



Department  
for Education

# **Special educational needs: an analysis and summary of data sources**

**November 2015**

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## Feedback:

We have changed the way this publication looks to make it more accessible and more timely.

We welcome feedback on any aspect of the publication at: [SEN.Statistics@education.gsi.gov.uk](mailto:SEN.Statistics@education.gsi.gov.uk).

## Introduction

This document provides a combination of analysis and links to the key data sources on children and young people with special educational needs (SEN). We have revised the format to make it easier to access the data directly and will update the document twice a year to improve the timeliness of the information. In previous years the document was updated annually, with some of the information quickly becoming out of date.

You may also wish to use this publication alongside benchmarking data tools, such as the Local Authority Interactive Tool (LAIT) and LG Inform. Further details are provided on page 15.

The table below lists the topics included in this publication with a link to the source data and whether time series and LA level data is available. Commentary on the data trends can be found by clicking on the link in the publication title column.

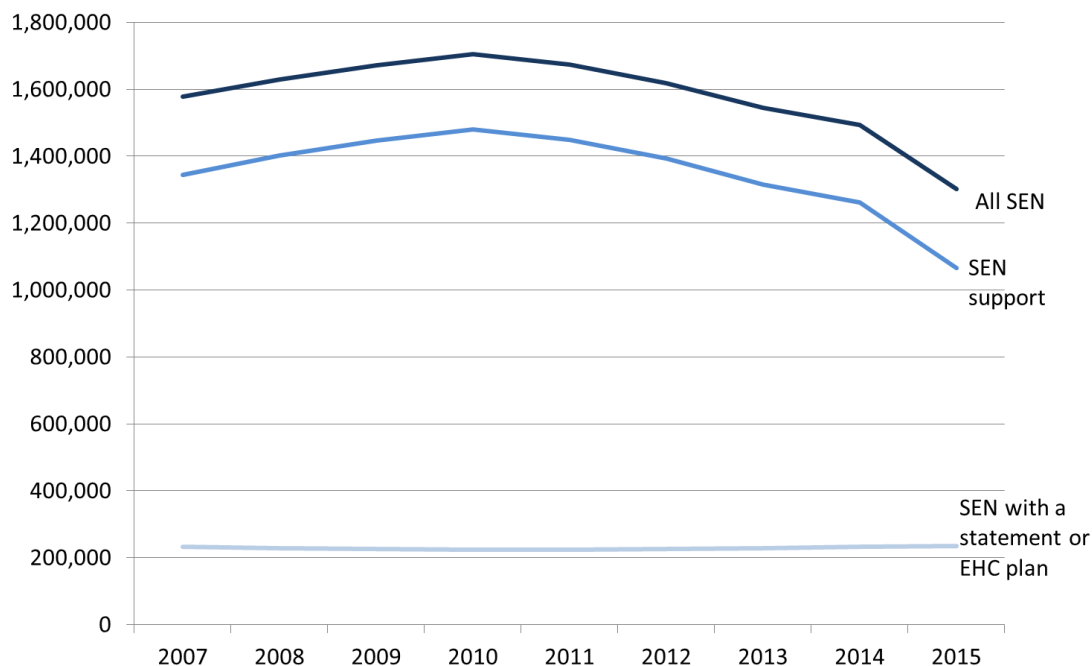
Topic	Publication title link	Time series data available?	LA level data by SEN available?	When next published and how often updated
Prevalence and characteristics	<a href="#">‘Special educational needs in England: January 2015’</a>	Yes	Yes	July 2016, annual
Early years Foundation Stage profile (EYFSP)	<a href="#">‘EYFSP attainment by pupil characteristics: 2013 to 2014’</a>	Yes	Yes	November 2015, annual
Phonics screening check and Key Stage 1 attainment	<a href="#">‘Phonics screening check and key stage 1 assessments: England 2015’</a>	Yes	Yes	September 2016, annual
Key Stage 2 attainment	<a href="#">‘National curriculum assessments at key stage 2, 2014 (revised)’</a>	Yes	Yes	December 2015, annual
Key Stage 4 attainment	<a href="#">‘GCSE and equivalent attainment by pupil characteristics: 2014’</a>	Yes	Yes	January 2016, annual
Attainment by age 19	<a href="#">‘Level 2 and 3 attainment by young people aged 19 in 2014’</a>	Yes	Yes	March 2016, annual
Post-16 participation	<a href="#">‘Participation in education and training: local authority figures’</a>	Yes	Yes	March 2016, 3 times a year
Destinations measures	<a href="#">‘Destinations of key stage 4 and key stage 5 pupils: 2013 to 2014’</a>	Yes	Yes	January 2016, annual
Absence	<a href="#">‘Pupil absence in schools in England: 2013 to 2014’</a>	Yes	No	June 2016, annual

Topic	Publication title link	Time series data available?	LA level data by SEN available?	When next published and how often updated
Exclusions	<a href="#">‘Permanent and fixed-period exclusions in England: 2013 to 2014’</a>	Yes	No	July 2016, annual
Timeliness of issuing statements and EHC plans	<a href="#">‘Statements of SEN and EHC plans: England 2015’</a>	Yes	Yes	May 2016, annual
Appeals registered with the SEND tribunal	<a href="#">‘Tribunals statistics’</a>	Yes	Yes	December 2015, quarterly

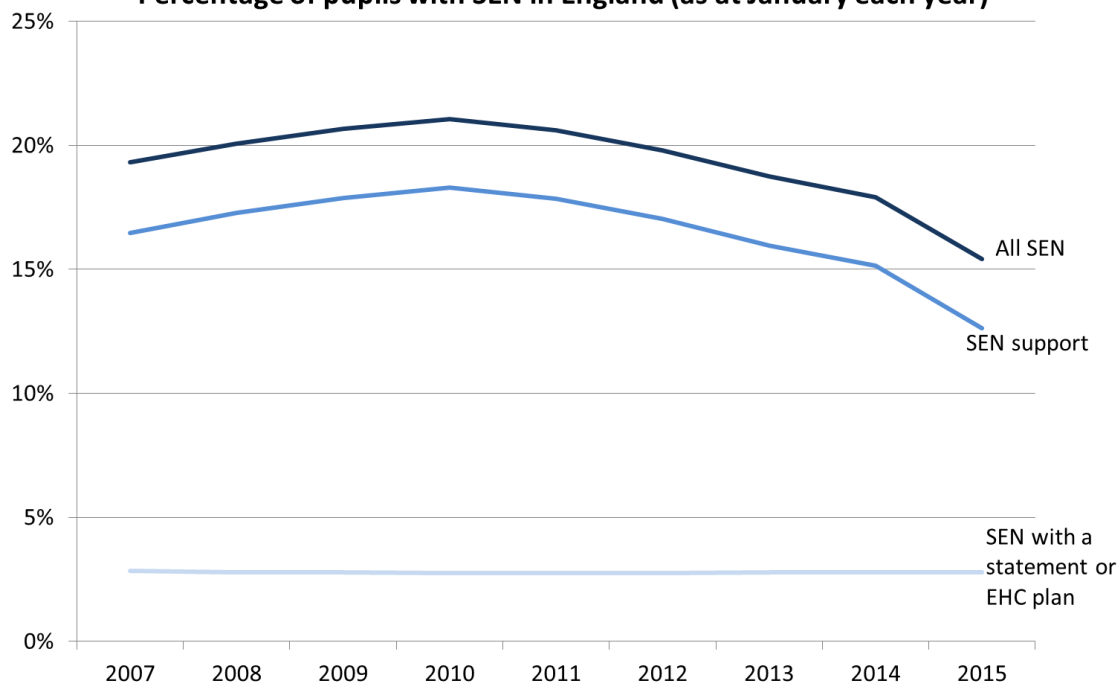
# Prevalence and characteristics

## Key trends

Number of pupils with SEN in England (as at January each year)



Percentage of pupils with SEN in England (as at January each year)



There has been a decline in the proportion with SEN since 2010 when 21.1% of pupils had SEN. In January 2015 there was a steeper drop and the number of pupils with SEN decreased from 1.49 million pupils (17.9%) in January 2014 to 1.30 million pupils (15.4%).

In 2015 the proportion of pupils with SEN without a statement/ Education, Health and Care (EHC) plan fell. This may be due to more accurate identification of those with SEN following implementation of the SEN and disability system reforms. The proportion with a statement or EHC plan shows no change.

## Pupils with SEN are currently categorised as follows:

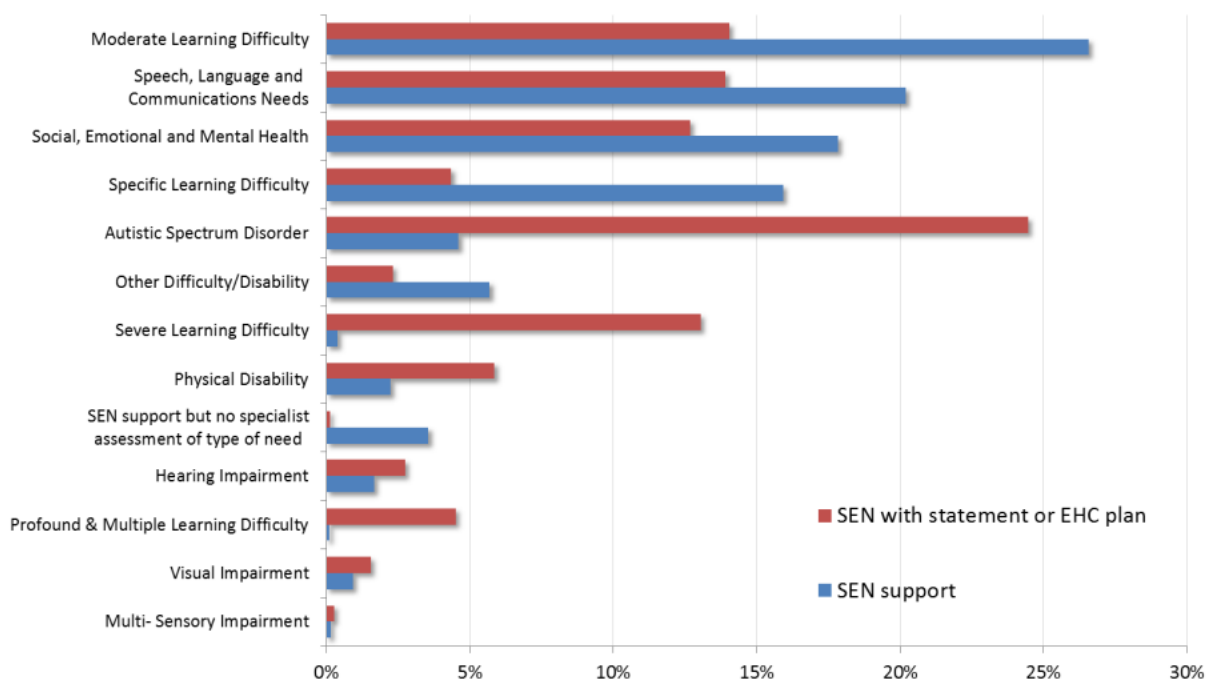
**SEN support:** Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category replaces the former 'School Action' and 'School Action Plus' categories.

**Statement/ Education, Health and Care (EHC) plan:** A pupil has a statement of SEN or an EHC plan when a local authority issued one following a formal assessment. This document sets out the child's needs and the extra help they should receive.

Transferring children with statements to EHC plans will be phased and timescales set out in [Transition to the new 0 to 25 special educational needs and disability system: Departmental advice for local authorities and their partners \(March 2015\)](#).

## Type of need

### Percentage of pupils by primary type of need and SEN provision, January 2015



Source: School Census

Moderate learning difficulty was the most common type of need, 23.8% of pupils with a primary need recorded in January 2015 had this type of need.

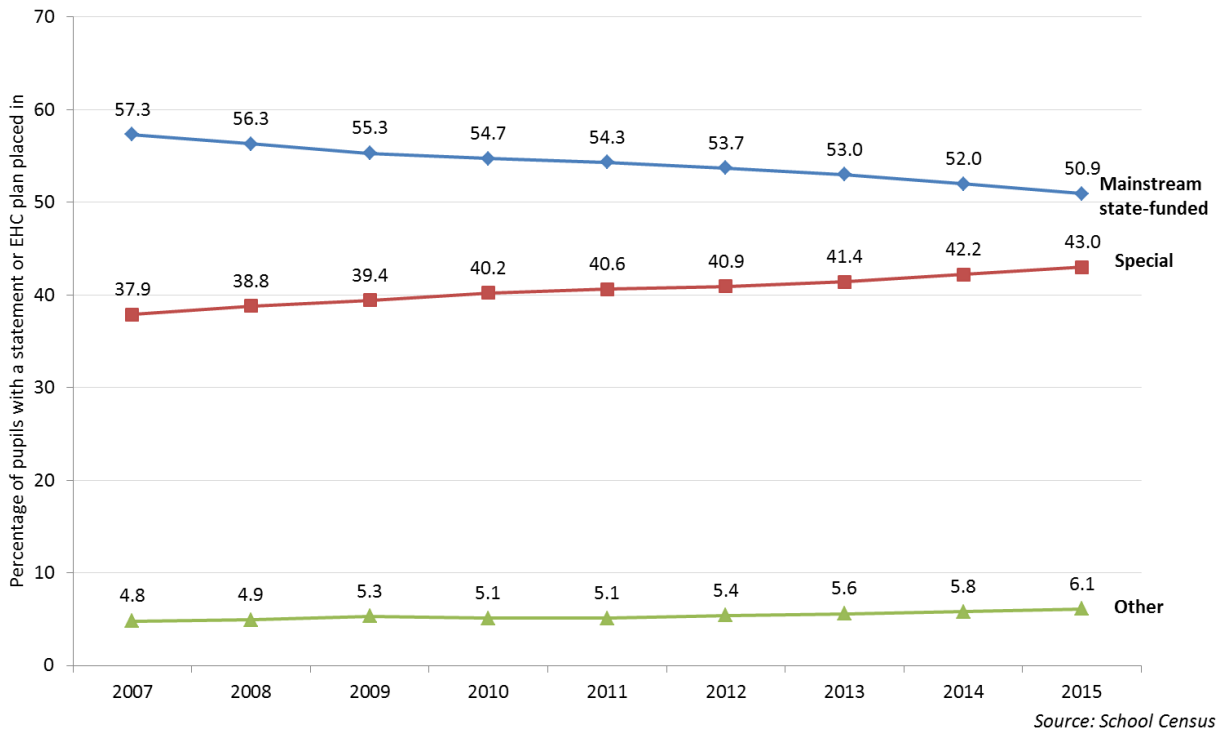
Autistic spectrum disorder was the most common need for those with a statement or EHC plan, 24.5% of pupils with a statement or EHC plan in January 2015 had their primary need recorded as this type.

## Characteristics

SEN is more prevalent in boys - across all age groups and within state-funded primary, state-funded secondary and special schools 16.0% of boys are SEN support compared to 9.2% of girls. Older age groups are more likely to have a statement of SEN/ EHC plan. Pupils with SEN are more than twice as likely to be eligible for free school meals than those without SEN (28.2% compared to 12.8%).

## School types

Percentage of pupils with a statement or EHC plan by placement, January 2015



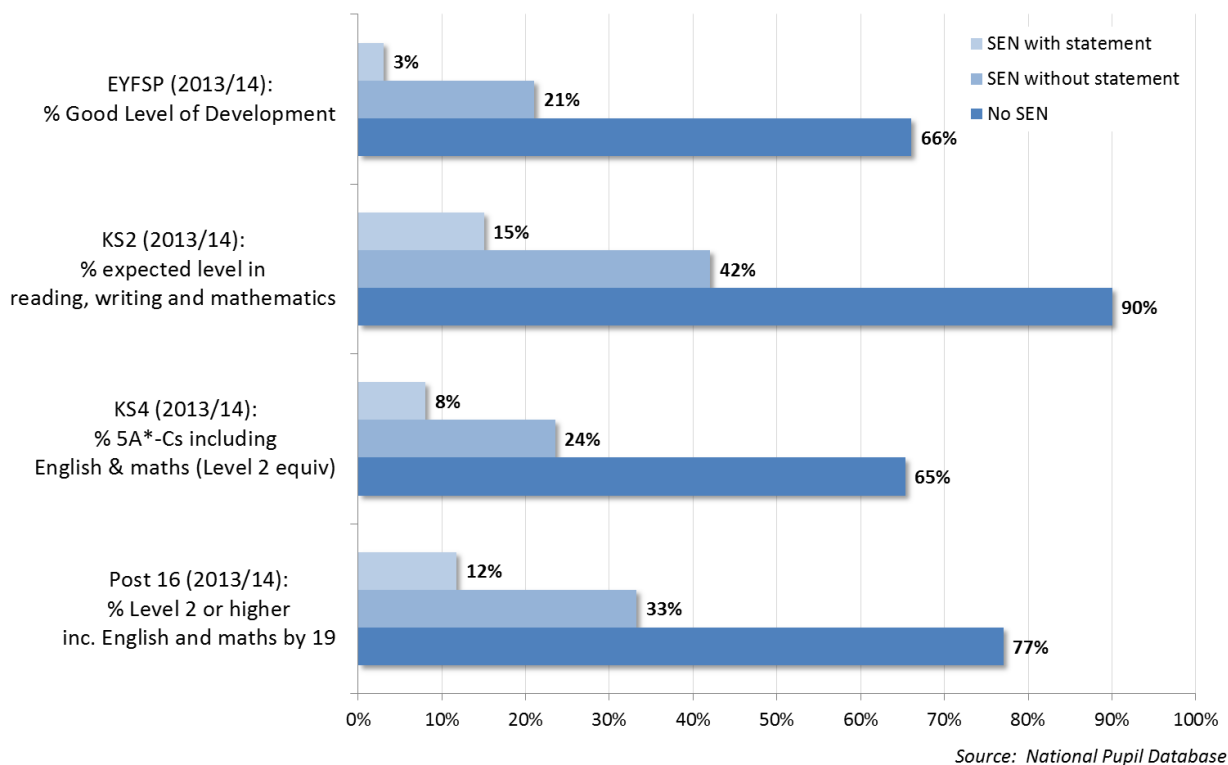
The percentage of pupils with a statement or EHC plan who are placed in special schools has been increasing in recent years.

More information on prevalence and characteristics can be found in the following publication:

[‘Special educational needs in England: January 2015’](#)

# Attainment

Percentage of pupils achieving expected level at different Key Stages, by SEN provision (2013/14)



## Early Years Foundation Stage Profile (EYFSP)

19% of pupils with SEN achieved a good level of development in 2013/14; this is 47 percentage points lower than pupils without SEN (66%).

## Phonics screening check

The attainment gap in 2014/15 was 44 percentage points with 39% of pupils with SEN meeting the required standard compared to 83% of pupils with no SEN.

## Key Stage 1

Pupils with SEN performed significantly worse than pupils without SEN in 2014/15 and the attainment gap has widened in some subjects (mathematics and science). The gap is largest in writing (44 percentage points), and smallest in mathematics (31 percentage points).

## Key Stage 2

38% of pupils with SEN achieved the expected level in reading, writing and mathematics in 2013/14 compared to 90% of those with no SEN.

## Key Stage 4

In 2013/14, 20.5% of pupils with SEN achieved 5+ GCSEs at A\*-C or equivalent including English and mathematics, 44.8 percentage points lower than those with no SEN (65.3%). Note that due to reforms introduced in 2014 data is not comparable to earlier years.

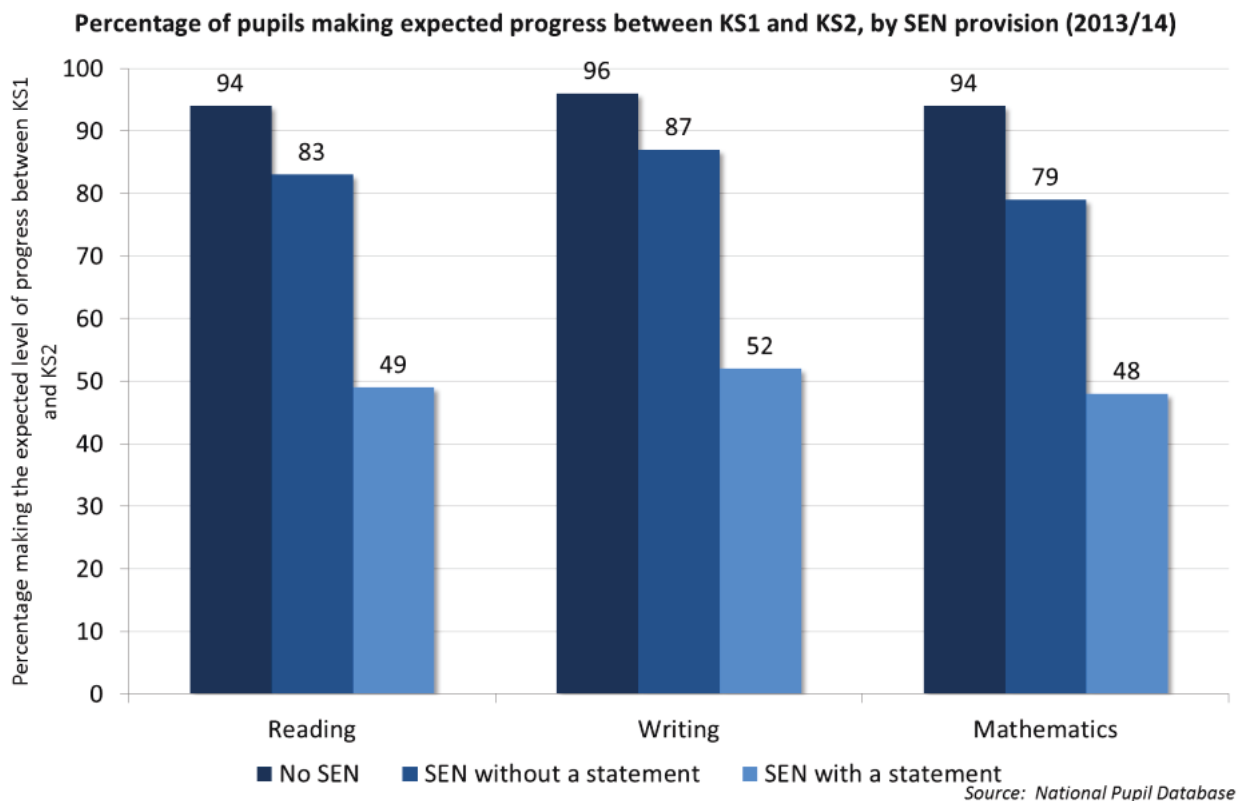
## Post-16 – attainment by age 19

30.8% of pupils with SEN achieved 5+ A\*-C including English and mathematics by age 19 in 2013/14, which is 46.2 percentage points lower than pupils without SEN (77.0%).



# Progression

## Key Stage 1 to Key Stage 2 progression

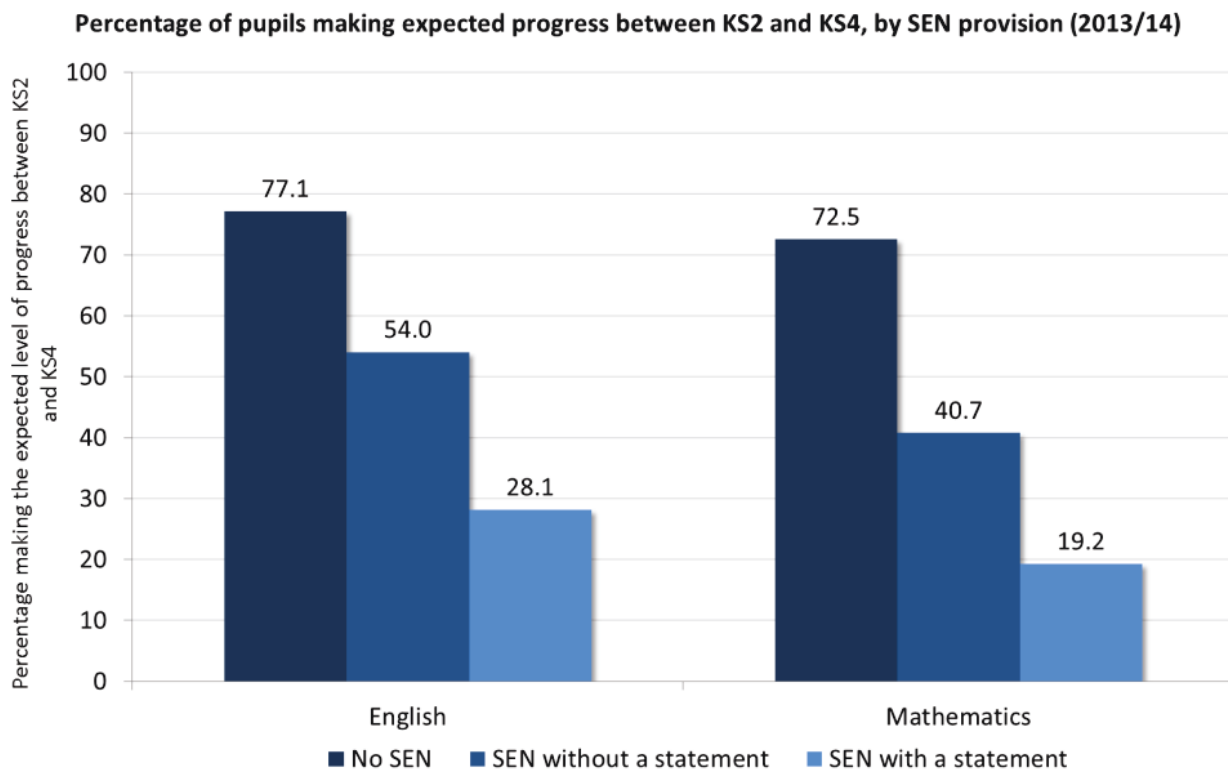


Pupils with SEN were most likely to make the expected progress in writing, then reading and then mathematics.

For writing the gap between those with SEN without a statement and those with no SEN was 9 percentage points, for those with a statement the gap was 44 percentage points. These gaps were larger for both reading and mathematics.

Pupils with hearing impairments were the most likely to make the expected progress (84% in reading, 85% in writing and 82% in mathematics). Those with profound and multiple learning difficulties were least likely to make the expected progress (7% in all three subjects).

## Key Stage 2 to Key Stage 4 progression



Source: National Pupil Database

Pupils with SEN were more likely to make the expected progress in English than mathematics, whereas for those with no SEN the opposite was true.

For English the gap between those with no SEN and those with SEN without a statement was 23.1 percentage points; and for those with a statement was 49.0 percentage points.

For mathematics the gap between those with no SEN and those with SEN without a statement was 31.8 percentage points; and for those with a statement was 53.3 percentage points.

Pupils with visual impairments were the most likely to make the expected progress in English (61.2%) and those with hearing impairments were more likely to make the expected progress in mathematics (53.1%). Those with profound and multiple learning difficulties were least likely to make the expected progress in English (1.9%) and those with severe learning difficulties were least likely to make the expected progress in mathematics (1.7%).

### More information on attainment and progression can be found in the following publications:

[‘EYFSP attainment by pupil characteristics: 2013 to 2014’](#)

[‘Phonics screening check and key stage 1 assessments: England 2015’](#)

[‘National curriculum assessments at key stage 2, 2014 \(revised\)’](#)

[‘GCSE and equivalent attainment by pupil characteristics: 2014’](#)

[‘Level 2 and 3 attainment by young people aged 19 in 2014’.](#)

# Post-16 participation and destinations

## Participation at 16 and 17 years old

84.8% of 16/17 year olds with SEND were in education and training in June 2015, this is 4.9 percentage points lower than those without SEND (89.7%).

## Destinations

**After Key Stage 4 - Young people at the end of compulsory schooling:** 88% of pupils with a statement were in a sustained education destination compared to 82% of pupils with SEN without statements and 92% of those without SEN (2013/14 destinations).

**After Key Stage 5 - Young people who took A levels/level 3 qualifications:** 49% of pupils with SEN in schools progressed to Higher Education compared to 59% of those without SEN. 34% of those with Learning Difficulty or Disability (LDD) in colleges progressed to Higher Education compared to 40% of those without LDD (2013/14 destinations).

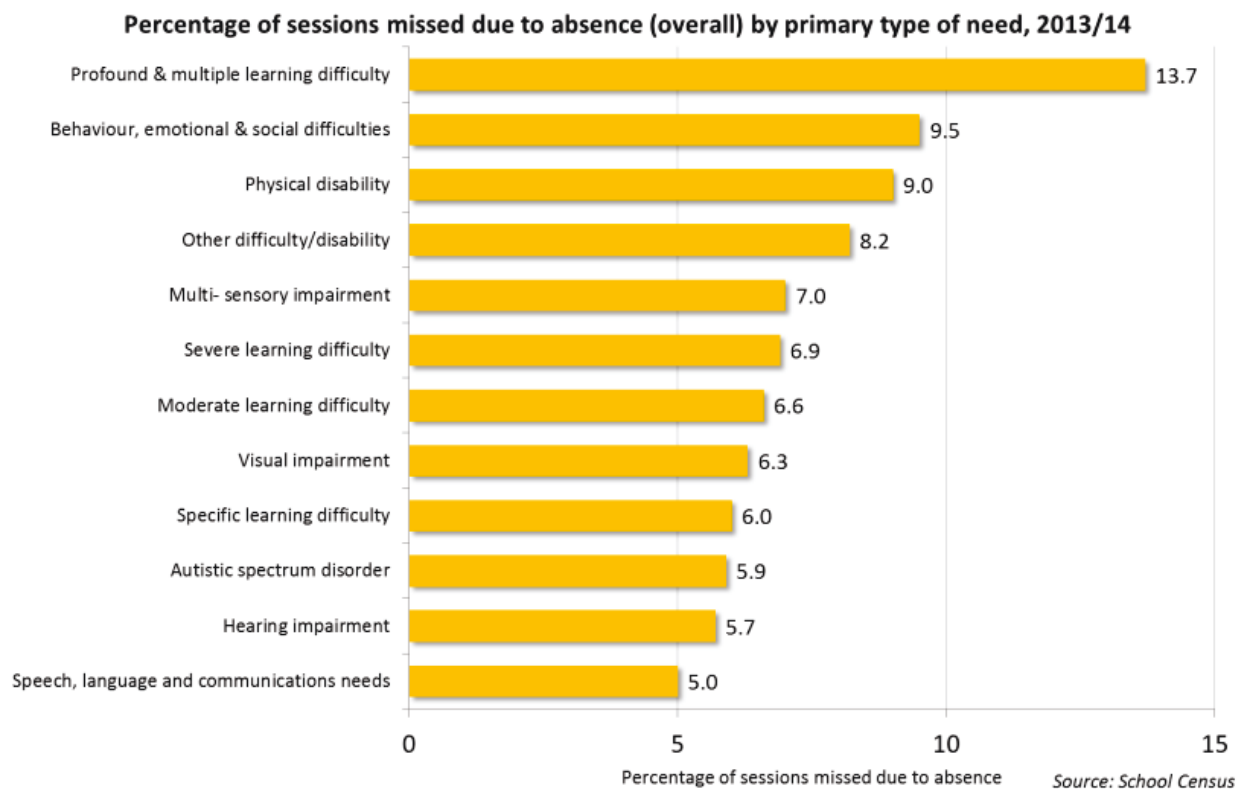
**More information on Post-16 participation and destinations can be found in the following publications:**

['Participation in education and training: local authority figures'](#)

['Destinations of key stage 4 and key stage 5 pupils: 2013 to 2014'](#)

# Absence and exclusions

## Absence



7.5% of **sessions were missed** for pupils with statements in 2013/14 compared to 6.7% for pupils at School Action Plus, 5.7% for pupils at School Action and 4.1% for pupils without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2013/14, these pupils missed 13.7% of sessions.

11.0% of pupils with statements were **persistent absentees** (missing around 15% or more sessions) in 2013/14 compared to 2.6% of pupils without SEN.

## Exclusions

5.17% of pupils with SEN without a statement received a fixed period exclusion in 2013/14 compared to 6.42% of pupils with statements and 1.08% of pupils with no SEN.

0.25% of pupils with SEN without a statement received a permanent exclusion in 2013/14 compared to 0.15% of pupils with statements and less than 0.03% of pupils with no SEN.

**More information on absence and exclusions can be found in the following publications:**

[‘Pupil absence in schools in England: 2013 to 2014’](#)

[‘Permanent and fixed-period exclusions in England: 2013 to 2014’](#)

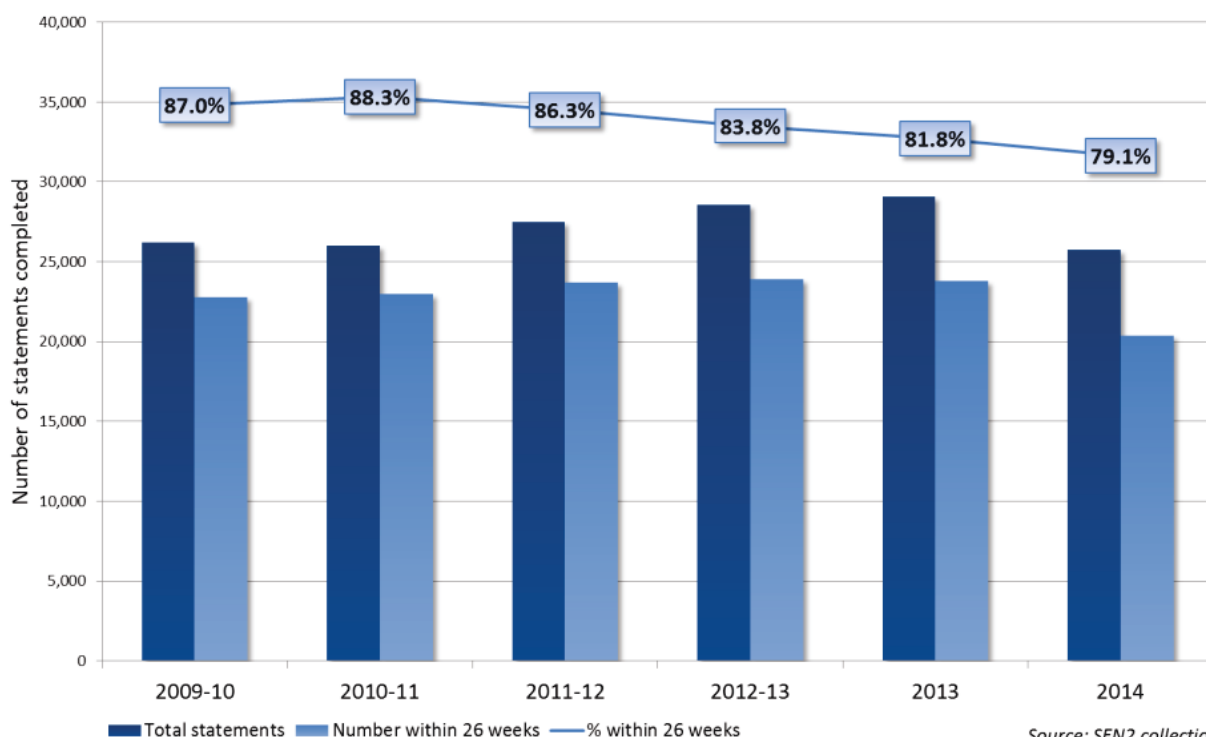
# Experience of the SEND system

## Timeliness of issuing statements and EHC plans

79.1% of all statements were completed within 26 weeks in 2014. This rises to 89.0% of statements when excluding exception cases (for example cases where the advice required for the assessment is not provided to the local authority in time or the child is absent from the area).

Following implementation of SEND reforms in September 2014, information on timeliness of Education, Health and Care (EHC) plans was collected for the first time in January 2015. This data covered the first few months of the new reforms. It shows that 61.5% of EHC plans were issued within the revised deadline of 20 weeks, which rises to 64.3% when exception cases are excluded.

**Number of statements completed within 26 weeks (inc. exceptions)**

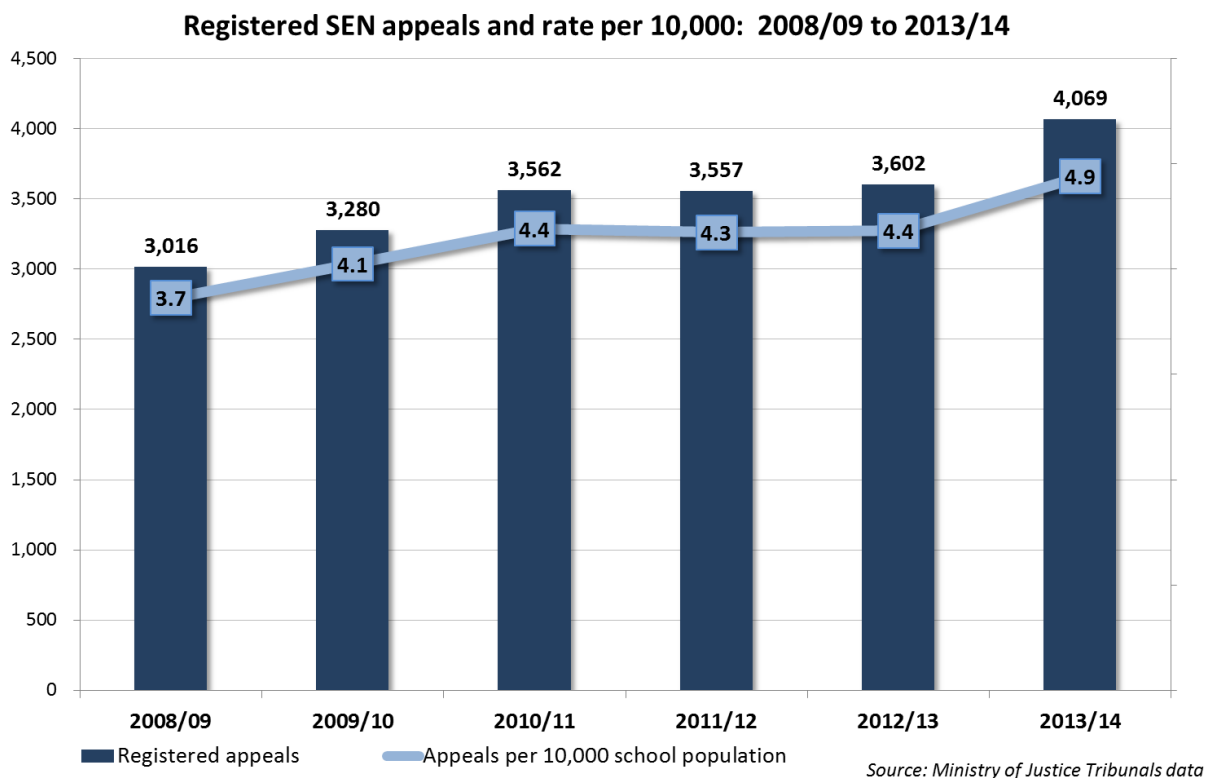


## Appeals registered with the SEND tribunal

There were around 4,070 appeals registered in 2013/14, which is equivalent to around 4.9 appeals per 10,000 of the school population. This is an increase compared to the previous three years where there was around 3,600 appeals registered equivalent to 4.4 per 10,000 of the school population.

In 2013/14, 43% of appeals were against the contents of the statement and 40% were against a refusal to assess.

In 2013/14, 72% of appeals were conceded or withdrawn. Of the remaining 20% that reached an outcome, 83% of appeals were successful to some extent.



Latest quarterly data shows there were 890 appeals registered between April and June 2015, compared to 1,282 for the same period in 2014, a fall of 31%.

More information on the experience of the SEND system can be found in the following publications:

[‘Statements of SEN and EHC plans: England 2015’](#)

[‘Tribunals statistics’](#)

## Related information

### Local Authority Interactive Tool (LAIT)

This tool is produced by the Department, it contains a range of LA level information relating to Education and Children’s services (including on SEND) and enables comparisons across all local authorities in England.

The LAIT is available to access at “[Local Authority Interactive Tool link](#)”.

### LG Inform

This tool is similar to the LAIT, it is managed by the Local Government Association and contains a range of indicators to cover all council services, which includes Education and Children’s services.

LG Inform is available to access at “[LG Inform link](#)”.

#### Feedback:

We have changed the way this publication looks to make it more accessible and more timely. We welcome feedback on any aspect of the publication at: [SEN.Statistics@education.gsi.gov.uk](mailto:SEN.Statistics@education.gsi.gov.uk) .



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