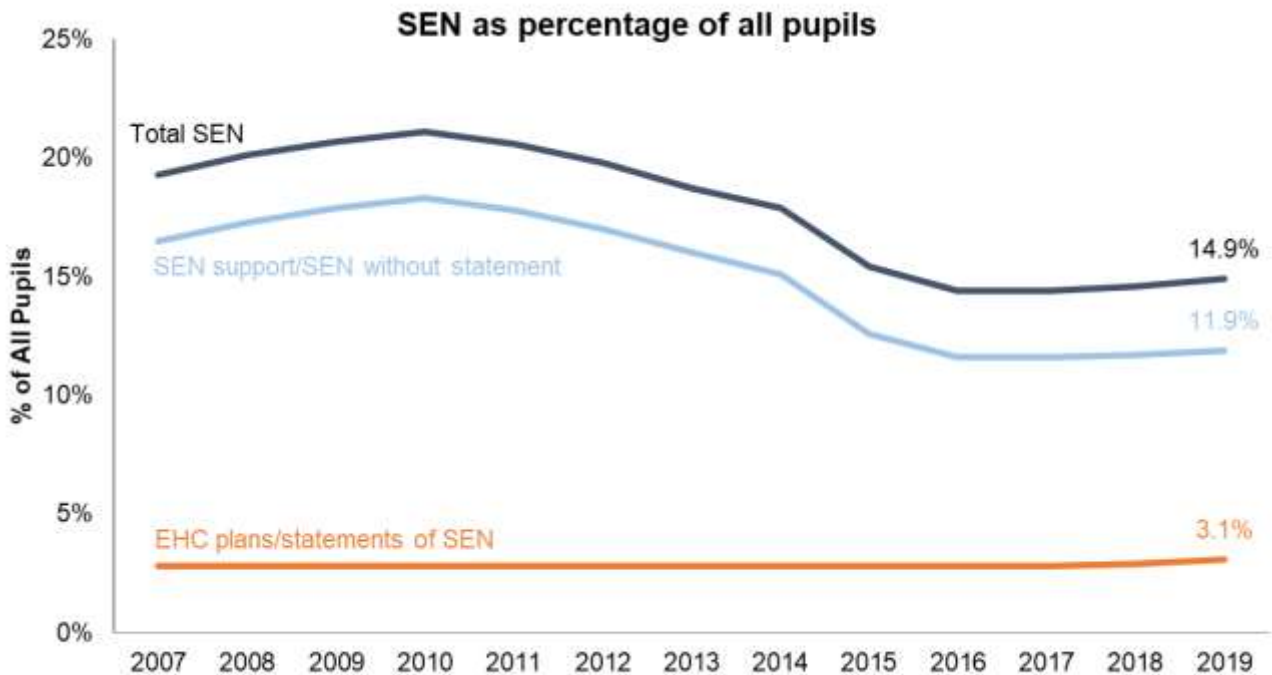




4 July 2019

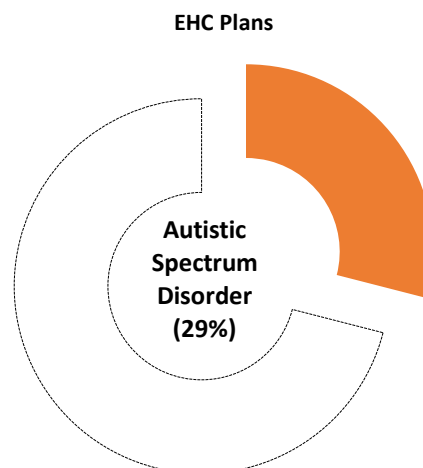
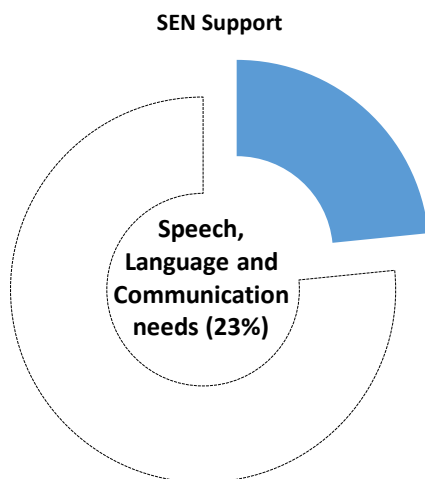
14.9% of all pupils have special educational needs in January 2019, with 3.1% of all pupils having an Education, Health and Care plan.



The number of pupils with special educational needs (SEN) has increased for a third consecutive year to 1,318,300 in January 2019, representing 14.9% of the total pupil population. This is driven by increases in both the number of pupils with an Education, Health and Care (EHC) plan and with SEN support.

271,200 pupils (3.1%) of the total pupil population, have an (EHC) plan and a further 1,047,200 pupils (11.9%) are on SEN support.

The most common primary types of needs in 2019 are...



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About this release

This statistics publication provides data from the January 2019 school census on pupils with special educational needs and information about special schools in England. In addition, this publication includes breakdowns by age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility. It includes data about special schools and SEN units, and an 'additional tables' document.

The school census contains pupil level data from all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, pupil referral units, university technology colleges, studio schools and direct grant nursery schools. Further data is collected in the General Hospital School census and the School Level Annual School Census.

In this publication

The following tables are included in the publication:

- National Tables (Excel .xls)
- Local Authority Tables (Excel .xls)
- Additional Tables (by Primary type of Need) (Excel. xls)
- Underlying data (open format .csv and metadata .pdf)

The accompanying technical document provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at SEN.statistics@education.gov.uk

1. Pupils with special educational needs in schools (Table 1)

Pupils with special educational needs are currently classified as follows:

SEN Support

From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have an education, health and care plan.

Education, Health and Care (EHC) Plans and statements of SEN

A pupil has an EHC plan or statement of SEN when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive.

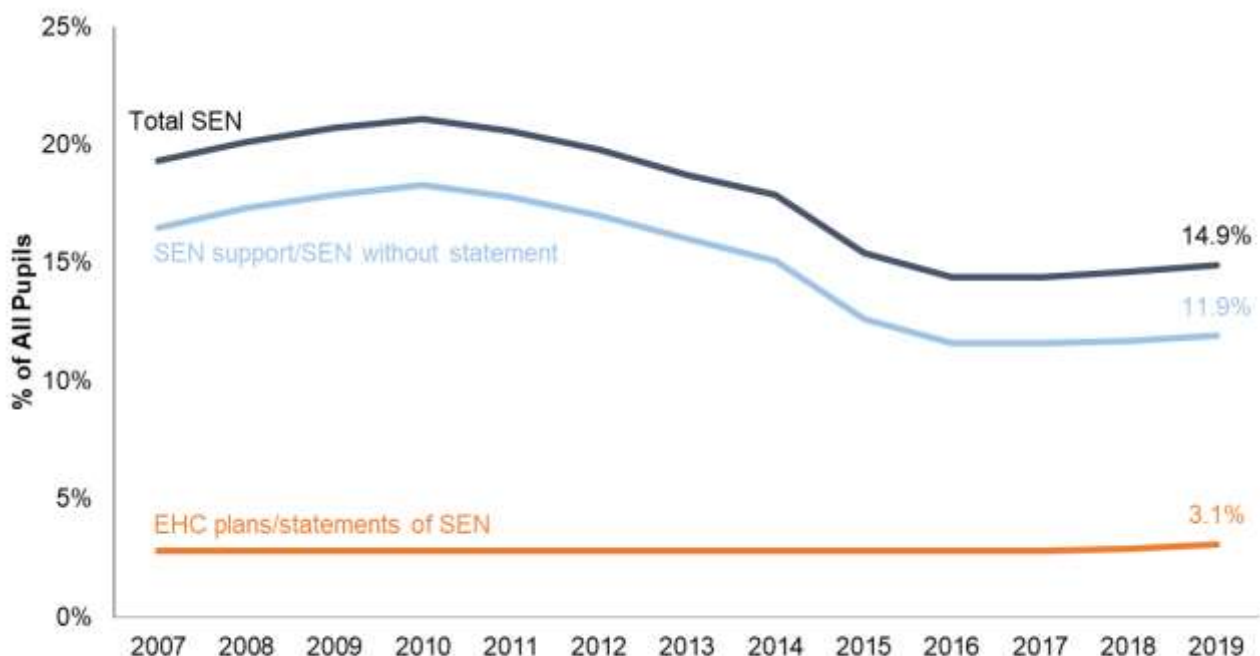
Following the introduction of EHC plans in September 2014, statements of SEN and EHC plans are grouped together within the data. The transfer of statements of SEN to EHC plans was due to be completed in March 2018. In December 2018, there were less than 100 statements of SEN nationally¹.

Across all schools, the number of pupils with special educational needs has risen for the third consecutive year, to 1,318,300 (14.9%) in January 2019. This follows a period of year on year decreases from January 2010 to 2016. Over this period, the overall decrease was driven by decrease in the proportion of pupils with SEN support, while the percentage of pupils with a statement or EHC plan remained stable at 2.8%.

The percentage of pupils with SEN Support, those with identified special educational needs but no EHC plan, followed a similar pattern rising to 1,047,200 (11.9%).

271,200 school pupils have an EHC plan in January 2019. This is an increase of 17,500 since January 2018. The percentage of pupils with an EHC plan has risen to 3.1% of the total pupil population after remaining constant at 2.8% from 2007 to 2017.

Figure A: Both the percentage of pupils with EHC plans and on SEN support has risen England, January 2007-2019



Source: School census, SLASC and General Hospital School Census 2007-2019 (as at January each year)

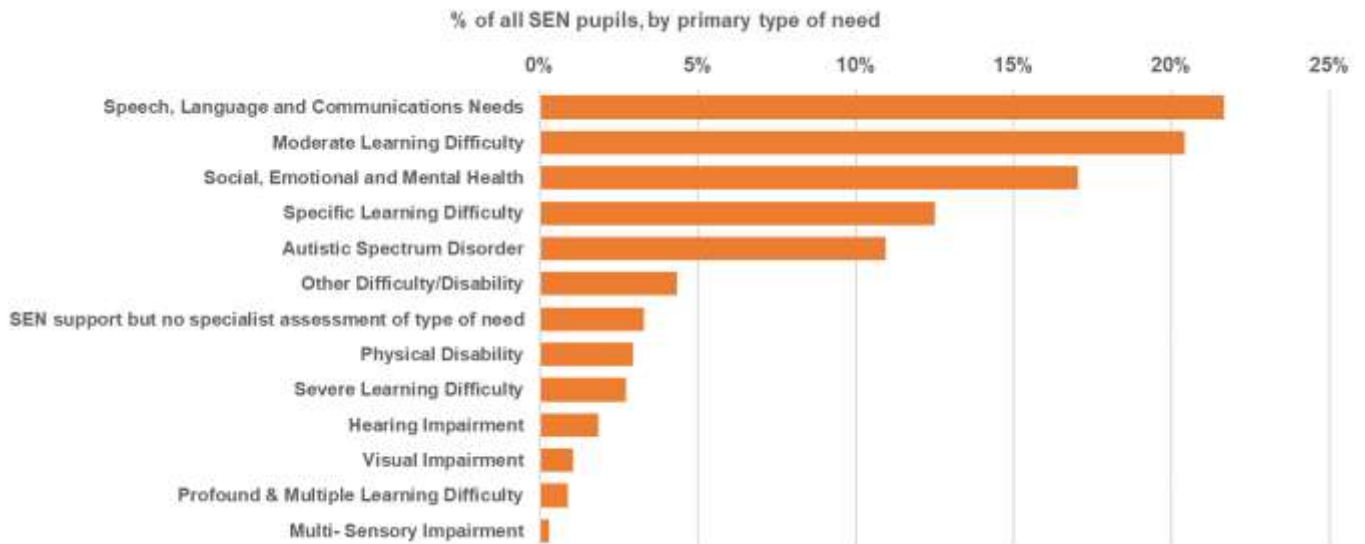
¹ <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2018-12-19/203903/>

2. Primary type of need (Table 8)

Primary type of need is collected for those pupils on SEN support or with an EHC plan. A list of the Primary types of needs is available within the accompanying technical document. Further detailed definitions are available within the [SEND code of practice: 0 to 25](#)

Across all pupils with SEN, Speech, Language and Communications Needs is the most common primary type of need at 22% of pupils. This had previously been Moderate Learning Difficulty, which has decreased to 20%.

Figure B: Speech, language and communication needs is the most common type of need among SEN pupils
State-funded primary, secondary and special schools, England, January 2019



Source: School census, January 2019

Among pupils on SEN support, Speech, Language and Communications Needs is also the most common type of need, at 23%.

Of those with an EHC plan, Autistic Spectrum Disorder remains the most common primary type of need with 29% of pupils with an EHC plan having this primary type of need. This has increased from 28% in January 2018.

Figure C: The distribution of each primary type of need varies greatly between those who are identified as SEN Support, compared to those with an EHC plan

State-funded primary, secondary and special schools, England, January 2019



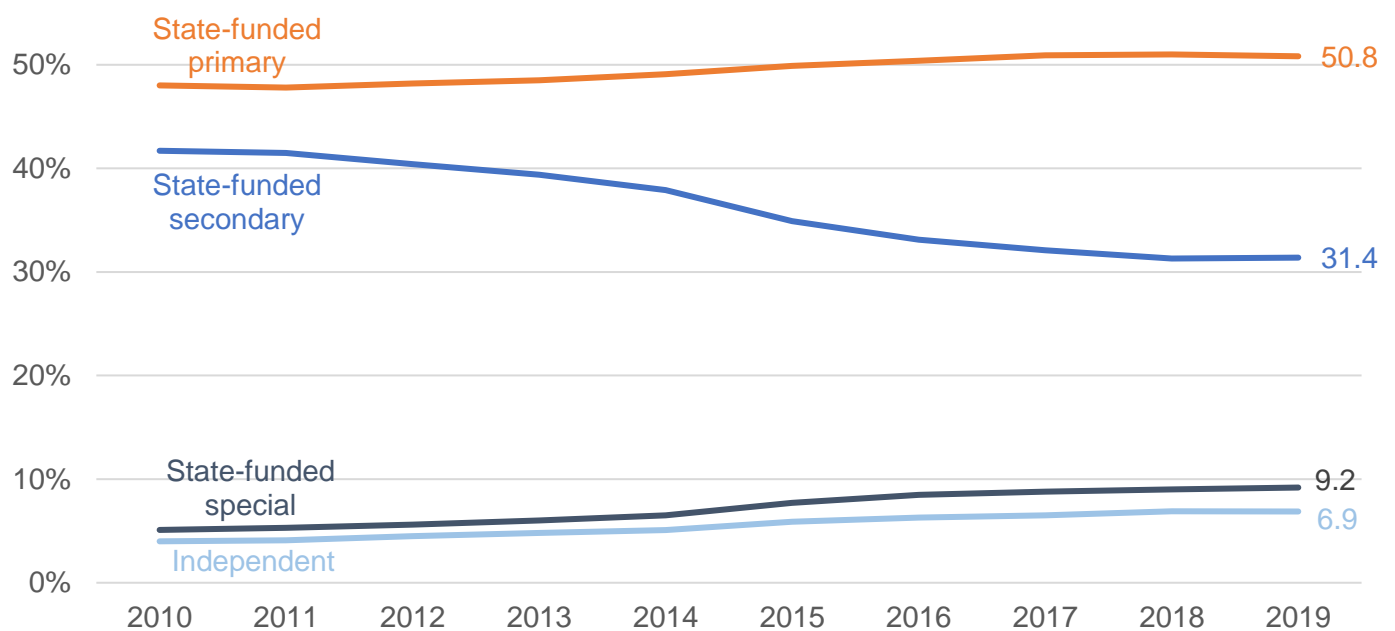
Source: School census, January 2019

3. Types of school (Table 1 and table 2)

The number of pupils with SEN has increased in all school types, with the exception of pupil referral units where a small decrease in pupil numbers has been seen both with SEN and overall. By school type, the data shows that

- In **state-funded primary schools**, the number of pupils with SEN has increased by 3%, while the population has remained fairly steady. As a result, the incidence of SEN has increased slightly to 14% of all pupils. Pupils with SEN in state-funded primary schools make up 51% of all pupils with SEN.
- In **state-funded secondary schools**, the incidence of SEN has increased slightly to 12%. This represents 31% of all pupils with SEN.
- The number of pupils in **state-funded special schools** has increased by 6% to over 120,000. This represents 9% of all pupils with SEN.
- The number of pupils, and the number of pupils with SEN has decreased slightly in **pupil referral units**. 1% of all SEN pupils are placed in a pupil referral unit.
- The number of pupils with SEN has increased **in independent schools**, while the overall number of pupils has decreased slightly. 7% of all SEN pupils are placed in an independent school.
- Incidence of SEN in **academies** is similar to all-state funded schools for both EHC plans and SEN support.

Figure D: Placement of pupils with SEN has changed over the past ten years
England, January 2010-2019



Source: School Census and School Level Annual School Census 2010-2019

Placement of pupils with EHC plans

The percentage of pupils with an EHC plan attending state-funded special schools has decreased slightly at 44%. In recent years the proportion has increased, but has been relatively stable for the past two years.

The percentage of pupils with an EHC plan attending independent schools (6%) has also decreased, though the percentage has increased significantly overall in recent years.

Figure E: Percentage of pupils with an EHC plan by type of provision

England, January 2010-2019

School type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Maintained nursery	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
State-funded primary	25.8	25.8	25.9	26.0	26.2	26.2	25.5	25.8	26.3	27.4
State-funded secondary	28.8	28.4	27.7	26.9	25.7	24.6	23.5	22.2	20.9	20.4
State-funded special	38.2	38.7	39.0	39.6	40.5	41.4	42.9	43.8	44.2	43.8
Pupil Referral Units	0.9	0.8	0.7	0.7	0.7	0.7	0.6	0.7	0.7	0.8
Independent	4.2	4.3	4.7	4.9	5.1	5.3	5.7	5.8	6.3	6.1
Non-maintained special	2.0	1.9	1.9	1.8	1.7	1.6	1.6	1.5	1.4	1.3

*Source: School Census and School Level Annual School Census 2010-2019***Placement of pupils with SEN Support**

The percentage of pupils with SEN support attending independent schools has remained steady at 7%. That had previously increased each year from January 2010 (4%).

The percentage of pupils with SEN support attending state-funded primary schools has decreased slightly to 57%, following a steady increase over recent years, while the percentage of pupils with SEN support attending state-funded secondary schools has risen for the first time since 2010 following a period of steady decline.

Figure F: Percentage of pupils with SEN support by type of provision

England, January 2010-2019

School type	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Maintained nursery	0.3	0.3	0.3	0.4	0.4	0.5	0.5	0.6	0.5	0.5
State-funded primary	51.4	51.2	51.8	52.4	53.4	55.2	56.3	57.0	57.1	56.9
State-funded secondary	43.6	43.6	42.5	41.5	40.2	37.2	35.4	34.4	33.9	34.2
State-funded special	0.1	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.2
Pupil Referral Units	0.7	0.6	0.7	0.7	0.7	0.9	1.0	1.0	1.1	1.0
Independent	4.0	4.1	4.5	4.8	5.2	6.0	6.5	6.7	7.1	7.1
Non-maintained special	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Source: School Census and School Level Annual School Census 2010-2019

4. Age and gender (table 3)

Special educational needs remain more prevalent in boys than girls, 4.4% of boys and 1.7% of girls had an EHC plan, both small year-on-year increases. Similarly boys were almost twice as likely to be on SEN support - 15% compared to 8% of girls.

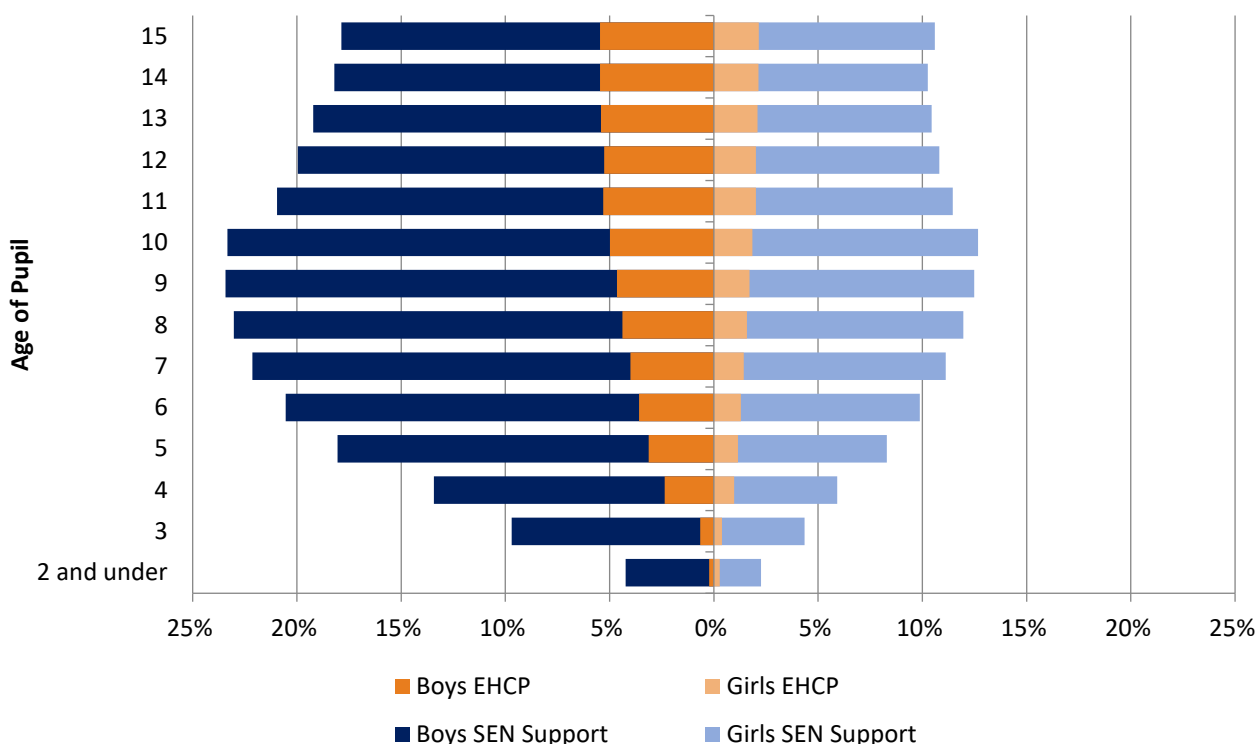
SEN is most prevalent among boys at age 9 (23% of all boys), and for girls at age 10 (13% of all girls).

SEN support is most prevalent among primary age pupils, before decreasing as age increases through secondary ages.

For EHC plans however, as age increases the percentage of pupils with EHC plans also increases, up to age 16, where nearly 4% of pupils have an EHC plan.

Figure G: Prevalence of EHC plans increases as age increases for both genders, however SEN support decreases following primary ages

State-funded primary, secondary and special schools, England, January 2019



Source: School Census 2019

5. Other characteristics (table 5, 6 and 7)

Free school meal eligibility

Pupils with special educational needs remain more likely to be eligible for free school meals – 28% compared to 13% of pupils without special educational needs. Pupils with EHC plans are more likely to be eligible for free school meals than pupils on SEN support (33% compared to 27%).

Ethnicity

Special educational needs are most prevalent in travellers of Irish heritage and Gypsy/Roma pupils with 30% and 26% respectively.

Travellers of Irish heritage and black Caribbean pupils had the highest percentage of pupils with EHC plans (4.5% and 4.4% respectively). Indian pupils had the lowest percentage of pupils with EHC plans at 1.9%, compared with 3.1% of all pupils nationally.

English as a first language

Pupils whose first language is known to be English are more likely to have special educational needs (15% of these pupils have SEN) than those whose first language is known to be other than English (12%).

6. Special schools (tables 9 and 10)

There are 1,044 state-funded and non-maintained special schools in England. The approved provision type is the type of special need for which the school is formally approved to make provision. The most common approved provision type is Autistic Spectrum Disorder, with 646 state-funded and non-maintained special schools approved for this provision type. 540 schools have approved provision for Severe Learning Difficulty, and 519 schools have approved provision for Moderate Learning Difficulty.

7. Other characteristics by primary type of need (additional tables)

Free school meal eligibility

The largest difference occurs with pupils with Social, Emotional and Mental Health as their primary type of need, where 34% of pupils with SEN support and 43% of pupils with an EHC plan are eligible for free school meals, compared to 13% of pupils without SEN.

Gender

In January 2019, Autistic Spectrum Disorder is the most prevalent primary type of need for both boys (33%) and girls (18%) with an EHC plan.

Speech, Language and Communication needs was the most prevalent primary type of need among boys with SEN support at 25%, compared with 20% of girls.

Moderate Learning difficulty was the most prevalent primary type of need among girls with SEN support at 26%, compared with 21% of boys.

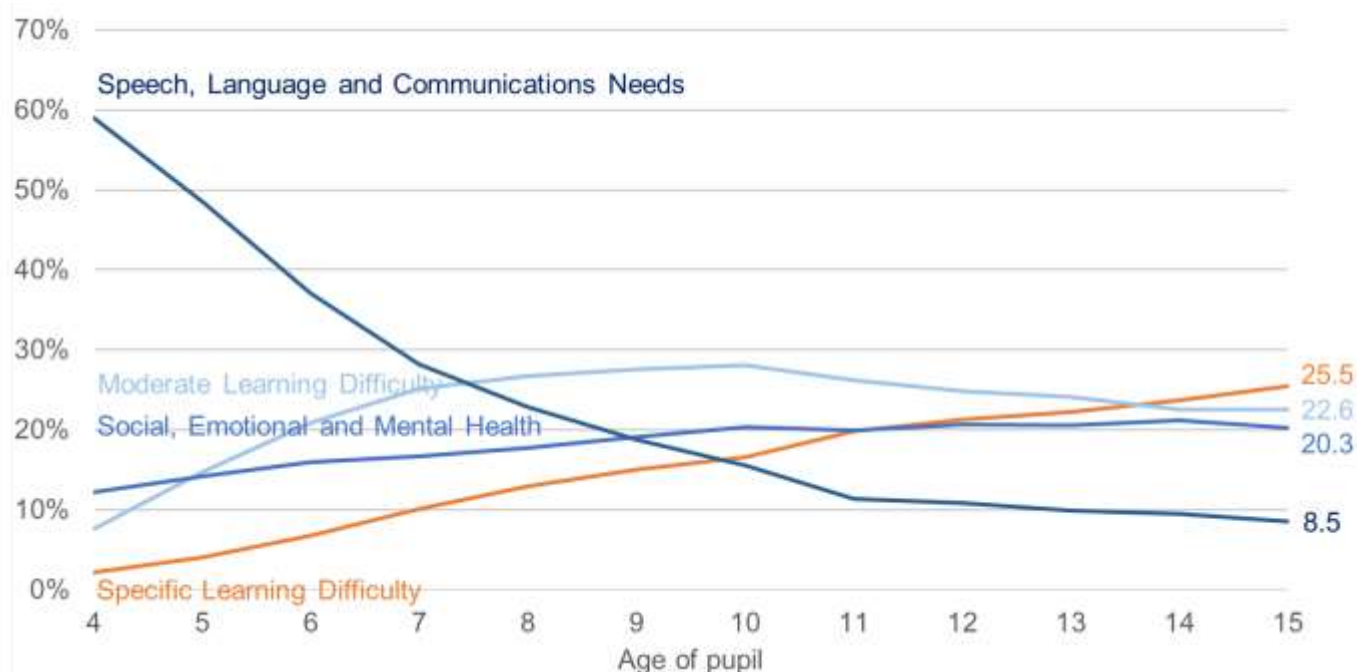
Age

There is some variation among age groups for primary type of need. 59% of 4 year-olds on SEN support have a primary type of need of Speech Language and Communication needs. This reduces to 9% of 15 year-olds.

At age 10, the most prevalent type of need for pupils with SEN Support is Moderate Learning Difficulty at 28%. This is also the age at which this type of need is most prevalent.

At age 15 the most prevalent type of need for pupils with SEN Support is Specific Learning Difficulty at 25%, compared with 17% at age 10 and 4% at age 5.

Figure H: As age increases, the most prevalent types of need change among those with SEN support
State-funded primary, secondary and special schools, England, January 2019

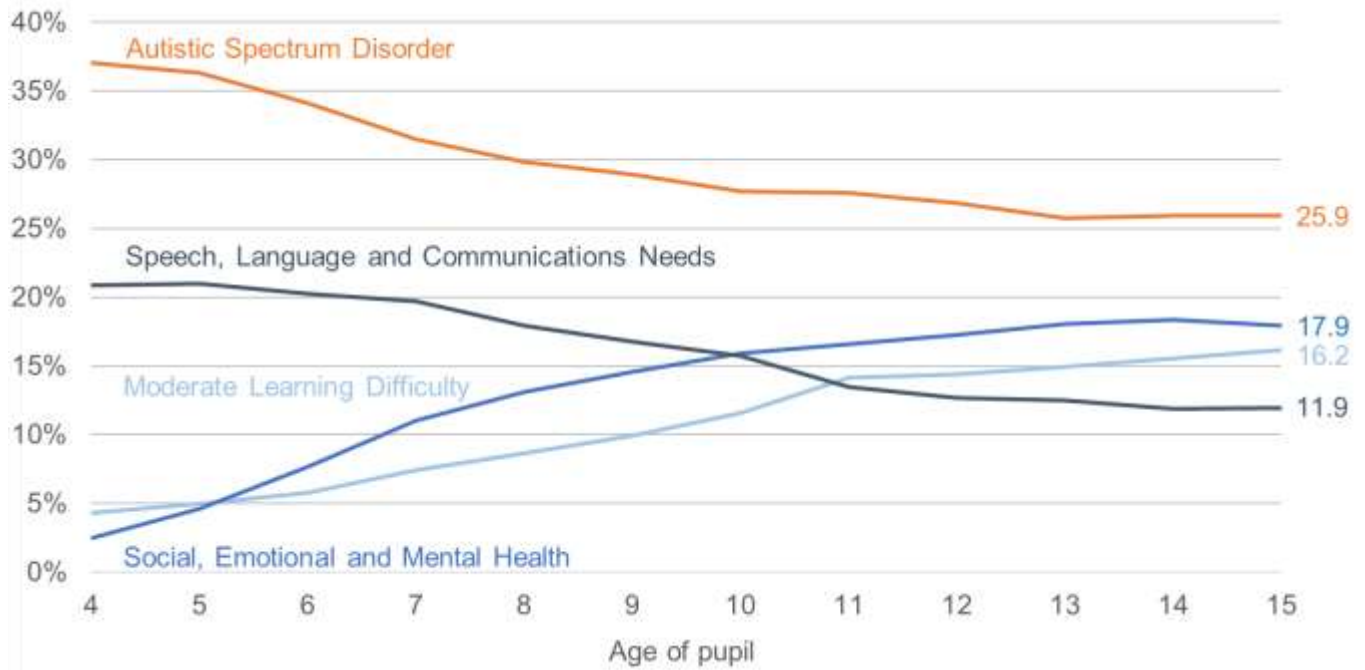


Source: School census 2019

The difference between age groups is less distinct for pupils with an EHC plan, however Moderate Learning Difficulty and Social Emotional and Mental Health are both more prevalent in older pupils. Speech language and communication needs continues to show a decrease as age increases, but to a lesser extent than among pupils with SEN support.

Autistic Spectrum disorder is the most prevalent primary type of need across ages 4 to 17 for those pupils with an EHC plan. This is highest at age 4, with 37%.

Figure I: As age increases, the most prevalent types of need also vary among those with EHC plans
State-funded primary, secondary and special schools, England, January 2019



Source: School census 2019

8. Accompanying tables

The following tables are available in Excel format on the department's statistics website: [Special educational needs statistics](#)

National tables

1. All Schools: Number of pupils with SEN by school type and type of provision
2. a. Academies: Number of pupils with SEN by type of academy
2. b. Academies: Number of pupils with SEN time series
3. State-funded primary, secondary and special schools: Number of pupils with SEN by age and gender
4. State-funded primary, secondary and special schools: Number of pupils with SEN by national curriculum year group
5. State-funded primary, secondary and special schools: Number of pupils with SEN known to be eligible for and claiming free school meals
6. State-funded primary, secondary and special schools: Number of pupils with SEN by ethnic group
7. State-funded primary, secondary and special schools: Number of pupils with SEN by first language
8. State-funded primary, secondary and special schools: Number of pupils with SEN by primary type of need
9. Special schools: Types of provision for which schools have been approved
10. Special schools: Number of schools by size
11. State-funded primary and secondary schools: number of schools with SEN units and resourced provision

Local authority and regional tables

12. All Schools: Number of pupils with an EHC plan
13. All Schools: Number of pupils with SEN support
14. State-funded primary, secondary and special schools: Number of pupils with SEN
15. All Schools: Number of pupils with SEN
16. State-funded primary schools: Number of pupils with SEN by primary type of need
17. State-funded secondary schools: Number of pupils with SEN by primary type of need
18. Special schools: Number of pupils with SEN by primary type of need
19. State-funded primary and secondary schools: Number of pupils with SEN attending SEN units or placed in resourced provision

Additional tables

- A. State-funded primary, secondary and special schools: Number of pupils with SEN by gender and primary type of need
 - B. State-funded primary, secondary and special schools: Number of pupils with SEN by age and primary type of need
 - C. 1. State-funded primary, secondary and special schools: Number of pupils with SEN support by ethnic group and primary type of need
 - C. 2. State-funded primary, secondary and special schools: Number of pupils with EHC plans by ethnic group and primary type of need
 - D. State-funded primary, secondary and special schools: Number of pupils with SEN by free school
-

meal eligibility

- E. State-funded primary, secondary and special schools: Number of pupils with SEN by national curriculum year group and primary type of need
- F. State-funded primary, secondary and special schools: Number of pupils with SEN by first language and primary type of need
- G. State-funded primary, secondary and special schools: Number of pupils with SEN by primary and secondary type of need

When reviewing the tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We round numbers and percentages	National figures in table 1 have been rounded to the nearest 5. This is consistent with the Departmental statistical policy which can be found at: Departmental statistical policy .
And adopt symbols to help identify this	Symbols are used in the tables as follows: . not applicable .. not available

9. Further information is available

Special Educational Needs and Disability (SEND) Reforms

The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014. From September 2014, children or young people who are newly referred to a local authority for assessment are considered under the new Education, Health and Care (EHC) plan assessment process.

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has Special Educational Needs (SEN). It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Transferring children and young people with statements to EHC plans will be phased.

Timescales are set out in [Transition to the new 0 to 25 special educational needs and disability system: Departmental advice for local authorities and their partners \(September 2015\)](#).

In addition, the previous 'School Action' and 'School Action Plus' categories were replaced by a new category 'SEN support'. All transfers to this category have now taken place.

See the [SEND code of practice: 0 to 25](#) for more detailed information on the reforms. The Code of Practice provides improved guidance to help schools and others more accurately identify children with SEN.

Previous publications	Previous versions of this publication can be found on our SEN statistics home page: Statistics: Special educational needs
Other SEN Statistical publications	Statistics on pupils with SEN, including numbers with statements or EHC plans, information on educational attainment, destinations, absence, exclusions, and characteristics Statistics: Special educational needs
SEND code of practice	Explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014 SEND code of practice: 0- 25 years
Special educational needs and disability regulations	Regulations supplement the procedural framework assessing a child or young person with special educational needs, and the procedure for making, reviewing, amending and ceasing to maintain an EHC plan Special educational needs and disability regulations 2014 For regulations applicable to Statements of Special Educational Needs, see - The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001
Special educational needs and disability (SEND) information	Includes links to guidance and regulations about supporting children and young people with special educational needs and disabilities. Special educational needs and disability (SEND)

10. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics [in October 2017](#) in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. Information on improvements made to these statistics to continue their compliance with the Code of Practice are provided in the accompanying methodology document.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

11. Technical information

A technical document accompanies this publication. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

12. Get in touch

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Department
for Education



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Email: SEN.statistics@education.gov.uk

Reference: [Special Educational Needs in England 2019]



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