (51.9 per cent and 63.1 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 2.4 shows the actual numbers.

Figure 2.8 shows that both boys and girls with statements were most likely to have achieved the expected level at KS2 English if they had

Web based Tables 2.5 and 2.6 show the figures for KS2 maths and science.

**Figure 2.8: Percentage of pupils with statements who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and gender**



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

### Differences in Key Stage 2 attainment by ethnic group 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 2.9 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by provision for need and ethnic origin. Web based Table 2.4 contains the percentages used in Figure 2.9.

Figure 2.9 shows that, of the pupils with no special educational needs, white pupils were most likely to achieve the expected level at KS2 English, while black pupils with no special educational needs were least likely to achieve the expected level. At School Action and School Action Plus mixed race pupils were most likely to achieve the expected level at KS2 English. 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.

**Figure 2.9: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and ethnic origin**

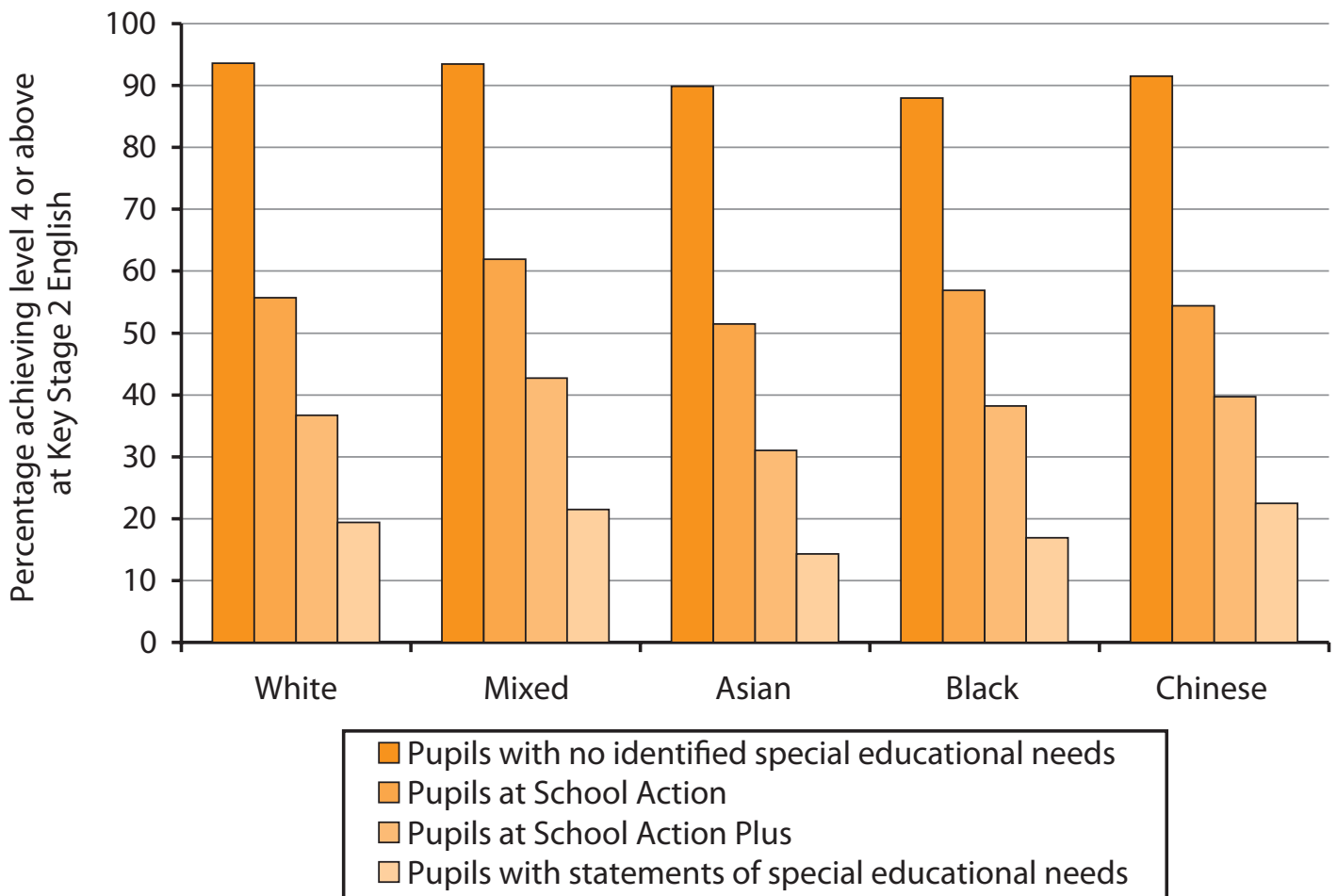


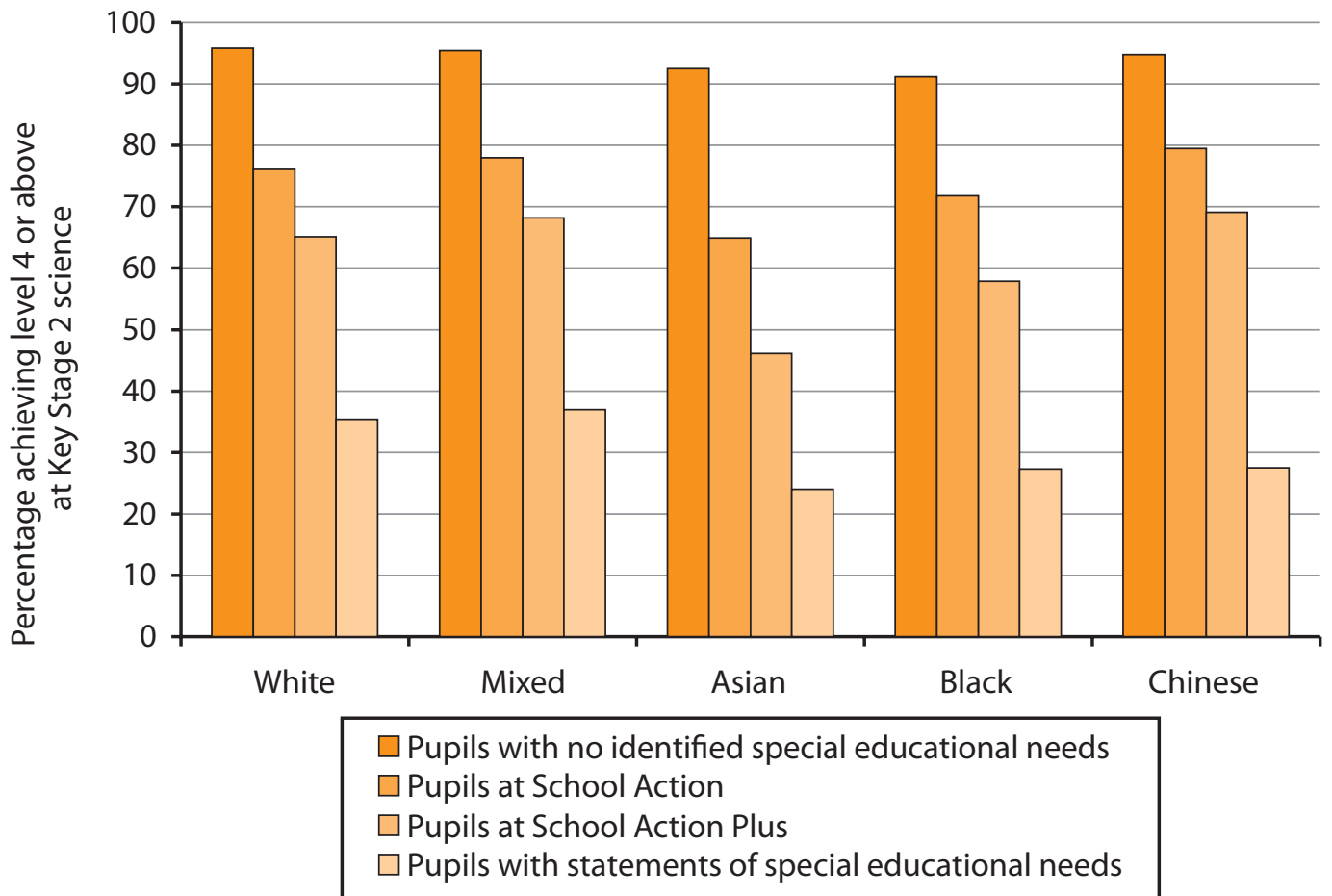


Figure 2.11 shows the percentage of pupils that achieved the expected level at KS2 science in 2008 by provision for need and ethnic origin. Web based Table 2.6 contains the percentages used in Figure 2.11.

Figure 2.11 shows that, of the pupils with no special educational needs, white pupils were most likely to achieve the expected level at KS2 science, while black pupils with no special educational needs were least

likely to achieve the expected level. At School Action and School Action Plus Chinese pupils were most likely to achieve the expected level at KS2 science. Mixed race pupils with statements 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.

**Figure 2.11: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2008 by provision for need and ethnic origin**



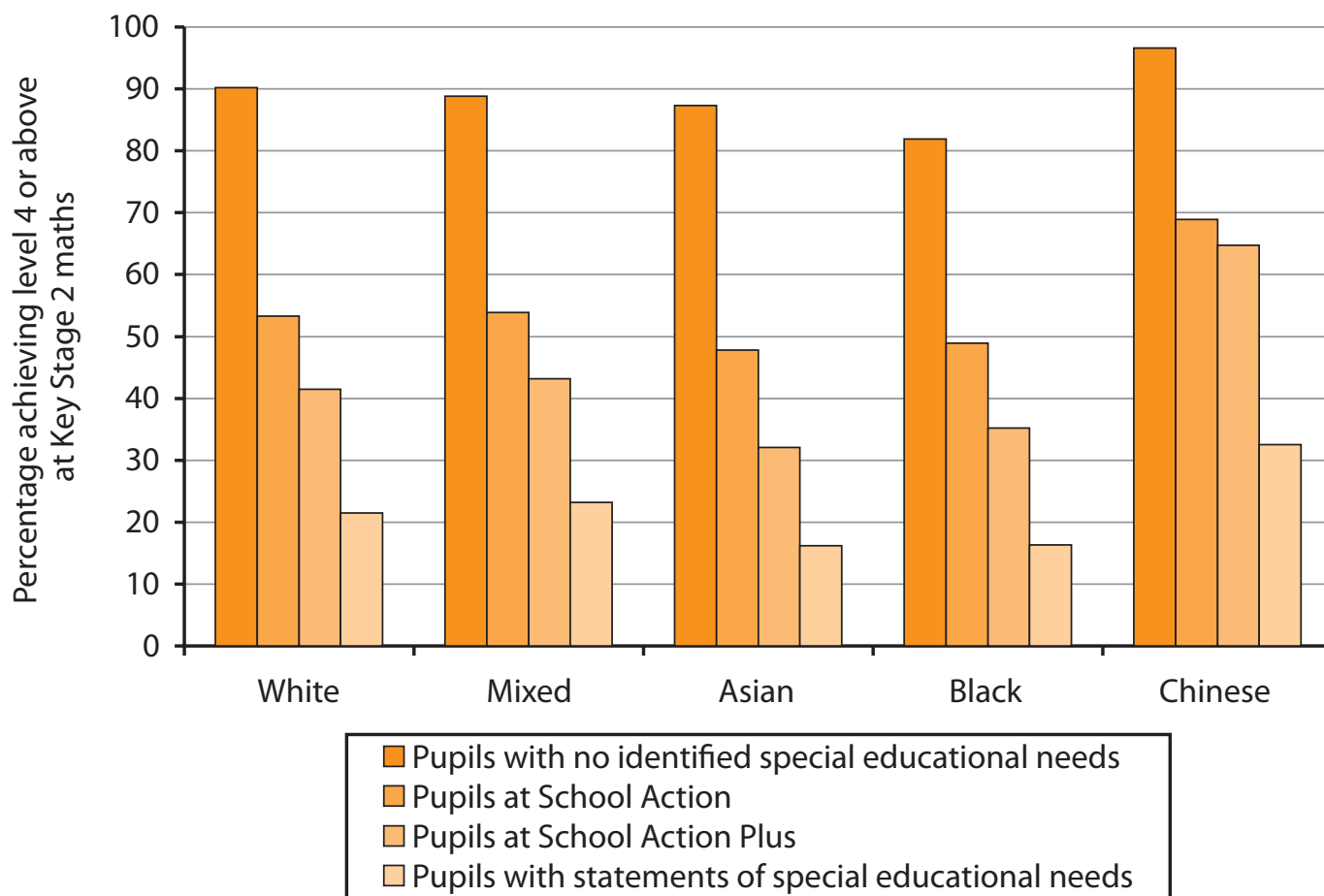
How do the achievements compare between pupils with and without special educational needs?

Figure 2.10 shows the percentage of pupils that achieved the expected level at KS2 maths in 2008 by provision for need and ethnic origin. Web based Table 2.5 contains the percentages used in Figure 2.10.

Figure 2.10 shows that Chinese pupils were most likely of all the ethnic groups to achieve the expected level at KS2 maths, regardless of their

provision. Of the pupils with no special educational needs, black pupils were least likely to achieve the level at KS2 maths. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve this level.

**Figure 2.10: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by provision for need and ethnic origin**



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

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

Web based Tables 2.4, 2.5 and 2.6 show the percentages of pupils that achieved the expected level at KS2 by subject, 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

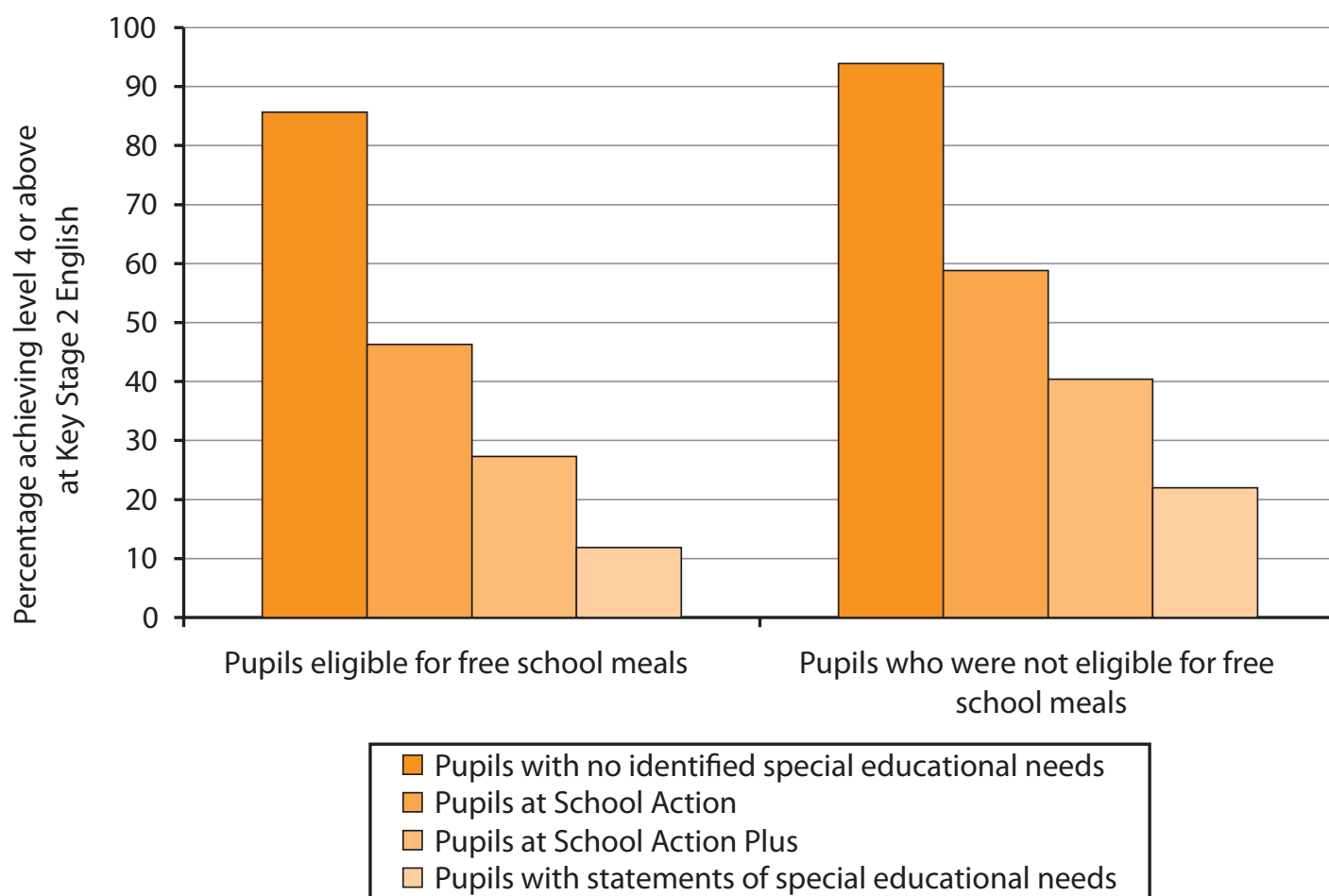
**Chapter 1** looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of **Chapter 2** looks at their attainment.

Figure 2.12 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by provision for need and free school meals eligibility. Web based Table 2.4 contains the percentages used in Figure 2.12.

Figure 2.12 shows that pupils who were eligible for free school meals were less likely to achieve the expected level at KS2 English, 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 being for pupils with statements.

Web based Tables 2.5 and 2.6 show similar results at KS2 maths and science.

**Figure 2.12: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and free school meal eligibility**

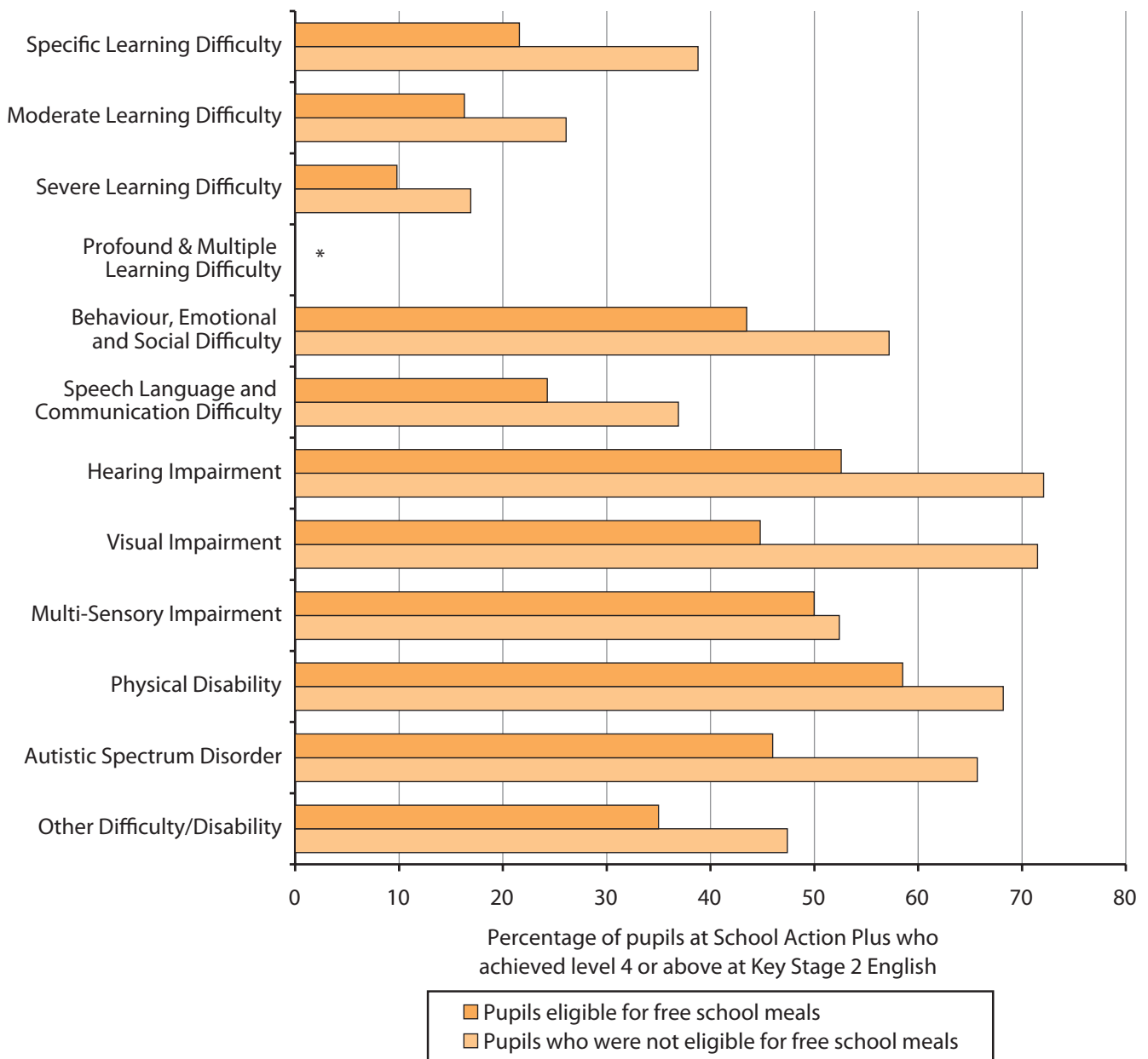


**Differences in Key Stage 2 attainment by free school meals eligibility and primary type of special educational need**

Figure 2.13 shows the percentage of pupils at School Action Plus that achieved the expected

level at KS2 English in 2008 by primary type of need and whether they were eligible for free school meals. Web based Table 2.4 contains the percentages used in Figure 2.13.

**Figure 2.13: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 2 English in 2008 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 was not displayed as fewer than six pupils achieved the qualification in the group.

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

Figure 2.13 shows that pupils at School Action Plus who had physical disabilities who were eligible for free school meals were most likely to achieve the expected level at KS2 English (58.5 per cent). Pupils at School Action Plus that had hearing impairments who were not eligible for free school meals were most likely to achieve this level (72.1 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 2.4 shows the actual numbers.

The largest difference between School Action Plus pupils, with and without free school meals eligibility who achieved the expected level at KS2 English was shown in the visually impaired group.

Web based Tables 2.5 and 2.6 contain equivalent data for KS2 maths and science.

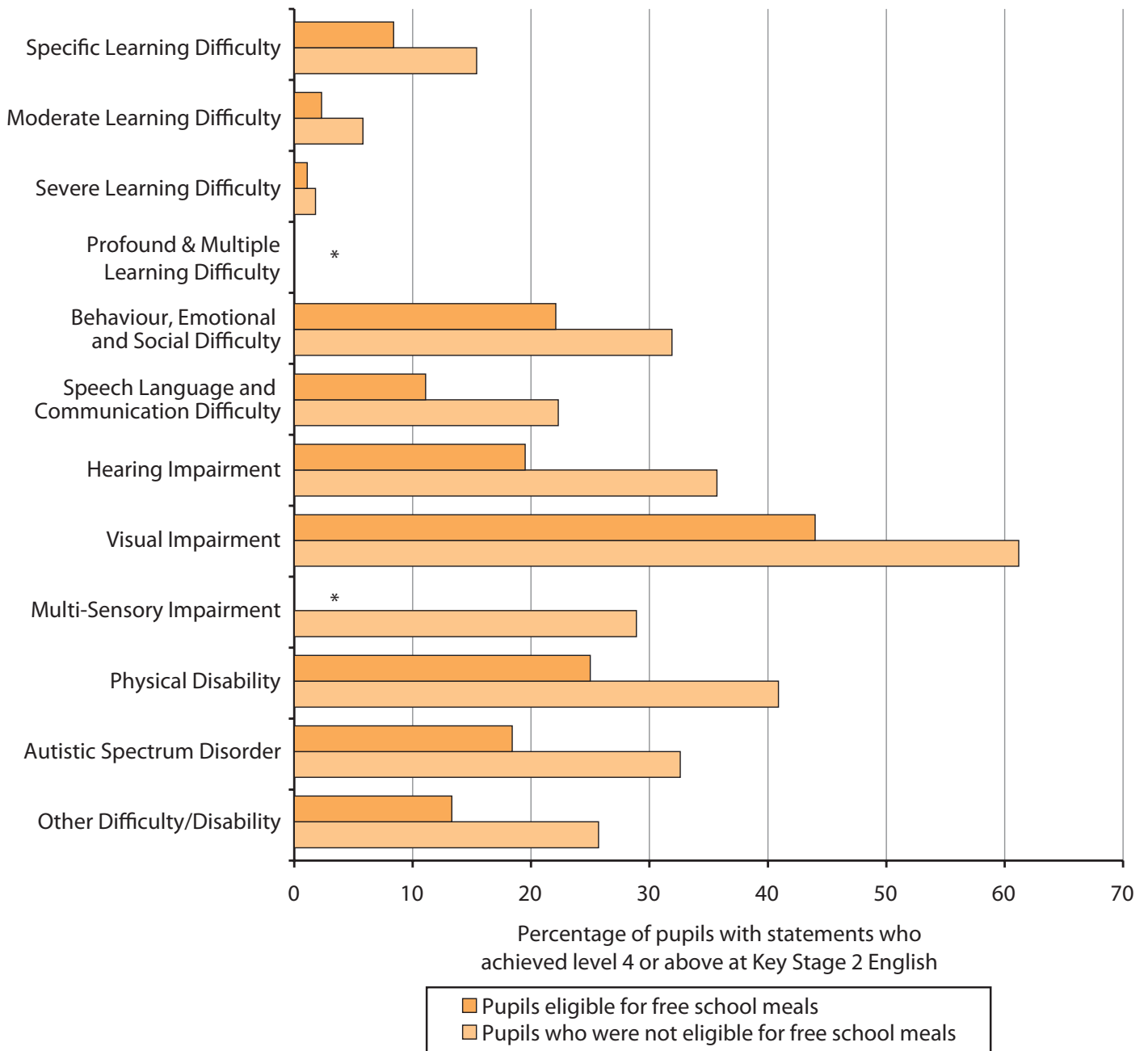
Figure 2.14 shows the percentage of pupils with statements that achieved the expected level at KS2 English in 2008 by primary type of need and whether they were eligible for free school meals. Web based Table 2.4 contains the percentages used in Figure 2.14.

Figure 2.14 shows that pupils with statements who had visual impairments were most likely to achieve the expected level at KS2 English (44.0 per cent for those eligible for free school meals and 61.2 per cent for those not eligible). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.4 shows the actual numbers.

The largest difference between pupils with statements, with and without free school meals eligibility who achieved the expected level at KS2 English was shown in the visually impaired group.

Web based Tables 2.5 and 2.6 contain equivalent data for KS2 maths and science.

**Figure 2.14: Percentage of pupils with statements who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and free school meals eligibility**



**Government Office Region and local authority level KS2 attainment analysis**

Government Office Region 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 2.7 to 2.12.

\* Both percentages for profound and multiple learning difficulties were not displayed along with the percentage for pupils eligible for free school meals in the multi-sensory impairment group as fewer than six pupils achieved the qualification in these groups.

## Attainment at Key Stage 4

### Key findings at Key Stage 4

At School Action Plus, pupils with multi-sensory impairments were most likely to achieve the expected level at Key Stage 4. Of those with statements, pupils with visual impairments were most likely to achieve the expected level at Key Stage 4.

#### Gender

Girls were more likely than boys to achieve the expected level at Key Stage 4 if they had no special educational needs. However, boys were more likely than girls to achieve the expected level if they were at School Action, School Action Plus or if they had statements.

#### Ethnic group

Chinese pupils were most likely to achieve the expected level at Key Stage 4, regardless of their provision for special educational need (apart from those with statements). Of those with statements, white and black pupils were most likely to achieve the expected level.

#### Free school meals eligibility

Pupils who were eligible for free school meals were less likely to achieve the expected level at Key Stage 4, compared to pupils who were not eligible for free school meals.

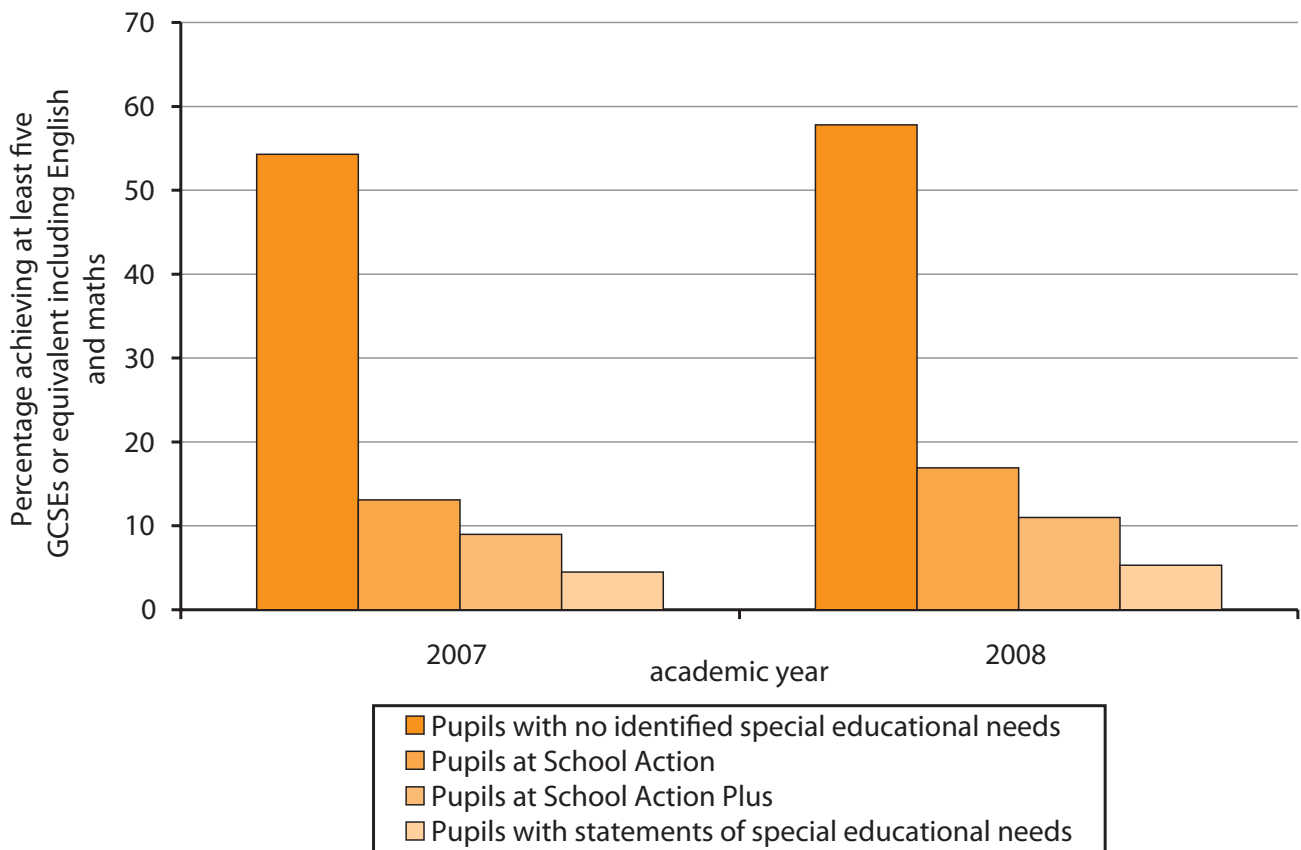


Key Stage 4 (KS4) refers to the stage of the National Curriculum for pupils aged between 14 and 16 years. The findings in this section refer to pupils who were at the end of KS4 (mainly those who were 16 years old) in the academic year 2007/08, who had a provision for special educational needs (School Action, School Action Plus or statements) in the January of that year. There are also occasional references to the corresponding figures for 2007. Pupils were assessed in a range of GCSE subjects or equivalent qualifications and were generally expected to achieve at least five A\* to C GCSE grades or equivalent including English and maths.

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

Figure 2.15 shows the percentage of pupils that achieved the expected level in academic years 2007 and 2008 by provision for need. Web based Table 2.13 contains the percentages used in Figure

**Figure 2.15: Percentage of pupils that achieved the expected level at Key Stage 4 in 2007 and 2008 by provision for special educational need**



2.15. This table also shows a breakdown by other KS4 attainment levels in 2007 and 2008, as well as the percentage achieving the expected level.

Figure 2.15 shows that pupils without special educational needs were more likely to achieve the expected level 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.

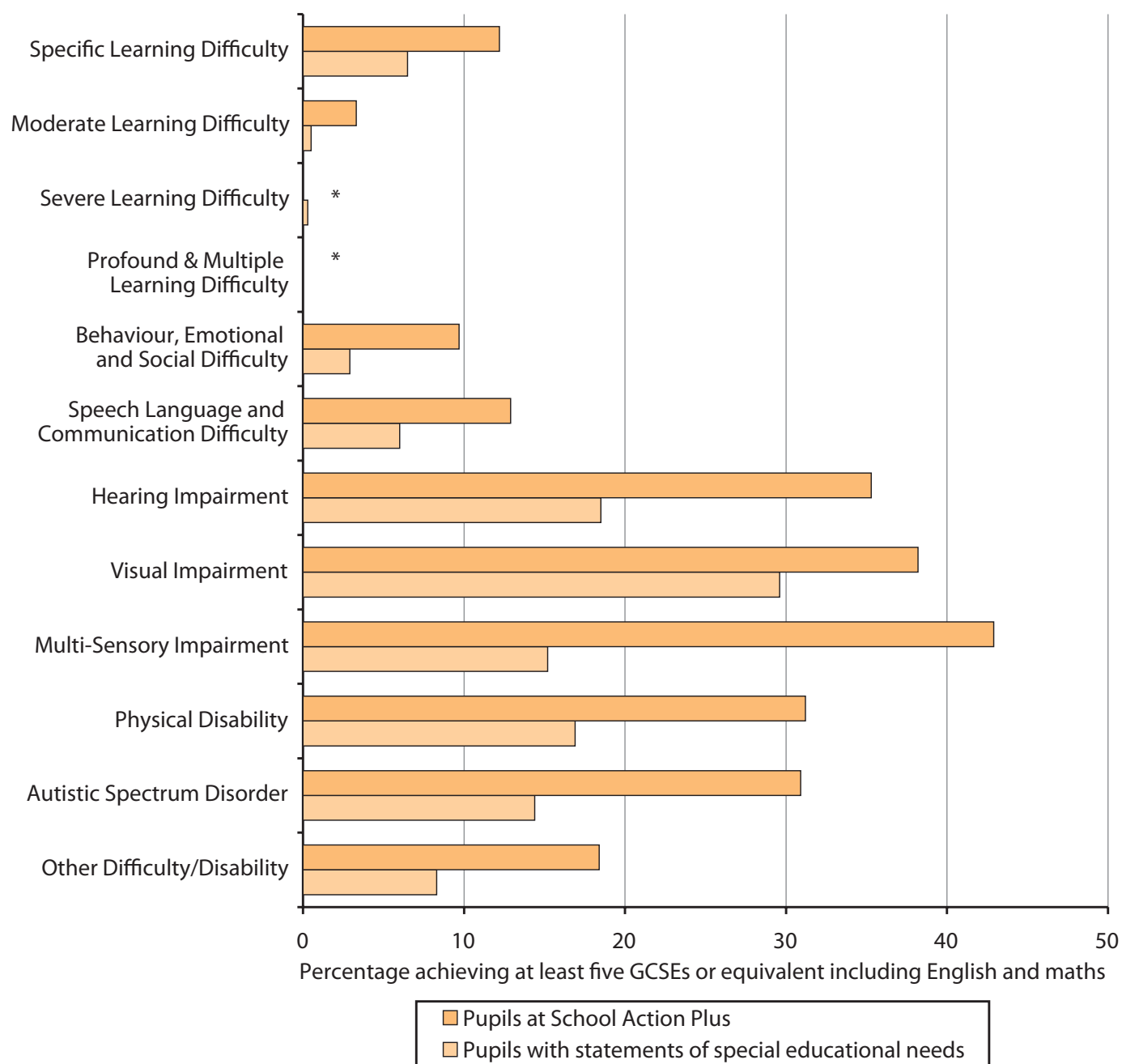


### Attainment at Key Stage 4 by primary type of special educational need

Figure 2.16 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by primary type of need. See web based Table 2.13 for data.

Figure 2.16 shows that pupils at School Action Plus with multi-sensory impairments were most likely to achieve the expected level at KS4 (42.9 per cent). Of those with statements, pupils with visual impairments were most likely to achieve the

**Figure 2.16: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by primary type of need**



\* The percentages for severe learning difficulties and profound and multiple learning difficulties in the School Action Plus group were not displayed as fewer than six pupils achieved the qualification in the group. The percentage for profound and multiple learning difficulties in the statements group was zero.

expected level at KS4 (29.6 per cent). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the group. Web based Table 2.13 shows the actual numbers.

### 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.

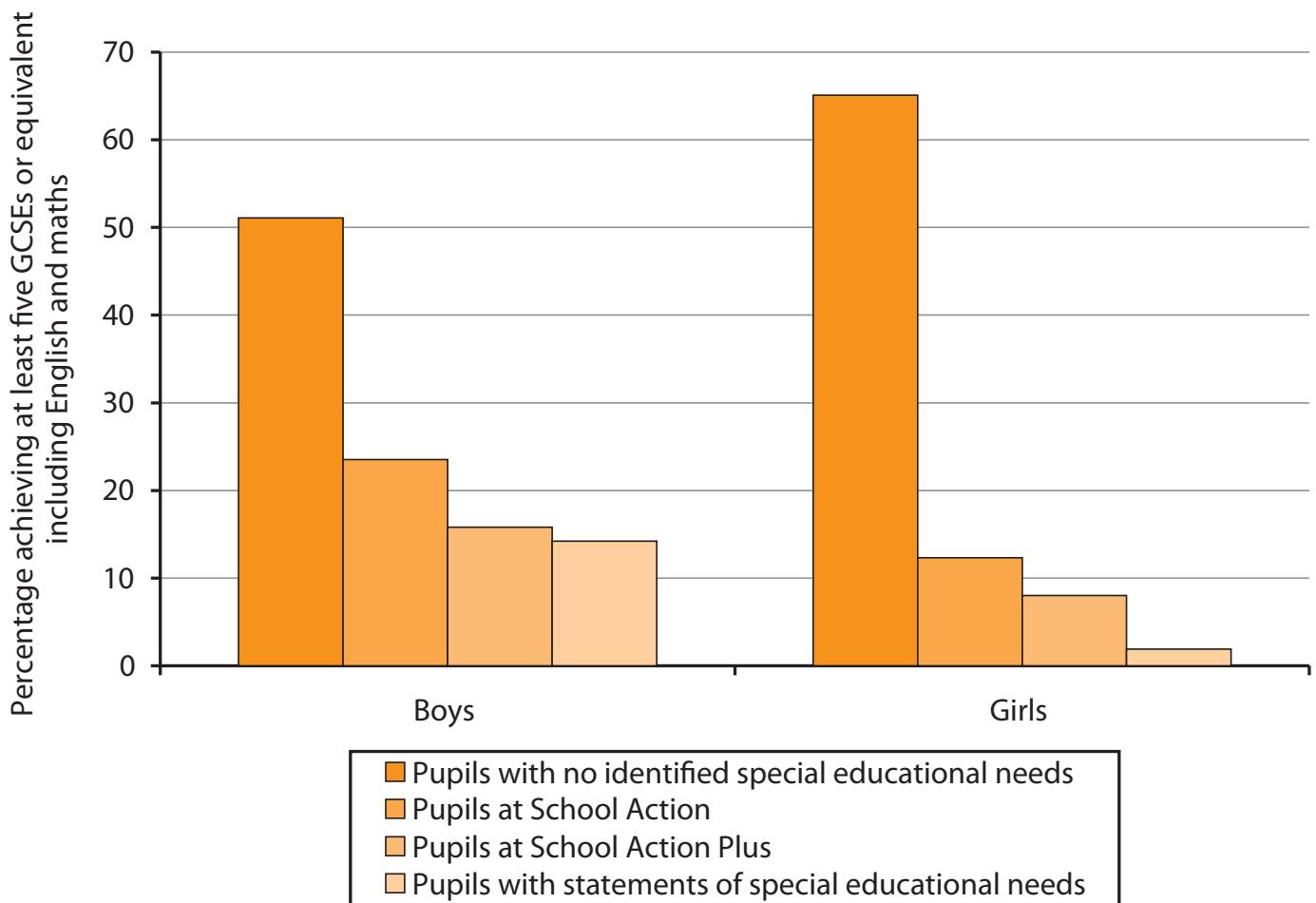
Figure 2.17 shows the percentage of boys and girls that achieved the expected level at KS4 in 2008 by

provision for need. Web based Table 2.14 contains the percentages used in Figure 2.17.

Figure 2.17 shows that girls (65.1 per cent) were more likely than boys (51.1 per cent) to achieve the expected level at KS4 if they had no special educational needs.

However, boys were more likely than girls to achieve the expected level if they were at School Action, School Action Plus or if they had statements. The gender gap was most evident for pupils with statements, where 14.2 per cent of boys achieved the expected level at KS4 compared to 1.9 per cent of girls.

**Figure 2.17: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by provision for need and gender**



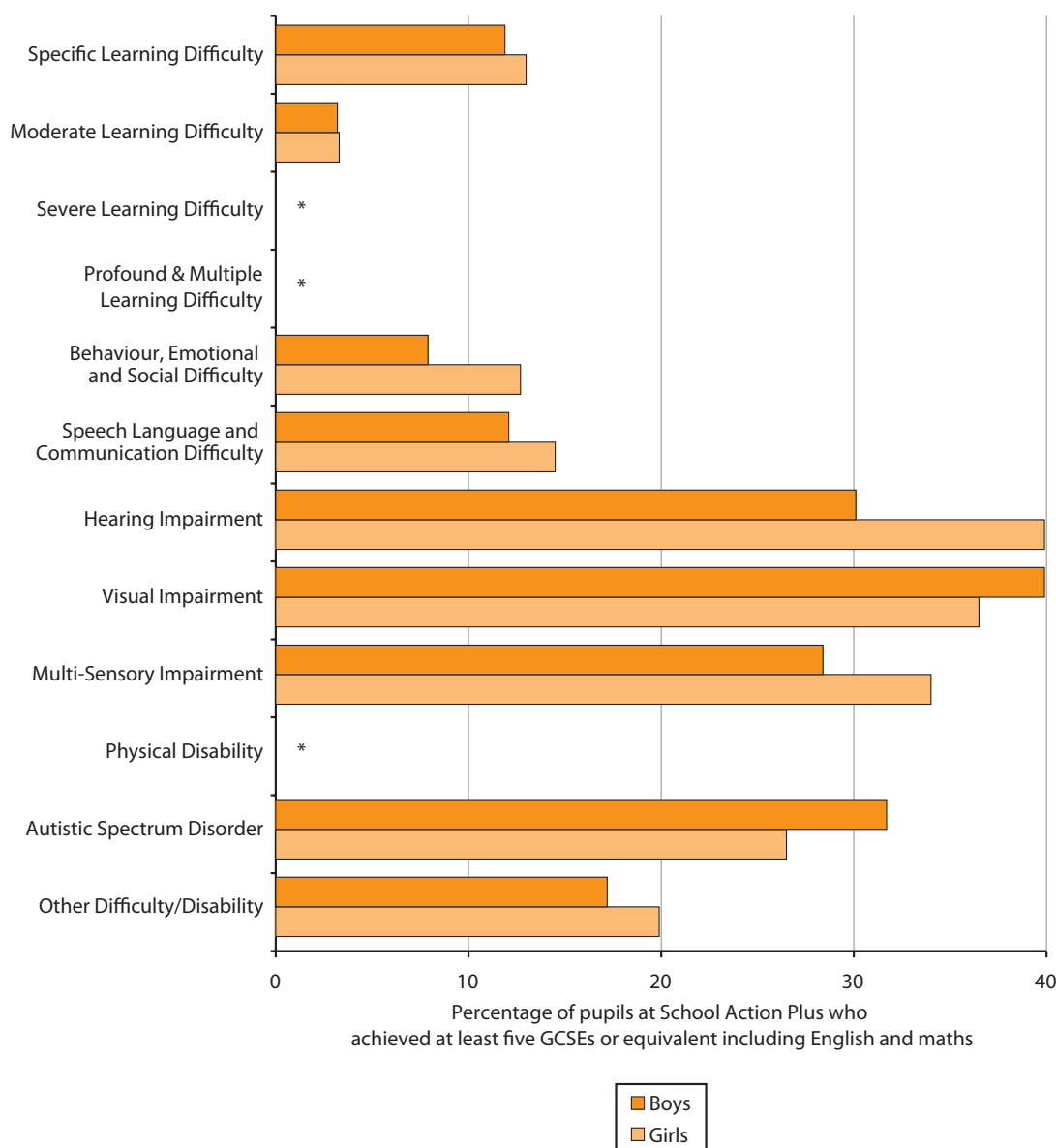
How do the achievements compare between pupils with and without special educational needs?

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

Figure 2.18 shows the percentage of boys and girls at School Action Plus that achieved the expected level at KS4 in 2008 by primary type of need. Web based Table 2.14 contains the percentages used in Figure 2.18.

Figure 2.18 shows that boys at School Action Plus were most likely to have achieved the expected level at KS4 if they had visual impairments (39.9 per cent). Girls were most likely to achieve the level if they had hearing impairments (39.9 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 2.14 shows the actual numbers.

**Figure 2.18: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 4 in 2008 by primary type of need and gender**

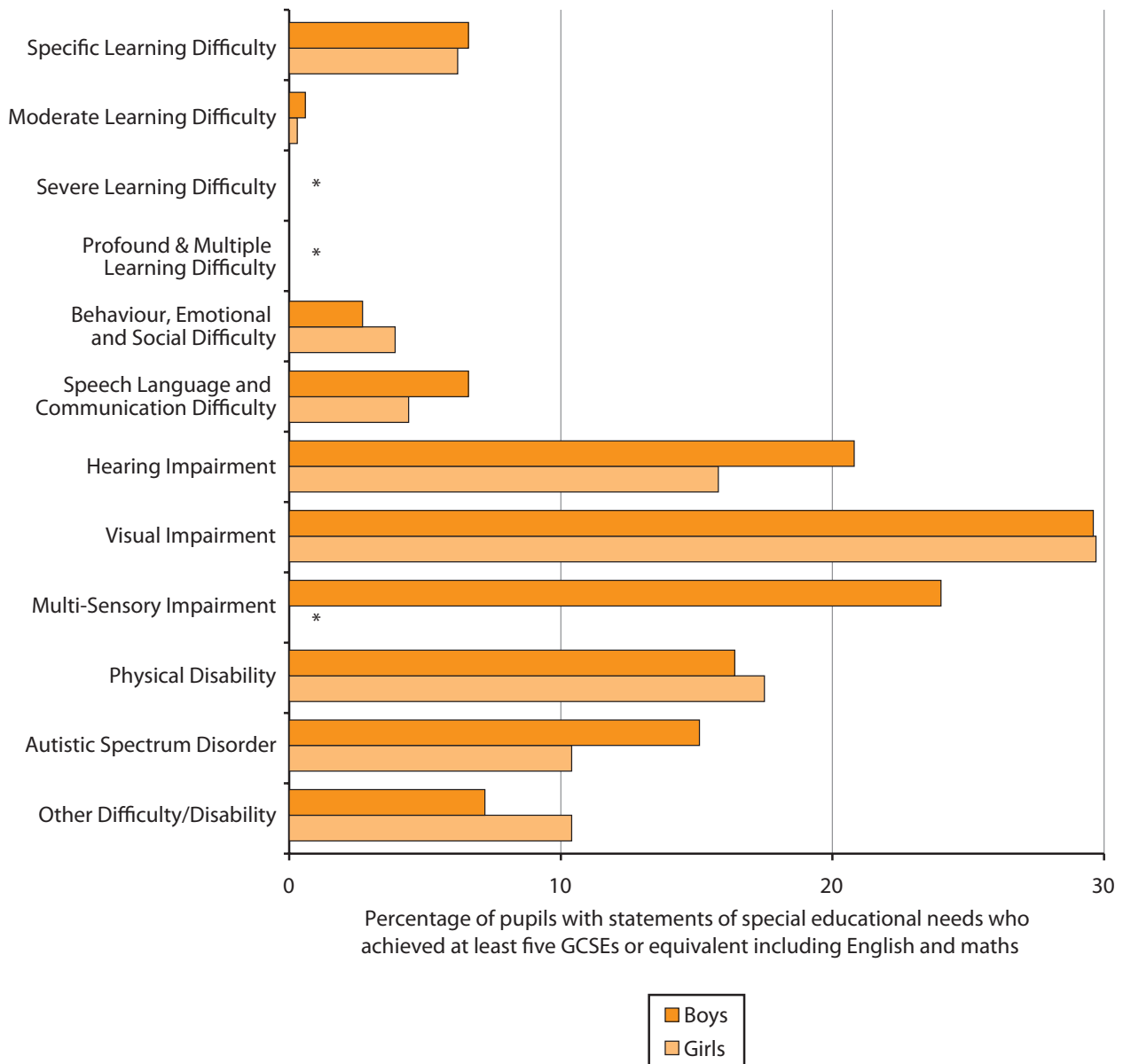


\* Percentages for severe learning difficulties, profound and multiple learning difficulties and multi-sensory impairment were not displayed as fewer than six pupils achieved the qualification in the groups.

Figure 2.19 shows the percentage of boys and girls with statements that achieved the expected level at KS4 in 2008, by primary type of need. Web based Table 2.14 contains the percentages used in Figure 2.19.

Figure 2.19 shows that boys and girls with statements were most likely to achieve the expected level at KS4 if they had visual impairments (29.6 per cent and 29.7 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 2.14 shows the actual numbers.

**Figure 2.19: Percentage of pupils with statements who achieved the expected level at Key Stage 4 in 2008 by primary type of need and gender**



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

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

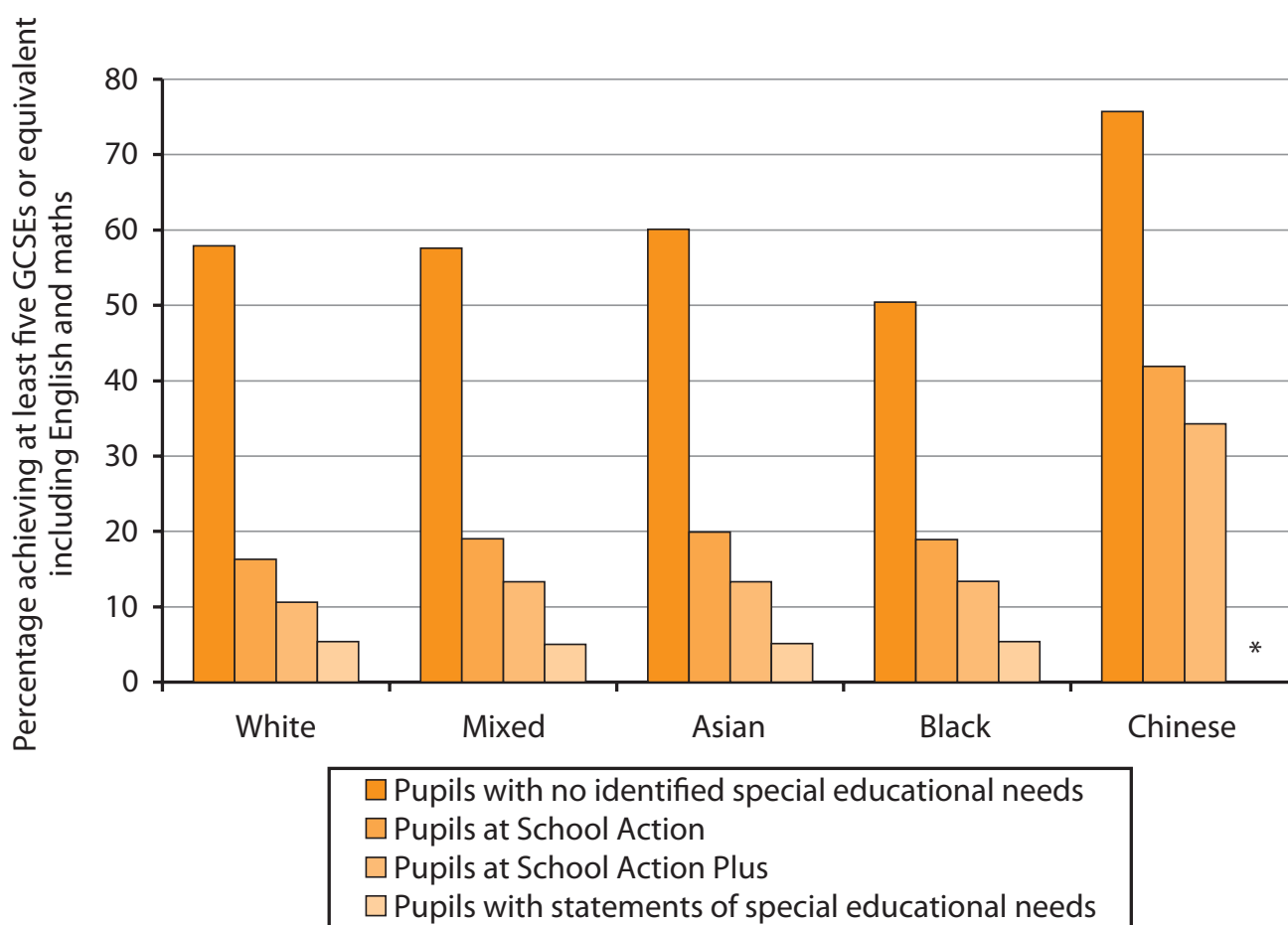
## Differences in Key Stage 4 attainment by ethnic origin and provision for need

**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 2.20 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by provision for need and ethnic group. Web based Table 2.14 contains the percentages used in Figure 2.20.

Figure 2.20 shows that Chinese pupils were most likely to achieve the expected level at KS4, regardless of their provision for special educational need (apart from those with statements which has not been shown due to low numbers achieving the expected level). Of those with statements, white and black pupils were most likely to achieve the expected level (both at 5.4 per cent).

**Figure 2.20: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 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.

Of the pupils with no special educational needs, black pupils were least likely to achieve the expected level at KS4 (50.4 per cent). White pupils were least likely to achieve the level at School Action (16.3 per cent) and School Action Plus (10.6 per cent).

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

Web based Table 2.14 shows the percentages of pupils that achieved the expected level at KS4 by ethnic group and primary type of special educational need for pupils at School Action Plus or with statements.

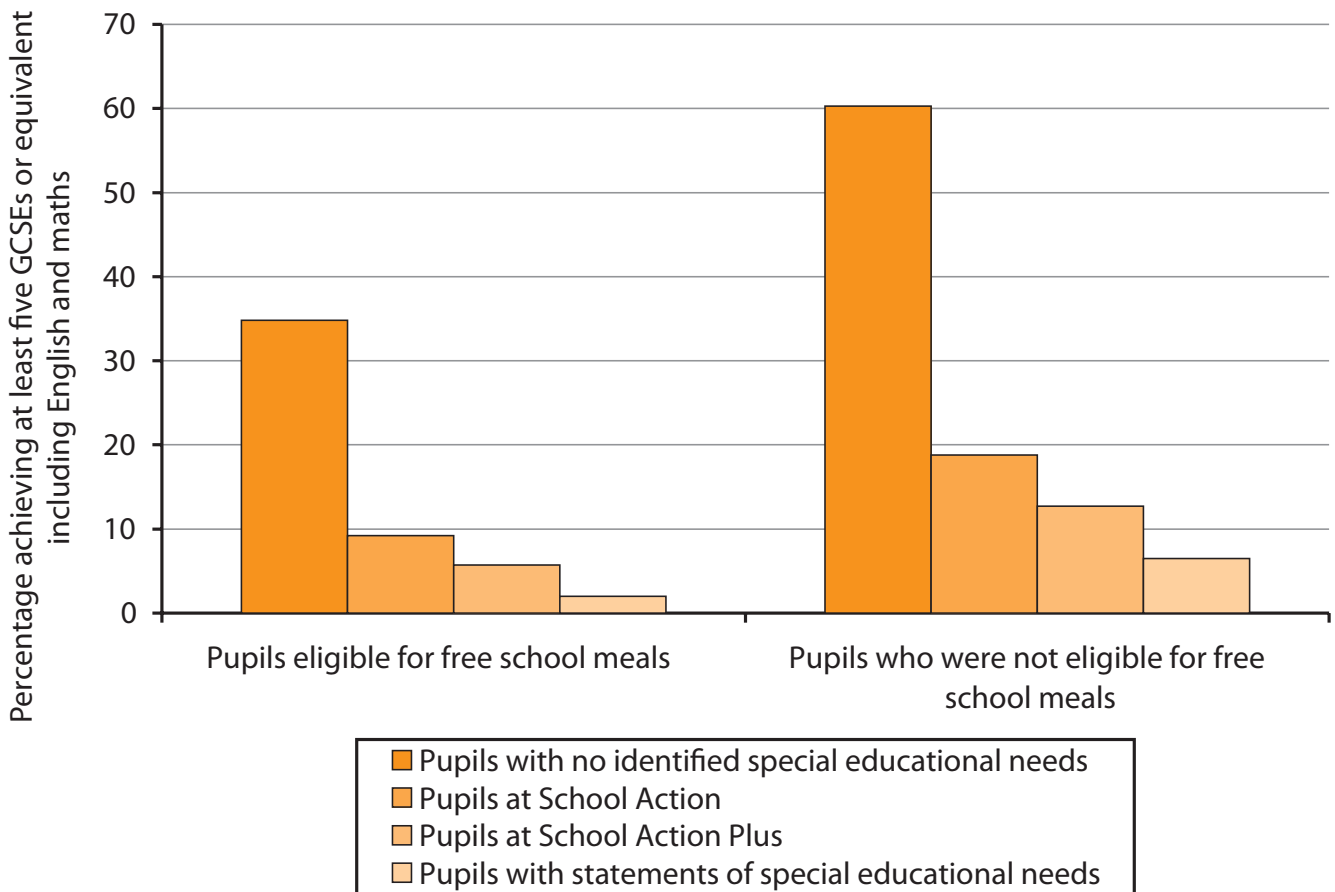
### Differences in Key Stage 4 attainment by free school meals eligibility and provision for need

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 2.21 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by provision for need and free school meals eligibility. Web based Table 2.14 contains the percentages used in Figure 2.21.

Figure 2.21 shows that pupils who were eligible for free school meals were less likely to achieve the expected level at KS4, compared to pupils who were not eligible for free school meals.

**Figure 2.21: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by provision for need and free school meal eligibility**



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

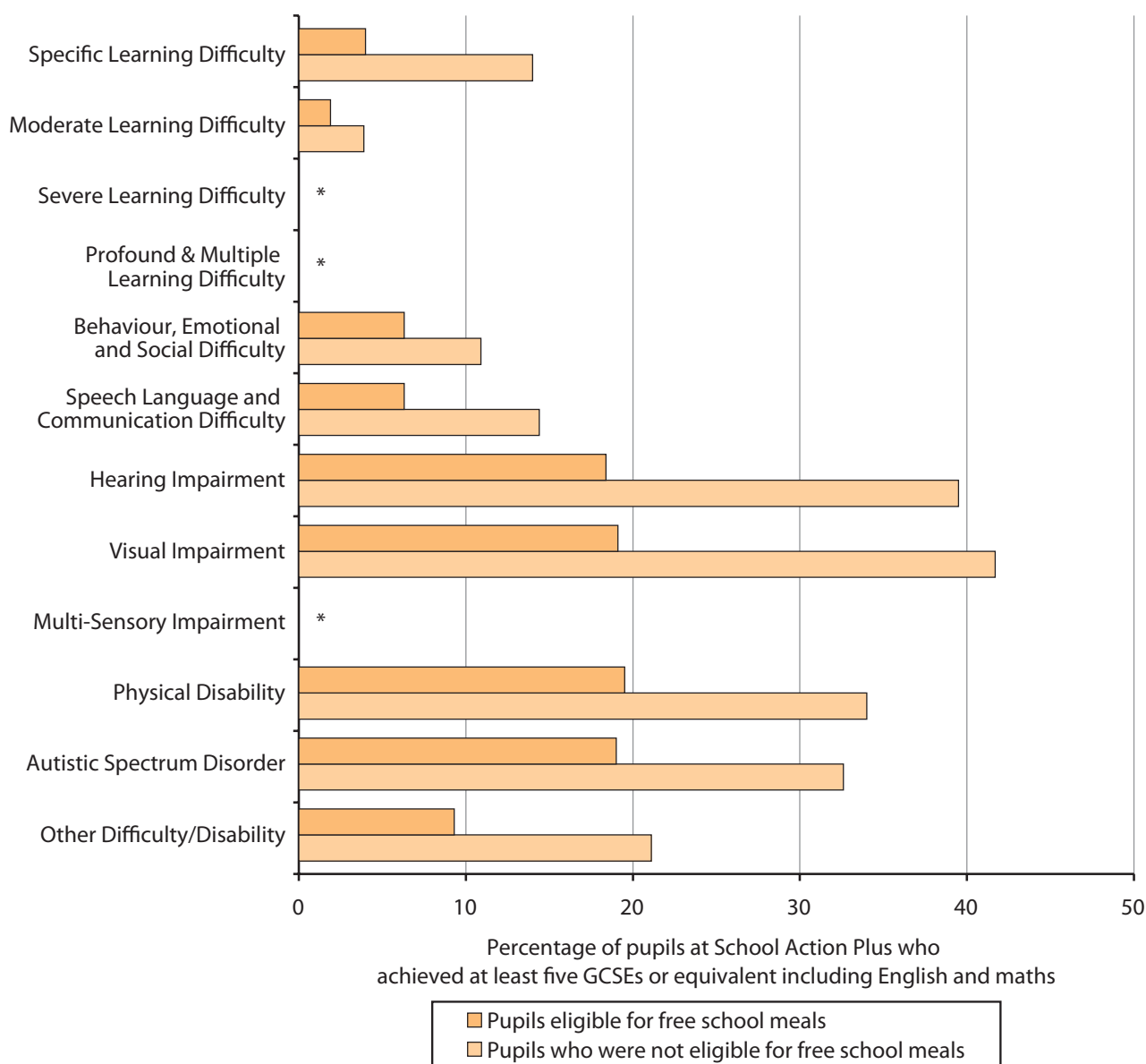
### Differences in Key Stage 4 attainment by free school meals eligibility and primary type of special educational need

Figure 2.22 shows the percentage of pupils at School Action Plus that achieved the expected level at KS4 in 2008 by primary type of need and whether they were eligible for free school meals.

Web based Table 2.14 contains the percentages used in Figure 2.22.

Figure 2.22 shows that pupils at School Action Plus who were eligible for free school meals that had physical disabilities were most likely to achieve the expected level at KS4 (19.5 per cent). Of those at School Action Plus who were not eligible for free

**Figure 2.22: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 4 in 2008 by primary type of need and free school meals eligibility**



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

school meals, pupils who had visual impairments were most likely to achieve this level (41.7 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 2.14 shows the actual numbers.

The largest difference between School Action Plus pupils, with and without free school meals eligibility who achieved the expected level at KS4 was shown in the visually impaired group.

The percentages of pupils with statements that achieved the expected level at KS4 in 2008 by primary type of need, and whether they were eligible for free school meals can be found in web based Table 2.14. 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.

### Government Office Region and local authority level KS4 attainment analysis

Government Office Region 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 2.15 to 2.18.

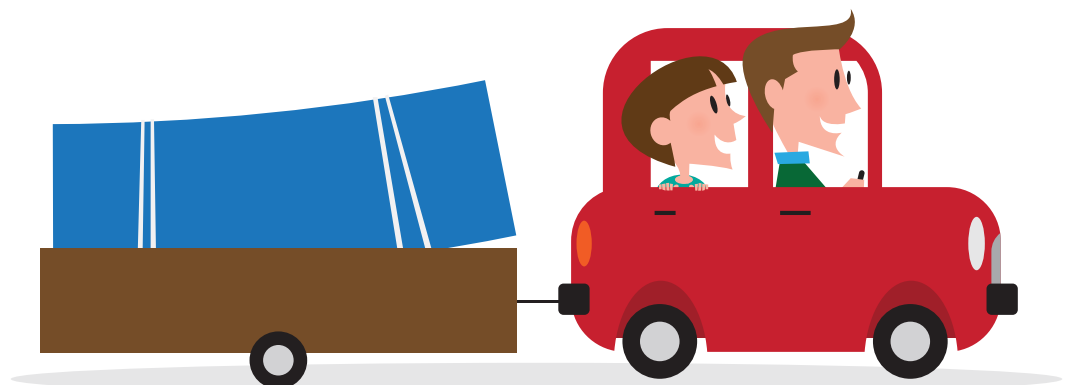
### Attainment at other ages for pupils with special educational needs

**Chapters 3, 4 and 5** contain further information on the attainment of pupils with special educational needs.

Further attainment data for pupils with special educational needs can be found in Statistical First Releases:

**DCSF: Attainment by Pupil Characteristics, in England 2007/08** available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

**DCSF: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07** available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>.





## Chapter 3

# National Indicators: How do the achievements compare between pupils with and without special educational needs?

This chapter looks at the differences in educational attainment between pupils with and without special educational needs by looking at two of the Government's National Indicators (104 and 105).

### What are National Indicators?

The National Indicator Set consists of 188 indicators the Government uses to monitor the performance of local authorities and local partnerships. The indicators measure the progress local authorities are making in four areas the Government has prioritised:

1. Stronger and safer communities
2. Children and young people
3. Adult health and well being and tackling exclusion and promoting equality
4. The local economy and environmental sustainability.

Two of the National Indicators from the Children and Young People category 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 indicators help the Government monitor the gap in attainment between the two groups of pupils.



## Key Stage 2: National Indicator 104

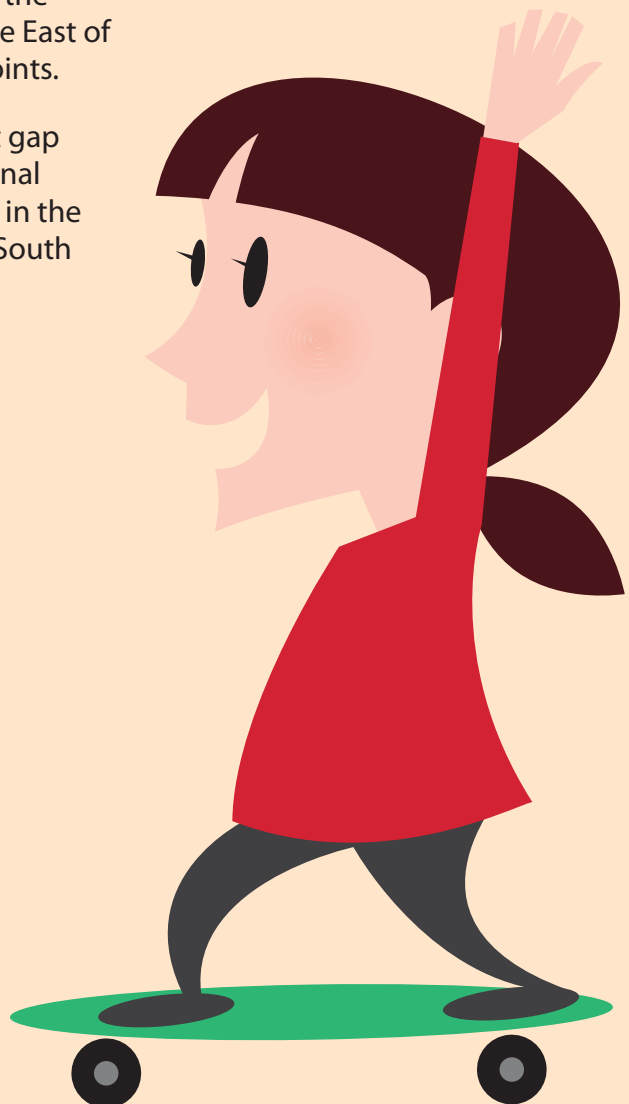
### Key findings at age 11

The percentage of pupils with special educational needs achieving level 4 or above in English and maths increased from 28.3 per cent in 2006 to 33.7 per cent in 2008. This was an increase of 5.4 percentage points. Over the same period, the figure for pupils with no special educational needs increased by 3.0 percentage points from 81.6 per cent in 2006 to 84.6 per cent in 2008.

### Government Office Region analysis

In 2008, London had the narrowest attainment gap of all the Government Office Regions between pupils with and without special educational needs. In London the difference was 45.7 percentage points, whereas the East of England had the widest gap at 53.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs narrowed between 2006 and 2008. The gap in the North East narrowed the most and the gap in the South East narrowed the least.



National Indicators: How do the achievements compare between pupils with and without special educational needs?

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.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. All numbers 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.

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 included those at School Action, School Action Plus or with statements.

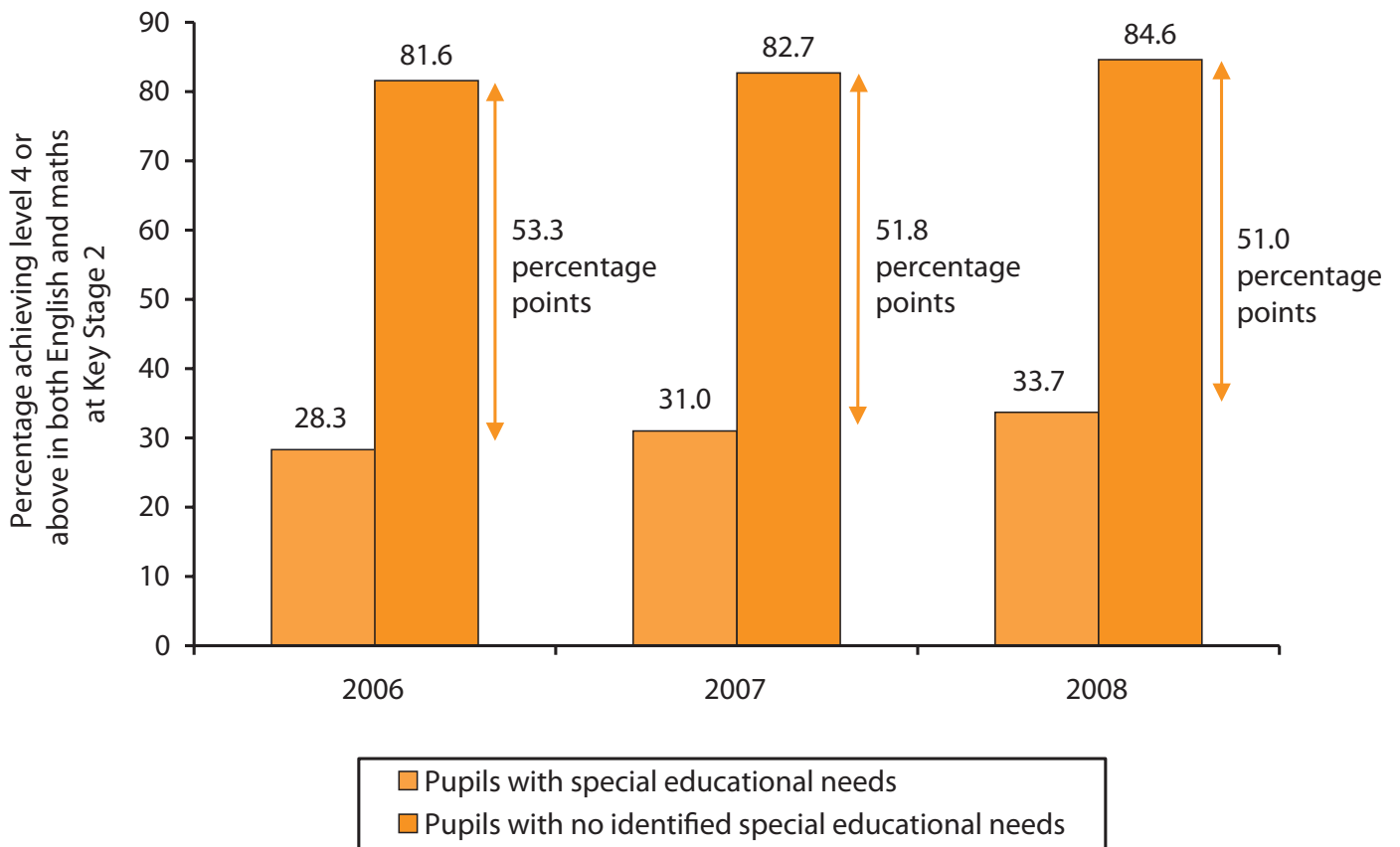
National Indicator 104 focuses on the attainment gap at the end of KS2 between pupils with and without special educational needs and relates to tests taken in maintained schools (primary and secondary schools, including academies) in England.

National Indicator 104 is the percentage point difference in performance at KS2 between pupils with and pupils without special educational 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 for Children, Schools and Families wants 90 per cent of pupils to achieve by the year 2020.

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.

**Figure 3.1: National Indicator 104 – attainment gap for pupils aged 11 years, 2006 to 2008**



### National Indicator 104 Results

Figure 3.1 shows the National Indicator 104 figures for pupils who achieved level 4 or above in English and maths between 2006 and 2008. Web based Table 3.1 contains the data which was used to produce Figure 3.1.

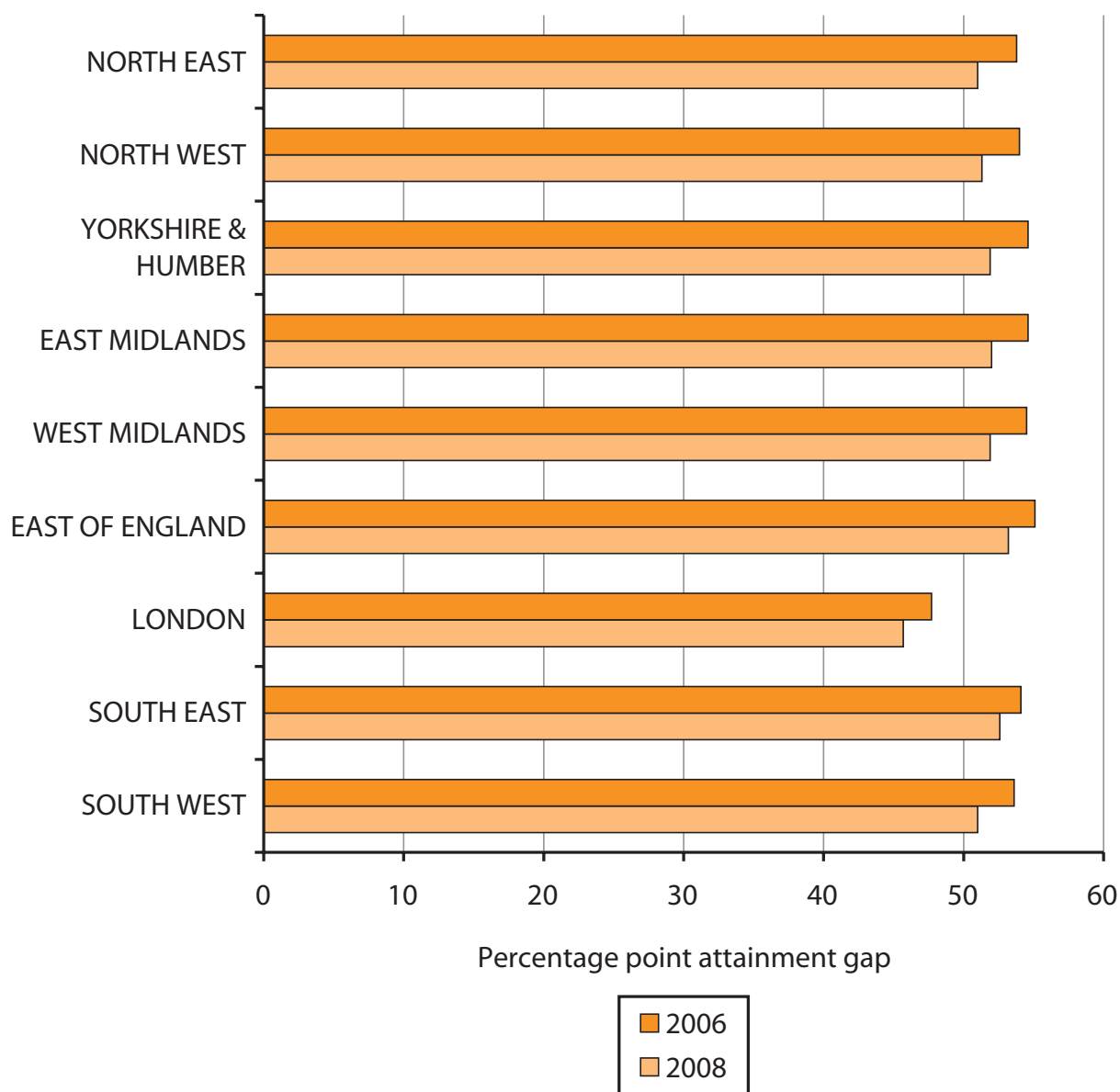
The percentage of pupils with special educational needs achieving this level increased from 28.3 per cent in 2006 to 33.7 per cent in 2008 (an increase of 5.4 percentage points). Over the same period, the figure for pupils with no special educational needs increased by 3.0 percentage points from 81.6 per cent in 2006 to 84.6 per cent in 2008.

Pupils with special educational needs accounted for roughly 20 per cent of all pupils at KS2 between 2006 and 2008. Approximately 39 per cent of the improvement of all pupils achieving level 4 or above in English and maths between 2006 and 2008 was due to pupils with special educational needs.

National Indicator 104 decreased from 53.3 percentage points in 2006 to 51.0 percentage points in 2008. 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 educational needs achieving the expected threshold improved more than those without special educational needs.

**Figure 3.2: National Indicator 104 – attainment gap for pupils aged 11 years by Government Office Region, 2006 and 2008**



### Government Office Region Results

Figure 3.2 shows National Indicator 104 percentages for Government Office Regions within England in 2006 and 2008. 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. Also see web based Table 3.2.

In 2008, London had the narrowest attainment gap at 45.7 percentage points. The East of England had the widest gap at 53.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs narrowed between 2006 and 2008. The gap in the North East narrowed the most and the gap in the South East narrowed the least.

## Key Stage 4: National Indicator 105

### Key findings at age 16

The gap in attainment between those with and without special educational needs widened between 2005 and 2008, for 16 year old pupils achieving the generally expected threshold of at least five GCSEs or equivalent including English and maths.

The percentage of pupils with special educational needs who achieved this threshold increased from 8.0 per cent in 2005 to 11.8 per cent in 2008. This was an increase of 3.8 percentage points. The figure for pupils without special educational needs increased by 6.1 percentage points from 51.3 per cent in 2005 to 57.4 per cent in 2008.

### Government Office Region analysis

In 2008, Yorkshire and the Humber had the smallest attainment gap of all the Government Office Regions between pupils with and without special educational needs, with a figure of 42.8 percentage points. The South East had the widest gap at 49.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs widened between 2005 and 2008. The North East had the largest increase, while the South West saw the smallest increase over this period.



National Indicators: How do the achievements compare between pupils with and without special educational needs?

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 included those at School Action, School Action Plus or with statements.

National Indicator 105 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.

National Indicator 105 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. This level of qualification is generally considered the threshold that all pupils should achieve.

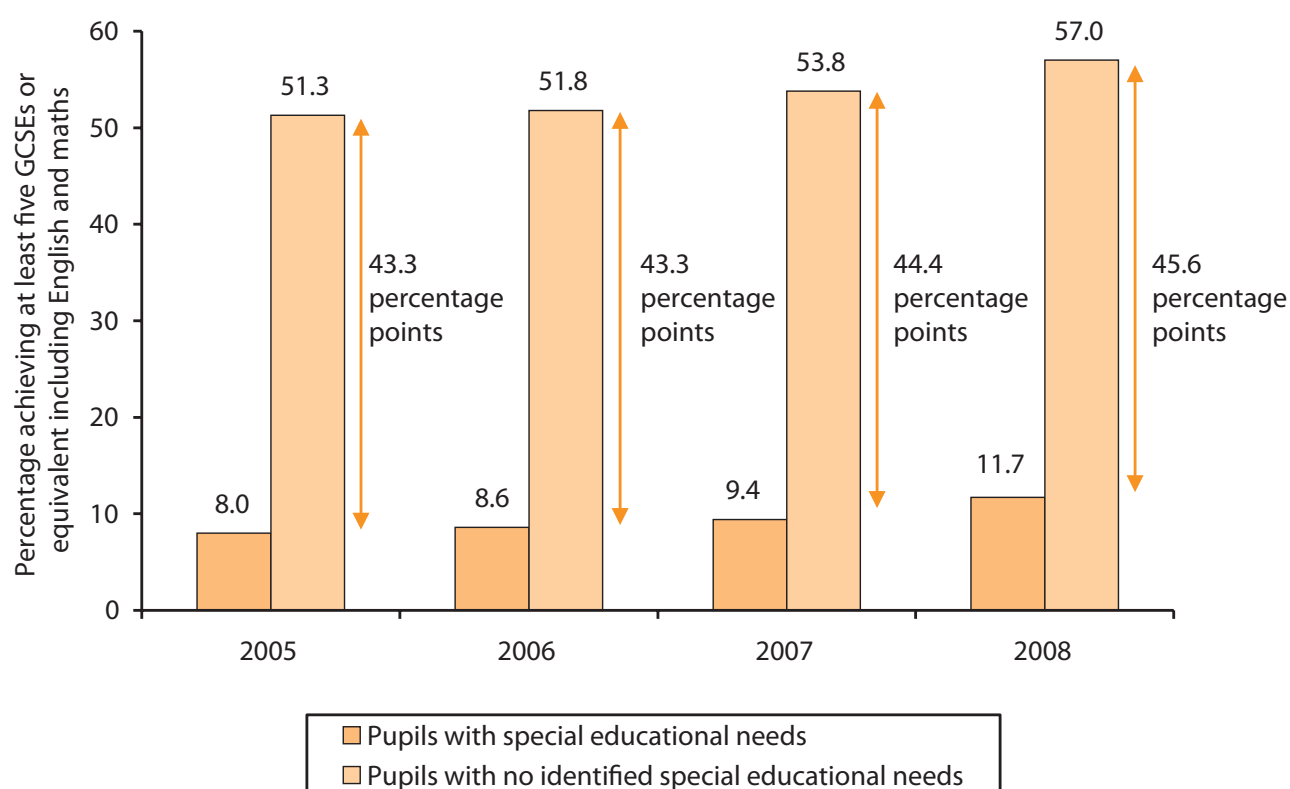
### National Indicator 105 Results

Figure 3.3 shows the National Indicator 105 figures for pupils who achieved at least five GCSEs or equivalent including English and maths between 2005 and 2008. Also see web based Table 3.3.

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 11.8 per cent in 2008 (an increase of 3.8 percentage points). The figure for pupils with no special educational needs increased by 6.1 percentage points from 51.3 per cent in 2005 to 57.4 per cent in 2008.

The percentage point gap between the two groups increased from 43.3 in 2005 to 45.6 in 2008, showing that those with special educational needs had fallen further behind their peers in recent years.

**Figure 3.3: National Indicator 105 – attainment gap for pupils aged 16 years, 2005 to 2008**



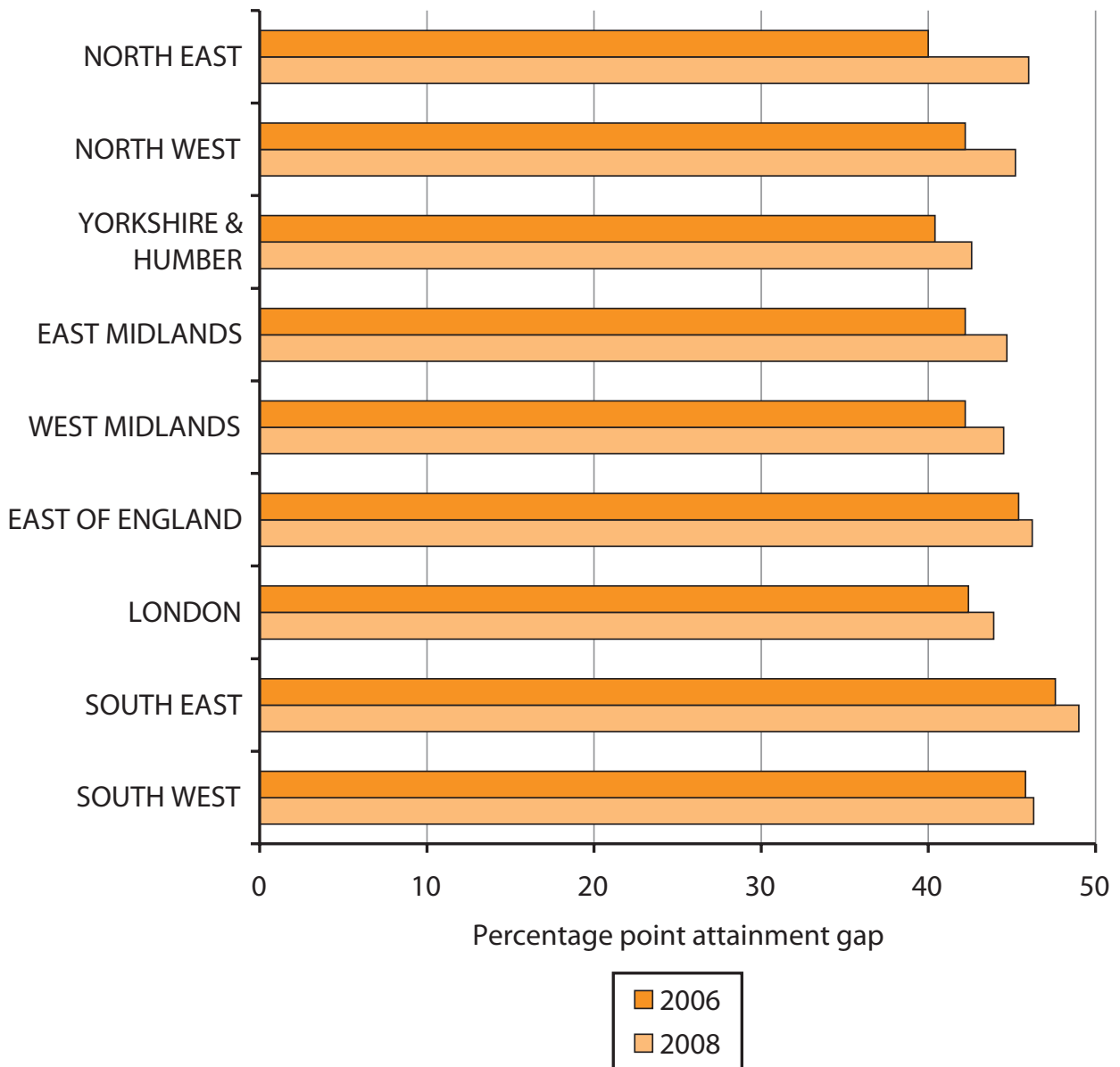
### Government Office Region Results

Figure 3.4 shows National Indicator 105 percentages for Government Office Regions within England in 2005 and 2008. 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. Also see web based Table 3.4.

In 2008, Yorkshire and the Humber had the narrowest attainment gap, at 42.8 percentage points. The South East had the widest gap at 49.2 percentage points.

For all Government Office Regions, the attainment gap grew between 2005 and 2008. The North East had the largest increase, while the South West saw the smallest increase.

**Figure 3.4: National Indicator 105 – attainment gap for pupils aged 16 years by Government Office Region, 2005 and 2008**





## Chapter 4

# How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

This chapter looks at the attainment of pupils with special educational needs at the end of Key Stage 4 (mainly pupils aged 16 years sitting GCSEs) and links back to previous attainment at Key Stage 2 (their prior attainment aged 11 years). It also looks at the impact of month of birth on attainment at Key Stages 2 and 4. For example, did pupils born later in the academic year perform differently to those born earlier in the year?

### Key findings

#### Progression between Key Stage 2 and Key Stage 4

Pupils with no special educational needs made the most progress in terms of attainment between Key Stages 2 and 4. Pupils with statements of special educational needs generally made more progress than those at School Action Plus. Pupils at School Action Plus made the least progress.

#### Month of birth analysis

Pupils at Key Stage 2 in English, maths and science who were born later in the academic year were more likely to have special educational needs, compared to those born earlier in the year. Key Stage 2 pupils born in August were 1.5 times more likely to have special educational needs than those born in September.

Pupils at Key Stage 4 who were born later in the academic year were also more likely to have special educational needs, compared to those born earlier in the year. Key Stage 4 pupils born in August were 1.2 times more likely to have special educational needs than those born in September.

Pupils with or without special educational needs who were born earlier in the academic year tended to perform better at Key Stages 2 and 4.



How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

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.dcsf.gov.uk/rsgateway/DB/STA/t000851/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.

**Chapters 2, 3 and 5** contain further information on the attainment of pupils with special educational needs.

### Progress between Key Stage 2 English and Key Stage 4

Figure 4.1 shows pupil progress between Key Stage 2 (mainly those aged 11 years) English and Key Stage 4 (those mainly aged 16 years who achieved at least five GCSEs or equivalent) in 2008. It compares progress by provision for need (pupils at School Action, School Action Plus and those with statements of special educational needs).

Progress was defined by the percentage of pupils achieving at least five GCSEs at grades A\* to C from each of the Key Stage 2 (KS2) attainment levels achieved in English, maths and science. Higher levels of progress were shown by higher percentages of pupils achieving five or more GCSEs from the

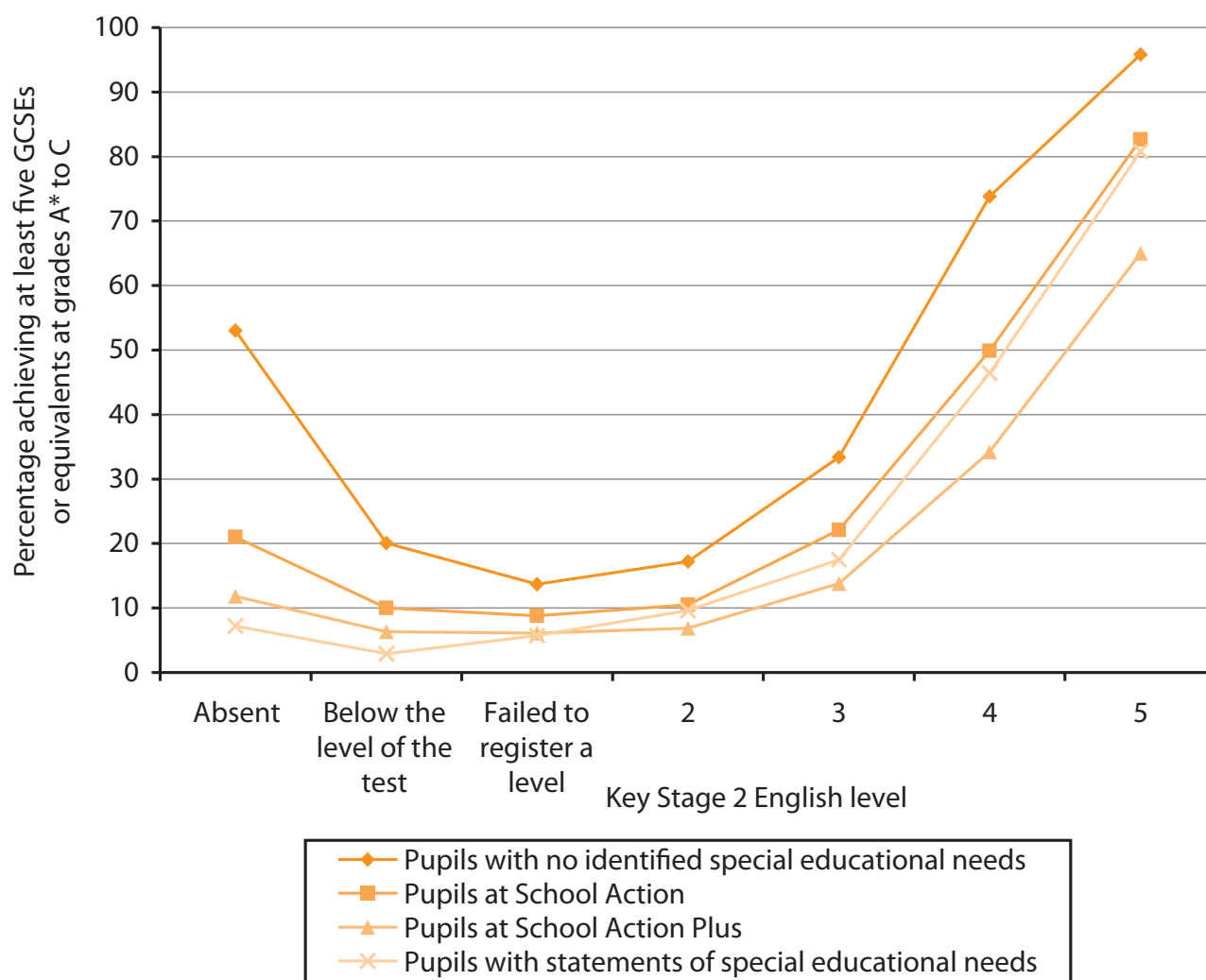
majority of KS2 levels. For example, Figure 4.1 shows that pupils with better attainment at KS2 are more likely to achieve well at GCSE. This pattern is reflected for each provision for special educational need. For example, Figure 4.1 shows that 46.4 per cent of pupils who achieved level 4 at KS2 English and had a statement at the end of KS4, achieved 5 or more GCSEs at grades A\* to C while only 17.5 per cent of pupils who achieved level 3 at KS2 English and had a statement at the end of KS4, achieved this level. Web based Table 4.1 shows progression analysis for other KS4 qualifications.

There were four different numbered levels of attainment for pupils at KS2. 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.

How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

**Figure 4.1: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 English and provision for need in January 2008\***



The percentage for pupils whose test level was not assessable was not displayed in the Figures 4.1, 4.2 and 4.3 due to low numbers of pupils in the group.

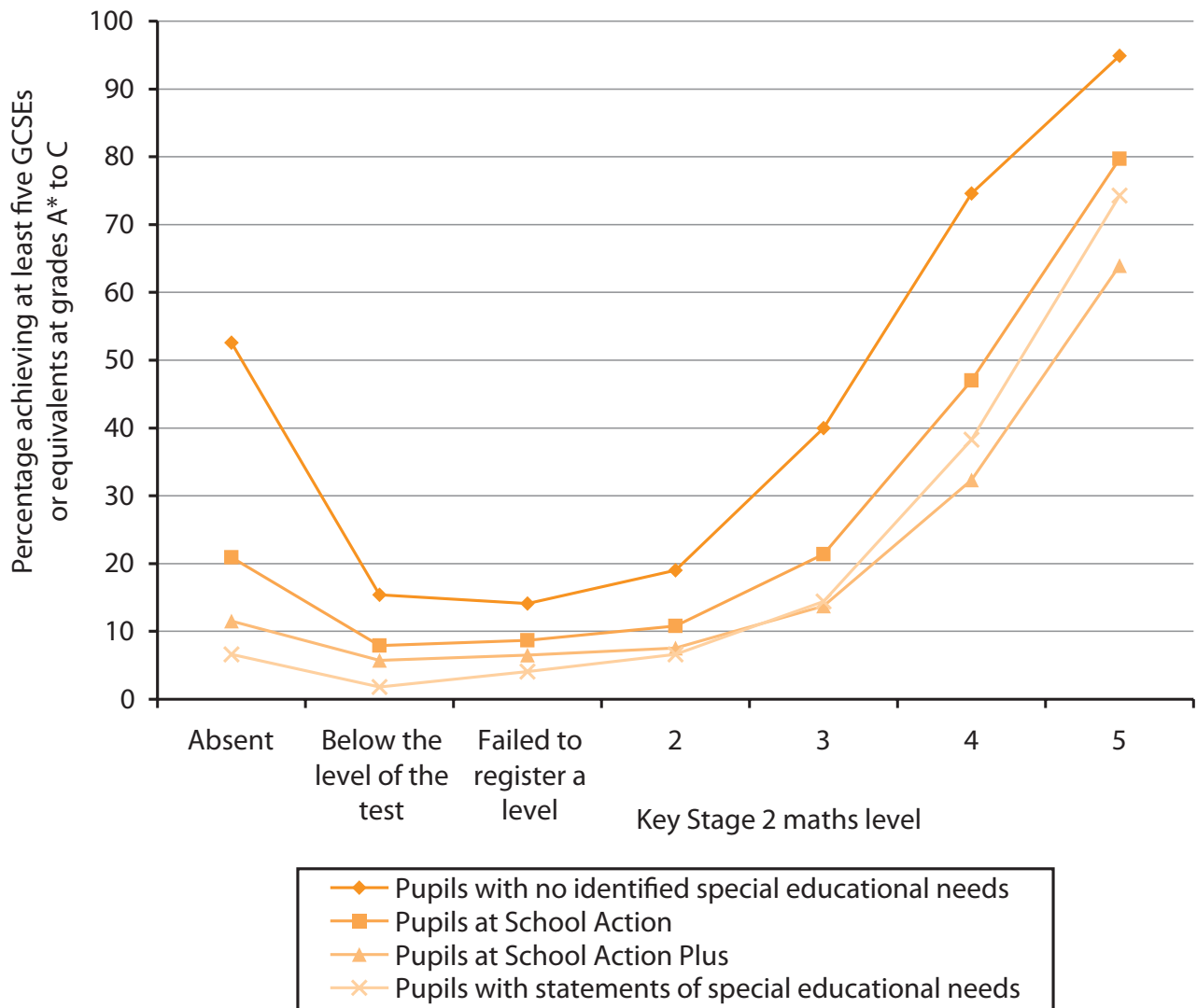
Pupils with no special educational needs made the most progress between KS2 English and KS4, followed by pupils at School Action.

Pupils with statements of special educational needs generally made more progress than pupils at School Action Plus, who made the least progress between KS2 and KS4.

The growing gap between pupils with statements and those at School Action Plus shows that, pupils with statements at the end of Key Stage 4 made increasingly more progress than those at School Action Plus as performance at KS2 English improved. **Chapter 1** showed that pupils with statements hold them for a long time, so most of the pupils with statements at the end of Key Stage 4 will have had them all the way through secondary school.

\* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

**Figure 4.2: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 maths and provision for need in January 2008\***



### Progress between Key Stage 2 maths and Key Stage 4

Figure 4.2 shows pupil progress between KS2 maths and KS4 in 2008 by provision for special educational need.

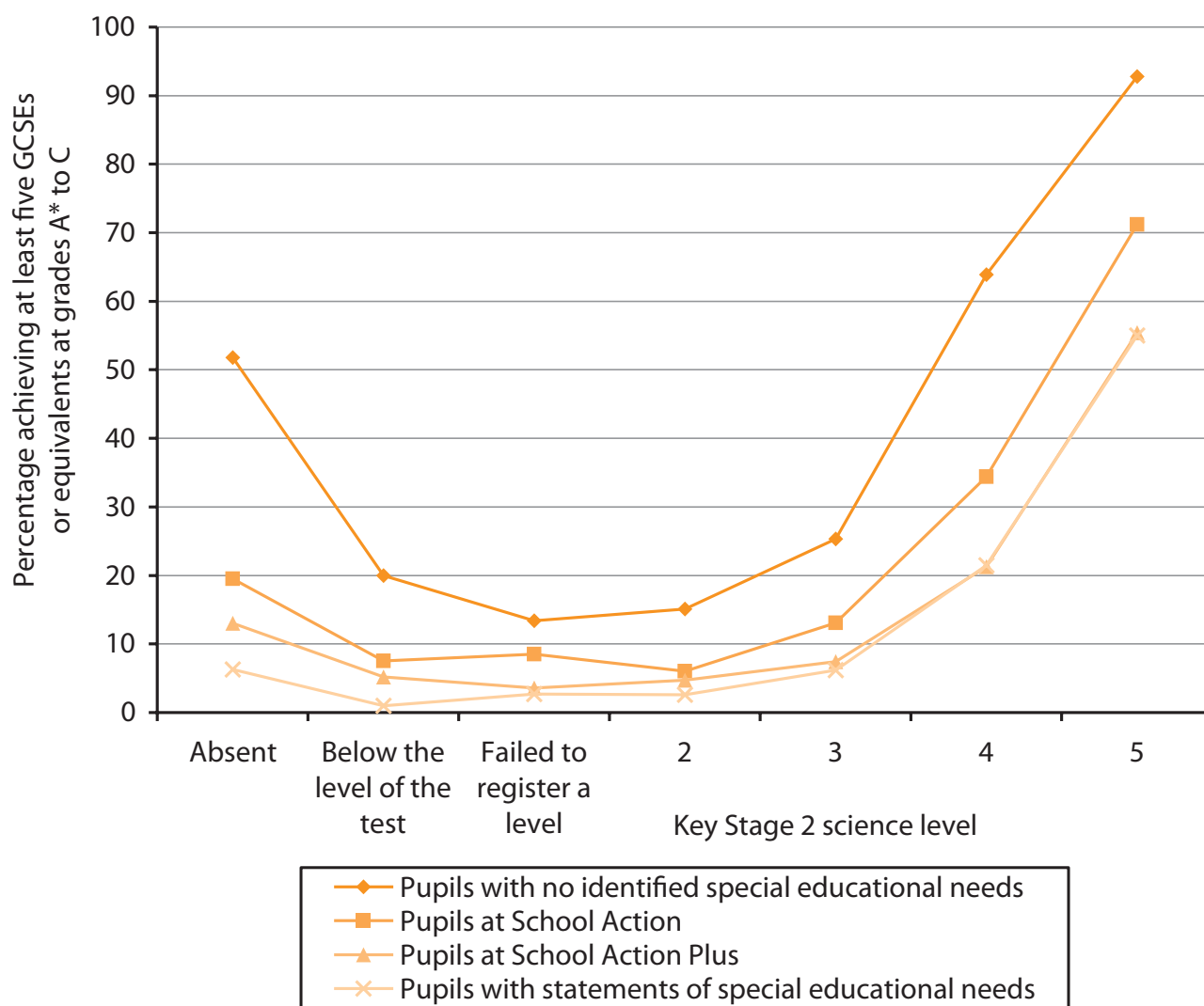
Figure 4.2 displays a similar trend to that shown in Figure 4.1. For each provision for special educational need, the better a pupil did at KS2 maths, the more likely they were to achieve at least five GCSEs or equivalent at KS4.

As with KS2 English, pupils with statements of special educational needs generally made more progress, between KS2 maths and KS4 than pupils at School Action Plus. Pupils at School Action Plus generally made the least progress. Web based Table 4.2 shows progression analysis for other KS4 qualifications.

\* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

**Figure 4.3: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 science and provision for need in January 2008\***



### Progress between Key Stage 2 science and Key Stage 4

Figure 4.3 shows pupil progress between KS2 science and KS4 in 2008 by provision for special educational need.

Figure 4.3 displays similar trends to those shown in Figures 4.1 and 4.2.

Pupils with statements of special educational needs and pupils at School Action Plus made similar progress between KS2 science and KS4. This goes against the trend shown in Figures 4.1 and 4.2. Web based Table 4.3 shows progression analysis for other KS4 qualifications.

\* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

**Month of birth**

**Number and attainment of pupils with special educational needs at Key Stage 2 according to month of birth**

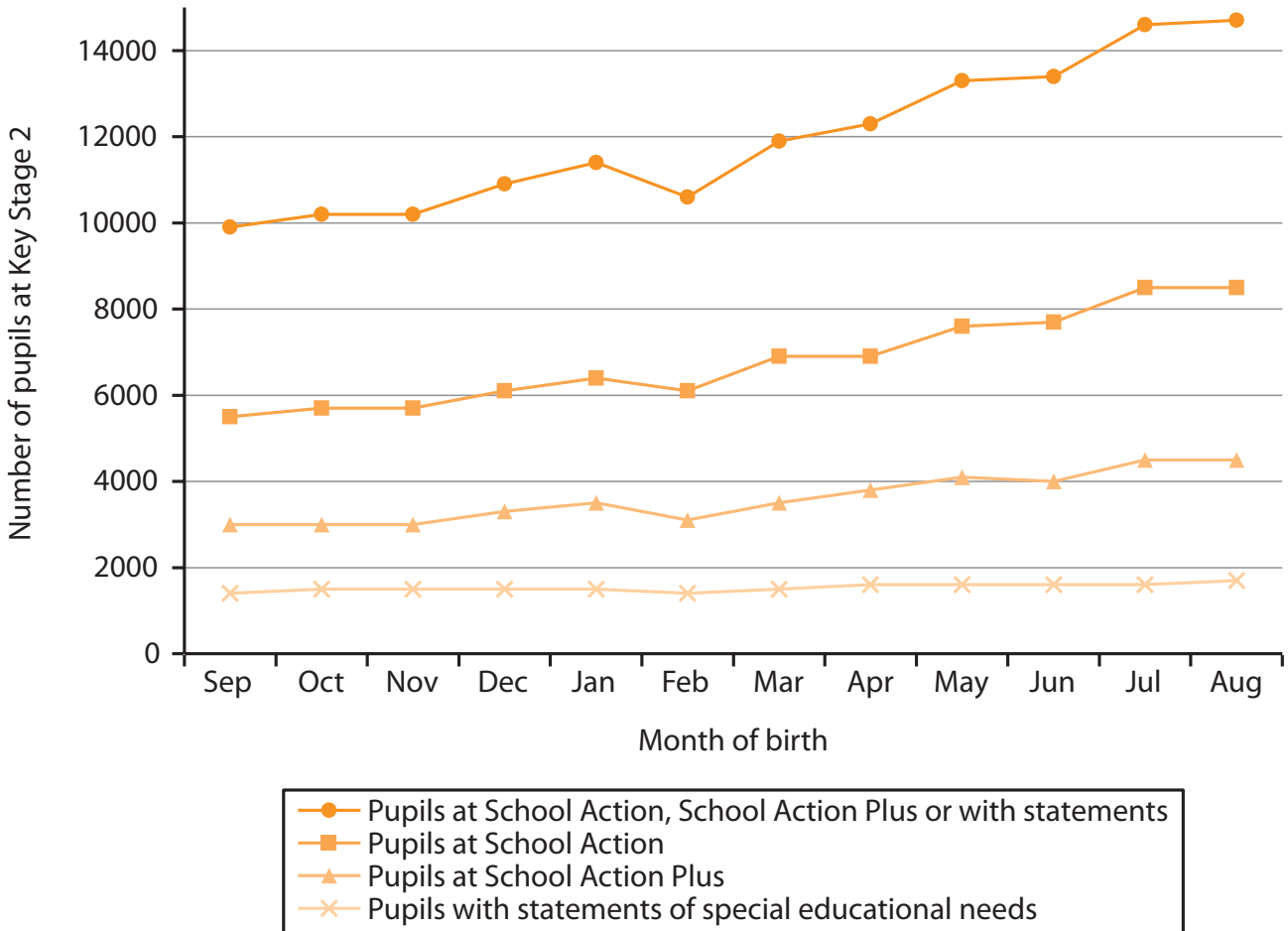
**Pupils with special educational needs by month of birth**

Figure 4.4 shows the number of pupils that were at the end of KS2 in 2008 by month of birth and provision for special educational need. Provision for

need was recorded in January 2008. Web based Table 4.4 contains the data used to produce Figure 4.4.

Figure 4.4 clearly shows that pupils were more likely to have special educational needs if they were younger (i.e. born later in the academic year). KS2 pupils born in August were 1.5 times more likely to have special educational needs than those born in September. This was especially the case for pupils at School Action Plus and School Action.

**Figure 4.4: Number of pupils at KS2\* in 2008 by month of birth and provision for special educational need**



\* Figures relate to the number of eligible pupils at KS2 English.

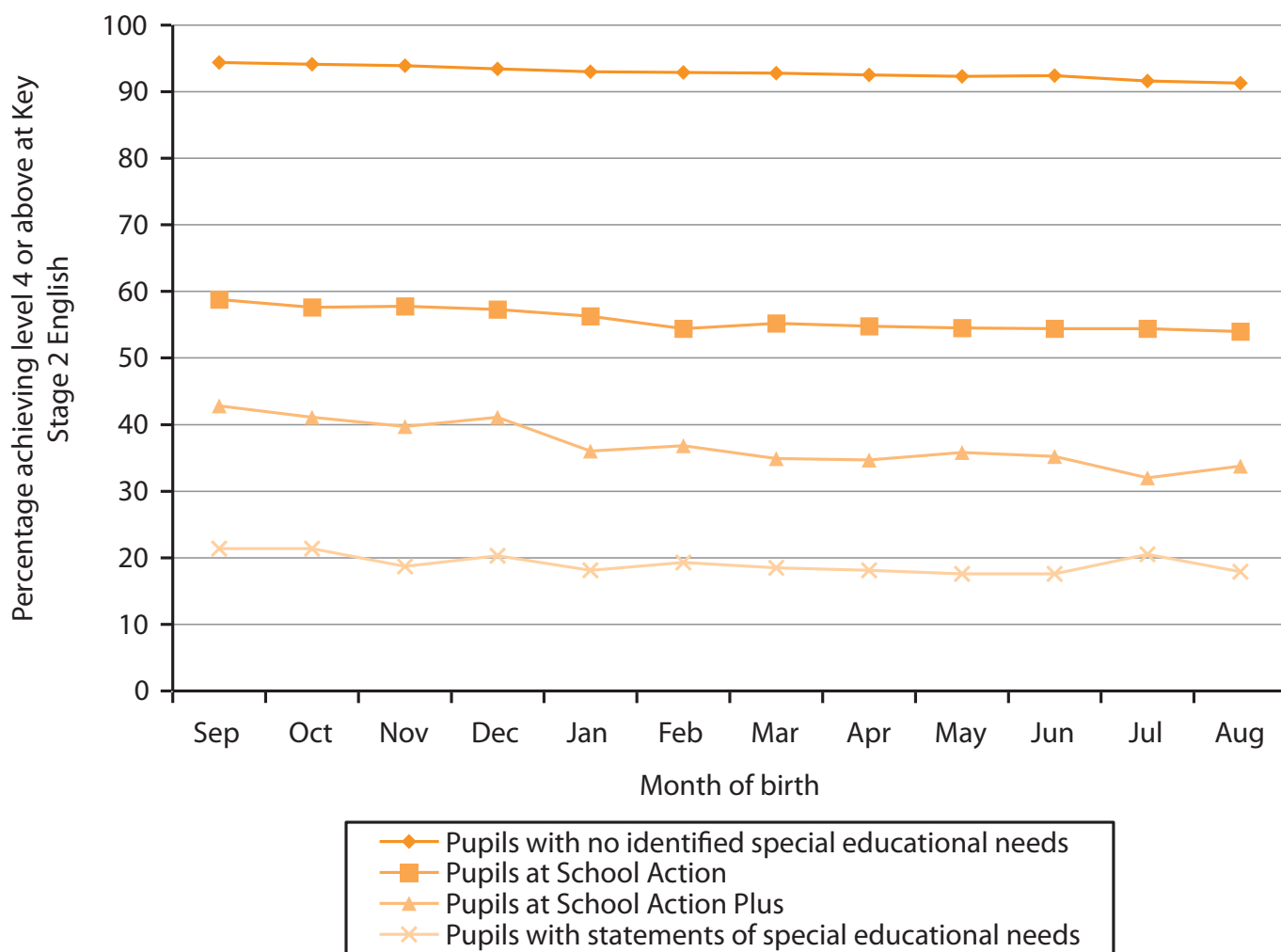
How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

### Attainment at Key Stage 2 by month of birth

Figure 4.5 shows the percentage of pupils at School Action, School Action Plus and with statements of special educational needs that achieved level 4 or above at KS2 English in 2008. Provision for need was recorded in January 2008.

At each provision for special educational need, pupils born earlier in the academic year (older pupils) tended to perform better than those born later in the academic year (younger pupils). Similar trends were shown at KS2 maths and science (see web based Tables 4.5 and 4.6).

**Figure 4.5: Percentage achieving level 4 or above at KS2 English in 2008 by month of birth**



**Prevalence and attainment of pupils with special educational needs at GCSE according to month of birth**

**Pupils with special educational needs by month of birth**

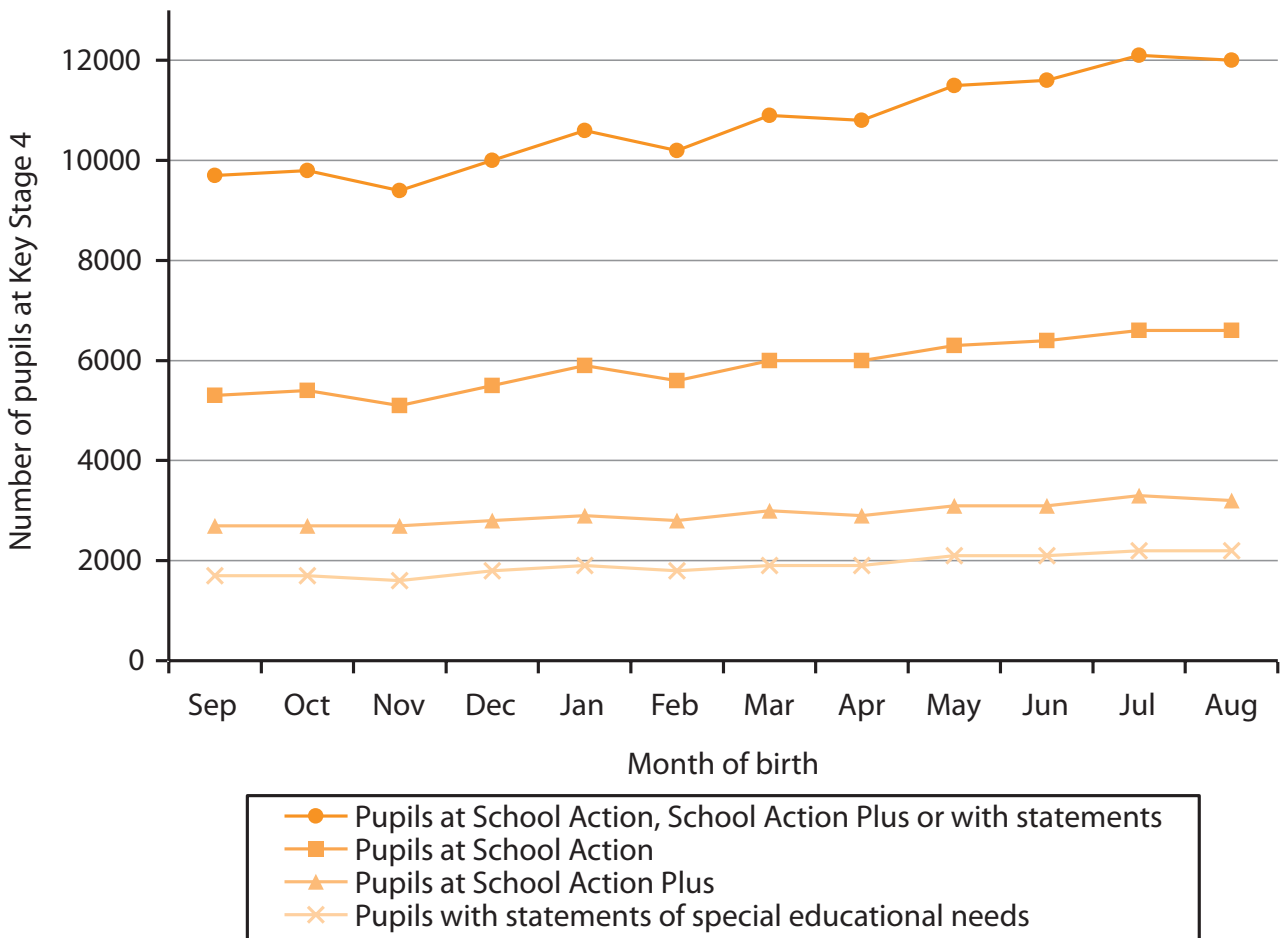
Figure 4.6 shows the number of pupils at School Action, School Action Plus and with statements of special educational needs that were at the end of

KS4 in 2008 by month of birth. Provision for need was recorded in January 2008. It clearly shows that pupils were more likely to have special educational needs if they were younger.

KS4 pupils born in August were 1.2 times more likely to have special educational needs than those born in September (the gap was wider at KS2).

The data used to produce Figure 4.6 can be found in web based Table 4.7.

**Figure 4.6: Number of pupils at KS4 in 2008 by month of birth and provision for special educational need**





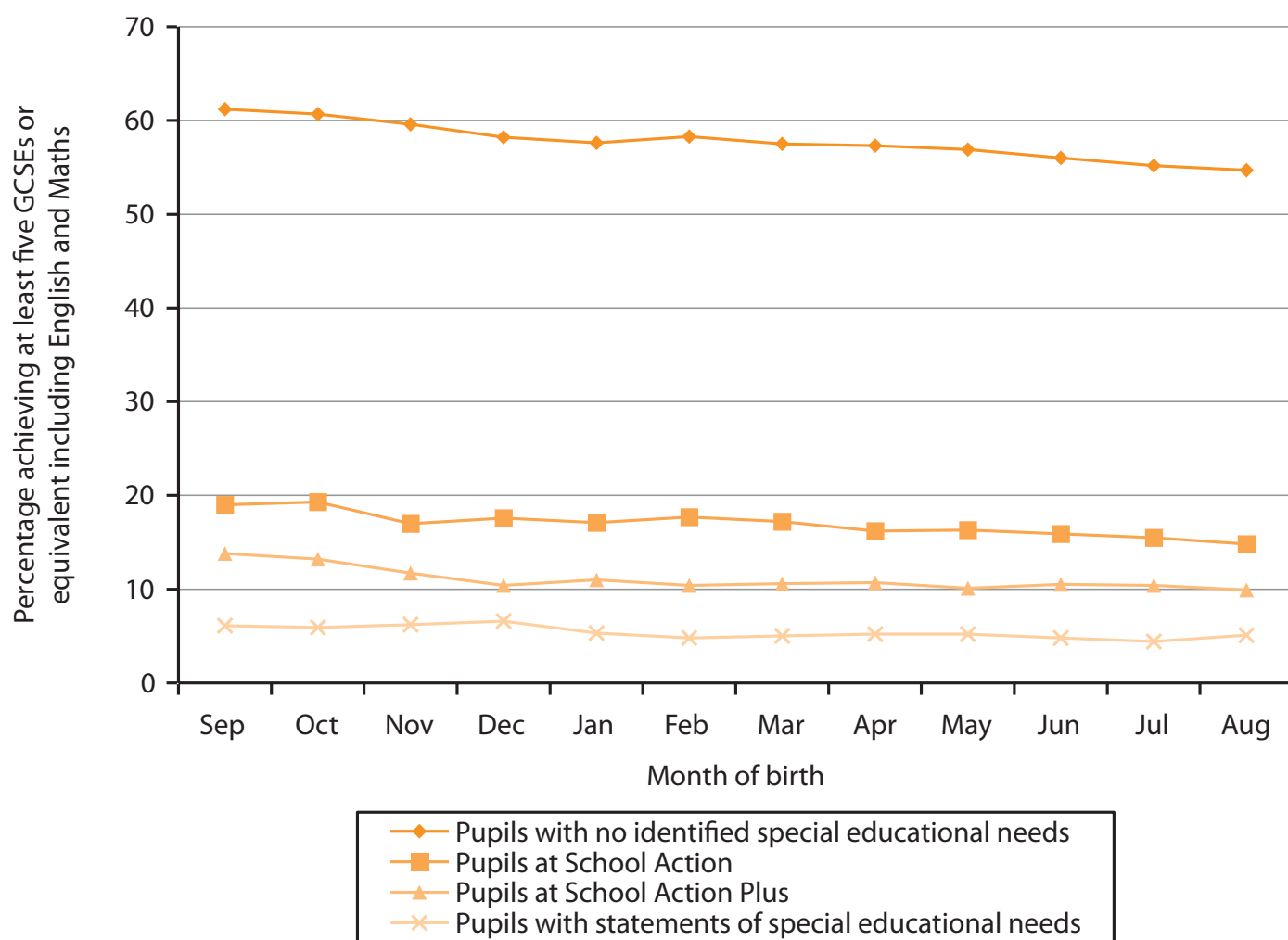
How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

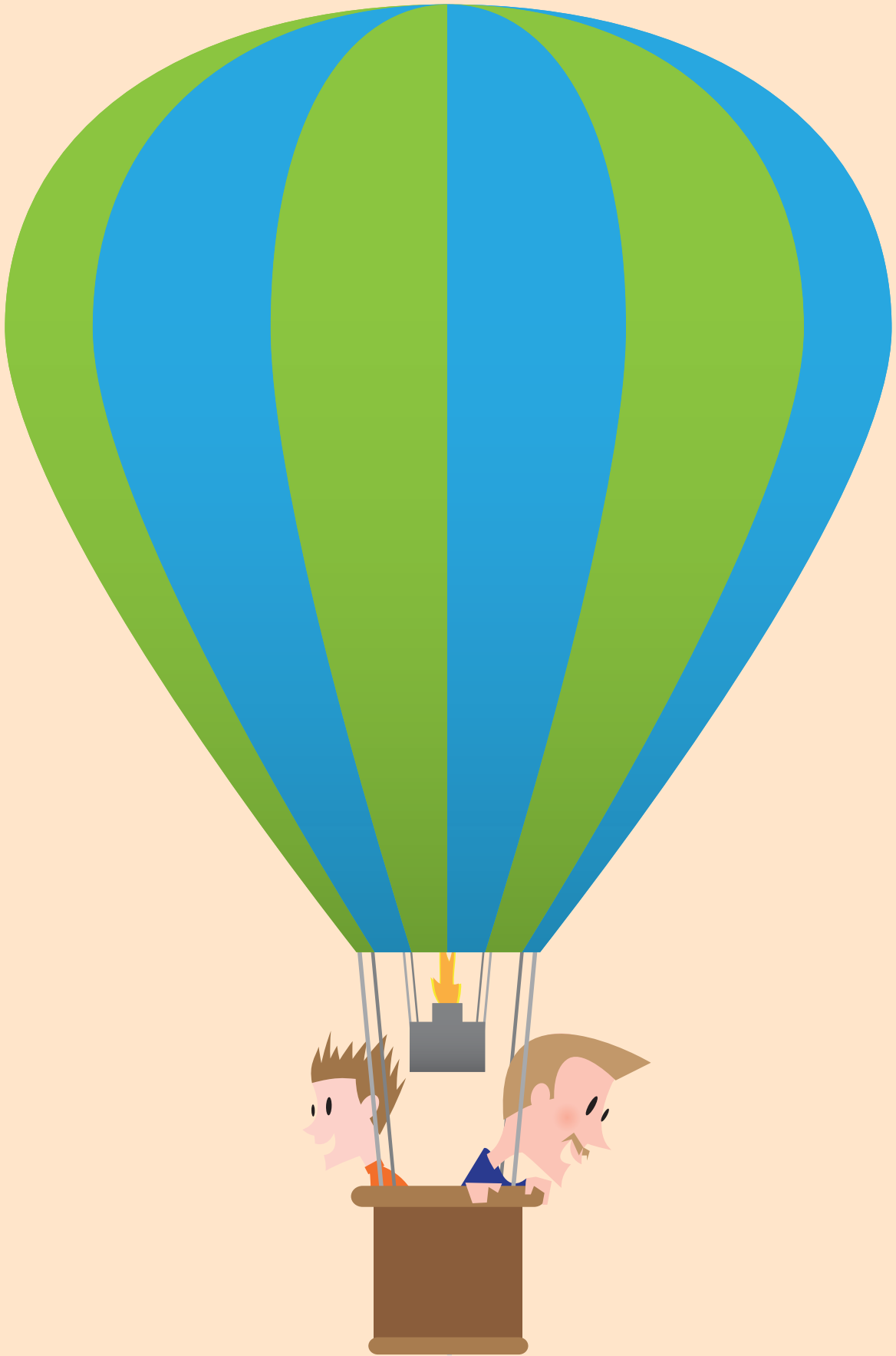
### Attainment at Key Stage 4 by month of birth

Figure 4.7 shows the percentage of pupils that achieved at least five GCSEs or equivalent including English and maths in 2008 by month of birth and provision for special educational need. Provision for need was recorded in January 2008.

At each provision for special educational need, pupils born earlier in the academic year tended to perform better than those born later in the academic year. The trend was also shown for those achieving at least five GCSEs excluding English and maths.

**Figure 4.7: Percentage achieving at least five GCSEs or equivalent including English and maths at KS4 in 2008 by month of birth**





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

## Chapter 5

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

This chapter looks at the differences in educational attainment at age 19 years in 2008 between those with and without special educational needs for both boys and girls and compares this to their attainment at age 16.

### Key findings at GCSE level

The percentage of pupils who achieved at least five GCSEs at grades A\* to C, by the age of 19 years was lower for pupils with 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 this level of qualification by the age of 19 years were the hearing impaired and the visually impaired.

### Gender

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.

The widest attainment gap between boys and girls was at School Action, where 46.2 per cent of boys achieved this level by 19 years compared to 52.4 per cent of girls.

Boys with statements of special educational needs made similar progress to girls between the ages of 16 and 19 years, in terms of the percentage that achieved this level of qualification.



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

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.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. Chapters 2, 3 and 4 contain further information on the attainment of pupils with special educational needs.

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

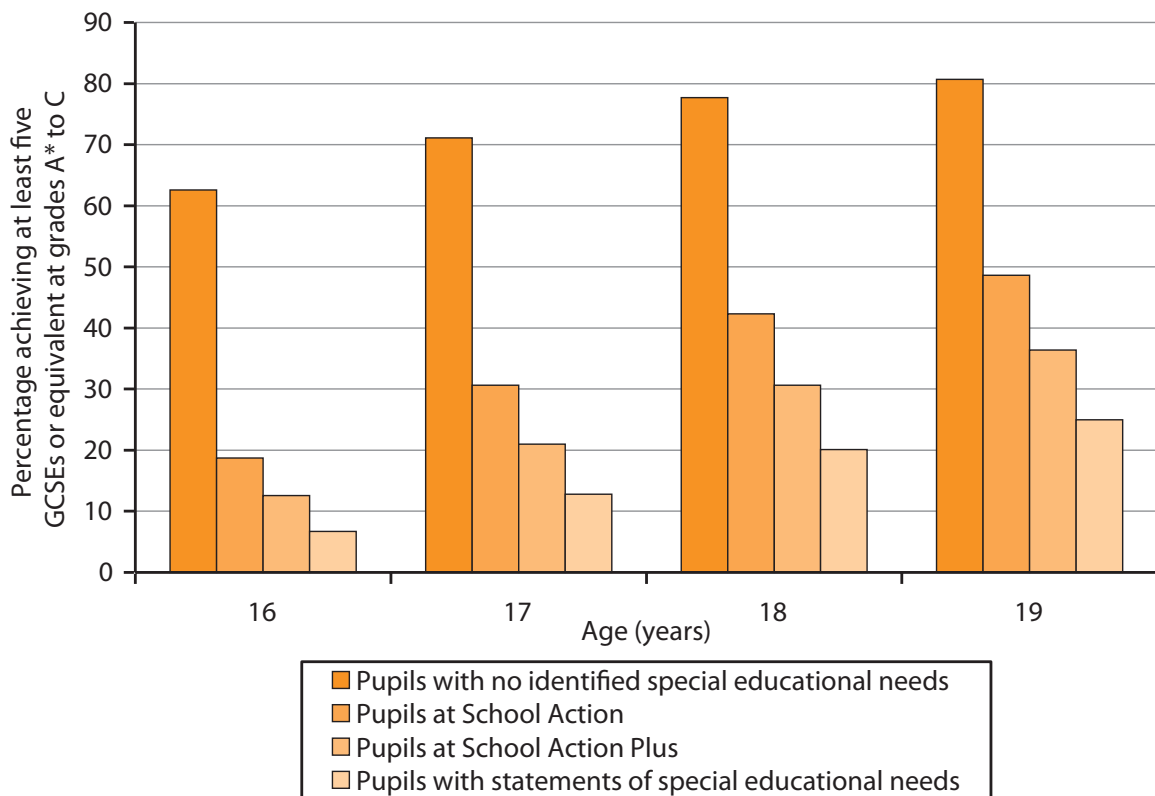
Figure 5.1 shows the percentage of pupils who, by the age of 19 years, had achieved at least five GCSEs or equivalent at grades A\* to C. The Department for Children, Schools and Families aim is that 90 per cent of pupils achieve this level by the age of 19 years. The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs). The percentage of pupils who

had achieved this level by the age of 19 was much lower for pupils with 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 after the age of 16.

Figure 5.1 shows that 80.7 per cent of 19 year olds with no special educational needs achieved at least five GCSEs at grades A\* to C. This compared to 25.0 per cent for those with statements of special educational needs.

The biggest increase in attainment between the ages of 16 and 19 years was shown by pupils at School Action, where those who achieved at least five GCSEs at grades A\* to C increased from 18.7 per cent to 48.6 per cent (an increase of 29.9 percentage points).

**Figure 5.1: Percentage of 19 year olds who achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for need in 2008**



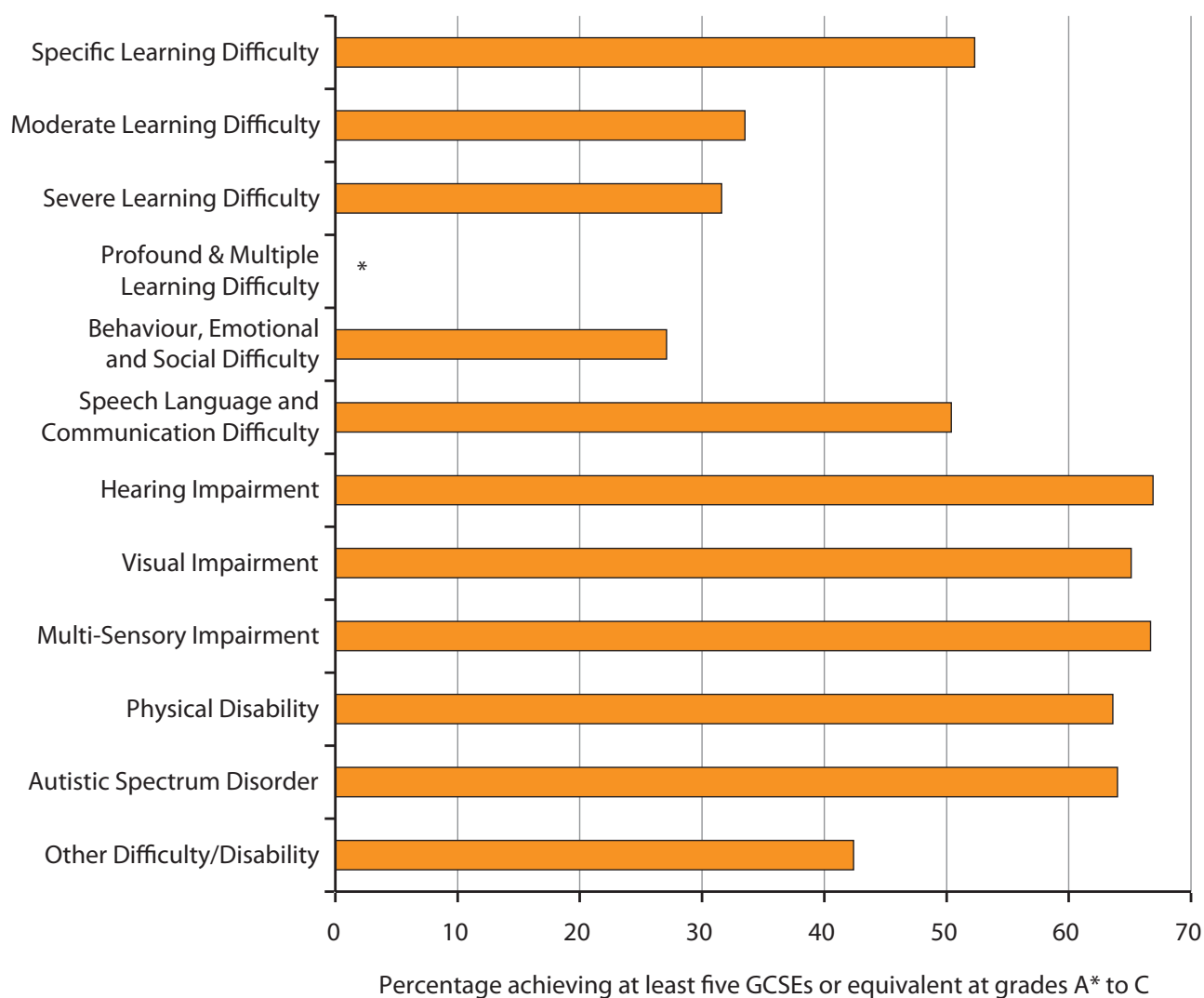
How does attainment at age 19 vary according to the level of provision and type of special educational need?

The smallest increase in attainment between the ages of 16 and 19 years was shown by pupils with no special educational needs (an increase of 18.1 percentage points from 62.6 per cent to 80.7 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. Pupils with statements made similar progress compared to those with no special educational needs between the ages of 16 and 19 years.

### 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 who, by the age of 19, had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need (pupils with specific learning difficulties, visual impairments, etc). The groups with the highest percentage achieving this level were the hearing impaired at 66.9 per cent, those with multi-sensory impairments at 66.7 per cent and the visually impaired at 65.1 per cent. Caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils.

**Figure 5.2: Percentage of pupils at School Action Plus aged 19 years in 2008 who had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need**



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

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

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

Web based Table 5.1 shows that young people with speech, language and communication difficulties improved the most, in terms of the percentage achieving this level, between the ages of 16 and 19 years.

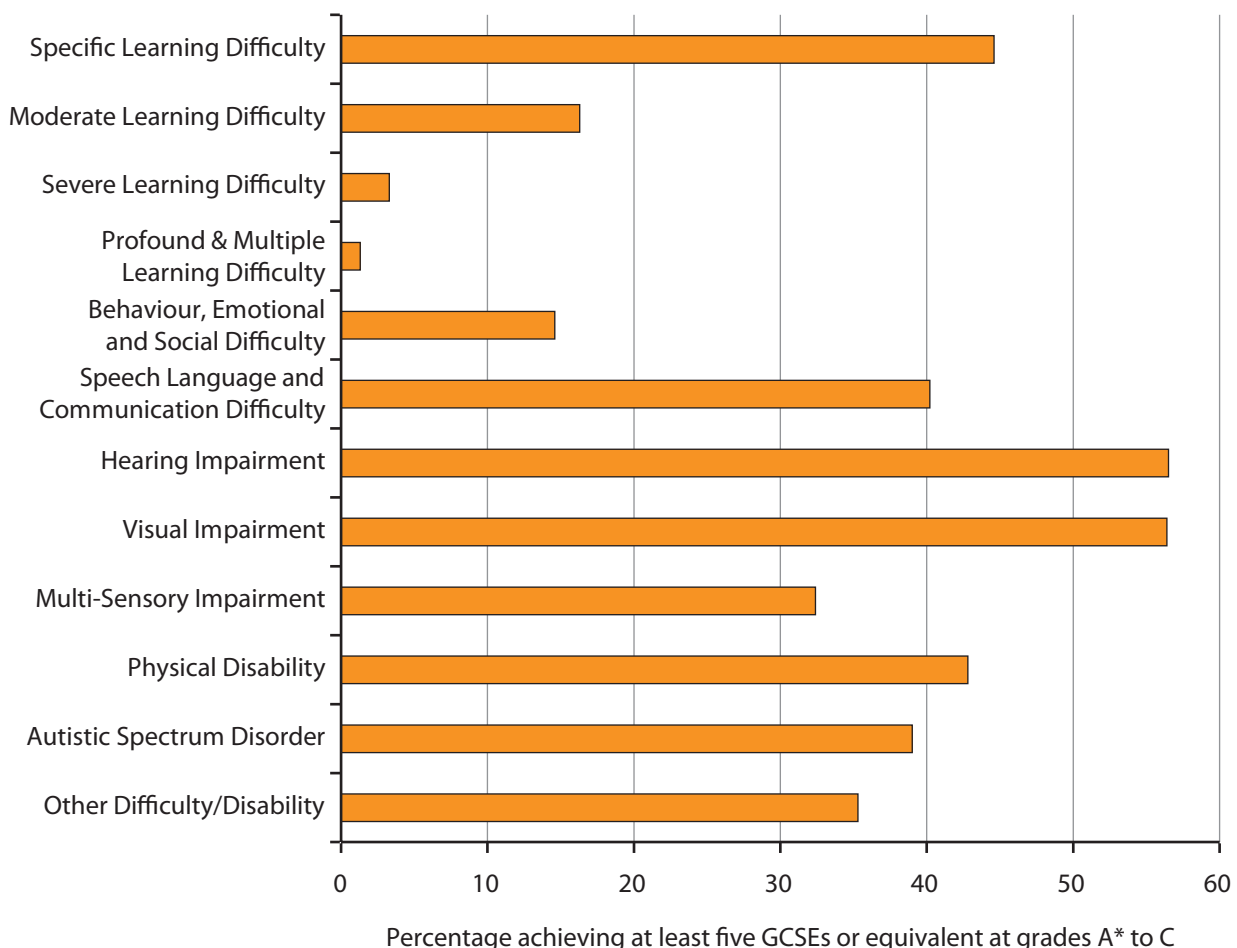
### GCSE achievements of those with statements of special educational needs by primary type of need

Figure 5.3 shows the percentage of pupils with statements who, by the age of 19 years, had

achieved at least five GCSEs or equivalent at grades A\* to C 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 attaining the qualification. There was a bigger variation in the percentage achieving this qualification for those with statements compared to those at School Action Plus.

The groups with the highest percentage achieving this level of qualification were the hearing impaired (56.5 per cent) and the visually impaired (56.4 per cent). The group with the lowest percentage were those with profound and multiple learning difficulties (1.3 per cent).

**Figure 5.3: Percentage of pupils with statements aged 19 years in 2008 who had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need**



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

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

Web based Table 5.1 shows that young people with specific learning difficulties improved the most, between the ages of 16 and 19 years.

### Differences in attainment by level of provision between the genders

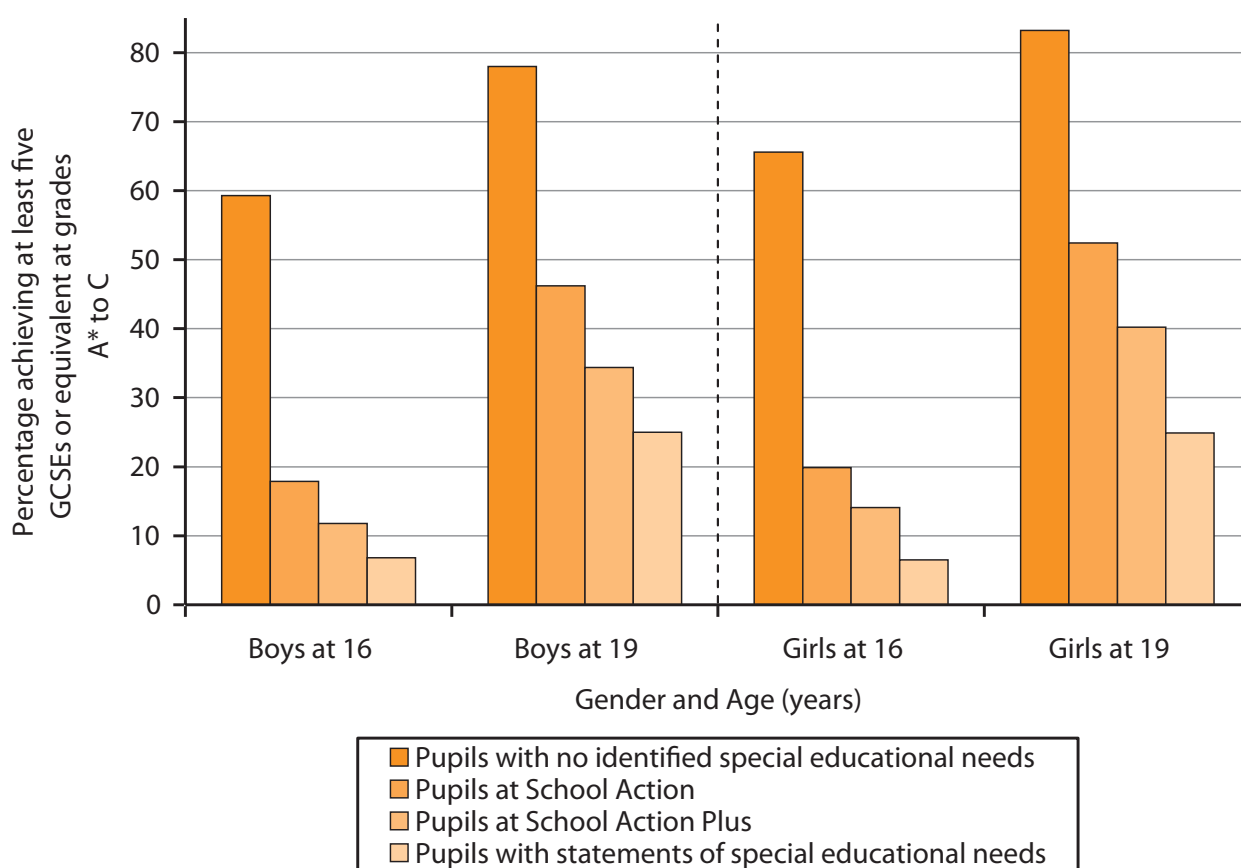
Figure 5.4 shows the percentage of boys and girls who had achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for special educational need.

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. 78.0 per cent of 19 year old boys with no identified special educational needs achieved this level compared to 83.2 per cent of girls.

The widest attainment gap between boys and girls occurred at School Action, where 46.2 per cent of boys achieved this level by 19 compared to 52.4 per cent of girls. Figures for boys and girls with statements were very similar at around 25 per cent.

Boys with statements of special educational needs made similar progress to girls between the ages of 16 and 19 years. The gap was wider at School Action Plus and wider still at School Action, where girls made more progress between the ages of 16 and 19 years.

**Figure 5.4: Percentage of boys and girls aged 19 years who had achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for need in 2008**



## A level attainment

### Key findings at A level

The percentage of 19 year old pupils who achieved two A levels was lower for pupils with special educational needs compared to pupils without.

The group with the highest percentage achieving this level of qualification by the age of 19 were the visually impaired.

#### Gender

The proportion of girls achieving this level of 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 48.3 per cent of boys achieved this level by 19 compared to 56.7 per cent of girls.

Boys with statements of special educational needs made marginally more progress compared to girls between the ages of 18 and 19, in terms of the percentage that achieved this level of qualification.





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

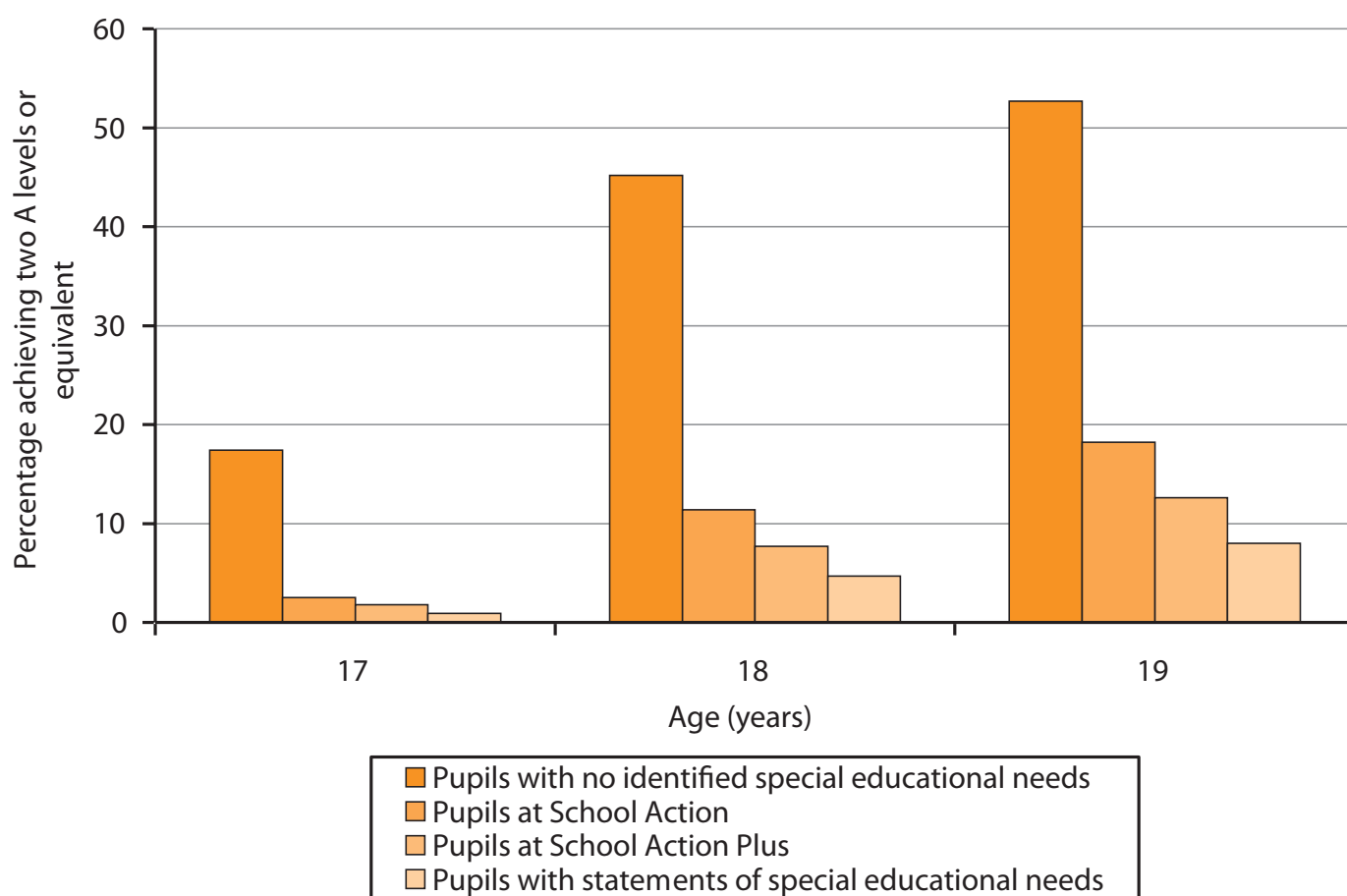
Figure 5.5 shows the percentage of pupils who, by the age of 19 years, had achieved two A levels or equivalent. The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs).

The percentage of pupils aged 19 years who achieved two A levels or equivalent was lower for pupils with special educational needs. Pupils with statements made less improvement in terms of

the percentage achieving two A levels between the ages of 18 and 19 years compared to pupils at School Action Plus. In turn pupils at School Action Plus made less progress than those at School Action, and those at School Action made less progress than those with no special educational needs.

Figure 5.5 shows that 52.7 per cent of pupils aged 19 years without special educational needs achieved two A levels. This compared to 18.2 per cent at School Action, 12.6 per cent at School Action Plus and 8.0 per cent for those with statements of special educational needs.

**Figure 5.5: Percentage of those aged 19 years who achieved two A levels or equivalent by age and provision for need in 2008**



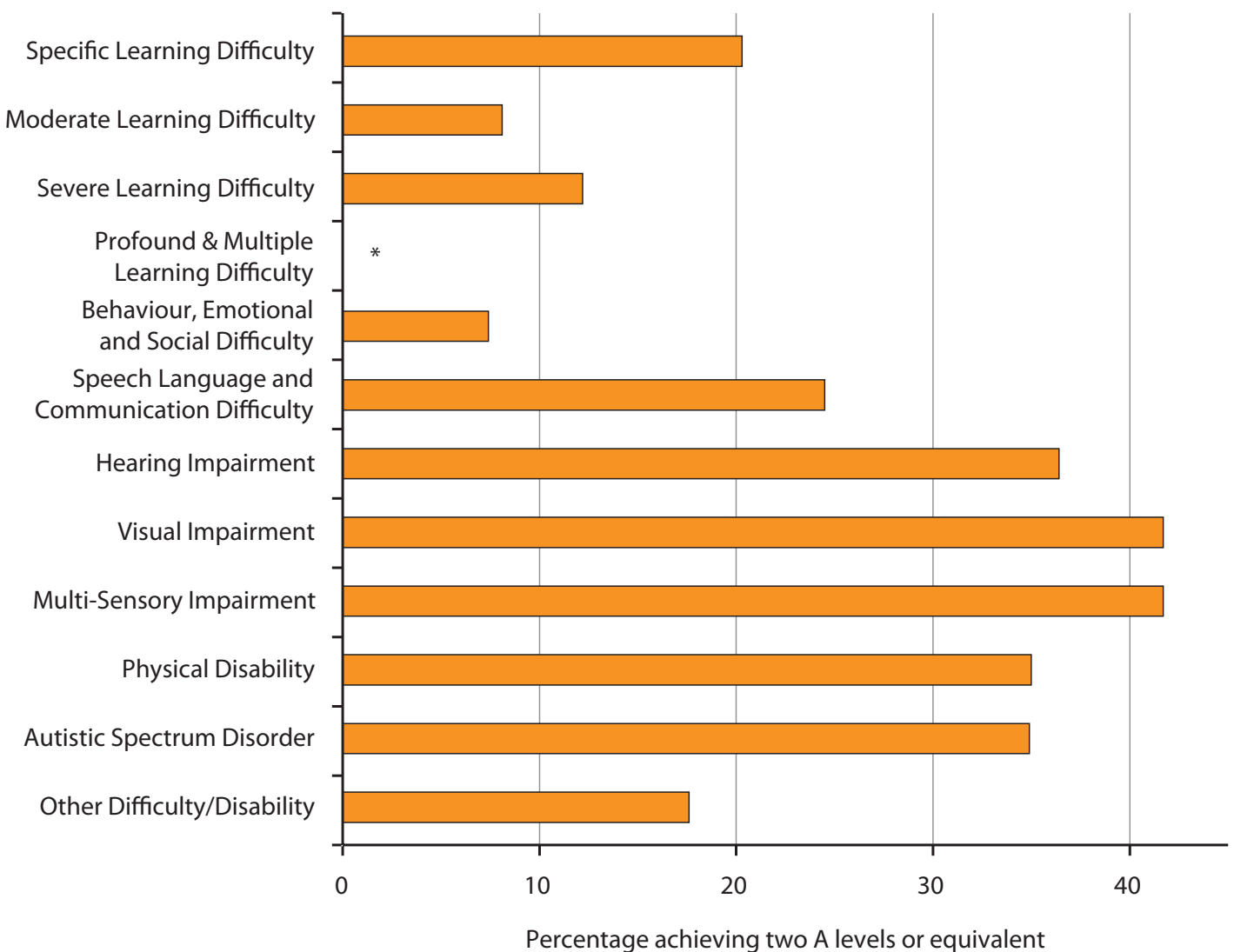
How does attainment at age 19 vary according to the level of provision and type of special educational need?

### 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 who, by the age of 19 years, had achieved two A levels or equivalent by primary type of need.

Pupils with visual impairments and those with multi-sensory impairments (both at 41.7 per cent) were most likely to achieve two A levels by the age of 19. However, caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils.

**Figure 5.6: Percentage of pupils at School Action Plus aged 19 years who had achieved two A levels or equivalent by primary type of need in 2008**



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

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

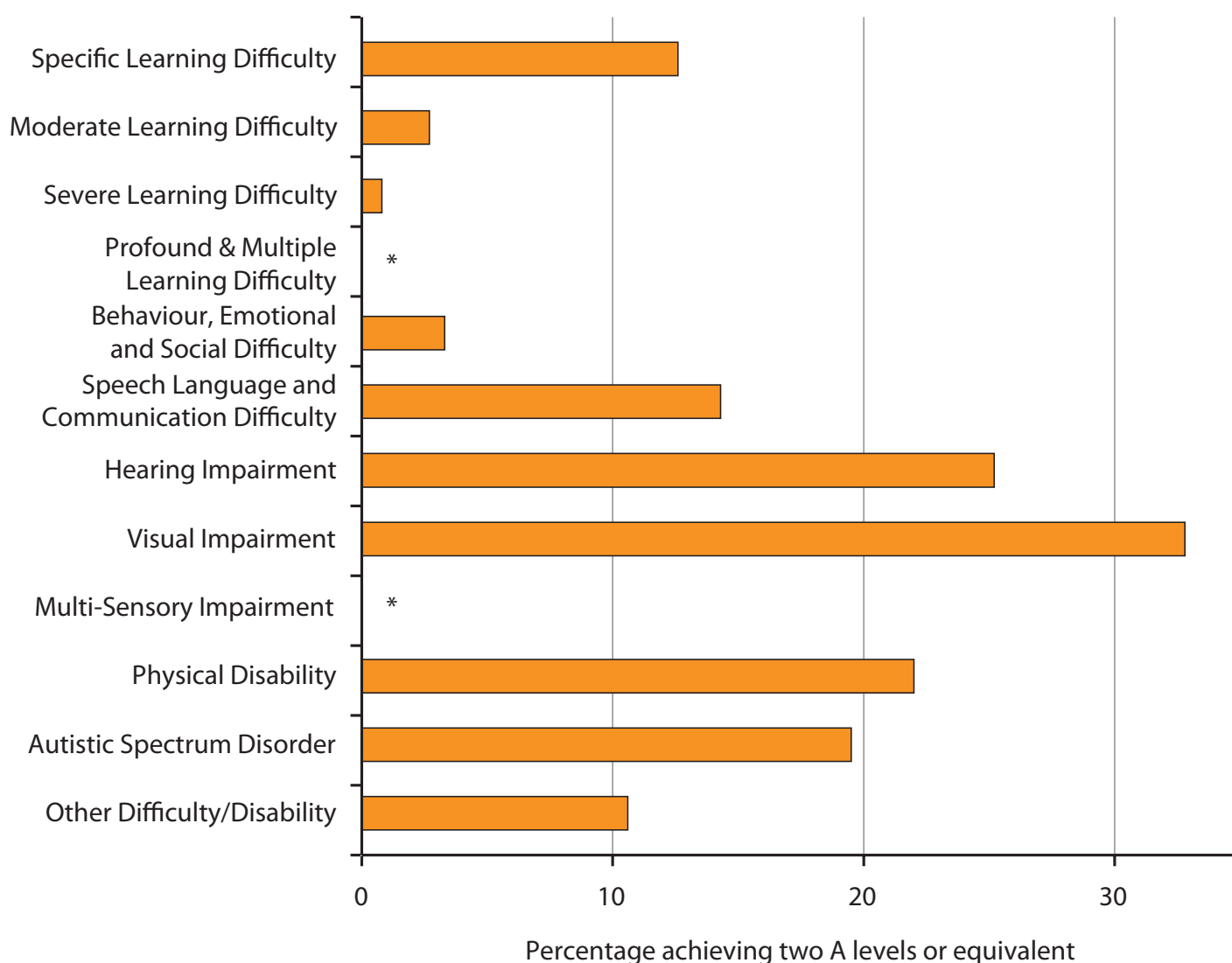
### Improvement in A level attainment between the ages of 18 and 19 years for those at School Action Plus by primary type of need

Web based Table 5.1 shows that young people with speech language and communication difficulties improved the most (achieved two A levels or equivalent between the ages of 18 and 19 years).

### 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 who achieved two A levels or equivalent by primary type of need. The group with the highest percentage achieving two A levels were the visually impaired (32.8 per cent).

**Figure 5.7: Percentage of pupils with statements aged 19 years who had achieved two A levels or equivalent by primary type of need in 2008**



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

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

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

Web based Table 5.1 shows that young people with visual impairments improved the most (achieved two A levels or equivalent between the ages of 18 and 19 years).

### Differences in attainment by level of provision between the genders

Figure 5.8 shows the percentage of 19 year old boys and girls who had achieved two A levels or equivalent. The statistics are broken down by age and provision for special educational need. Web based Tables 5.2 and 5.3 show breakdowns for males and females by primary type of need.

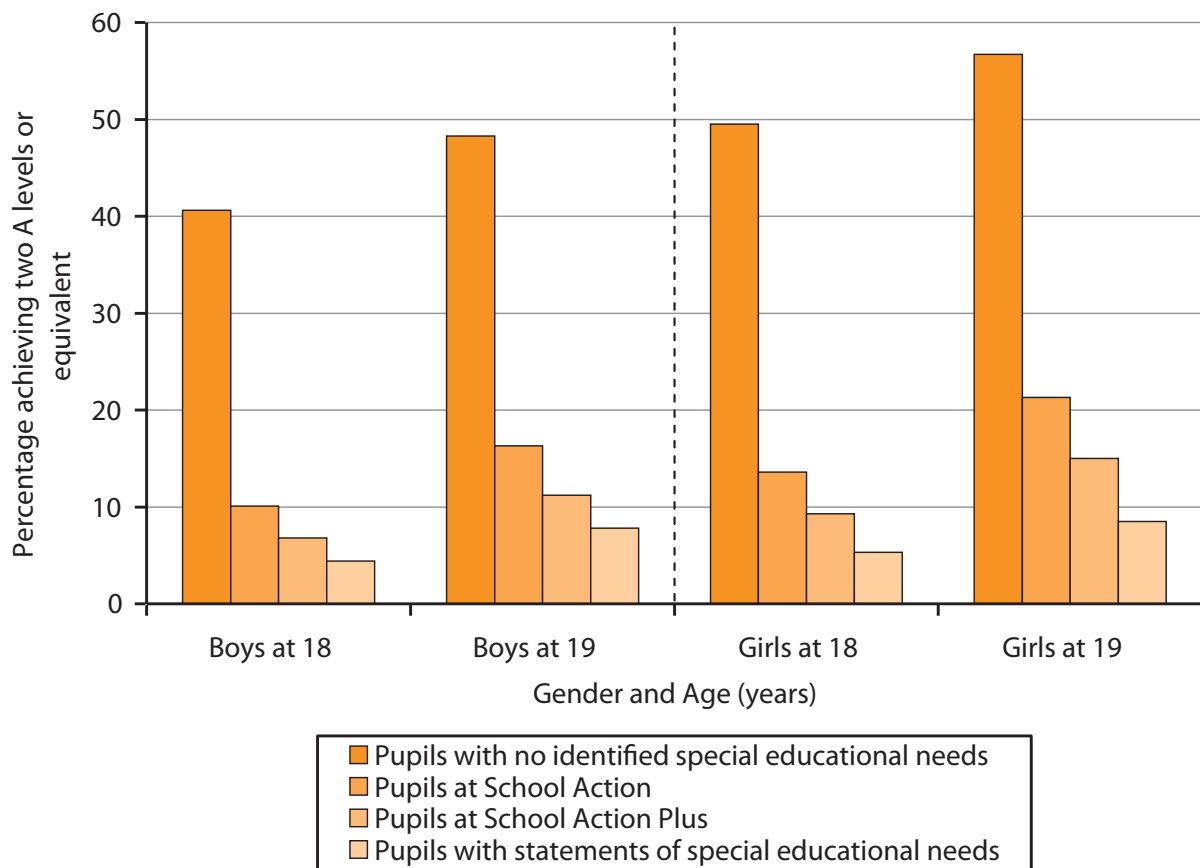
The proportion of 19 year old girls at School Action, School Action Plus and with statements achieving this level of qualification was higher than that of boys.

48.3 per cent of 19 year old boys with no identified special educational needs achieved this level compared to 56.7 per cent of girls.

7.8 per cent of 19 year old boys with statements of special educational needs achieved this level compared to 8.5 per cent of girls.

Boys with statements of special educational needs made slightly more progress compared to girls between the ages of 18 and 19 years. The opposite was true at School Action Plus and at School Action, where girls made more progress.

**Figure 5.8: Percentage of boys and girls aged 19 years who had achieved two A levels or equivalent by age and provision for need in 2008**



## Chapter 6

# Absence and exclusion from school

This chapter compares absence and exclusions levels between pupils with special educational needs and other pupils. It looks at the proportion of pupils with special educational needs who were persistently absent from school by different characteristics, such as their gender and primary type of need. It also compares the characteristics of those pupils who were excluded from school.

### Absence from school in 2007/08

#### Key findings from absence data

Pupils with special educational needs were more likely to be absent from school than other pupils. Of all the primary types of need, pupils with profound and multiple learning difficulties were the most likely to be absent from school. Those with speech, language and communication difficulties were least likely.

#### Persistent absentees

In general, girls were more likely to be persistent absentees compared to boys. However boys with statements of special educational needs were more likely to be persistent absentees than girls.

Pupils with speech, language and communication difficulties as their primary need type were least likely to be persistent absentees, while pupils with behavioural, emotional and social difficulties were the most likely.

On average, persistent absentees with statements of special educational needs missed 39.3 per cent of half day school sessions in 2007/08, compared to 33.8 per cent for those without special educational needs. The figures for pupils at School Action and School Action Plus were 34.3 per cent and 38.2 per cent respectively.

Persistent absentees who had speech, language and communication difficulties as their primary need type missed the least number of half days of schooling, while pupils with behavioural, emotional and social difficulties missed the most.



See Data Annex 6 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. All numbers which appear in this chapter were taken from the School Census (see Data Annex 6 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

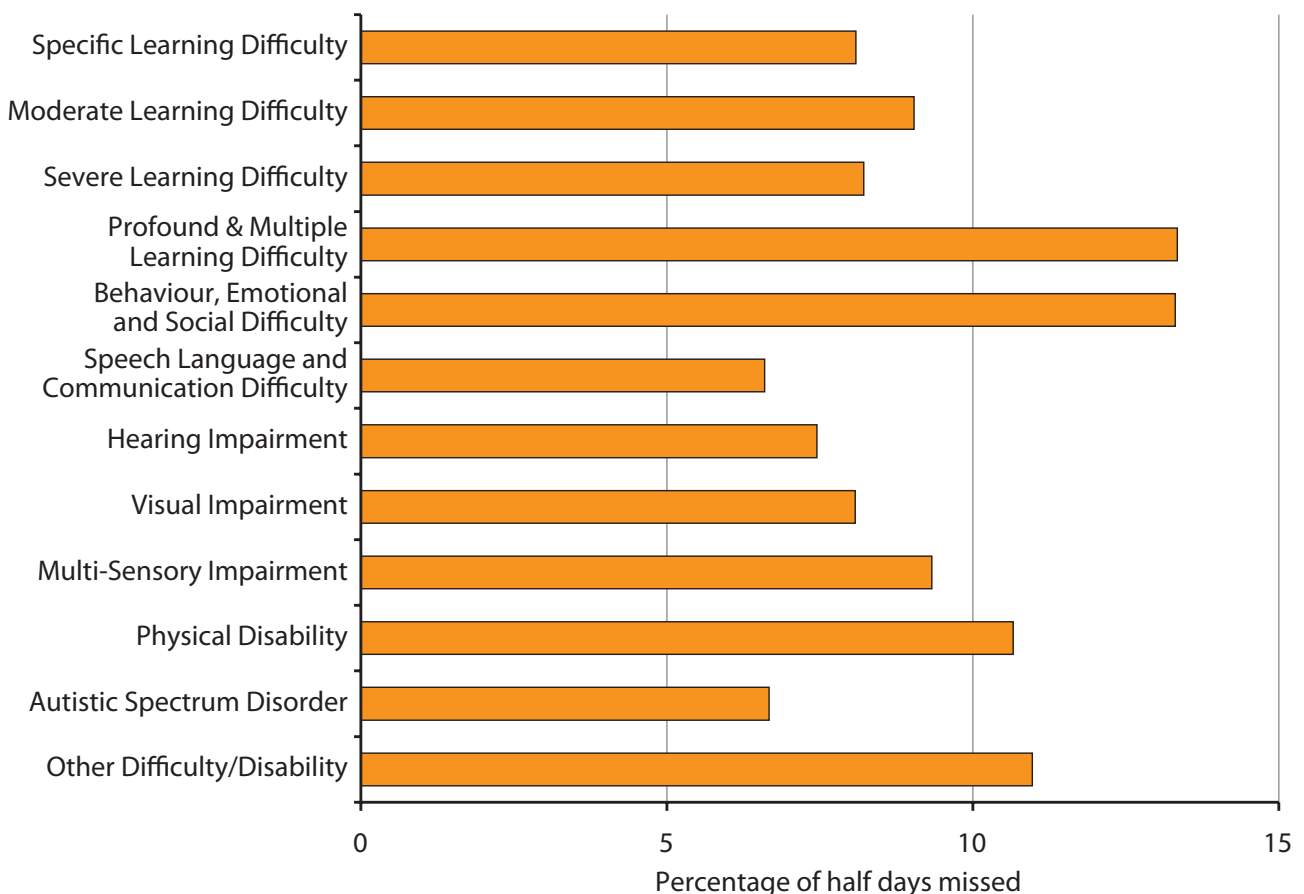
### Absence rates for pupils at School Action Plus and with statements

Pupils at School Action Plus or with statements of special educational needs missed 9.6 per cent of half days (absence is calculated by the number of half days missed) at school in the academic year 2007/08 (this ran from September 2007 to

July 2008). All pupils (those with and without special educational needs) missed 6.3 per cent of half days, showing that pupils with special educational needs were more likely to be absent from school.

Figure 6.1 shows the percentage of half days of school missed through absence by 5 to 15 year olds at School Action Plus or with statements during 2007/08. Of all the primary types of need, pupils with profound and multiple learning difficulties and pupils with behavioural, emotional and social difficulties were the most likely to be absent from school. Pupils in each of these categories missed 13.3 per cent of half days in 2007/08. Pupils with speech, language and communication difficulties missed the least school at 6.6 per cent of half days. Web based Table 6.1 contains the data which was used to produce Figure 6.1.

**Figure 6.1: Percentage of half day sessions missed by pupils at School Action Plus or with statements, in 2007/08 by primary type of need**



### Authorised and unauthorised absence

Authorised absence 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 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, in all the primary need groups, the proportion of school missed through authorised absence was greater than unauthorised absence. Pupils with multi-sensory impairment missed the smallest amount of school through unauthorised absence at 0.7 per cent of half days. Pupils with no special educational needs also missed more time through authorised than unauthorised absence.

Those with behavioural, emotional and social difficulties missed the largest amount of school through unauthorised absence at 4.6 per cent of half days. Web based Table 6.1 shows data on all the primary need groups.

### Persistent absentees

Persistent absentees are defined as pupils aged between 5 and 15 years who miss 20 per cent or more available sessions during the academic year, through either authorised or unauthorised absence.

Figure 6.2 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.

9.4 per cent of pupils with statements of special educational needs who were enrolled at school in 2007/08 were persistent absentees. This compared to 2.4 per cent of pupils on roll where no special educational needs were identified. Pupils at School Action Plus were most likely to be persistent absentees (10.1 per cent of all enrolments).

**Figure 6.2: Percentage of pupils enrolled in 2007/08 who were defined as persistent absentees, by provision for need and gender**

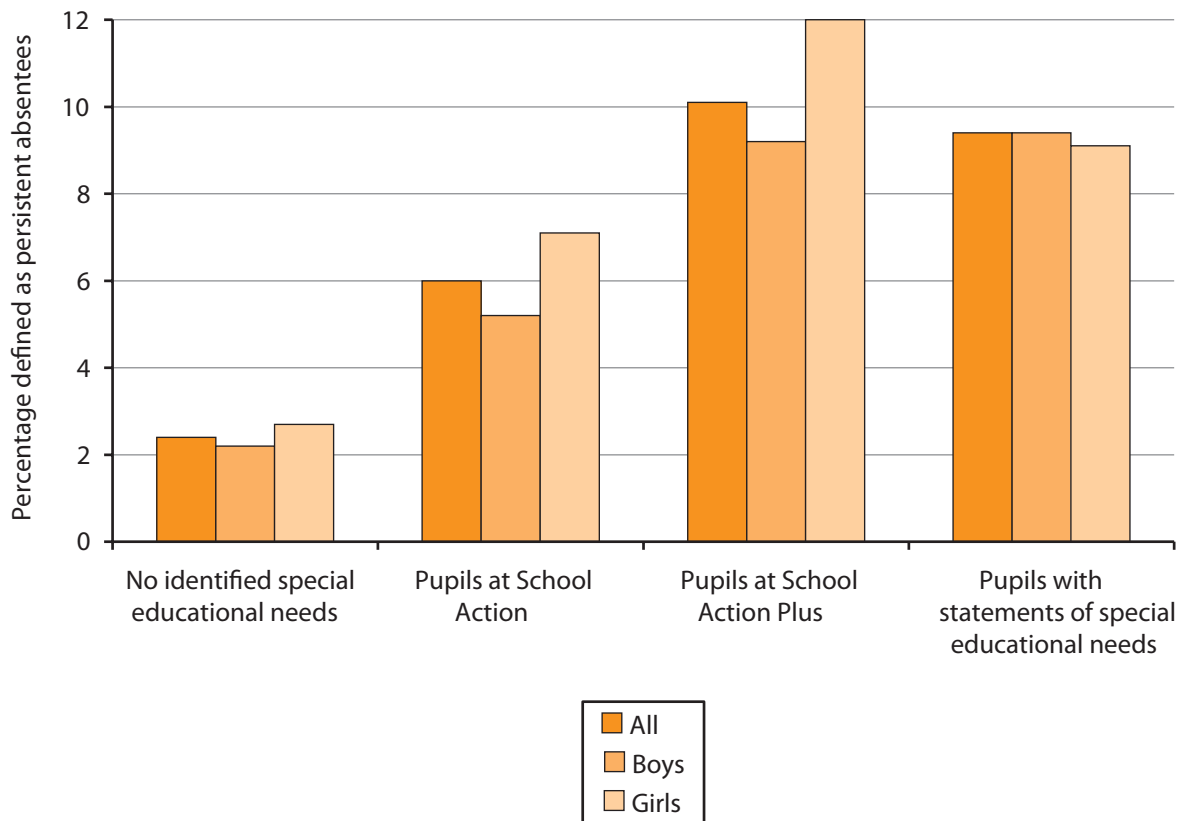


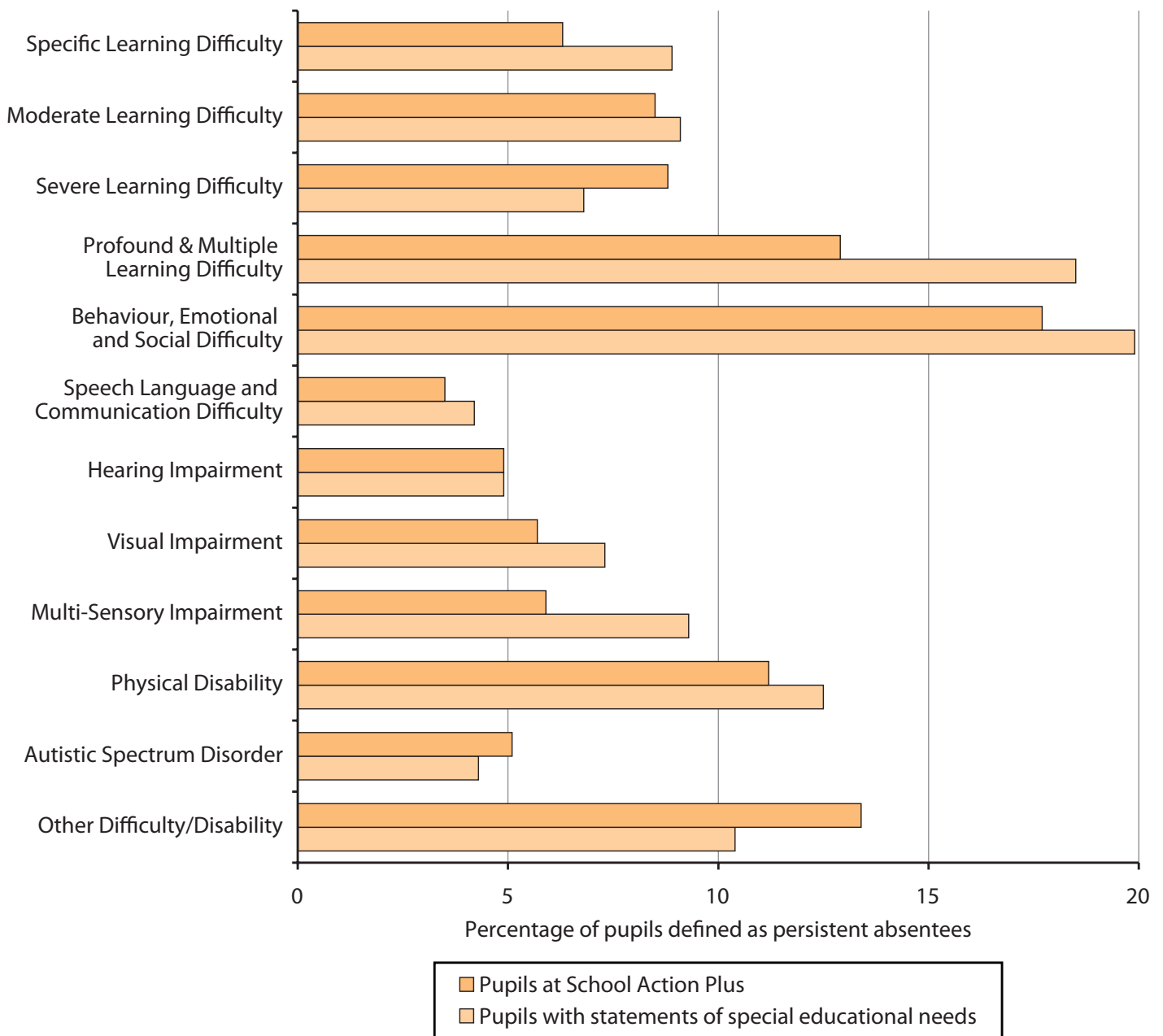
Figure 6.2 also shows that girls were more likely to be persistent absentees than boys. 2.7 per cent of girls without special educational needs enrolled at school in 2007/08 were persistent absentees compared to 2.2 per cent of boys enrolled. The gap was largest between those at School Action Plus, where 12.0 per cent of girls on roll were persistent absentees compared to 9.2 per cent of boys. The only group where boys were more likely to be persistent absentees were those with statements (9.4 per cent for boys and 9.1 per cent for girls). Web based Table 6.2 contains the data which was used to produce Figure 6.2.

### Persistent absentees by primary type of need

Figure 6.3 shows the percentage of persistent absentees at School Action Plus and with statements by primary types of special educational need.



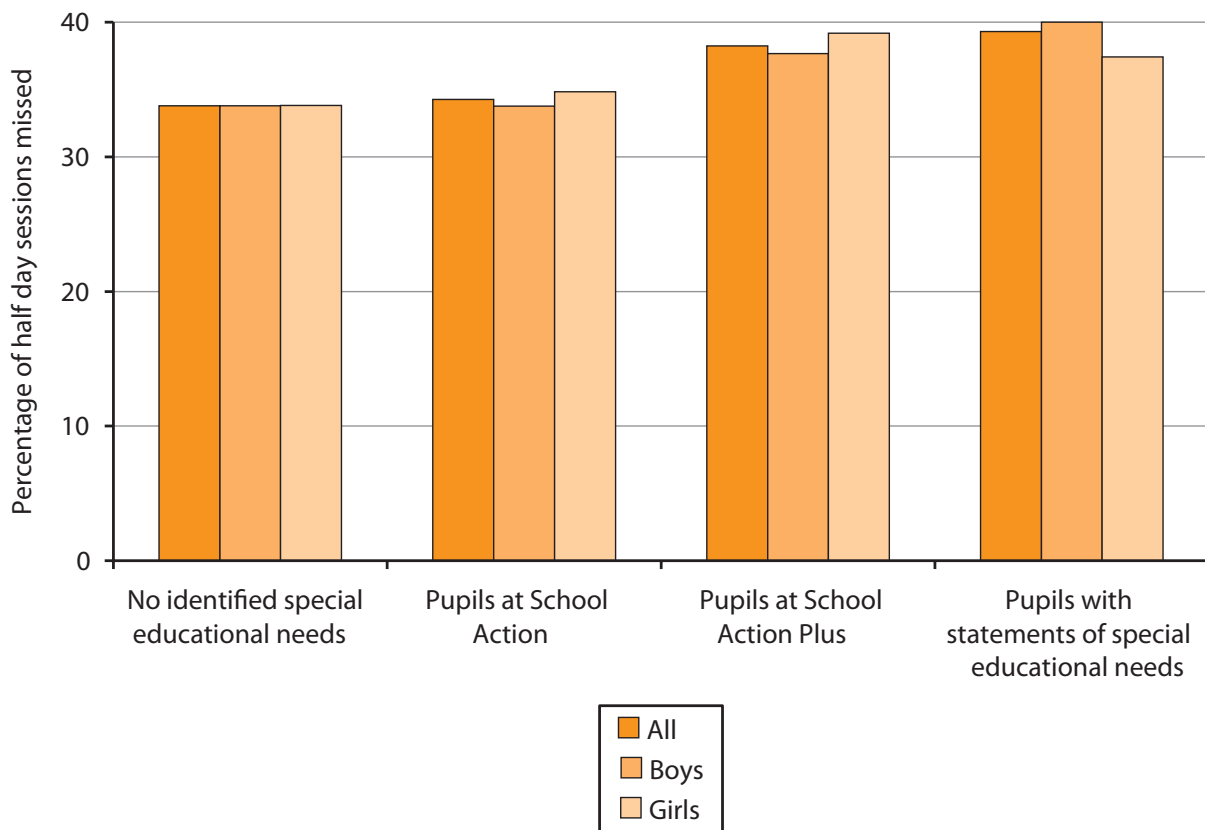
**Figure 6.3: Percentage of pupils enrolled in 2007/08 who were defined as persistent absentees, by primary need type**



For both provisions for special educational needs (School Action Plus and statements) pupils with speech, language and communication difficulties were least likely to be persistent absentees, while pupils with behavioural, emotional and social difficulties were most likely. Web based

Table 6.2 contains the data which was used to produce Figure 6.3. Caution should be used when interpreting the figures for multi-sensory impairments in both groups along with the figure for profound and multiple learning with statements, due to low numbers.

**Figure 6.4: Percentage of half day sessions missed by persistent absentees, in 2007/08 by provision for need and gender**



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

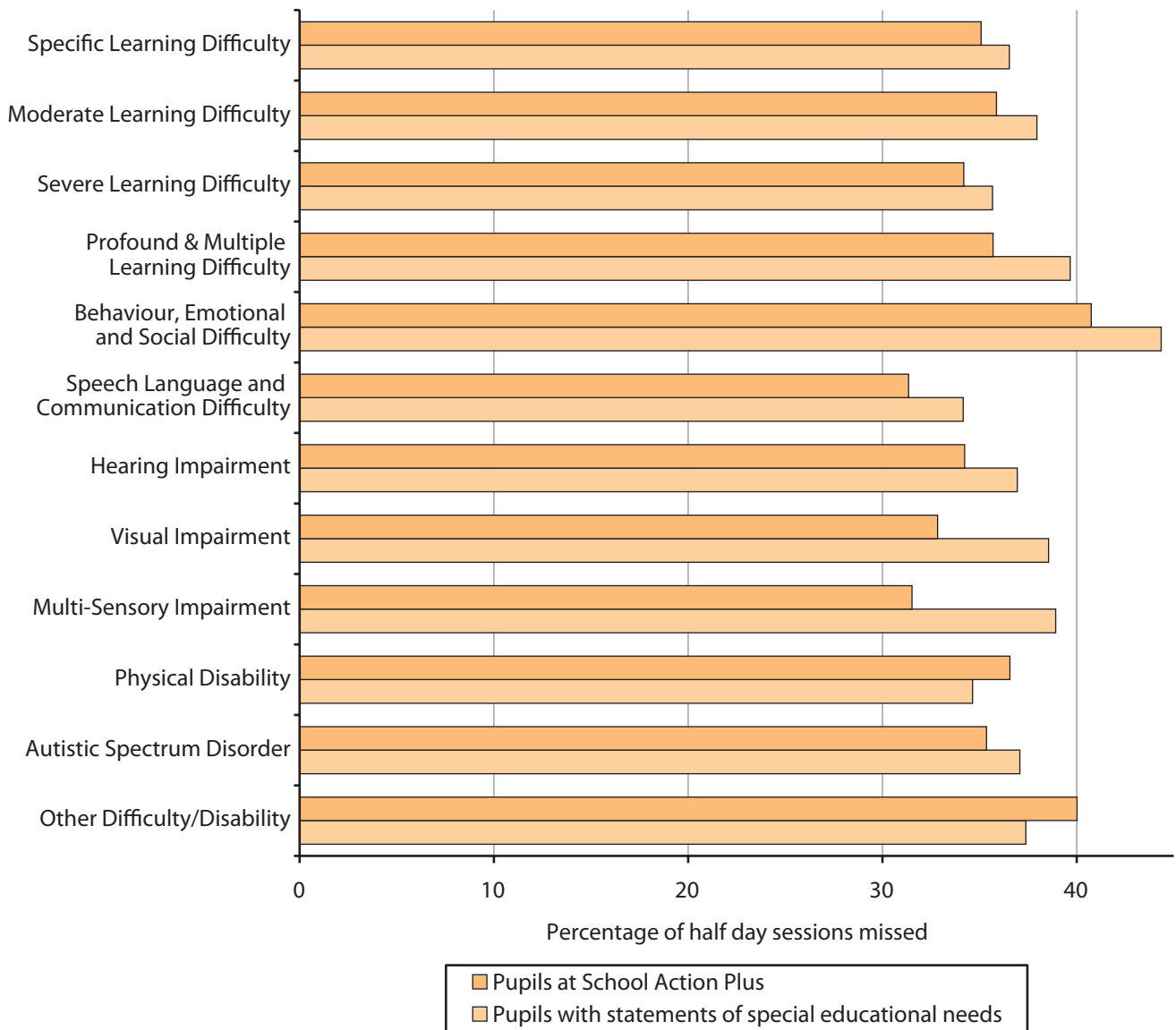
Figure 6.4 shows the percentage of half days missed at school by pupils at School Action, School Action Plus and with statements. On average, persistent absentees with statements of special educational needs missed 39.3 per cent of half day sessions in 2007/08, compared to 33.8 per cent for those without special educational needs. The figures for pupils at School Action and School Action Plus were 34.3 per cent and 38.2 per cent respectively. Web based Table 6.2 contains the data which was used to produce Figure 6.4.

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

Figure 6.5 shows the percentage of half days missed at school by primary types of special educational need for pupils at School Action Plus and for pupils with statements. Web based Table 6.2 contains the data which was used to produce Figure 6.5.

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 behavioural, emotional and social 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 with statements, due to low numbers.

**Figure 6.5: Percentage of half day sessions missed by persistent absentees, in 2007/08 by primary need type**

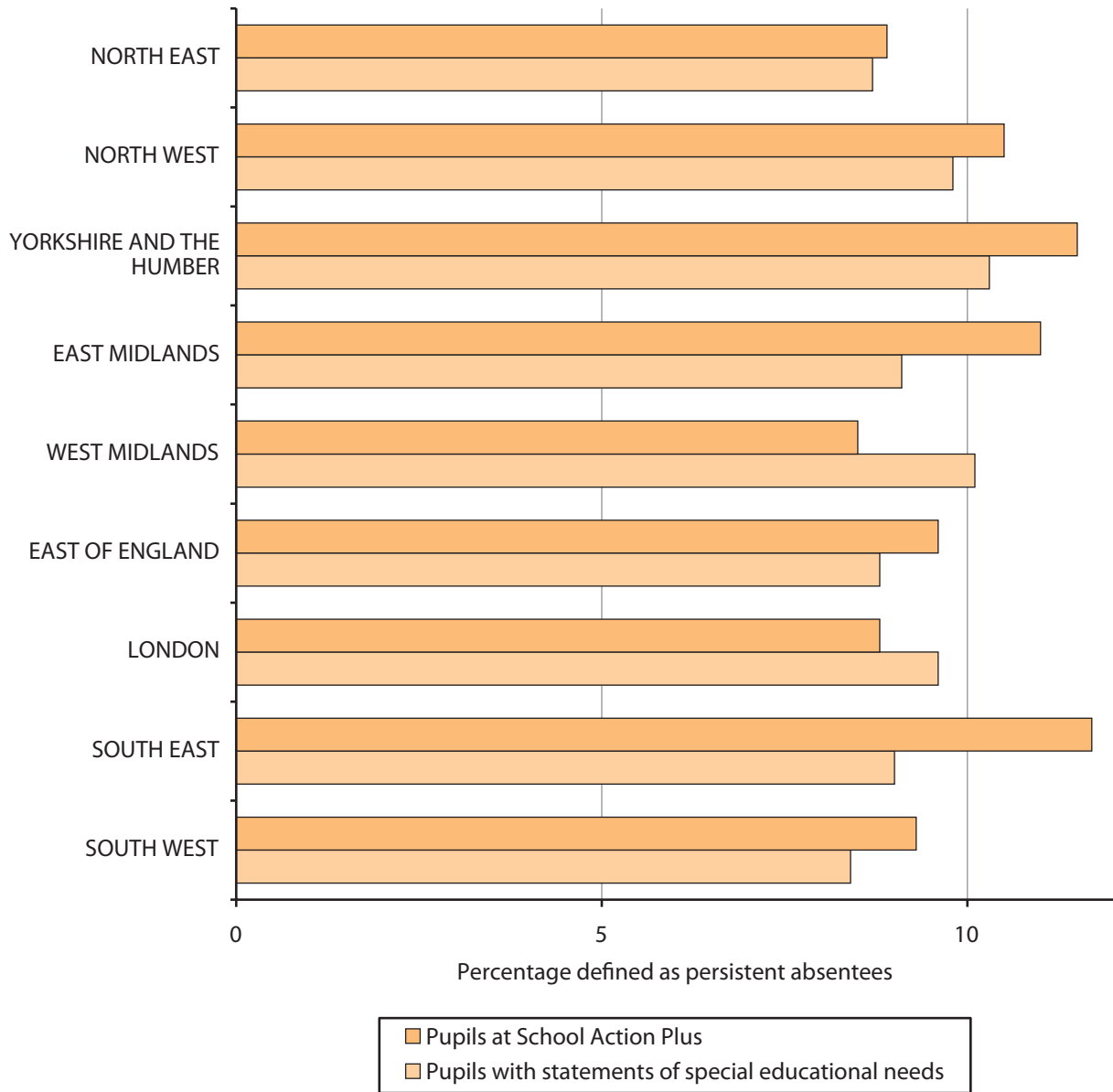


**Rate of authorised and unauthorised absence by persistent absentees**

Web based Table 6.2 shows that persistent absentees with statements of special educational needs missed more half days through authorised absence (26.5 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 (21.5 per cent, which accounted for approximately 64 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 16.9 per cent half days. This compared to 12.3 per cent of persistent absentees with no special educational needs. Web based Table 6.2 shows data on all the primary need groups.

**Figure 6.6: Percentage of pupils enrolled in 2007/08 who were defined as persistent absentees, by Government Office Region**



**Government Office Region results**

Figure 6.6 shows differences in the percentage of persistent absentees by Government Office Region for pupils at School Action Plus or with statements.

Pupils with statements of special educational needs were most likely to be persistent absentees if they went to school in Yorkshire and the Humber.

Pupils at School Action Plus were most likely to be persistent absentees if they went to school in the South East.

In general, pupils at School Action Plus were more likely to be persistent absentees than those with statements. However, the opposite rule applied for pupils who went to school in the West Midlands and London. Web based Table 6.3 shows Government Office Region and local authority figures.

## Exclusions from school in 2006/07

### Key findings from exclusions data

#### Temporary exclusions

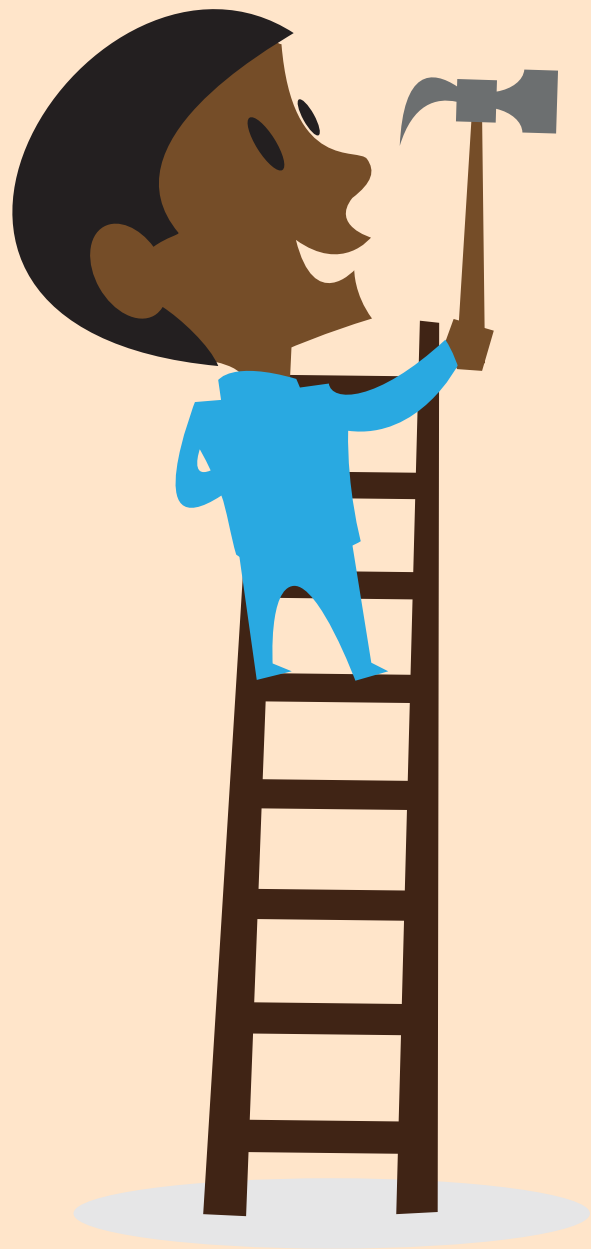
Pupils with special educational needs were more likely to be temporarily excluded from school than their peers. Pupils at School Action Plus were most likely to be excluded from school.

Boys were more likely to be temporarily excluded from school than girls.

Pupils with profound and multiple learning difficulties were least likely to be temporarily excluded from school. Pupils with behavioural, emotional and social difficulties were by far the most likely to be temporarily excluded.

#### Permanent exclusions

Pupils with behavioural, emotional and social difficulty were the most likely to be permanently excluded.



### Rate of fixed term exclusions

A fixed term (or temporary) 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.

Figure 6.7 shows the percentage of pupils who were temporarily excluded in 2006/07. It compares differences between boys and girls at School Action, School Action Plus and with statements. Web based Table 6.4 contains the data which was used to produce Figure 6.7.

This shows that 8.8 per cent of pupils with statements of special educational needs were temporarily excluded, compared to 12.1 per cent at School Action Plus, 5.7 per cent at School Action

and 1.8 per cent for pupils with no identified special educational needs.

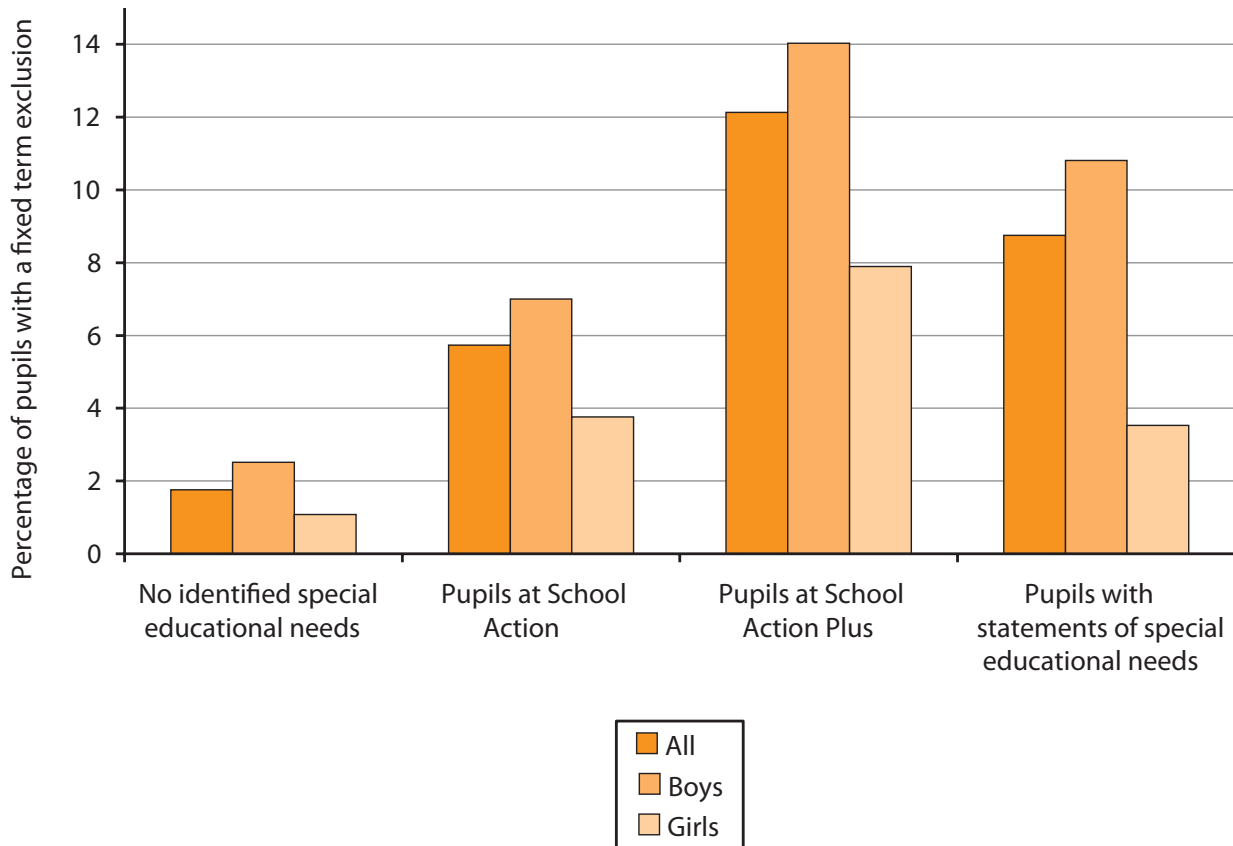
Figure 6.7 shows that boys were more likely to be temporarily excluded from school than girls regardless of their provision for need.

Boys with statements were three times more likely than girls to be temporarily excluded.

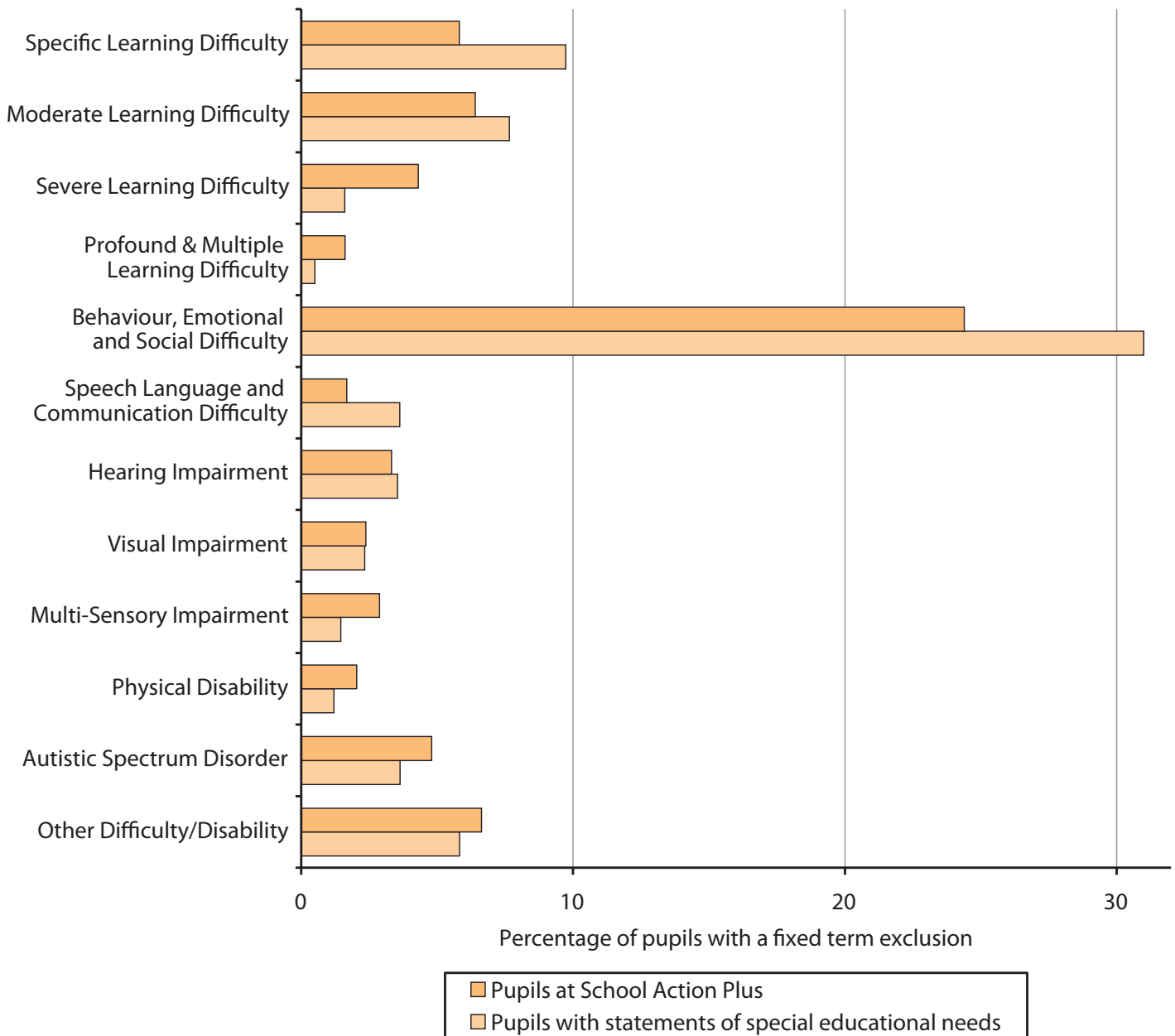
Boys at School Action Plus and School Action were nearly twice as likely as girls to be temporarily excluded.

Boys with no identified special educational needs were over twice as likely as girls to be temporarily excluded.

**Figure 6.7: Percentage of pupils with a fixed term exclusion in 2006/07, by provision for need and gender**



**Figure 6.8: Percentage of pupils with fixed term exclusions in 2006/07, by primary need type**



**Rate of fixed term exclusions by primary type of need**

Figure 6.8 shows the rate of fixed term (temporarily) exclusions by primary types of special educational need among pupils at School Action Plus and those with statements.

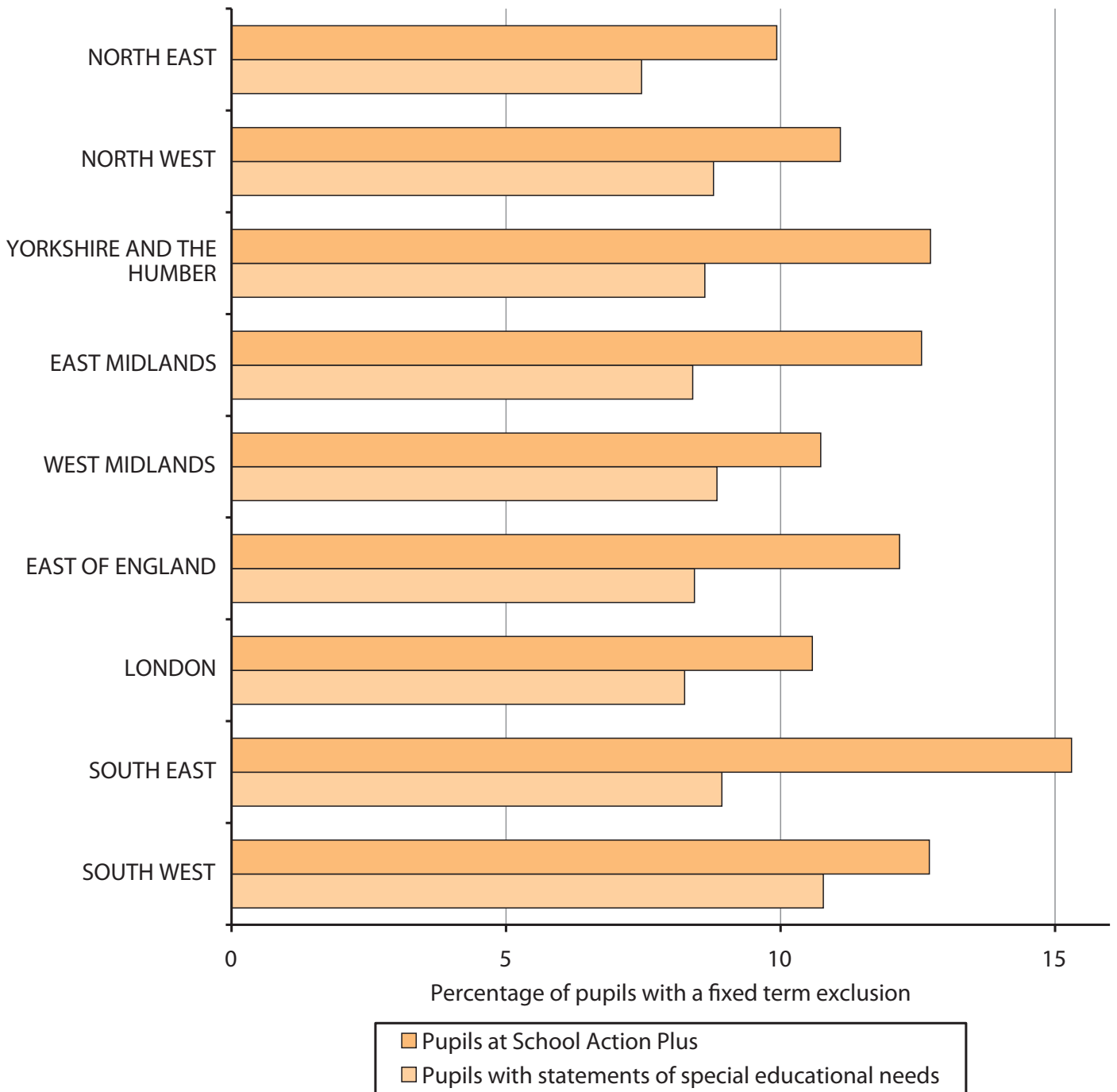
Pupils with profound and multiple learning difficulties were least likely to be temporarily excluded from school. Although caution should be used when interpreting this figure as well as the figure for multi-sensory impairment, due to low numbers.

Pupils with behavioural, emotional and social difficulties were by far the most likely to be temporarily excluded. Web based Table 6.4 shows data on all the primary need groups.

### Fixed term exclusions by Government Office Region

Figure 6.9 shows the proportion of fixed term exclusions by Government Office Region for pupils at School Action Plus or with statements.

**Figure 6.9: Percentage of pupils with fixed term exclusions in 2006/07, by provision for need by Government Office Region**





Of all the Government Office Regions, pupils with statements attending school in the North East were the least likely to be temporarily excluded from school. The South West had the highest proportion of pupils with statements that received a temporary exclusion.

The South East had the highest proportion of pupils at School Action Plus to be temporarily excluded.

In all the Government Office Regions, pupils at School Action Plus were more likely to be temporarily excluded than those with statements of special educational needs. Web based Table 6.5 shows Government Office Region and local authority figures.

### Rate of permanent exclusions

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

Figure 6.10 shows the percentage of pupils who were permanently excluded in 2006/07. It compares differences between boys and girls at School Action, School Action Plus and with statements. Web based Table 6.6 contains the data which was used to produce Figure 6.10.

This chart displays a very similar trend to that shown in Figure 6.7, which related to temporary exclusions. Compared to their peers, pupils with special educational needs were more likely to be permanently excluded. As with fixed term exclusions, pupils at School Action Plus were most likely to receive a permanent exclusion.

**Figure 6.10: Percentage of pupils with a permanent exclusion in 2006/07, by provision for need and gender**

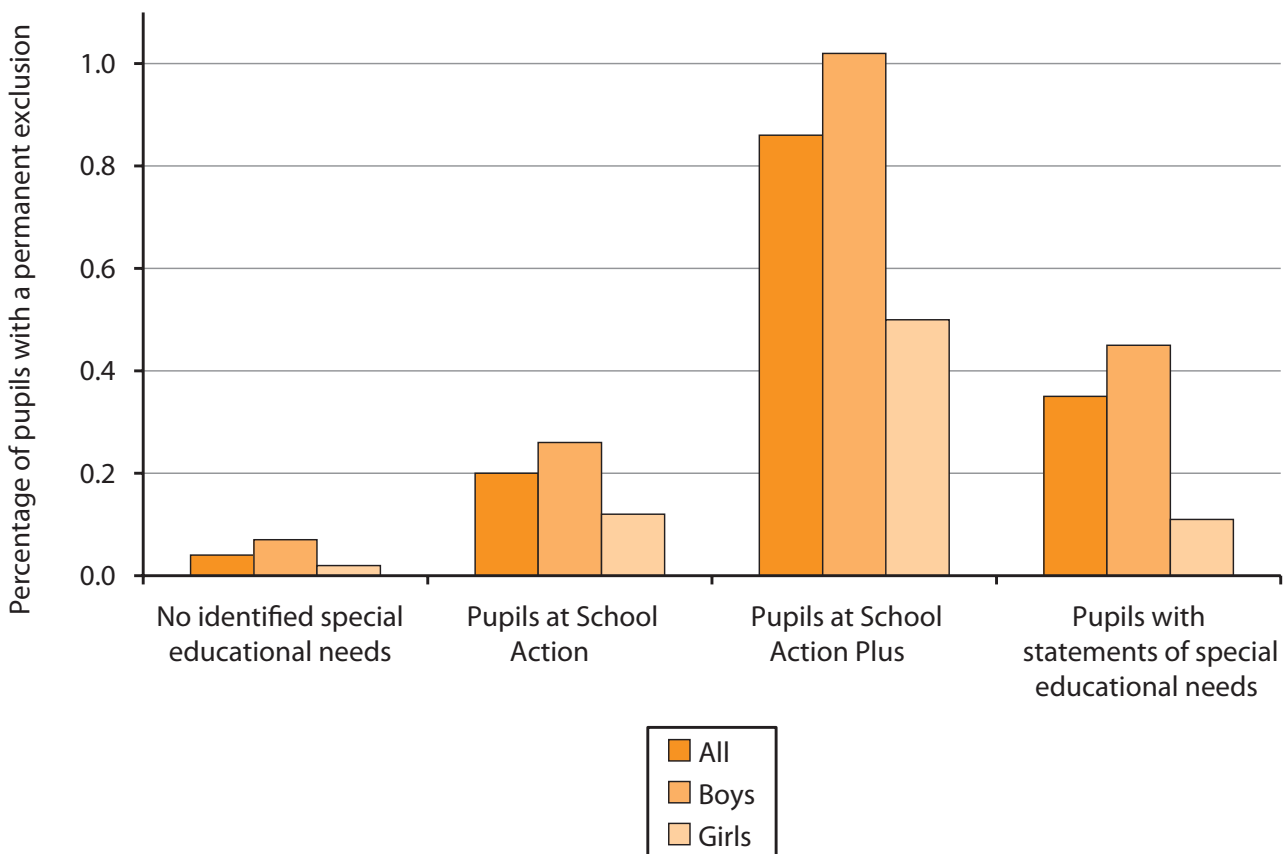


Figure 6.10 shows that boys with statements of special educational needs were four times more likely to be permanently excluded than girls.

Pupils with behavioural, emotional and social difficulty were the most likely to be permanently excluded. Web based Table 6.6 shows data on all the primary need groups. Web based Table 6.7 shows Government Office Region and local authority figures.

### Exclusions from school in 2007/08

Provision for need information on the number of pupils with special educational needs who were excluded from school in 2007/08 was published in July 2009 and can be found at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>.



## Chapter 7

# Tellus National Indicators: How do the views of pupils with a learning difficulty differ from all pupils?

This chapter looks at the views of pupils with a learning difficulty on several key areas and compares the results to those of all pupils.

### Key findings

Pupils with a learning difficulty compared to all pupils:

1. found it harder to have good relationships with friends and family,
2. were more likely to be bullied, and
3. were more likely to take illicit drugs, alcohol or volatile substances.



## Introduction

**Chapter 3** described the results shown by two of the Government's National Indicators which focus on the attainment of children with special educational needs. The National Indicator Set consists of 188 indicators the Government uses to monitor the performance of local authorities and local partnerships. The indicators measure the progress local authorities are making in areas the Government has prioritised.

Five National Indicators are supported by the Tellus Survey. The Tellus Survey is an annual self completion survey which collects pupils' views on their life, their school and local area. Pupils in years 6, 8 and 10 (pupils aged 10, 12 and 14 years respectively at the start of the academic year) complete the survey online at school and the data are published by Ofsted. More information on each of the Tellus National Indicators can be found in Data Annex 7.

The survey contains a question (see Data Annex 7 for full details) which asks the pupil if they have a learning difficulty. The question did not include a definition of what 'learning difficulties' meant and answers were therefore based on the pupil's understanding of the term. Pupils with a learning difficulty generally:

- tend not to achieve as well as those without special educational needs
- are more likely to have behavioural issues
- have perceived difficulties in understanding curriculum material
- are recognised as having special educational needs.

This chapter compares the five National Indicator values for all pupils and young people in 2008/09 with the scores for pupils who reported having a learning difficulty. The percentages actually refer to surveys completed in academic year 2007/08 but were reported for the financial year 2008/09.

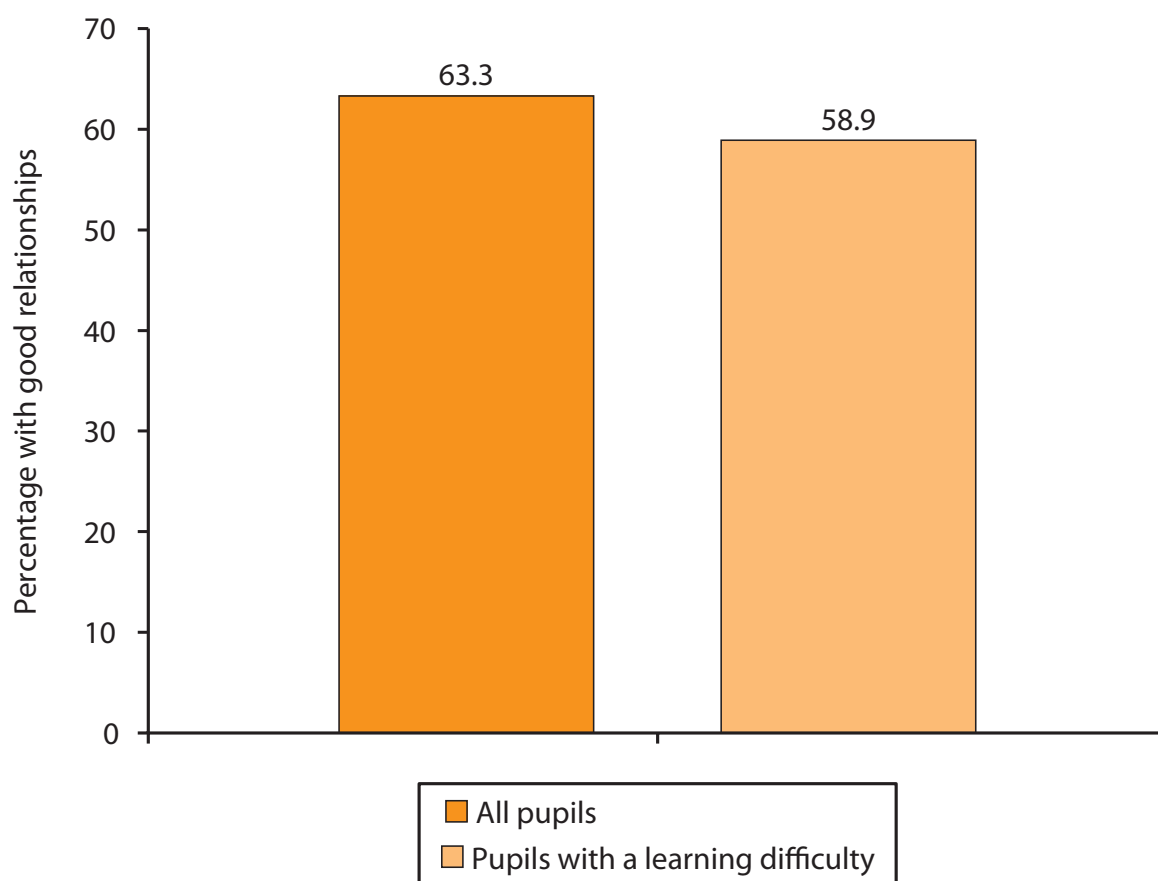
The five Tellus National Indicators are as follows:

1. National Indicator 50: Emotional health and well being
2. National Indicator 69: Percentage of pupils who have experienced bullying
3. National Indicator 110: More participation in positive activities
4. National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances
5. National Indicator 199: Satisfaction with parks and play areas

In the Tellus survey the pupils themselves stated whether they had a learning difficulty. This is different from the data used in the rest of this publication that relates to pupils with special educational needs, which schools and specialists identify. This means that special educational needs data is likely to be more reliable than data from the Tellus survey in terms of identifying pupils with a learning difficulty as the special educational needs condition is identified on the basis of professional judgement.

Approximately 99 per cent of all pupils taking part in the survey answered the question of having a learning difficulty. Of those that answered the question, 9 per cent answered 'yes', 81 per cent answered 'no' and 9 per cent answered 'don't know'. As the figure that answered with 'don't know' was quite large at 9 per cent, caution should be used when interpreting the National Indicator figures.

**Figure 7.1: Percentage of all pupils and pupils with a learning difficulty with good relationships, 2008/09**

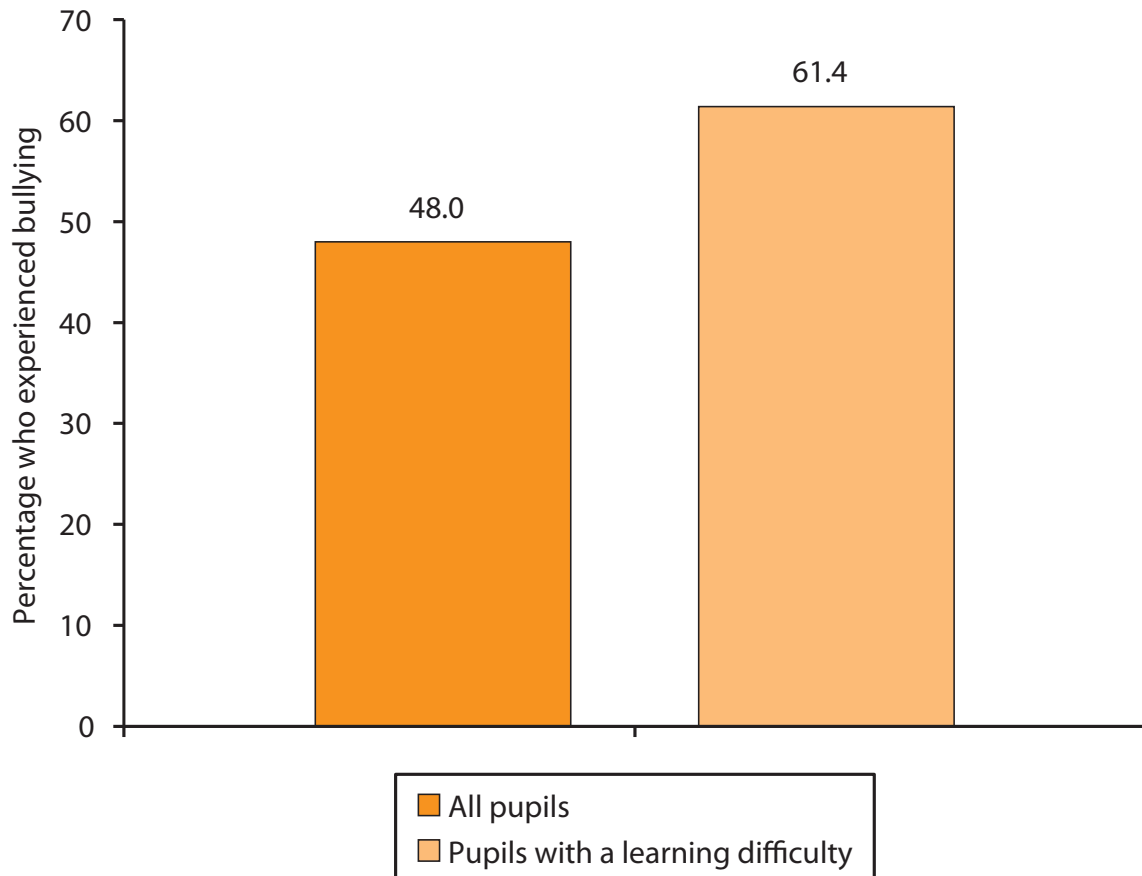


### **National Indicator 50: Emotional health and well being**

National Indicator 50 is measured by the percentage of pupils with good relationships with friends and family.

Figure 7.1 shows the 2008/09 National Indicator 50 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had 'good relationships' was 58.9 per cent compared to 63.3 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty found it harder to have good relationships with friends and family.

**Figure 7.2: Percentage of all pupils and pupils with a learning difficulty who had been bullied, 2008/09**

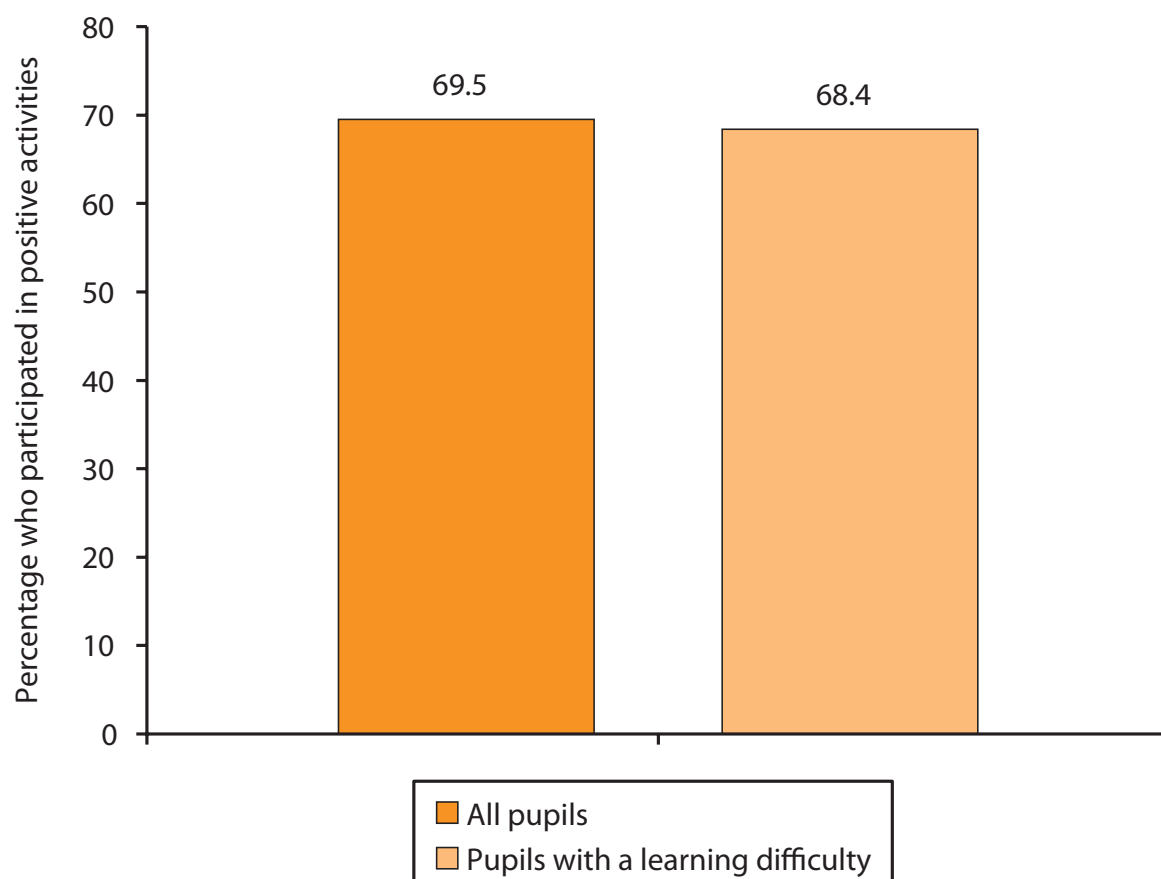


**National Indicator 69: Percentage of pupils who have experienced bullying**

National Indicator 69 is measured by the percentage of pupils who had been bullied.

Figure 7.2 shows the 2008/09 National Indicator 69 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had been bullied was 61.4 per cent compared to 48.0 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty were more likely to be bullied.

**Figure 7.3: Percentage of all pupils and pupils with a learning difficulty who had taken part in positive activities, 2008/09**

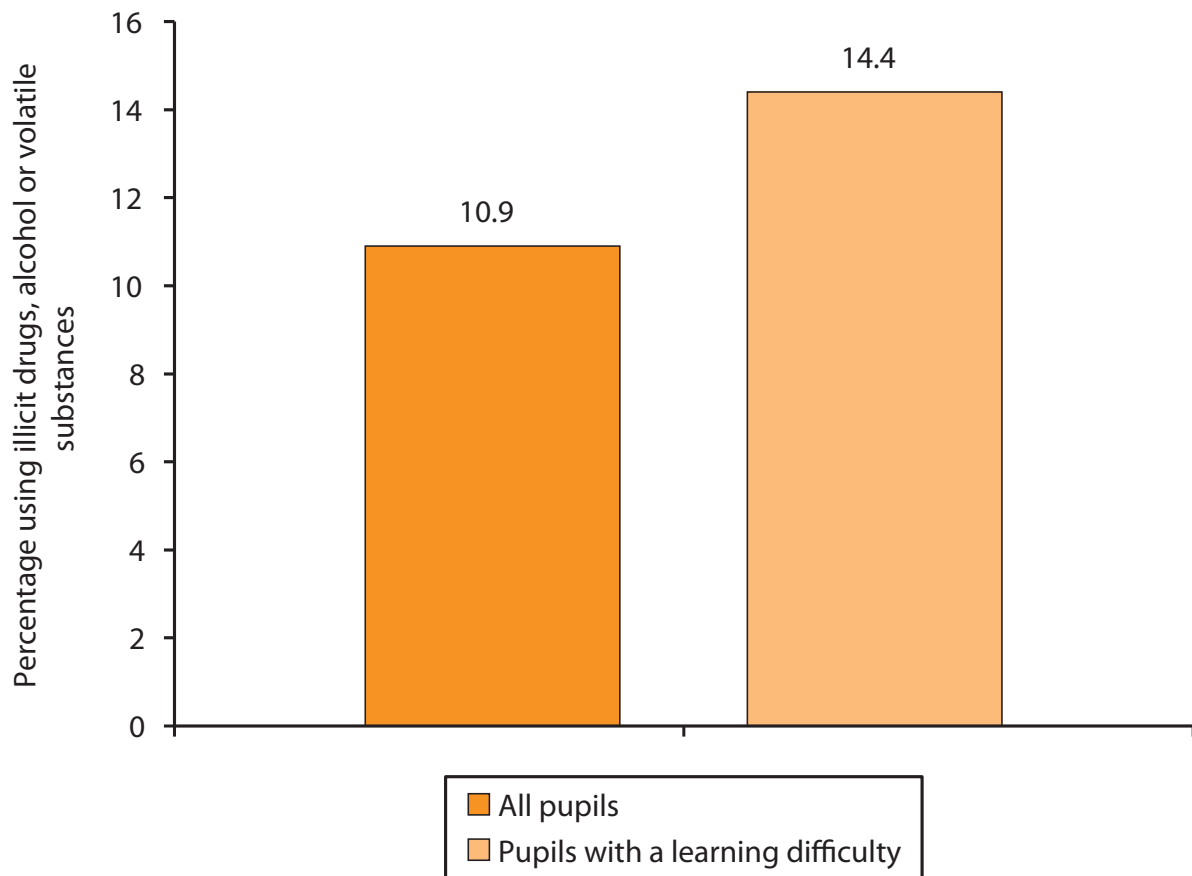


### **National Indicator 110: More participation in positive activities**

National Indicator 110 is measured by the percentage of pupils who had taken part in positive activities (in any group activity led by an adult outside school lessons).

Figure 7.3 shows the 2008/09 National Indicator 110 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who had taken part in positive activities was 68.4 per cent compared to 69.5 per cent of all pupils surveyed. This suggests that having a learning difficulty had very little difference on whether a child took part in positive activities.

**Figure 7.4: Percentage of all pupils and pupils with a learning difficulty using illicit drugs, alcohol or volatile substances, 2008/09**



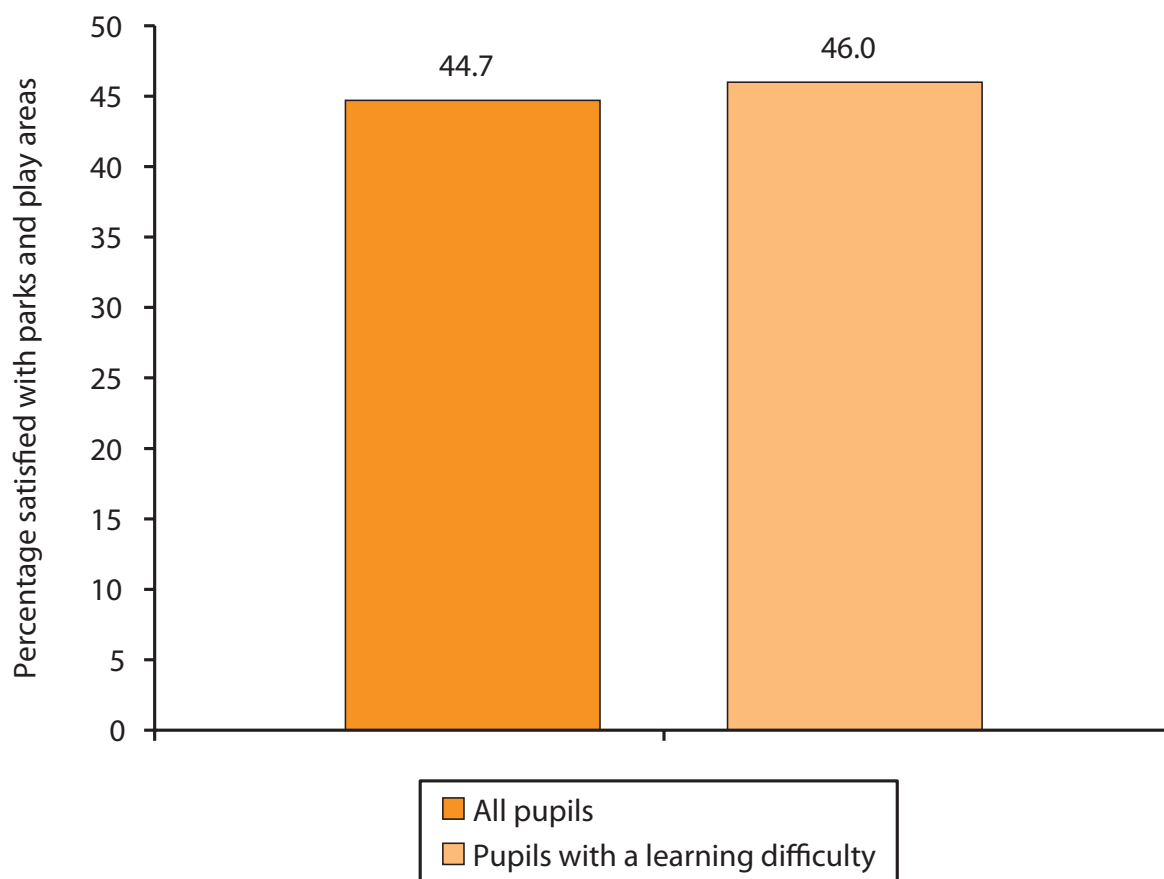
**National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances**

National Indicator 115 is measured by the percentage of pupils who used illicit drugs, alcohol or volatile substances. This included illegal drugs, alcohol and volatile substances such as glue, gas or solvents.

Figure 7.4 shows the 2008/09 National Indicator 115 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who used illicit drugs, alcohol or volatile substances was 14.4 per cent compared to 10.9 per cent of all pupils surveyed. This suggests that pupils with a learning difficulty were more likely to take an illicit substance.



**Figure 7.5: Percentage of all pupils and pupils with a learning difficulty who were happy with parks and play areas, 2008/09**



### **National Indicator 199: Satisfaction with parks and play areas**

National Indicator 199 is measured by the percentage of pupils who were happy with parks and play areas.

Figure 7.5 shows the 2008/09 National Indicator 199 results for all pupils and for pupils with a learning difficulty. This illustrates that the percentage of pupils with a learning difficulty who were happy with parks and play areas was 46.0 per cent compared to 44.7 per cent of all pupils surveyed. This suggests that having a learning difficulty made little difference as to whether a child was happy with parks and play areas.

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

Data for Tables 1.1 to 1.26 were taken from the DCSF Statistical First Releases (SFR) called '**Special Educational Needs in England: January 2008**' and '**Special Educational Needs in England: January 2009**' available at

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000794/index.shtml>

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000852/index.shtml>.

Tables 1.1 to 1.26 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 1.26 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 1.26 were the 2008 and 2009 School Censuses. Details on the School Census data collection can be found at

<http://www.teachernet.gov.uk/management/ims/datacollections/sc2009/>.

Table 1.27 contains data for pupils at the end of Key Stage 4 at maintained schools. Special educational need provision was recorded in January each year. All numbers which appear in Table 1.27 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 tables by a hyphen (-). Percentages were rounded to 1 decimal place 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.

The data source used in Table 1.27 was the National Pupil Database (NPD). 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.

The 27 tables referenced within chapter 1 are listed below. The tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

## Index of tables for Chapter 1

**Table 1.1:** Pupils with statements of special educational needs by type of school, 2005-2009

**Table 1.2:** Pupils with special educational needs without statements by type of school, 2005-2009

**Table 1.3:** State funded primary and secondary schools and all special schools: Number and percentage of pupils by type of need, 2008

**Table 1.4:** State funded primary and secondary schools and all special schools: Number and percentage of pupils by type of need, 2009

**Table 1.5:** State funded primary and secondary schools: Number of pupils with special educational needs by age and gender, 2008

**Table 1.6:** State funded primary and secondary schools: Number of pupils with special educational needs by age and gender, 2009

**Table 1.7:** Special schools: Number of pupils with special educational needs by age and gender, 2009

**Table 1.8:** Primary, secondary and special schools: Number of pupils with special educational needs by gender and primary type of need, 2008

**Table 1.9:** Primary, secondary and special schools: Number of pupils with special educational needs by gender and primary type of need, 2009

**Table 1.10:** Primary, secondary and special schools: Number of pupils with special educational needs at School Action Plus by age and primary type of need, 2008

**Table 1.11:** Primary, secondary and special schools: Number of pupils with statements of special educational needs by age and primary type of need, 2008

**Table 1.12:** Primary, secondary and special schools: Number of pupils at School Action Plus by age and primary type of need, 2009

**Table 1.13:** Primary, secondary and special schools: Number of pupils with statements of special educational needs by age and primary type of need, 2009

**Table 1.14:** Maintained primary schools: Number of pupils with special educational needs by ethnic group, 2008

**Table 1.15:** State funded secondary schools: Number of pupils with special educational needs by ethnic group, 2008

**Table 1.16:** Maintained primary schools: Number of pupils with special educational needs by ethnic group, 2009

**Table 1.17:** State funded secondary schools: Number of pupils with special educational needs by ethnic group, 2009

**Table 1.18:** Special schools: Number of pupils with special educational needs by ethnic group, 2009

**Table 1.19:** Primary, secondary and special schools: Number of pupils at School Action Plus by ethnic group and primary SEN need, 2008

**Table 1.20:** Primary, secondary and special schools: Number of pupils with statements of special educational needs by ethnic group and primary type of need, 2008

**Table 1.21:** Primary, secondary and special schools: Number of pupils at School Action Plus by ethnic group and primary type of need, 2009

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**Table 1.23:** State funded primary and secondary schools: Number and percentage of pupils known to be eligible for free school meals by special educational needs provision, 2008

**Table 1.24:** State funded primary and secondary schools: Number and percentage of pupils known to be eligible for free school meals by special educational needs provision, 2009

**Table 1.25:** Primary, secondary and special schools: Number of pupils with special educational needs by free school meal eligibility and primary type of need, 2008

**Table 1.26:** Primary, secondary and special schools: Number of pupils with special educational needs by free school meal eligibility and primary type of need, 2009

**Table 1.27:** Pupils at Key Stage 4 in 2008 by special educational needs provision in 2008 and previous special educational needs provision in years 2003 to 2007

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

The data 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) – see Data Annex 1 for more details.

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. Government Office Region 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 1 decimal place 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.

Further information on the attainment of pupils with special educational needs can be found in the DCSF Statistical First Release (SFR) called '**Attainment by Pupil Characteristics, in England 2007/08**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

The 18 tables referenced within Chapter 2 are listed below. The tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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**Table 2.1:** Key Stage 2 English attainment by special educational need provision and primary type of need, 2007 and 2008

**Table 2.2:** Key Stage 2 maths attainment by special educational need provision and primary type of need, 2007 and 2008

**Table 2.3:** Key Stage 2 science attainment by special educational need provision and primary type of need, 2007 and 2008

**Table 2.4:** Key Stage 2 English attainment by special educational need provision and primary type of need by gender, ethnic origin and free school meals

**Table 2.5:** Key Stage 2 maths attainment by special educational need provision and primary type of need by gender, ethnic origin and free school meals

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**Table 2.7:** Achievements at Key Stage 2 English level 4 and above, for local authorities, by special educational needs and gender

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**Table 2.9:** Achievements at Key Stage 2 science level 4 and above, for local authorities, by special educational needs and gender

**Table 2.10:** Achievements at Key Stage 2 English level 4 and above, for local authorities, by special educational need stage and primary type of need

**Table 2.11:** Achievements at Key Stage 2 maths level 4 and above, for Local Authorities, by special educational need stage and primary type of need

**Table 2.12:** Achievements at Key Stage 2 science level 4 and above, for local authorities, by special educational need stage and primary type of need

**Table 2.13:** Key Stage 4 attainment by special educational need provision and primary type of need

**Table 2.14:** Key Stage 4 attainment by special educational need provision and primary type of need by gender, ethnic origin and free school meals

**Table 2.15:** Achievements at GCSE and equivalents for pupils at the end of Key Stage 4, in maintained schools, by local authority and special educational needs

**Table 2.16:** Pupils with any passes at Key Stage 4, for local authorities, by special educational need and primary type of need

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**Table 2.18:** Pupils with five or more A\* to C grades including English and mathematics at Key Stage 4, for local authorities, by special educational need provision and primary type of need

## Data Annex III: National Indicators on special educational needs

National Indicators 104 and 105 are based on the academic year and include pupils within maintained schools (also included are academies along with maintained 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 1 for further details). Percentages within the tables were rounded to one decimal place. 'x' represents a suppressed value due to low numbers of pupils.

Further information and full definitions on National Indicators 104 and 105 can be found at <http://www.communities.gov.uk/publications/localgovernment/updatednidefinitions>.

The four tables referenced within Chapter 3 are listed below. The tables can be found in the accompanying web based spreadsheets on the publication webpage. All four tables have been taken from the DCSF Statistical First Release (SFR) called '**Attainment by Pupil Characteristics, in England 2007/08**' available at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

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**Table 3.1:** National Indicator 104: The special educational needs (SEN)/non-SEN gap – achieving Key Stage 2 English and maths threshold at national level, years 2006 to 2008

**Table 3.2:** National Indicator 104: The special educational needs/non-SEN gap – achieving Key Stage 2 English and maths threshold, by local authority and Government Office Region, years 2006 to 2008

**Table 3.3:** National Indicator 105: The special educational needs/non-SEN gap – achieving five A\* – C GCSE including English and maths at national level, years 2005 to 2008

**Table 3.4:** National Indicator 105: The special educational needs/non-SEN gap – achieving five A\* – C GCSE including English and maths, by local authority and Government Office Region, years 2005 to 2008

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

The data included in Chapter 4 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) – see Data Annex 1 for more details.

All numbers which appear in the data tables referenced in Chapter 4 were rounded to the nearest 100 if they were more than 1,000 and to the nearest 10 if they were not. Numbers from 1 to 5 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to 1 decimal place 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 seven tables referenced within Chapter 4 are listed below. The tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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**Table 4.1:** Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 English results by special educational needs provision in 2008

**Table 4.2:** Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 maths results by special educational needs provision in 2008

**Table 4.3:** Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 science results by special educational needs provision in 2008

**Table 4.4:** Pupils at Key Stage 2 English in 2008 by level of qualification, month of birth and special educational need provision in 2008

**Table 4.5:** Pupils at Key Stage 2 maths in 2008 by level of qualification, month of birth and special educational need provision in 2008

**Table 4.6:** Pupils at Key Stage 2 science in 2008 by level of qualification, month of birth and special educational need provision in 2008

**Table 4.7:** Pupils at Key Stage 4 in 2008 by level of qualification, month of birth and special educational need provision in 2008



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

The 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 years in 2008 (Provisional)**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/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 the data tables 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. Totals for the number of pupils with special educational needs without statement (pupils at School Action Plus, and with statements), included a very small number of missing values where the type of special educational need was unknown.

The three tables referenced within Chapter 5 are listed below. The tables can be found in the accompanying web based spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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**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 2008 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 2008 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 2008 cohort

## Data Annex VI: 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 Statistical First Releases (SFR) entitled '**Pupil Absence in Schools in England, including Pupil Characteristics: 2007/08**' and '**Permanent and Fixed Period Exclusions from Schools in England 2006/07 – Amended**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000832/index.shtml> <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000793/index.shtml>.

The tables contain data for pupils at a variety of different schools including maintained schools (including academies and City Technology Colleges) and non-maintained special schools. 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 was recorded in January each year. 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.

The data source used in the tables was the School Census. Details on the School Census data collection can be found at <http://www.teachernet.gov.uk/management/ims/datacollections/sc2009/>.

Some information on pupils with special educational needs who were excluded in 2007/08 can be found in Statistical First Releases (SFR) entitled '**Permanent and Fixed Period Exclusions from Schools in England 2007/08**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>.

The seven tables referenced within Chapter 6 are listed below. The tables can be found in the accompanying web based spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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**Table 6.1:** Absence rates by primary type of need for pupils at School Action Plus and with statements of SEN, 2007/08

**Table 6.2:** Persistent absentees by provision, and primary type of need and gender, 2007/08

**Table 6.3:** Persistent absentees at School Action, School Action Plus and with statements by local authority, 2007/08

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**Table 6.5:** Pupils at School Action, School Action Plus and with statements with fixed term exclusions by local authority, 2006/07

**Table 6.6:** Pupils with permanent exclusions by provision, primary type of need and gender, 2006/07

**Table 6.7:** Pupils at School Action, School Action Plus and with statements with permanent exclusions by local authority, 2006/07

## Data Annex VII: Tellus Data

Question 4a in the Tellus survey asks 'Do you have a learning difficulty?', to which there were three possible answers: 'yes', 'no' or 'don't know'. The five National Indicators were recalculated for the group of pupils who answered 'yes' to this question.

Pupils attending maintained schools, Pupil Referral Units, special schools, academies and city technology colleges were included in the survey.

National Indicator denominator (base) figures were determined from the Tellus3 survey but were weighted to estimate the population of pupils in school years 6, 8 and 10 nationally (pupils aged 10, 12 and 14 years respectively at the start of the academic year). Figures were weighted using data from the 2007 School Census. The base figures quoted for all pupils and pupils with a learning difficulty were rounded to the nearest 100. Table 7.1 below shows each of the National Indicator weighted denominator values. National Indicator percentages were rounded to one decimal place.

**Table 7.1**

National Indicator	School year groups National Indicator is based on	All pupils weighted base	Pupils with a learning difficulty weighted base
50	6, 8 and 10	1,522,900	129,200
69	6, 8 and 10	1,452,400	124,300
110	10	497,400	39,400
115	6, 8 and 10	1,547,200	135,500
199	6, 8 and 10	1,572,700	139,600

A brief definition of each of the five Tellus National Indicators is below. A more comprehensive set of definitions can be found at <http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators>.

### National Indicator 50: Emotional health and well being

National Indicator 50 is the percentage of pupils with good relationships. This was defined as the percentage of pupils in school years 6, 8 and 10 who answered 'true' to having one or more good friends **and** answered 'true' to at least two of the following three statements about being able to talk to their parents, friends or another adult:

1. When I'm worried about something I can talk to my mum or dad
2. When I'm worried about something I can talk to my friends
3. When I'm worried about something I can talk to an adult other than my mum or dad.

### **National Indicator 69: Percentage of pupils who have experienced bullying**

National Indicator 69 is the percentage of pupils who have been bullied. This was defined as the percentage of pupils in school years 6, 8 and 10 who answered 'true' to any one of the following:

1. Bullied once or more in the last year at school
2. Bullied once or more in the last year somewhere else (including on your journey to or from school)
3. Bullied once or more in the last four weeks at school
4. Bullied once or more in the last four weeks somewhere else (including on your journey to or from school)
5. Bullied about once a week at school
6. Bullied about once a week somewhere else (including on your journey to or from school)
7. Bullied most days at school
8. Bullied most days somewhere else (including on your journey to or from school).

### **National Indicator 110: More participation in positive activities**

National Indicator 110 is the percentage of pupils who take part in positive activities. This was defined as the percentage of pupils in school year 10 answering 'yes' to the question 'In the last four weeks, have you taken part in any group activity led by an adult outside school lessons (such as sports, arts or a youth group)?' **and/or** claiming they have taken part (in the last 4 weeks) at one or more of the following structured activities:

1. Sports club or class (where I've done sport not just watched it)
2. A youth club or youth group with organised activities run by adults
3. Art, craft, dance, drama, film/video-making group or class (not in school lessons)
4. Music group or lesson (not in school lessons)

### **National Indicator 115: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances**

National Indicator 115 was the percentage of pupils who used an illicit drug, alcohol or volatile substances. This was defined as the number of pupils in years 6, 8 and 10 that the Tellus3 survey estimates had either used drugs/dangerous substances and/or been drunk at least twice in the last 4 weeks or had used drugs/dangerous substances once and been drunk once from the local population.

## National Indicator 199: Satisfaction with parks and play areas

National Indicator 199 was the percentage of pupils who are happy with parks and play areas. This was defined as the number of pupils in the Tellus3 survey data (school years 6, 8 and 10) who reported that parks and play areas were very good or fairly good. There were six possible responses to this question:

1. Very good
2. Fairly good
3. Neither good nor poor
4. Fairly poor
5. Very poor
6. Don't know.

More detailed information about the Tellus3 survey can be found at

- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/TellUs3-National-Report>.
- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/2008-Tellus3-Children-and-young-people-survey/%28language%29/eng-GB>.
- <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000828/index.shtml>.
- <http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators>.

The last of the links above contains more detailed definitions for each of the five National Indicators, including a full worked example.

## Glossary

**City academy:** Publicly-funded independent school with private or voluntary sector sponsors. Intended to replace an existing secondary school or provide a new secondary school in disadvantaged urban areas.

**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.

**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 2 (KS2):** Key Stage 2 refers to the stage of the National Curriculum for pupils aged between 8 and 11 years. Pupils at Key Stage 2 generally sit their KS2 tests aged 11.

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

**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 college for technology of the arts, or academy).

**Maintained school:** A Government-funded school which provides education free of charge to pupils.

**National Indicator Set:** A set of 188 indicators that the Government uses to monitor the performance of local authorities and local partnerships.

**National Pupil Database (NPD):** The NPD is a continuous 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.

**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

### 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

**DCSF: 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. It is available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000852/index.shtml>.

**DCSF: 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.dcsf.gov.uk/rsgateway/DB/SFR/s000794/index.shtml>.

**DCSF: 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.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

**DCSF: 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.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>.



**Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 years in 2008 (Provisional)** – It provides provisional statistics on level 2 and 3 attainment by age 19. It is available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>.

**Pupil Absence in Schools in England, including Pupil Characteristics: 2007/08** – This Statistical First Release include 2007/08 data from England covering absence rates and the numbers and percentages of pupil enrolments classed as persistent absentees. This release is available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000832/index.shtml>.

**Permanent and Fixed Period Exclusions from Schools in England 2006/07 – Amended** – This Statistical First Release includes statistics on permanent and fixed period exclusions from schools in England in 2006/07. It is available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000793/index.shtml>.

**Permanent and Fixed Period Exclusions from Schools in England 2007/08** – This Statistical First Release provides information about exclusions from schools and exclusion appeals in England during 2007/08. It reports national trends in the number of permanent and fixed period exclusions together with information on the characteristics of excluded pupils such as age, gender, ethnicity, free school meal eligibility, and special educational needs as well as the reasons for exclusion. This release is available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>.

**National Indicators for Local Authorities and Local Authority Partnerships: Handbook of Definitions** – This publication provides a comprehensive set of definitions of all the national indicators including the Tellus3 national indicators. This publication is available at <http://www.communities.gov.uk/publications/localgovernment/finalnationalindicators>.

**Tellus3 national report** – This Tellus3 national report is available at <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/TellUs3-National-Report>.

**2008 Tellus3: Children and young people survey** – This is a technical report which explains the most recent online survey of children and young people undertaken by Ofsted and the methodology used to interpret it. It is available at <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/2008-Tellus3-Children-and-young-people-survey/%28language%29/eng-GB>.

**DCSF Local Authority Measures for National Indicators supported by the Tellus3 Survey** – This document reports local authority, Government Office Region and national performance statistics for the five National Indicators supported by the Tellus Survey. It is available at <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000828/index.shtml>.



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